# ASSESSMENT OF THE FACTORS THAT DETERMINE WHO GOES FOR IN-SERVICE TRAINING: A CASE OF PRIMARY SCHOOL TEACHERS IN RUNGWE DISTRICT

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# A DISSERTATION SUBMITTED IN PARTIAL FOR THE DEGREE OF MASTERS OF EDUCATION IN ADMINISTRATION PLANNING AND POLICY STUDIES (MED-APPS DISTANCE)

**OF THE OPEN UNIVERSITY OF TANZANIA (OUT-TANZANIA) 2024**

# CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania dissertation titled: **“*Assessment of Factors that Determine who Goes for In-service Training: A Case of Primary School Teachers in Rungwe District”*** in partial fulfillment of the requirements for the Degree of Masters of Education in Administration Planning and Policy Studies (MED-APPS Distance) of the Open University of Tanzania (OUT-Tanzania)

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# ………………………………………..

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# DECLARATION

**I, Leonard Daudi Kansimba** do hereby declare that this dissertation is my own original work and therefore has not been presented for a degree or submitted in any other University for a similar or any other degree award.

# .............................................

**Signature**

# ………………………….

**Date**

# DEDICATION

This Dissertation is dedicated to my Brother Chief Charles Kansimba, my lovely wife Mrs. Sekunda Mtui, my lovely son Lordguard Kansimba and Miss. Lolitha Kansimba, for their encouragement, prayers and support. Without their support this research could not have reached this far

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# ABSTRACT

The study assessed the factors that determine who goes for in-service training: a case of primary school teachers in Rungwe district. General the study intended to assess the factors that determined who goes for in services training in Rungwe district for primary school teachers. Specifically, the study had three objectives which were examining the perceptions of primary school teachers about in-service training, identify criteria that are used in selecting primary school teachers for in-service training and assessing the extent to which these criteria are followed in selection of primary school teachers to attend in-service training in Rungwe District. Respondents were 160, consisting of 139 teachers, 15 heads of schools from 15 public primary schools, 4 Ward Education Coordinator (WEC), 1 School Inspector, 1 District Primary Education Officer (DPEO). All participants, except teachers were purposefully sampled while teachers were randomly sampled. Content analysis was used to analyze qualitative data while quantitative data was analyzed by using Microsoft office excel 2007. During the study it was noted that primary school teachers perceived in-service training as interconnected with subjects that had several challenges to teachers and students but also additional level of education means in service training is inevitable. For any developing society changes are inevitable therefore policy reforms must be done regularly. Also employee should develop workers academically and improve their productivity. For the society to develop issues of academic qualification must be respected always.

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**LIST OF ABRIVIATIONS**

**DPEO** District Primary Education Officer

**WEC** Ward Education Coordinator

**URT** United Republic of Tanzania

**JICA** Japan International Cooperation Agency

**MED-APPS Distance** Masters of Education in Administration Planning and

Policy Studies

**OUT-Tanzania** Open University of Tanzania

**KCSE** Kenya Certificate of Secondary Education

**PTE** Primary Teacher Education

# CHAPTER ONE

# INTRODUCTION AND BACKGROUND TO THE PROBLEM

# 1.1 Introduction

The chapter consisted introduction, background and statement of the problem, objectives of the study and research questions. Other issues which was discussed in this chapter included significance of the study, definitions of terms, delimitation and limitations of the study.

# 1.2. Background to the Problem

Training systems in many developing countries is confronted with strategies on how to enhance their efficiency and effectiveness (World bank, 1991). Globally and Africa in particular, preliminary evidence shows that local authorities can have training departments that co-ordinate the staff training functions but have not been largely proven to be effective (Sleight, 2003).

Furthermore, Mbutta (2009) observed that the lack of competent manpower inhibits the Districts local councils to execute projects effectively and efficiently. Some local authorities lack proper training policies and programmes, as a result of ineffectively training offered (Mbutta 2009)*.*

Dryden (2002) suggests that local governments in Tanzania have been performing poorly due to lack of qualified staff and councilors. Equally, the preliminary findings by Bana (2005) show that, the absence of a specific unit or department to oversee or

co-ordinate staff development and training is another stumbling block in the country. Bana reported that the multiplicity of human resource training authorities in the Dar es Salaam City Council, made planning and co-ordination of staff training function a nightmare.

However, Mjenga (2002) points out that many companies and work organizations have failed to pay sufficient attention to staff training programmes hence hinders the effectiveness of the staff. According to the information from the Rungwe district Academic office revered that in 2021 to 2022 only 17 primary school teachers were in-service training under private sponsorship. In additional the district has got no budget for in service training since 2015 but workers are given permission to take in service training under private sponsorship therefore only workers with economic strength are able to go for in service training.

Some authors argue that the little information on training effectiveness might be caused by inappropriate selection of trainees (Dryden, 2002; Mathias and Jackson, 2008) but others comprehend it as a failure to implement the knowledge after training including poor monitoring techniques (De Cenzo & Robbins 2006; Kenneth & Kurgan 2008).

Despite enough information on the need for staff training; little is known about the effectiveness of staff training in Tanzania especially on local authorities. According to WHO and UNICEF (1997) argued that in- service training should depend on the challenges that a worker has encountered during fulfilling his/her duties but not

personal interest. In this case criterion for in- service training depends on the employers need. Also, there is questionable information on the feedback if the grounded criteria are observed in the selection of primary school teachers to attend in-service training in Rungwe District.

The information from the Rungwe district primary academic office in 2021 exposed some criteria that in service training based on science subjects, mathematics, English language and pre unity studies currently. Therefore, this study intends to assess the factors determining who goes for in-service training for primary school teachers in Tanzania, a case of Rungwe District. The base of this study is to find out whether determinant factors matches with the needs and are of effective to predicted results.

# Statement of the Problem

Until recently there has been a general resistance to invest in training in both public and private service (Stahl, 2006). In Stahl (2006), argued that employees are hired under a merit system those are presumed to be qualified, that they were already trained for their jobs. This assumption has been lightening as the need for training became obvious in both public and private sector.

The argument made by Stahl (2006), claimed that many organizations have come to recognize that training offers a way of developing skills that enhancing productivity and quality of work as well as building workers loyalty to the firm/organization*.* In fact, the importance of training has become more obvious due to growing complexity of the work environment, the rapid change in organizations and technological

advancement which further necessitates the need for training and development of personnel to meet the challenges (Gupta, 2006).

In the same way, Dryden (2002) stressed that, in-service training is inevitable to improve the quality of employees and councilors in efforts aimed at enhancing the performance of local governments in Tanzania. Despite the information on the importance of human resource training, many organizations are still facing the problem of untrained employees due to little knowledge and understanding of in- service training in its proper perspective. Some organization fails to recognize the real factors that necessitates for the need of in-service trainings (URT, 2007). This has resulted into deliverance of low quality services and products, poor decision making and management which led to downsizing of public industries (Ibid).

According to Rachel et al (2019) argued that in practice how much professional development and dosage as well as duration that are consumed by in service training are important factors in selecting professional development opportunities. Furthermore, Rachel et al (2019) cautioned that Professional development is cost in terms of time and money and it is important to insure that time spent in professional development must be worthy for the organization.

Continuous professional development for the primary teachers is identified as an approach to improve the quality of education for children around the world (Jensen & Iannone 2018). However Joshua (2014) suggested that most of the driving cause for in service training is triaged by the course provided in the particular colleges as

well as the topics deriver in the particular workshop or seminar. In the study Joshua (2014) realized that challenging topics in the specific subject created high demand for in service training for the teachers themselves and the administration. The administrators were mostly forced to select in service training teachers especially on the subjects in which the student performed poorly (Rachel, 2019).

The study conducted by Mcbrige (1989) in London observed on the changes of science and technology as a basic criterion for in service training. Not only that but also Nzarirwehi & Atuhumuze (2019) conducted a study in Uganda finalized that in service teachers training has its largest influence on the upgrading teachers academic qualification and improve their attitudes toward their job, equipping, broadening and deepening teachers knowledge and skills that increase teachers competence, reliability and responsibility.

The study by Hardman (2009) in Tanzania colleges of education suggest that in service training for primary school teachers is grounded from the pre-service programmes which include more general programmes for trainees to support personal growth, develop social confidence, leadership skills, and prepare young adults for taking on the responsibilities of being a teacher. Therefore due to the generalization of studies that trainees are given before being teachers need day to day refinement.

Moreover, Barrett (2007) commented that most of the colleges and Universities in Tanzania tend to use method books published internationally; lecture notes from

overseas training courses and not based on grounded research from Tanzanian classrooms hence in service training is necessary because it provides combination of the external knowledge and the ground experience from the real field of learning.

By considering the School context, Colleges and the Universities it is not possible to take all teachers for in service training, in this case we need to select few teaches for the training by following some factors that will put teachers at equal position of having chance of being selected. There had been several studies such as Mcbrige (1989), Hardman (2009), Nzarirwehi & Atuhumuze (2019) they tried to find out the best criteria for selecting a specific teacher for in service training but they end up in dilemma whether they should base on the organizational goals, teachers professional ability, result oriented or the outcomes to the pupils. Therefore this study is going to find out the best criteria for selecting in service training for teachers in Rungwe district.

# Objectives of the study

The study had been guided by the following objectives

# General Objectives

The general objective of the study intended to assess the factors that determined who goes for in services training in Rungwe district for primary school teachers.

# Specific Objectives

The following are the specific objectives of the study

* + - 1. To examine perceptions of primary school teachers about in-service training in Rungwe District
      2. To identify criteria that are used in selecting primary school teachers for in- service training in Rungwe District.
      3. To assess the extent to which these criteria are followed in selection of primary school teachers to attend in-service training in Rungwe District.

# Research Questions

The following were the research questions

* + 1. What are the perceptions of primary school teachers about in-service training in Rungwe District?
    2. What are the criteria that are used in selecting primary school teachers for in- service training in Rungwe District?
    3. To what extent are these criteria followed in selection of primary school teachers to attend in-service training in Rungwe District?

# Significant of the study

The study may act as a ground for policy makers in education sector especial on the planning and developing programmers for in service training in district, regional and national wise. Also the study may help the education stakeholders to have collect decision making on identifying criteria that could be used in selecting for in-service training. Furthermore the study resolved some challenges concerning with perception

and the extent to how the criteria for selecting primary school teachers are adhered by the educational decision makers. Not only that but also the study develop a logical habitual thinking and organizing systematical about in service training for the primary school teachers. Moreover, this study aims at adding more knowledge on the factors which determine who goes for in service training in public primary schools in Rungwe district.

# Scope of the study

The study was conducted in Rungwe district with 37 wards and 145 primary school teachers. Also the district had 1,386 primary school teachers by July 5th 2021. Due to the limitation of time, the study had used 160 respondents whereby 139 were primary schools teachers, 15 heads of schools, 4 wards executive, 1 school inspector and 1 district primary school officer. Furthermore, the study focused only in public primary schools as the target of the study.

# Limitations of the Study

The researcher faced some hindrances during field study such as interference with school time table whereby the researcher requested to conduct his study during break time. Also the researcher faced some of the respondents who were reluctant to reveal their information. Due to this the researcher spent some time to explain deeply about the purpose and confidentiality of the study as well as assuring them that the research was only for academic matters.

# Delimitations of the study

Since it is not possible to study the entire targeted population due to time limit, the researcher had opt 15 public primary schools in Rungwe as a true representative of the study. This study focused only on public primary school teachers at Rungwe district in Mbeya region. Rungwe district had 145 public primary schools. The scope of the study helped to understand the boundaries of the study findings, identification of respondents, their activities and events that might affect the findings. Due to this scope, the researcher had enough samples that allowed him to get the information required for the study as well as the time frame prescribed by the Open University of Tanzania postgraduate studies guideline.

# Operational definition of Key terms

# In-service training

By Elliott (2014) referred in-service training as a program for professional or staff development effort, where by professionals are trained and discusses their work with others in their peer groups. It is also common among public servants including educators and public safety officials. In-service program also refers to programs offered to enlisted members of the military while they are in service mostly in developed countries.

# CHAPTER TWO LITERATURE REVIEW

# 2.1. Introduction

This chapter has introduction, conceptualization of training and in-service training, role/importance of in-service training, perceptions of teachers and scholars, criteria used in selecting staff for in-service training worldwide to nationwide and challenges encountered in selecting staff for in-service training. Finally the chapter contained conceptual framework and organization of the study.

# Theoretical literature

# Training and in-service training conceptualization

According to Beach (2018) defines training as ‘the organized procedure by which people learn knowledge and skill for a definite purpose’. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization acquire and apply the knowledge, skills, abilities, and attitudes needed by a particular job and organization (Beach, 2018).

Furthermore Flippo, (2018) added that ‘training is the act of increasing the skills of an employee for doing a particular job. On the other side Chand (2019) improved the meaning of Training as a short-term process utilizing a systematic and organized procedure by which non-managerial personnel acquire technical knowledge and skills for a definite purpose. It refers to instruction, mechanical and technical operations like operations of some machine. Training constitutes a basic concept in

human resource development. It is concerned with developing a particular skill to a desired standard by instruction and practice (Beach, 2018). Training is a highly useful tool that can bring employees into a position where they can do their job correctly, effectively, and conscientiously (Flippo 2018).

UNESCO (2020) defined in- service training for teachers, as the concurrent official teaching responsible for improving teachers’ qualifications and skills. In-service training can be compulsory relating to official professional development activities to maintain or upgrade professional qualifications or it can also be optional with the sole purpose to improve skills. Elliott (2014) referred in-service training as a program for professional or staff development effort, where by professionals are trained and discusses their work with others in their peer groups. It is also common among public servants including educators and public safety officials.

In-service program also refers to programs offered to enlisted members of the military while they are in service mostly in developed countries. According to IGI Global (2020) in- service training are the studies that occur during the course of the employment offered to teachers while they are in service to enhance their teaching skills.

The training intend for those actively engaged in the profession or activity concerned it as the training given to teachers while they are working as full time. In-service training is what a teacher receives after he has entered to teaching profession and after he had education in a university or collage. Longman Dictionary of

Contemporary (2020) defined in service training as the training that is given to employees during the course of employment.

Everyday Creativity Consortium (2020) revealed the mostly studied issues for teachers as, learners and support structures, curriculum and materials, education system management, teachers and pedagogy as well as school and classrooms. Therefore the meanings of training and in service training have slat difference which is only training that takes place to the workers who are in service while general training is the transfer of knowledge and skills from one person to another.

# Role/importance of in-service training

The changing need of society is a main reason for in-service training, but many other factors such as changes in curriculum, continuous need for qualified teachers, acquisition of new knowledge and development of skills which is essential for inclusion of learning increase significance of in service training (Akhter et al, 2).

Having qualified and skilled teachers are essential and it is one of the priorities in any education system, to this end it is necessary to provide classes of training, retraining, internship, and in service training (Ahmadi, & Keshavarzi, 2013). On the other side Chand (2019) highlighted the importance of training of employees and managers as an absolutely essential in the changing environment. It is an important activity of human resource development which helps in improving the competency of employees.

Training gives a lot of benefits to the employees such as improvement of efficiency and effectiveness, development of self confidence and assists everyone in self management (Ahmadi, & Keshavarzi, 2013). The stability and progress of the organization always depends on the training imparted to the employees. Training becomes mandatory under each and every step of expansion and diversification. Only training can improve the quality and reduce the wastages to the minimum. Training and development is also very essential to adapt according to changing environment. Moreover Flippo (2018) showed the needs for training as increasing knowledge which means advancement in technology, change in business environment and new management philosophies have now made it crucial to renew and update the existing knowledge and skills of the employees to maintain their competency.

Also improvement in performance due to continuous training which updates and renews their existing level of knowledge and skills hence increases their effectiveness (Flippo 2018). Therefore, to make employees more effective, it is important to impart continuous training. However development of human skills as a result of new training programmes also focuses on developing human skills of employees apart from the technical and conceptual skills. Such human skills result in effective inter-personal relations and sustaining healthy work environment therefore, it should not be ignored (Beach, 2018). Imparting trade specific skills in industrial employment, workers and employees are recruited through compulsory apprenticeship training (Flippo 2018). Such training enables an organization to impart industry and trade specific skills to workers.

Hence, it’s an important need for manpower training. Chand, (2019) insisted that establishing of work force through training is an important to establish effectiveness which stands the technological change and making organization dynamic. Management theorists agree that it is the responsibility of the management to continuously train and develop their manpower.

By observing the argument of Chand, (2019), Flippo, (2018) Beach, (2018) they focused in service training for general organization. Way2College (2016) argued that the programme which develops skills and knowledge within the teachers so that they can perform their duties effectively and with respect to the standard of working field is called as an in-service training programme for teachers. It boosts up the efficiency and effectiveness of teachers. It develops a sense of perfect behaviour in the working strategies and widens the scope of educators. In their study Way2college (2016) suggested more benefits for in- service training that were basically for educators such as Knowledge. Before defending knowledge, Way2college (2016) gave the meaning of educator as a person who imparts knowledge to the learners, but what happen if his or her knowledge is not complete? In such a case, he or she is unable to carry out his or her role and responsibilities in a proper manner. If an educator is not enough to tackle a large number of learners then his or her role does not proves satisfactory (Akhter et al, 2011).

Hence in-service training for the educator is inevitable for the progress of any educational institution. Also Improvement in Instructions, Learners are influenced by the lectures or instructions of the instructor or teachers, if these instructions are not

effective, then the teachers are not appreciated and they are not able to conduct their role (Lee 2000). So, guidance is being provided to improve the lecturer or instructor’s and teachers quality under it institution (Akhter et al, 2011).

Furthermore Lee (2000) suggested that updating the Mentors due to the developments that have taken place in the teaching field and different sectors of working areas, so mentors should be updated enough to meet out the new emerging and developing generation.

Moreover working-culture, in different schools have a different working culture so it depends on trainer how he or she adapts himself or herself according to the working environment. He or she requires certain tacts for such a task and these tacts are being taught as in service training.

However Way2college (2016) argued that performance of the students is one of the factors for in-service training**,** if the pupil is unable to understand the subject matter, then it is the drawback of the trainer. The trainer should apply some effective teaching-tacts to teach the pupils so that they perform well in studies. These tacts which improve the performance of pupils are taught in the specified training. Not only that but also Bernsten, (2003) on the issue of environment on training he commended that it depends on educationalist how he or she moulds the environment of his or her work place according to his or her requirements. If the educationalist scolds and beats the student then the whole environment gets disturbed and thus it is his or her tact in dealing the students without scolding and beating them such type of preparation for educationalist need to be improved through training (Bernsten, 2003).

Communication technique is essential for the professional of mentor; teachers can be analyzed on behalf of their communication technique (Lee, 2000). These communication techniques need to be updated continuously.

# Empirical Literature Review

# Perceptions of in service training by various scholars and staff

The study by Lee (2000) in Hong Kong provide deep information about the receptiveness of in-service training for the teachers including belief about general issue of education and overall feelings toward the previous educational system, it was seen to be in dilemma and doubt. Furthermore Lee (2000) added that attitude toward the previous educational system as well as alleviation of fears and uncertainties associated with the change practically of the new educational system in the classroom were questioned by the teachers.

Moras (2004) noted that the expectation and beliefs about important aspects of the new education system perceived by the teachers during in service training is among of the sound ringing in the teachers before the training. Also support for teachers role at school in respect of the main referents of the new educational system, personal cost- appraisal of the change and beliefs about some important aspects of the new educational system in comparison with the previous system it is a puzzled question for most of in service trainees (Lee 2000).

The study conducted in Afghanistan by Safi (2015) came out with different views for example the research findings show that the material and academic incentives and

motivation factors play an important role in teachers’ encouragement to attend in service programs.

According to Safi (2015) the views of the teachers who were involved in the study shows that due to lack of rewards like increase of salaries and other incentives it was the main reason for low rate of teachers participating for in-service training. Also it was realized that teachers believed the provision of per diem and transportation allowance during training could positively affect the attendance rate of teachers and motivate them to be punctual in the training (Safi 2015).

# Criteria used in selecting staff for in-service training worldwide to nationwide

The study done by Boudersa, (2016) in Algeria start that in order to bring beneficial change in education, several decisions have to be made and steps to be followed for example appropriate selection of teachers with standards of teaching and standards of selections had to be raised before recruiting them.

Teaching must be see as a profession with qualifications and not simply a job sought for the sake of having a job (Boudersa, 2016). Teachers should also be prepared and should be empowered with the right and appropriate skills in order to be ready and suitable for the teaching profession. They should be equipped with the required up-to-date knowledge, the necessary teaching skills and competences in order to provide effective teaching and successful learning.

The study conducted in Guatemala revealed that there were no formal procedures for selecting in service training lathers there were administrative test such as tossing (Guzman et al 2013). This case was different in Nicaragua where by teachers who has worked for more than nine years were high enrolled and those who had lowest scores in relation with other higher education programs (MINED, 2011).

The study by Bunyi (2010) in Kenya revealed that for a candidate to qualify for primary teacher education course (PTE), he/she must have acquired a minimum grade of C (plain) in the Kenya Certificate of Secondary Education (KCSE).

In addition, one must have obtained a minimum grade of D in Mathematics and C- in English to qualify for the award of the Primary Teacher Education Certificate also a student must pass all the practical teaching and obtain a pass in all eight subjects. The final grades that are distinction, credit, pass, fail - is determined by passes in the six best performed subjects. These criteria are observed even for in service training as a ground for which subject that a teacher need more training (Bunyi, 2010).

In September 18th, 2017 it was reported in IPP media that three thousand (3000) teachers were out of qualification for further studies. It was said by the chief director Dr Leornard Akwilapo of ministry of education science and technology. According to Akwilapo, the selection criteria was based on general performance that was division I up to division III of point 25 for form four at certificate level (grade A) and point 17 of four six for diploma level and most of the applicant were in service teachers.

Therefore most of teachers had low qualification hence they did not qualify for in service training. Moreover in Tanzania there have been some short course workshops for mathematics, science and English language in some areas so as to update teachers’ knowledge. Also pre primary teachers have been taking training in order to cope with the changing social and cultural demands.

According to Mara region report of 2015 exposed that the regional conducted a seminal for exhibition of syllabi for standard I and II which involved district education officers and the school inspectors and deep discussion on the curriculum was done. Furthermore in 2013 the government of Tanzania in corroboration with Japan International Cooperation Agency (JICA) made a pedagogical training for 10,584 teachers of science, mathematics and language to all regions of Tanzania mainland (Kawambwa, 2013).

By observing most of the criteria that have been used in Tanzania and Rungwe district inclusive, mathematics, science and English language teachers are the highly prioritized for in service training. Therefore this study aims at observing other criteria that could be used for selecting teachers for in-service training where by every teacher would have equal chance to be selected for in service training.

# Challenges encountered in selecting staff for in-service training

Teachers training policy usually developed outside the school. They are mainly designed by the government or teachers training institution and to some extent have the inputs of teaches and other stakeholders. It could be argued that teacher training

police become effective as they produce interaction with the dynamic taking place inside the school and with those relating the school to its external environment (Fullan, 2000).

As it have been noticed in the above discussion that curriculum reforms in several countries are the once that forces in service training. In Sri Lanka 1972 the reforms came so quickly that they almost swept everyone off their feet hence everything was required to restart with new talents to initiate the training at the limited time (Ariyadasa, 1976).

In addition, Ariyadasa, (1976) argued that during the reformation some areas must be new in that case the decision on the best method of approach for teaching the subjects should be discussed. The changes made teachers apprehensive at the worst, some of them thought their positions were being undermined due to change over and learn new content and new methodologies made them feel less secure (Ariyadasa, 1976). In certain important subjects, such as science and mathematics, teachers without any previous experience were being recruited as a result the in-service training were jeopardized (Ariyadasa, 1976).

According to Guskey (2002) and Evans et al (2004) argued that most of the in service training do not consider the background knowledge, experience and beliefs that teachers bring with them to professional learning experience hence the training may be inefficient.

Furthermore in- service training is associated with several costs such as fees for participating and travelling to attend the workshops and conferences, annual membership fees, lodging and meals (NAEYC, 2018). On top of that costs for leaving home for several days as well as cost for assignments and stationeries are not part of the institution. All this cost may be on the hand of the teachers themselves mostly and in other institutions this cost is on the hand of administrations expenditure.

However, Rachel et al (2019) insisted that in service training do not provide opportunity to practice and experiment with new skills and knowledge in the classroom and often delivered without an individualized approach of matching the professional development to the teachers needs. Furthermore the study does not provide feedback on the use of new content in real context and it require teachers who are well trained in using an intensive, collaborative model which can be challenging for program that cut across various geographical areas in which the teachers came from (Rachel et al 2019).

However, several accusations in Kenya shows that educational standards are declining mostly to the areas in which, in-service training programmes in particular areas have been singled out or excessively bureaucratic, under resourced, poorly delivered and ineffective in helping to raise teaching standards (Lowe & Prout 2018). Furthermore Lowe & Prout (2018) findings suggests that current in-service training programmes are failing to address more fundamental issues surrounding Kenyan teaching professionalism as a whole hence it need strong reformation.

The majority of entrants in Tanzania came from family backgrounds where the cultural and academic capital they bring with them to the training experience is constrained (Hardman 2009). Many are from households with low levels of parental education and non-professional livelihoods. Hardman (2009) observed that the academic level of many of the entrants is weak and many had the minimal qualifications necessary for entrance so they are unlikely to have secure grounding in core subjects. This finding is supported by Towse *et al* (2002) who found a substantial proportion of students entering Teachers Training Colleges in Tanzania saw primary teaching as a career choice of last resort or as a transitory phase in a quest for opportunities for further study. These kinds of teachers need day to day training to improve their capacity.

# Theory underpinning the study

This study is guided by the theory of Re-contextualization B and Personal Education Theory. The theory of re-contextualization B by Bernstein (1989) believes that in service training must focus on the individual context experience of the worker while personal education theory by Whatehead, (1983) believes on individual personal discovery when trying to resolve the challenging problem in work.

The theories insist that workers do develop new skills and knowledge as they go on working that need in service training so as to improve workers productivity. Therefore the scholars have some variations in their perspectives but they both agree that any serious in-service training is triggered by reforms. This perception was guided by several education reforms in education policy.

In 1972 Sri Lanka initiated a major reform of its education system. The reform occurred in an education system which for quite a few decades had come to be taken for granted because of its steady rhythm of expansion and growth (Ariyadasa, 1976). According to Ariyadasa (1976) claimed that the reformation of education policy forced in service training for the teachers hence most of teachers thought they were taking in service training due to the curriculum change in the policy.

However the reformation of Tanzanian education policy in 1967 after its independence from Great Britain, Tanzania had only 2 engineers and 12 doctors (Fundi, 2016). According to Fundi, (2016) adult literacy rate was hovering around 17% before 1967.

Tanzania after facing with this reality, the country decided to take radical changes to reform its education sector through policy changes. In 1967 the country adopted the self-reliance education policy. The major goal for education reform was to develop students’ learning enquiry, critical thinking skills and self-confidence (Fundi, 2016). Hence more teachers were needed while those in work were required to update their knowledge and skills so as to cope with the new changes.

By reviewing the above scholars it reveals that most of in service training in several countries are attributed by the education police reforms as well as in service training for the teachers. Therefore depending to the re-contextualization theory B that a worker develop skills of his/her work at the context that need to be refined through seminars, further studies, study tours and various studies while personal education theory base on solving and resolving daily challenges that a worker face hence he/she



Increase in productivity

In service training

develop new knowledge that need further polishing. Due to the theories above this study focused on improving the skills and knowledge that workers attain during working commonly as known as in service training.

# Conceptual framework

The following figure is the conceptual frame work that guide this study,

# Figure 2.1 Subjects with several challenges to teachers and students



Social challenges and political pressure, Political slogans’ National vision, State of emergency, Education

policy reforms

Political, national vision, reforms demands

fulfillment

Learners in education

collages

Social truth

Resolving students

challenges

Student’s challenges Curriculum reforms (syllabi), Student’s academic performance, Specific subject demands (mathematics and

science subjects)

Organization challenges, Administrators

demands and opinions

Resolving organization challenges and

demands

Teachers at work from the education collages

A teacher after getting new knowledge from working place (working experience)

The study by Hardman (2009) in Tanzania colleges of education suggest that in service training for primary school teachers is grounded from the pre-service programmes which include more general programmes for trainees to support personal growth, develop social confidence, leadership skills, and prepare young adults for taking on the responsibilities of being a teacher.

The conceptual framework in figure 2.1 explains that the teacher from the collages receives basic skills with little knowledge about the real society and its challenges. In working places, teachers are given full responsibilities whereby they face several challenges such as political pressure, change of national vision, political slogans, education policy reforms, state of emergence in which most of them they are out of teaches ability and training from the collage. Not only that but also the teacher face student challenges such as poor academic performance, change in curriculum (syllabi) and specific subject demands such as mathematics and science subjects.

Furthermore the teacher is part of the organization in which challenges are part and parcel of it as well as administrators. As the teacher receives the challenges from the society, students and organization do develop new knowledge as a reaction of trying to resolve day to day challenges. By referring to Whatehead (1983), on Personal Education Theory who proved scientifically that an individual developed personal discovery when trying to resolve the challenging problem in work.

The theory insist that workers do develop new skills and knowledge as they go on working that need in service training so as to improve workers’ productivity.The frame above adds that resolutions that teachers develop might not be collect hence

they need to be refined through in service training. Through regular in service training it will increase productivity and performance of the teachers and the learners.

# Research gap

Several researches and reports such as Rachel et al (2019) indicate that workers’ in service training is the most serious problem in developing countries. Most of employees hired under a merit system which must be presumed to be qualified, that they were already trained for their jobs (Stahl, 2006). Due to this assumptions little effort are made to insure in service training are given priority. Most of the factors that triggers in service training is the education policy reformation on the curriculums basically on syllabi, certain targeted subjects mostly science and mathematics as well as language subjects (Kawambwa, 2013).

Furthermore, Pre primary and standard one syllabi is the mostly taken in service training in many African countries and Tanzania being inclusive as reported in Mara regional report of 2015. In the case of Tanzania there have been a lot of study such as Renatus (2018), Serapion (2018) and Kyaruzi (2014) had tried to find out the outcomes of in service training for the teachers but most of them did not concentrate on the criteria that are used in selecting those teachers for in service training.

Moreover Renatus (2018) made a research in Iramba, Tanzania and came out with the conclusion that teachers in service training must triage pupils’ acquisition of literary skills. Similar study was conducted by Serapion (2018) in Bukoba Tanzania

concluded that in service teachers training improved student academic performance. The identical results were found by Kyaruzi (2014) in Korogwe district Tanga. In addition to that Kapinga et al (2015) in Mbeya city council revealed that in service training had a number of advantages because many teachers faced several challenges in implementing competence based curriculum which was a new knowledge to them. Due to the above scholars there is a vacuum of knowledge about perceptions of in service teachers training, criteria’s that are required to select in service training and the extent to which how those criteria are followed in Rungwe district council. Therefore this study got visible gap of knowledge on perceptions, identify criteria that are used in selecting primary school teachers for in-service training and the extent to which these criteria are followed in selecting primary school teachers to attend in-service training.

# CHAPTER THREE RESEARCH METHODOLOGY

# Introduction

The chapter contained introductory part of the research methodology, research approach and design, area of the Study and its Study population as well as the study sample. Also sampling techniques, data collection techniques, validity and reliability were part of this chapter. Furthermore the chapter had data analysis strategies and ethical consideration (administrative procedures)

# Research Approach

This study employed both quantitative and qualitative approaches (mixed approach) in the collection of relevant information. This combination of methods involves the collection, analysis and integration of quantitative and qualitative in a multiphase study (Creswell 2012). This approach was used due to the following reasons,

The first was triangulation which referred to the use of more than one method while studying the same research question in order to examine the same dimension of a research problem (Jick, 1979). The second reason which guided this study to use mixed research approach was the complementarities that was played by mixed approach. Comlimentarity allows the researcher to gain a fuller understanding of the research problem and to clarify a given research results.

The above reasons was accomplished by utilizing both quantitative and qualitative data and not just the numerical or narrative explanation alone to understand the social story in its entirety (Yauch & Steudel 2003).

According to Greene et al (1989) insisted that mixed method often aid in the development of a research project creating a synergistic effect whereby the effect from one method helps to develop or inform the other method, for example, statistical data collected from a quantitative method can often shape interview questions for the qualitative portion of one’s study.

Best & Kahn (2006) commented that in many cases, the combination of the two approaches is more superior than using only one of these approaches. The use of both approaches helped the researcher to complement the weaknesses of the two approaches.

# Research design

This study had employed a sequential exploratory approach in which qualitative approach was more dominant than quantitative approach because in-depth opinion and information from the participants about the problem and support was required (Dawson, 2002). The approach enabled the researcher to get answers on the perceptions of teachers on in service training as well as extend in which the criteria for selecting teachers for in service training whether are followed. Quantitative approach was employed because some statistical data collected from a quantitative method can often shape interview questions for the qualitative portion of one’s study (Greene et al 1989).

Therefore quantitative data was used to shape and modify qualitative data. In additional the quantitative approach helped to answer the question of criteria that are used to select teachers for in service training and also the approach substituted the qualitative approach in getting deep information about the study because it answered only one objective among the three objectives.

# Area of the Study

The study was carried out in Rungwe District. Rungwe is a District in Mbeya Region, Tanzania). Rungwe District is located at longitude 80º30' East and 90º30' east, and latitude 33º S and 34ºS in Southern part of Mbeya Region. It is bordered to the north by Mbeya Rural District, to the east by Njombe Region, to the south east by Kyela District, to the south west and the west by Ileje District, and to the north by Mbeya Rural District. According to the 2012 Population and Housing Tanzania Census, the population of Rungwe District was 339 157. The majority of People who are living in the District are Nyakyusa by Tribe who speak the same language (Kinyakyusa).

It is administratively divided into 37 wards (National Bureau of Statistics: 2012). This area is chosen because there is no public information which shows the criteria for in service training and the extent to which those criteria’s are followed equally also there is little information about in service training general, hence creates a room for unnecessary doubtful truth.

Moreover Rungwe district is the oldest district in Mbeya regional since 1900 which was called Lungenburg by German (Mwambusye, 2020). Due to its oldest it is not

expected to have some shortcomings’ in case of in service training but the truth is opposite. For example the district has got no budget for in service training since 2015 but workers are given permission to take in service training under private sponsorship therefore only workers with economic strength are able to go for in service training.

The researcher as an academician is their duty to resolve social problems by conducting scientific studies and come out with correct answers before they cause negative effect to the organization and the society in general.

# Study population

Generally, the population in this study comprised teachers who are 1,386 whereby 745 are female and 641 male by July 5th 2021 in primary schools in Rungwe district. However due to the limitation of time, it is not possible to study the whole population hence a small group can represent the bigger one (Hoberg, 1999). The study employed only ten percent (10%) of the whole population of the teachers. Also Heads of Schools who are 145 in number and only ten percent (10%) was used in the study as respondent. The heads of schools were used because they are the once whom the permission for teachers for further studies begins from them.

Ward Education Coordinators (WECs) who are 37 in number and ten percent (10%) of them are going to be used as respondent. The WECs work as coordinators between ward level and the district primary education office hence they have a room for commenting whether a particular teacher should be permitted for further studies or not. Also the district has 1 School Inspectors with his team they were participant in

the study because they are the once who insure quality of education in schools and 1 District Primary Education Officer (DPEO) with his member they control the whole process of schooling in primary schools at district level.

# Study sample

According to Gay, Mills and Airasian (2012) defined Sample as a group of individuals, items, or events that represents characters of the larger group from which the sample is drawn. This study used a table of random numbers to get a perfect representative of the study. The study had two tables of random numbers whereby the first table had digits from 0001 to 1385 in which the digits represented all names of teachers of primary schools in Rungwe district. The second table of random numbers had the digits from 001 to 144 whereby the digits in this table represented the names of the schools, heads of schools and the names of the ward executive coordinators which the schools are available. The digits from the tables pointed out by the researcher using finger while the eyes are crossed to be the respondent of the study.

A researcher should prepare or select a sample design which must be reliable and suitable for the research study proposed to be undertaken (Kothari, 1988). Therefore the researcher had opted to use 10% of the teachers who were 139 out of 1386 also 10% of schools and head of schools who were 15 out of 145. Not only that but also the study used 10% of the ward education coordinators who were 4 out of 37. Furthermore the study used 1 School Inspect because he/she is the only person poses

valuable information on the quality assurance in schools hence such information could be useful for the study.

Moreover the District Primary Education Officer (DPEO) with his team control the whole schooling system at primary schools in the district therefore the study got detailed information about factors for selecting teachers for in service training. In this case the study had a total of 160 respondents. The sample was adequate due to the fact that, in mixed research studies a small distinct group of respondents is usually investigated to understand the problem in-depth (Hoberg, 1999).

The teachers as a first target, the researcher needed to get information on their perceptions about in-service training in their particular schools as well as to identify the criteria which were applied to select teachers for in-service training in their schools and if those criteria were observed. Moreover heads of schools gave the information of their experience on perceptions of primary school teachers about in- service training in their schools criteria for selecting them and whether those criteria were observed. Similar information’s were found from the ward education coordinators, school inspector and the district primary school education officer**.**

# Sampling Techniques

Sampling is the act, process or techniques of selecting a suitable sample, or a respective part of a population for the purpose of determining parameters or characteristics of the whole population (Craswell, 2008).The study employed two types of sampling techniques that represented qualitative and quantitative approaches

in collecting data from 160 respondents. In qualitative approach, the purposive sampling technique was used. In quantitative approach, simple random sampling technique was employed.

# Purposive sampling

Purposive sampling is the process of selecting a sample that is believed to be representative of a given population in other words, the researcher selects the sample using his experience and knowledge of the group to be sampled (Gay, Mills & Airasian, 2012).

Purposive sampling is used in a particular settings, persons or events which are deliberately selected to provide important information for a particular study (Creswell, 2012). Also it is useful when the researcher selects the sample based on a certain purpose. It is considered as the most important kind of non-probabilistic sampling to identify the primary participant, (Kothari, 2008). This technique was used as it provided a room for the researcher to consider things like convenience of respondents’ location that smooth their accessibility by the researcher, typicality of the information owned by the respondents and familiarity with sites for data collection.

Also the technique was used to select heads of schools and schools with not less than 9 permanent teachers, wards education coordinators (WEC), school inspector and the district primary education office (DPEO).

Heads of schools are the ones in the field of teaching so they posses good information about perception and criteria for selecting in service training. On the other hand district primary school officers and the school inspectors are working together to maintain school progress therefore they control the flow of teachers in schools.

The district primary school officer has valued information on the official criteria for in service training due to that they were selected purposeful. The school inspect have good information about the perception of teachers for in service training because they have a room to discuss with teachers during their inspection unlikely the district primary school officers.

Moreover the ward education coordinators act as a bridge between the school and the district primary school officer as well as the schools inspector so he/she posses double information from the district level, ward and the school. Therefore involving him/her could be essential for the study to be trustworthiness. The selection of the ward education coordinator as a sample depended on the schools in which his/her ward had teachers who are not less than 9 permanent teachers.

# Simple Random Sampling

Simple Random Sampling is a technique where participants have an equal chance of being selected (Dawson, 2002). Random sampling on its part is a technique in which every item of the universe has an equal chance of inclusion in the sample (Creswell, 2008). That is to say in simple random sampling, each item or element of the

population has an equal chance of being chosen. The sample was selected randomly in such a way that his biases were not permitted to operate, only chances alone determines which elements in the population was in the sample (Ary, Jacobs & Sorensen 2010). The technique was employed so as to enable respondents to have an equal chance of participating in the study. This is because each member from the targeted population had an opportunity of being part of the sample.

# Data Collection Methods and Instruments

According to Murray and Hughes (2008), data are facts and statistics which are collected together for reference or analysis, and they are used as a basis for inference and reckoning. Data collection refers to gathering of information to prove some facts. Kothari, (2008) defines data collection as the process of obtaining evidence in a systematic manner so as to find out answers to the research problem. In this study, two s types of data collection methods was employed to seek information from different sources.

# Interview

According to Kothari (2004) defined interview as a method of collecting data that involves presentations of oral-verbal stimuli and reply items of oral-verbal responses. On the others side Boyce and Neale in (2006) gave out the meaning of interview in research as a qualitative technique which involves ―conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation.

However, Connaway and Powell, (2010) categorized interview into three different formats which are structured, unstructured and semi-structured. Structured interviews consist of a series of pre-determined questions that all interviewees answer in the same order. Data analysis usually tends to be more straightforward because researcher can compare and contrast different answers given to the same questions (Connaway & Powell, 2010).

On the other hand unstructured interviews are usually the least reliable from research viewpoint, because no questions are prepared prior to the interview and data collection is conducted in an informal manner. Unstructured interviews can be associated with a high level of bias and comparison of answers given by different respondents tends to be difficult due to the differences in formulation of questions (Boyce & Neale 2006).

Moreover, Semi-structured interviews contain the components of both, structured and unstructured interviews. In semi-structured interviews, interviewer prepares a set of some questions to be answered by all interviewees. At the same time, additional questions might be asked during interviews to clarify and/or further expand certain issues (Connaway & Powell, 2010).This study used interview in collecting data because it possessed several advantages of interviews include possibilities of collecting detailed information about research questions.

In additional to this type of primary data collection, the researcher has direct control over the flow of process and he/she has a chance to clarify certain issues during the

process if needed (Cohen, Manion & Morrison, 2007). This study employed Semi- structured interview because it helped the researcher to prepare and analyze the questions before the scheduled time for interview. Also it gave flexibility to the researchers to express the [interview questions](https://www.questionpro.com/blog/interview-questions/) in the format he preferred while maintaining the research guidelines.

The researcher conducted interviews with basic questions on perceptions of primary school teachers about in service training, criteria for selection teachers for in-service training as well as to assess the extent to which those criteria are adhered for selecting in service training. The interviews was administered to Heads of Schools, Ward Education Coordinators (WECs), School Inspector and District Primary Education Officer (DPEO).

The researcher requested an appointments with the respondent in their working places while maintaining time and punctuality. Before the interviews the researcher introduced the purpose of the study to the interviewee and assured of confidentiality during and after the dialogue interview. A single interviewee used not more than 30 minutes give the required data.

# Questionnaires

The study conducted by Singh (2006) defined questionnaire as a form which is prepared and distributed for the purpose of securing responses. On the other hand Questionpro (2021) argued that a questionnaire is a research instrument that consists

of a set of questions or other types of prompts that aims to collect information from a respondent.

A research questionnaire is typically a mix of [close-ended questions](https://www.questionpro.com/close-ended-questions.html) and [open-ended](https://www.questionpro.com/open-ended-questions.html) [questions](https://www.questionpro.com/open-ended-questions.html) (Singh 2006). Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts. The data collected from a data collection questionnaire can be both [qualitative](https://www.questionpro.com/blog/qualitative-market-research/) as well as [quantitative](https://www.questionpro.com/blog/quantitative-market-research/) in nature (Questionpro, 2021). Generally these questions are factual and designed for securing information about certain conditions or practices of which recipient is presumed to have knowledge.

Not only had that but also Barr, Davis and Johnson (1944) insisted that questionnaire is a systematic compilation of question that are submitted to a sampling of population from which information is desired. This study has opted to use questionnaire due to the fact that it tend to be more reliable because it is anonymous, it encourages greater honesty, it is more economical in terms of time and financially and there is a possibility that it may be mailed (Cohen, Manion, & Morrison (2007). Also there is less chance of any bias creeping if questions are standard set for the targeted sample and respondents can answer the questionnaire without revealing their identity (Questionpro, 2021).

The study employed close ended questionnaires to collect data on factors which determine who goes for in service training in public primary schools. The questionnaires was adapted from Dawson (2002) and modified to fit with the demands of the study. The questionnaire had four basic sections, the introductory

part which explained the purpose of the study and insured confidentiality to the respondent and they were asked in the format of multiple choose by putting a tick (√) to the collect answer about personal detail without names. The second section demanded the teacher to give their perceptions of primary school teachers about in- service training in Rungwe District. The third section asked on the criteria that are used in selecting primary school teachers for in-service training in Rungwe District. The last section required the respondent to prove the extent to which the criteria’s are followed in selecting primary school teachers to attend in-service training in Rungwe District.

The questionnaire contained the questions with ordinal data ranking (Likert scale) aiming to identify the factors which determined who goes for in service training in public primary schools in Rungwe district. According to Cohen, Manion and Morrison (2007) the Likert scale is one of the common used attitude scale in education research. Likert scale also helps to capture respondents’ views as the statements of the instruments guides. The questionnaires was administered to teachers, including five point Likerts scale. These methods involved randomly selection of teachers in the targeted schools.

The researcher made sure that the questions were short, answerable, not offensive, no emotional words, no technical words and avoided ambiguity words. The researcher asked permission from the heads of schools to introduce himself to the teachers and he gave prior introduction of the study and the purpose of the study to the teachers before asking them to fill the questionnaires.

# Validity and Reliability

Creswell (2009) defined validity as a way of findings credential of the study, the way it make sense, or authentic portrait of what the study is looking at. In this study data collection tools revealed the true factors that determine who goes for in service training in public primary schools in Rungwe district. The validity of the instruments was approved through discussion of the items on the interviews and questionnaire with some colleagues pursuing the Masters of Education in Administration Planning and Policy Studies (MED-APPS Distance) of the Open University of Tanzania (OUT-Tanzania). Also before using the data collection tools in research the researcher conducted pre research study by using the tools selected so as to observe its effectiveness. After pre research study the items in the data collection tool which was found to be not useful for this study it was eliminated. By using the two selected data collection tool, on the same topic, the same number of respondent, it is forecasted that the results which was found in this study will be the same or approximately the same in the future.

# Data Analysis Strategies

Data analysis plan is a systematic process that involves working with data, organizing them into manageable units, synthesizing them, search for pattern, interpret the collected data that have been obtained, discovering what is important and what to tell others (Bogdan & Bikten, 1992). In this study, qualitative data was analyzed using content analysis techniques (summative content analysis), which is a systematic procedure to examine data collected from interview and document review. Collected data was reduced into short statements and direct quotations was used to

explain qualitative data. In the process of coding and analysis, the content of the same categories was considered and treated in the same way. Quantitative data from questionnaires for teachers was entered into Microsoft office excel 2007 program. Descriptive data was analyzed, whereby frequencies and percentages was revealed. Using this technique, it was possible to identify factors which determine who goes for in service training in public primary schools in Rungwe district.

# Ethical consideration

According to Mbogo et al 2012 explained ethical issues in research as it touches all stakeholders of research, the respondents, the researcher, the funding urgencies and the user. On the case of respondents and data collection, the researcher made sure that acceptable, standard questions which yield out the required information are asked through interviews and questionnaires without offend the respondents as well as considering their cultural background. Furthermore the respondents was assured on the confidentiality of their information that it is only for the study but not otherwise. Also the researcher observed rules and regulations during the process of preparing and conducting research in the field of the study. All participants were free to expose their ideas and no one was forced to join in the study.

# CHAPTER FOUR

# DATA FINDINGS, PRESENTATION, ANALYSIS AND DISCUSSION

# Introduction

This chapter presents analyses and discusses the research findings. The findings are presented depending on research objectives and questions that guided the study. The chapter contains introduction and three basic parts namely, perceptions of primary school teachers about in-service training, criteria that are used in selecting primary school teachers for in-service training and the extent to which the criteria are followed in selection of primary school teachers to attend in-service training.

# Perceptions of primary school teachers about in-service training

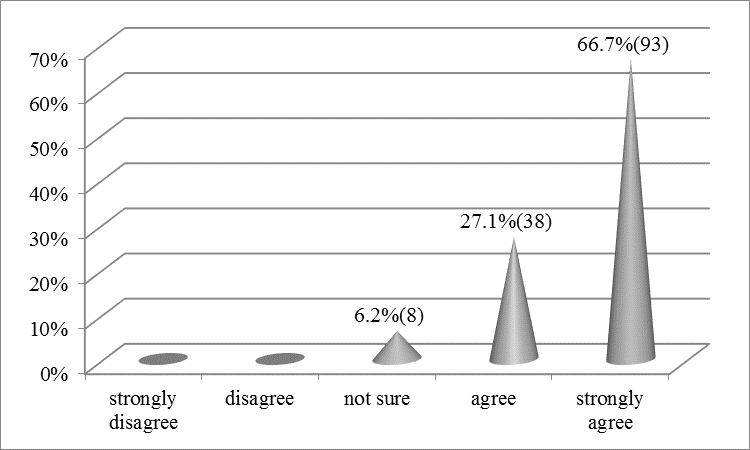
# Subjects with several challenges to teachers and students

The study conducted shown that most of the primary school teachers perceived in- service training as a result of subject challenges that teachers face during their fulfillment of duties, for example the interview with WEC-M1 revered that subject with several challenges created tensions for teachers and administration hence in service training was inevitable as she was coted saying ;

―*Most of trainings we conduct are based on the subjects with regular challenges for example Mathematics and English language because our students fail them to almost every examination. If you ask teachers they do not give you any reasonable reasons, other teachers say mathematics is a national disease and English is an imported language (12 January 2023)”*

The result from questionnaires exposed that 66.7% strongly agreed and 27.1% agreed that subject with several challenges was one of the factor that influenced in-service training as the graph below illustrate

# Figure 4.1 Subjects with several challenges to teachers and students



The study by Joshua in (2014) came out with conclusion that challenging topics in the specific subject created high demand for in service training for the teachers themselves and the administration. The administrators were mostly forced to select in service training teachers especially on the subjects in which the student performed poorly (Rachel, 2019). Levenberg & Patkin (2014) in Israel argued that although the majority of elementary school teachers lacked formal mathematics education and their knowledge was limited, in many cases they were teaching mathematics, hence in order to change the situation, it was essential to build programs designed to develop and support the growth of this teacher’s professional knowledge.

Moreover the theory of re-contextualization B by Bernstein (1989) believes that in service training must focus on the individual context experience of the worker while

personal education theory by Whatehead, (1983) believes on individual personal discovery when trying to resolve the challenging problem in work. Professional development is most likely to be successful in school environments where teacher learning is part of the daily culture. In learning communities, teachers are partners in their own professional development they plan and work together around instructional challenges, use student data to make modifications in their practices, and discuss what is working and what needs improvement (Friend & Cook, 2003).

The study by Lee (2000) about the receptiveness of in-service training for the teachers including belief and general issue of education as well as overall feelings toward the previous educational system, it was seen to be in dilemma and doubt. Furthermore Lee (2000) added that attitude toward the previous educational system as well as alleviation of fears and uncertainties associated with the challenges of the subject to the teachers and students in the classroom was unanswered questions.

Due to the above finings it reveals that teachers perceived in service training as interconnected with subject that faces several challenges to teachers and students as well, therefore education stakeholders should take considerations on the knowledge’s that teachers have from their working experiences when making selection for in- service training.

# Additional level of education

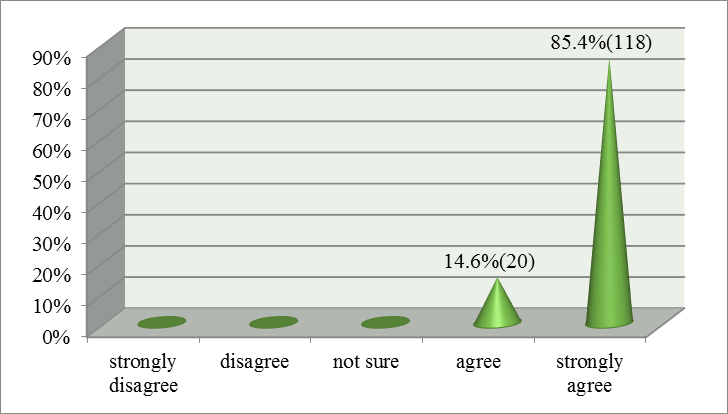
During the data collection the researcher discovered that most of the respondents perceive that there were high connection between in service training and the

additional level of education as the district primary education officer (DPEO) in his interview said

*“Teachers had been taking regular training, currently on the new preprimary curriculum since 2017, this is just additional level of education officially, preprimary was present but we did not have syllabi on how those children will be trained due to that teachers were required to be re trained so as to copy with the needs of the new syllabi in primary level (10th February 2023)*

Not only that but also the result from questionnaire indicate that 85.4% strongly agreed that there have been training for teachers due to additional level of education as shown in the graph below.

# Figure 4.2 Subjects with several challenges to teachers and students



Furthermore, Preprimary and standard one syllabi is the mostly taken in service training in many African countries and Tanzania being inclusive as reported in Mara regional report of 2015. According to Mara region report of 2015 exposed that the regional conducted seminars for exhibition of syllabi for preprimary, standard I and

II which involved district education officers and the school inspectors and deep discussion on the curriculum was done.

On the other hand the additional level of education created a room for further studies in primary level for example the additional of preprimary education in 2016 that demanded children of three to five years to be taken to school as reference to the change of science and technology (Komba, 2016).

By observing the data above in connection with the theory of re-contextualization B by Bernstein (1989) who believed that in service training must focus on the individual context experience of the worker while personal education theory by Whatehead, (1983) believed on individual personal discovery when trying to resolve the challenging problem in work. Ariyadasa, (1976) cautioned that you cannot contact in service training without considering previous experience of the teacher as a result in-service training will be jeopardized.

On the same side Guskey (2002) and Evans et al (2004) argued that most of in service training do not consider the background knowledge, experience and beliefs that teachers bring with them to professional learning experience hence the training may be inefficient.

The teachers proved in figure 4.2 as a response in questionnaires by 85.4% strongly agreed that there in-service training were mostly triggered by additional level of education which never considered their past experiences as a result it is possible that

most of in service training are unproductive. Therefore education stakeholders must revise the means of providing in service training for the teachers.

# Additional methodology of teaching and learning in the present syllabi

As the demand of curriculum change increases, hence teachers and facilitators need training regularly. This statement was proved during the interviews with heads of schools, ward education coordinators WEC, School inspectors and the district primary education officer. The school inspector was noted saying

*“Now a days to every school we inspect the progress of teaching and learning we insist that there should be regularly training about the change of teaching style from content to competence based style as the education slogans insist. Also we know that some of the teachers have been trained through different seminars and academic meetings therefore they must transfer their skills to their fellow workers (8th February 2023)”*

Furthermore the results from questionnaires revealed that 83.3% respondents strongly agreed that change in syllabi (curriculum reforms) added a plenty of chances for in service training as the table below proves

# Table 4.1 Additional methodology of teaching and learning in the present syllabi

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percentage |
| Strongly disagree | 3 | 2.1 |
| Disagree | 3 | 2.1 |
| Agree | 17 | 12.5 |
| Strongly agree | 116 | 83.3 |
| **Total** | **139** | **100.0** |

The teacher should apply some effective teaching methodology to teach the pupils so that they perform well in their studies, but also the methodology should improve the performance of pupils who are taught in the specified training (Bernsten 2003). Not only that but also Bernsten, (2003) argued that teachers are the once who create conducive environment for the learner to acquire the targeted knowledge. If the teacher scolds and beats the student then the whole environment gets disturbed and thus it is his or her methodology in drilling the students without scolding and beating them, such type of preparation for teacher need to be improved through training (Bernsten, 2003).

On the other hand, communication technique also is essential for the professional teachers to be analyzed on behalf of their communication technique and its effects to the learner (Lee, 2000). The communication techniques need to be updated continuously. Furthermore in 2013 the government of Tanzania in corroboration with Japan International Cooperation Agency (JICA) made a pedagogical training for 10,584 teachers of science, mathematics and language to all regions of Tanzania mainland (Kawambwa, 2013).

However, 2019 in Tanzania, the mathematics syllabus for primary school standard III up to VII went on reformation in 2015, 2016, 2019 and translated in 2020 for methodological improvement (Mtahabwa (2019). According to Mtahabwa (2019) argued that the current structure of Mathematics subject began in 2016.

The Ministry of Education, Science and Technology changed how the subject used to be taught in 2016. The changes included the teaching and learning of Mathematical skills in competence approach contrary to the previous content based approach (Mtahabwa (2019). Research shows that before 2016, the previous way of teaching the subject caused the pupils to fail to get the connection between topics and therefore fail to develop the targeted competencies (Mtahabwa 2019). In any curriculum reforms facilitators and teachers must be trained.

Due to the data from interviews and the questionnaires shows that nothing is taken on consideration for the teacher previous knowledge which is quite contrary with in service training theory of re-contextualization B from the academician Bernstein (1989) who made deep investigation that in service training must focus on the individual context experience of the worker while personal education theory by scholar Whatehead, (1983) who discovered that an individual make personal discovery when trying to resolve the challenging problem in work. Therefore teachers perceive that their former knowledge challenges and experience in their work are undermined hence in service training lack the other side of the coin.

# School demands.

Schools have annual academic plans for the staff members that for every teacher who need furthers studies must be registered. However those plans might not work every time due to variety of reasons for example the presence of enough manpower is one of the factor, teaching and learning material influences in service training

permissions. The citation from one of the head of school interview below proves this statements.

*“All teachers have equal chance for in service training however this is not guaranty that any time a teacher will live his or her working station for in service training no, it depend to the availability of enough working power and the availability of teaching and learning materials for example you don’t have enough teachers, few books, few laboratory equipment’s would you reduce more teachers? Automatically no because we always have client to take care off”*

Moreover the results from questionnaire added that 37.5% of all respondents strongly agreed that school demands guides in service training for most of teachers to take further training as the table below reveals.

# Table 4.2 School demands

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percentage |
| Strongly disagree | 6 | 4.2 |
| Disagree | 17 | 12.5 |
| Not sure | 32 | 22.9 |
| Agree | 32 | 22.9 |
| Strongly disagree | 52 | 37.5 |
| **Total** | **139** | **100.0** |

The study conducted in USA by Rachel, (2019) on in service training came out with the result that, the administrators were mostly forced to select in service training teachers especially on the subjects in which the student performed poorly. The study

conducted by Mcbrige (1989) in London observed on the changes of science and technology as a basic criterion for in service training.

Not only that but also Nzarirwehi & Atuhumuze (2019) conducted a study in Uganda finalized that in service training has its largest influence on the upgrading teachers academic qualification and improve their attitudes toward their job, equipping, broadening and deepening teachers knowledge and skills that increase teachers competence, reliability and responsibility. The study by Hardman (2009) in Tanzania colleges of education suggest that in service training for primary school teachers is grounded from the pre-service programmes which include more general programmes for trainees to support personal growth, develop social confidence, leadership skills, and prepare young adults for taking on the responsibilities of being a teacher. Therefore due to the generalization of studies that trainees are given before being teachers need day to day refinement.

The argument made by Stahl (2006), claimed that many organizations have come to recognize that training offers a way of developing skills that enhancing productivity and quality of work as well as building workers loyalty to the firm/organization. If an educator is not enough to tackle a large number of learners then his or her role does not proves satisfactory (Akhter et al, 2011).

Hence in-service training for the educator is inevitable for the progress of any educational institution. By observing the report above from Rachel, (2019) in USA, Mcbrige (1989) in London, Nzarirwehi & Atuhumuze (2019) in Uganda as well as

Hardman (2009) in Tanzania tells the truth that teachers are treated as productive machines that cannot respond back to their employer.

The argument made by Taylor, (1993) on the quality control and inspection are processes that ensure that only products that meet a pre-determined specification leave the factory gate. Due to the findings above teachers perceive in service training that they are equipment’s that need to be improved for the owner to get his or her product quality and quantity desired. As this perceptions of the teachers is concerned teachers employer should count teachers as an essential person who can contribute positively academically for the development of the primary schools in Tanzania.

# Individual demands

The studies conducted came out with the result that teachers perceives that, whenever a teachers is looking for the chance for further studies it means he or she have personal interests such as getting promotion, increase their salary, demand of prestige and tittle in the society, increase knowledge in their subject of teaching and recognition. This was proved by the head of school TP (Tukuyu Police primary school) when he was interviewed argued that:

*“Many of the teachers who are given chance for in service training their perception is to increase education levels in their carries as well as to change their position from where they are to other position. Others are thinking to increase their salaries and promotion like being appointed as heads of school, ward education officer and others goes too far thinking of being district primary education officer”*

Moreover the questionnaire supported the claim that individual demand was the key factor for the teachers perceiving in service training. For example 120 respondents out of 139 who responded in questionnaires strongly agreed that personal demands was one of the main influencing factor for teachers to go for in service training.

The study conducted in Afghanistan by Safi (2015) came out with supporting views, for example the research findings show that the material and academic incentives and motivation factors play an important role in teachers’ encouragement to attend in service programs. According to Safi (2015) the views of the teachers who were involved in the study shows that due to lack of rewards like increase of salaries and other incentives it was the main reason for low rate of teachers participating for in- service training. Also it was realized that teachers believed the provision of per diem and transportation allowance during training could positively affect the attendance rate of teachers and motivate them to be punctual in the training (Safi 2015).

Moreover the study by Herrity (2023) came out with the result that most of the teachers who go for in service training have high ambitions that they will be given good recommendations for performance appraisals, higher responsibility with higher gains (salaries), having high values for the organization to consider them as more important for the organization and hopping for more efficiency.

In service training theory of re-contextualization B by Bernstein (1989) who made deep investigation that in service training must focus on the individual context experience of the worker while personal education theory by Whatehead, (1983) who discovered that an individual make personal discovery when trying to resolve the

challenging problem in work. The theory insist that workers do develop new skills and knowledge as they go on working that need in service training so as to improve working productivity.

The findings in the field reveals that teachers perceives in service training was for their own benefit not for the organization. Therefore it is correct to comment that teachers have lost their patriotism and commitment for their organization, in this case education stakeholders should investigate why teachers have lost their patriotism with their organization.

# Criteria that are used in selecting primary school teachers for in-service training

* + 1. **Subject with several challenges**

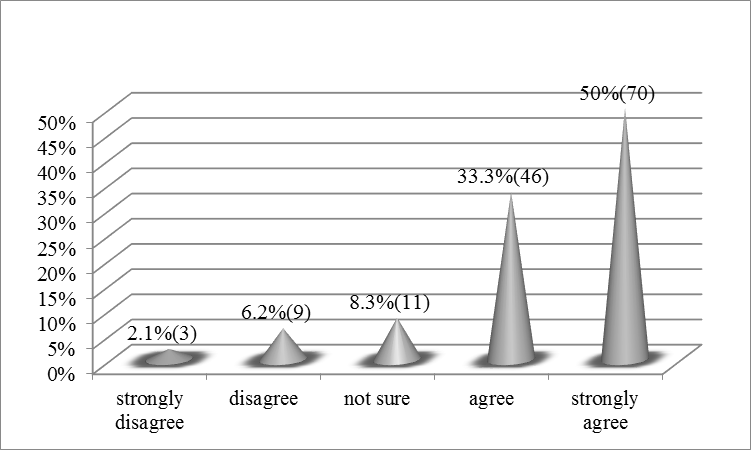
It has been a common practices for mathematics and English language teachers in primary schools to be selected for most of academic seminars and congregations due to several challenges that teachers are facing daily when teaching those subjects. This comment above was proved by District Primary Education Officer on 10th February 2023 when he was interviewed by the researcher he argued that:

*“We have been forced ourselves to contact several academic seminars and congregations with experts’ from several universities due to confusion and hardships that we receive from teachers in some subject, mostly mathematics and English language. The experts do resolves those challenges then the teachers who attended the seminar must go back to his*

*or her working station and deriver those solution to his/her coworker (10th February 2023)”*

By supporting the above statements the participants in questionnaires concurred strongly that subject with several challenges are given more priority for the teachers to be selected for any academic training. For example 50% of all respondents supported the comment as the graph below expose this truth.

# Figure 4.3 Subjects with several challenges to teachers and students



The study conducted in Guatemala revealed that there were no formal procedures for selecting in service training lathers there were administrative test such as tossing (Guzman et al 2013). This case was different in Nicaragua where by teachers who had worked for more than nine years were high enrolled and those who had lowest scores in relation with other higher education programs (MINED, 2011). Ariyadasa (1976) made investigation on the effectiveness of in service training for the teachers

in SriLanka and the criteria’s which was used, it was realized that in certain important subjects, such as science and mathematics, teachers without any previous experience were being recruited as a result, in-service training were jeopardized.

Furthermore in 2013 the government of Tanzania in corroboration with Japan International Cooperation Agency (JICA) made a pedagogical training for 10,584 teachers of science, mathematics and language to all regions of Tanzania mainland so as to resolve the challenges that face teachers and students (Kawambwa, 2013).

By referring to employment policy of 2008 state that, every worker will have equal chance of developing academically regardless of chances available for the particular time as far as a worker have met the qualification and criteria required (Ghasia, 2008). It should be noted that the theories of in service training insist that in service training must focus on the individual context experience of the worker because an individual make personal discovery when trying to resolve the challenging problem in their work (Bernstein 1989, Whatehead, 1983).

The study of International organizations UNESCO in Brown, &. Carnes (2010) have found that the existing in-service education programs are inadequate and ineffective in most of developing countries. Although participation rates in in-service programs may be high, the transfer of the skills learned in in-service training sessions and a significant change in teacher action is restricted by, at least, four factors one of them is disjuncture between the assumed nature and the reality of classroom conditions, also the lack of follow-up support by skilled mentors as well as the continued

dominance and demands of exams, whose role and content may be out of line with the proposed reform and the outdated teaching methods used in in-service sessions.

The above finding proves that other teacher’s rights of developing academically are denied due to the subject that they teach. Therefore the criteria of selecting subjects with several challenges should not be used all the time for the purpose of academic progress in general.

# Poor student academic performance

The academic performance of the students is one of the indicator that teacher’s skills are excellence or weak if other factors are constant. The statement of the Ward Education Officer of Kinyala (WEC K2) in 25th January 2023 was coted saying:

*“If the students are not performing well there are several things to count on, first teachers must change their approach through taking short courses, seminars and if possible they should take re training in collages. In short in service training are inevitable if other factors remain constant (25th January 2023)”*

Moreover all respondents on the questionnaires agreed that Poor student academic performance acted as a catalyst for in-service training, this means that teachers are not comfortable when their students fail drastically they agree that they must be trained by any means as the table below proves.

# Table 4.4 Poor student academic performance

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percentage |
| Agree | 14 | 10.4 |
| Strongly agree | 125 | 89.6 |
| Total | 139 | 100.0 |

The study conducted by Joshua (2014) revealed that challenging topics in the specific subject created high demand for in service training for the teachers themselves and the administration. The administrators were mostly forced to select in service training teachers especially on the subjects in which the student performed poorly (Rachel, 2019).

However Way2college (2016) argued that performance of the students is one of the factors for in-service training**,** if the students are unable to understand the subject matter, then it is the drawback of the teacher. The teacher should apply some effective teaching methodology to teach the students so that they perform well in studies. Most of the methodology which improve the performance of the students are taught in the specified training colleges and in some academic seminars. The theories of in service training argues that, in service training must focus on the individual context experience of the teacher but also a teacher develop personal discovery when trying to resolve the challenging problem in the classroom (Bernstein, 1989 & Whatehead, 1983).

Similar study was conducted in Kenya 2018 revealed that educational standards were declining mostly to the areas in which, in-service training programmes in particular

areas which were singled out or excessively bureaucratic, under resourced, poorly delivered and ineffective in helping to raise teaching standards, poor student academic performance, was drastically witnessed (Lowe & Prout 2018). In this case if the student performed poorly then the qualities of the teachers involved must be re- observed closely.

Therefore poor performance of the students in deferent examinations create tension not only at school level but also ward, district, regional and national wise. Due to that, the chances for further training for teachers are widened so as to improve their skills, knowledge, methodology and contents in order to resolve the challenges of student’s failures.

# Criteria handed down by employment policy

The policy commented that the employer will be responsible for all cost that a college or university will need a worker to pay for his or her academic till the completion of the study and he or she will be counted as a full worker for the institution involved (Ghasia, 2008). The statement by the minister of employment and public service in 2008 is not the case at the grassroots as the district primary education officer on 10th February 2023 was coted saying

*“Mr. in my schools there are teachers who have worked for more than 10 to 15 years. They have never given chance to go for in service training except short workshops for just one to maximum of five days only. It is not because we don’t like to take them for further studies no, but it is because we don’t have enough manpower but also the policy demand us to pay for our*

*workers academic expenses, we are out of budget always. If a worker has ability to finance oneself we permit them to go for further studies (Interviews with district primary education officer on 10th February 2023)”*

On the other hand the results from questionnaire showed that 52.2% of all respondents were neutral which mean most of them were not sure whether this criterion was followed or present in their demand for in-service training but also 33.3% disagreed which proved that this criteria was not followed at all, as the table below reveals.

# Table 4.5 Criteria handed down by employment policy

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percentage |
| Strongly disagree | 6 | 4.2 |
| Disagree | 46 | 33.3 |
| Not sure | 72 | 52.2 |
| Agree | 9 | 6.2 |
| Strongly agree | 6 | 4.2 |
| **Total** | **139** | **100.0** |

The OECD LEED (2012) argued that due to the shrinking of public budgets in OECD countries (such as Australia, Finland) most of the organization had made employments policy that target on having high production by using the available manpower through in service training. In Ethiopia public and private banks are guided by human resource training polices for both new and experienced employees as a means of improving productivity (Lerra, 2016) On the other hand OECD LEED (2014) improved their policy that in service training should add value through skills attained by the worker in their training, also trainees must show their qualities

including gearing education to emerging local growth sectors and responding to global trends as well as being inclusive so as to insure that all members of the labour force can participate in and contribute to future economic growth.

In additional to that, Uganda had developed comprehensive human resource policies which includes also training policy for parliament employees for the purpose of improving effectiveness of the members of the parliament (Uganda Parliamentary Commission, 2019). Moreover the Tanzania institute of education training program was formulated through a systematic assessment of institutional needs essential inputs and desired outputs to both management and individual needs, were identified and incorporated as much as possible (Lusato,2013).

Furthermore Lusato, (2013) insisted that, the program was responsible for the implementation of TIE acts No 13 of 1975 as a five years strategic plan, mission and vision which was guided by the Public Service Management and Employment Policy (PSMEP).The employment policy of September 2008 state that a worker will be given a chance to prosper academically after three years of working since the first appointment (Ghasia, 2008).

Furthermore, Mbutta (2009) observed that the lack of competent manpower inhibits the Districts local councils to execute projects effectively and efficiently. Some local authorities lack proper training policies and programmes, as a result of ineffectively training offered (Mbutta 2009)*.* Dryden (2002) suggests that local governments in Tanzania have been performing poorly due to lack of qualified staff and councilors.

By observing the interviews and the results in questionnaires it’s true to conclude that teachers rights for further in service training under their employers expenses is dinned openly.

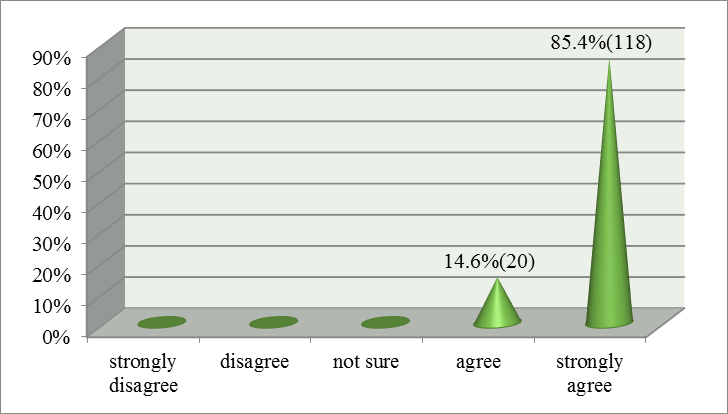
# Individual teacher’s academic qualification

Most of teachers had low qualification hence they did not qualify for in service training. This is personal academic qualification that few teachers are given chance for in-service training. The head of Bagamoyo primary school (BM) had the following views,

*“Same teachers will never go for in service training because in ordinal level they had poor performance so you cannot upgrade from certificate to diploma if you have got no qualification that gives you chance for advanced level or equivalent entry criteria. You will remain at school till you retire or wait for unqualified workshops, seminars or any other academic congregation that does not require best performance (Head of school BM January 16, 2023)”*

Teachers on their side 118 strongly agreed that individual teacher’s academic qualification was among of the best criteria for them to be selected for in-service training. The graph below revealed that teachers themselves agreed that qualities in education must be maintained even though some of them did not have the best qualities.

# Figure 4.4 Subjects with several challenges to teachers and students



The research conducted in Nicaragua by MINED (2011) came out with different vision that in service training selection for the teachers based on those who had lowest scores in relation with other higher education programs. This is different with Akwilapos's report of September 18th, 2017 as reported in IPP media that three thousand (3000) teachers were out of qualification for further studies. It was said by the chief director Dr Leornard Akwilapo of ministry of education science and technology of Tanzania. According to Akwilapo, the selection criteria was based on general performance that was division I up to division III of point 25 for form four at certificate level (grade A) and point 17 of form six for diploma level and most of the applicant were in service teachers.

The study by Bunyi (2010) in Kenya had similar criteria as Tanzania that for a candidate to qualify for primary teacher education course (PTE), he/she must have acquired a minimum grade of C (plain) in the Kenya Certificate of Secondary Education (KCSE). In addition, one must have obtained a minimum grade of D in

Mathematics and C- in English to qualify for the award of the Primary Teacher Education Certificate also a student must pass all the practical teaching and obtain a pass in all eight subjects. These criteria are observed even for in service training as a ground for which subject that a teacher need more training (Bunyi, 2010).

Teaching must be seen as a professional with qualifications and not simply a job sought for the sake of having a job (Boudersa, 2016). Moreover the theory of re-contextualization B by Bernstein (1989) believes that in service training must focus on the individual context experience of the worker while personal education theory by Whatehead, (1983) believes on individual personal discovery when trying to resolve the challenging problem in work.

The study by Glicken, & Robinson, (2013) revealed that in-service training, and termination presents practical information on the importance of correct ways of hiring and terminating workers for cause. Due to bad economy, employers have used poor qualification in organization to terminate workers who perform their duties under minimum expectation of them without consideration of challenges those workers are facing during their duties (Glicken, & Robinson, 2013).

It is wise to remember that workers have rights, even if the organization is facing economic hardships, it is better to remember the criteria used in the past for hiring them, termination must be done in a way that can be justified to a worker. The data above goes against with in-service training theories that focus only on improving

teachers who are in service not pre service qualification. In this case education stakeholder should not combine pre and in service as a criteria for in service training.

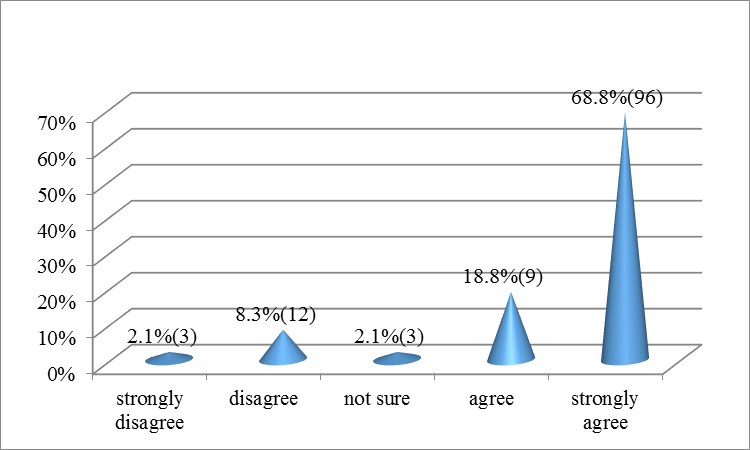
# Education policy reforms

During the interviews the participants revealed that most of in service training in several occasions are attributed by the education policy whether partial or total reforms. The statement below was a citation to among of the participants.

*“It is normal to have training for the teachers for any curriculum reforms. If the policy of education changes it affect the curriculum and syllabi hence teachers must be trained for those changes (interview with school inspector 6th February, 2023)”.*

Besides to that, questionnaires identified teachers thought that education policy reforms is another criteria that helps almost any teacher to have in-service training such as seminars, workshops, academic congregations and meetings, the graph below shows

# Figure 4.5 Subjects with several challenges to teachers and students



It could be argued that teacher training policy become effective as they produce interaction with the dynamic taking place inside the school and with those relating the school to its external environment (Fullan, 2000). According to the study conducted in Sri Lanka by Ariyadasa (1976) claimed that the reformation of education policy forced in service training for the teachers hence most of teachers thought they were taking in service training due to the curriculum change in the policy.

Also similar reforms was done in Guatemala which revealed that there were no formal procedures for selecting in service training lathers there were administrative test such as tossing (Guzman et al 2013). In additional to that, Brown & Carnes (2010) argued that governments worldwide rely on in-service education to improve and update the skills of current teachers as well as to introduce and implement educational reform. For example, in the 1990s, state governments in countries,

including Vietnam and Namibia, have depended on in service training to promote child-centered curricular reform.

The study conducted by Mcbrige (1989) in London observed on the changes of science and technology as a basic criterion for in service training. Not only that but also Nzarirwehi & Atuhumuze (2019) conducted a study in Uganda finalized that in service training has its largest influence on the upgrading teachers academic qualification and improve their attitudes toward their job, equipping, broadening and deepening teachers knowledge and skills that increase teachers competence, reliability and responsibility.

In additional to that the theory of re-contextualization B by Bernstein (1989) believes that in service training must focus on the individual context experience of the worker while personal education theory by Whatehead, (1983) believes on individual personal discovery when trying to resolve the challenging problem in work. The theories insist on the changes of the former knowledge that need refinement. Therefore education reforms are inevitable for the development of the whole society.

# The extent in which the criteria are followed in selection of primary school teachers to attend in-service training

According to the responses given in the criteria for selection of teachers to attend in service training it had been conclusively that most of the criterions were results oriented, for example Subject with several challenges, Poor student academic performance and Education policy reforms. This criteria focus only to improve working ability of the teacher so as to improve the output intended. The argument

made by Taylor, (1993) on the quality control and inspection were processes that ensure that only products that meet a pre-determined specification leave the factory gate.

Due to the criteria above it reveals that teachers are counted as producing machines that is to mean, its owner need to improve them so as to get his or her desired quality and quantity. Furthermore, Mbutta (2009) observed that the lack of competent manpower inhibits the Districts local councils to execute projects effectively and efficiently. By observing this arguments it’s correct to argue that teachers are given chance for training only to fulfill their employers’ interest but not developing teacher’s cognitive independent ability.

On the other hand Criteria handed down by employment policy seemed to be not openly to the respondent that their employers were required to develop them academically. The employment policy of September 2008 state that a worker will be given a chance to prosper academically after three years of working since the first appointment (Ghasia, 2008). According to Lusato, (2013) findings noted that employment policy had training policy on local training, external training, selection criteria for local and external long and short courses, orientation programs for all newly staff, practical training or sabbatical leave, evening classes, staff with special talents, refund of training costs and evaluation of training and development programmes. However in the field the response showed that the employment polic

were not followed for the reason that there were shortage of financial resources as the participants said,

*“It is not because we don’t like to take them for further studies but it is because we don’t have enough manpower but also the policy demand us to pay for our workers academic expenses, we are out of budget always. If a worker has ability to finance oneself we permit them to go for further studies (Interviews with district primary school education officer on 10th February 2023)”*

Moreover teacher’s response in questionnaires revealed, that employment policy that guided employers to develop their workers academically had neutral results which proved that teacher had less information about the policy. As the responses is concerned, it is correct to comment that teachers were not given chance to access polices that defends their rights as the table below proves:

# Table 4.8 Criteria handed down by employment policy

|  |  |  |
| --- | --- | --- |
| Response | Frequency | Percentage |
| Strongly disagree | 6 | 4.2 |
| Disagree | 46 | 33.3 |
| Not sure/neutral | 72 | 52.2 |
| Agree | 9 | 6.2 |
| Strongly agree | 6 | 4.2 |
| **Total** | **139** | **100.0** |

Uganda had developed comprehensive human resource policies which includes also training policy for parliament employees (Uganda Parliamentary Commission, 2019). In Ethiopia public and private banks are guided by human resource training polices for both new and experienced employees (Lerra, 2016). The national employment policy of 2008

emphasizes the need for well trained workforce to enable the country to reach the national development goal of achieving productivity for all in 2025 (URT, 2008). Bana (2005) reported that the multiplicity of human resource training authorities in the Dar es Salaam City Council, made planning and co-ordination of staff training function a nightmare. However, Mjenga (2002) pointed out that many companies and work organizations have failed to pay sufficient attention to staff training programmes hence hinders the effectiveness of their staffs.

Furthermore, Individual teacher’s academic qualification is among of the key criteria for selection of in service training especial for institutes, colleges and universities. Akwilapo (2017) reported in IPP media that three thousand (3000) teachers were out of qualification for further studies. According to Akwilapo (2017) insisted that the selection criteria was based on general performance that was division I up to division III of point 25 for form four at certificate level (grade A) and point 17 of form six for diploma level and most of the applicant were in service teachers. Therefore most of teachers had low qualification hence they did not qualify for in service training. The criteria used by Akwilapo in (2017) goes against with in-service training theories that focus only on improving teachers who are in service not pre service qualification. In this case education stakeholder should not combine pre and in service as a criteria for in service training. Individual academic qualification for a teacher is a key for any education institution.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

# Introduction

This chapter presents the summary, conclusions and recommendations of the study

# Summary of the study

The purpose of this study was to examine the perceptions of primary school teachers about in-service training, identify criteria that are used in selecting primary school teachers for in-service training and to assess the extent to which those criteria are followed in selection of primary school teachers to attend in-service training in Rungwe District. The study employed mixed research approach. The data were collected through questionnaires which were administered to 139 teachers. Semi structured interviews were administered to 15 Heads of School, 4 WECs, 1School Inspector and 1 district primary school education officer (DPEO). All respondents were purposefully sampled except teachers who were randomly sampled.

# Major findings

* + 1. **Perceptions of primary school teachers about in-service training**

The study found that teachers perceived that in service training is associated with subjects with several challenges to teachers and students, additional level of education to teachers means they will be given chance for training. The additional of methodology of teaching and learning in the present Syllabi increased the room for in service training as well as school demands for academic improvement in service

training is inevitable. On the other hand individual teachers’ demands influences teachers to go for in-service training.

# Criteria that are used in selecting primary school teachers for in-service training

The results from the study indicate that subject with several challenges, teachers who are involved in those subjects are given high possibility for selection for in service training. Also poor student academic performance and education policy reforms open a room to re train teachers. Criteria handed down by employment policy is a dilemma to teachers because it is not common to them. Moreover individual teacher’s academic qualification seems to be a key for in service training selection for any teacher to join colleges, institutes and universities.

# The extent in which the criteria are followed in selection of primary school teachers to attend in-service training

According to the responses given in the criteria for selection of teachers to attend in service training it had been noted that most of the criterions are results oriented, for example Subject with several challenges, Poor student academic performance and education policy reforms. This criteria focus only to improve working ability of the teacher so as to improve the output intended. On the other hand Criteria handed down by employment policy seemed to be not openly to the respondent that their employees were required to develop them academically. Furthermore, Individual teacher’s academic qualification is among of the key criteria for selection of in service training especial for institutes, colleges and universities.

# Conclusions

On the basis of research findings, it can be concluded that teachers in service training has a positive effect on students’ academic achievement. In service training increase teachers’ skills knowledge and motivates them to accomplish the desired organization goals. Subject with several challenges, poor student academic performance and education policy reforms reduce teachers confidence therefore in service training is virtual for the purpose of developing education sector at school, ward, region and national level.

# Recommendation for action

Based on the findings from the study, the following recommendations are made:

1. The results from the study indicate that subject with several challenges, teachers who are involved in those subjects are given high possibility for selection for in service training. Training should also take through all subject because every subject has got its important to students.
2. Also poor student academic performance is an indication of interconnected things for example environments where the school is located, parental care, teaching and learning materials as well as economic activates of the involved society.
3. Education policy reforms open a room for re training to teachers. For any developing society changes are inevitable therefore policy reforms must be done regularly.
4. Criteria handed down by employment policy should be followed by all employee because it help to develop workers academically and improve their productivity.
5. Moreover individual teacher’s academic qualification seems to be a key for in service training selection for any teacher to join colleges, institutes and universities. For the society to develop issues of academic qualification must be respected always.

# Recommendations for further research

The study focused only on the factors which determines who goes for in service training. The study had found some criteria that are used for selections of teachers for in service training. Therefore, the study recommends that further research could be conducted in Rungwe district for similar study or different so as to widen understanding of teachers’ activities and their challenges.

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# APPENDICES

**APENDIX 1: Questionnaire for teachers**

The researcher is the Postgraduate student of the Open University of Tanzania who is pursuing Degree of Master of Education in Administration Planning and Policy Studies (MED-APPS distance). Therefore this questionnaire will be used to fulfil the requirement of the degree. I kindly request you to join me in this research work aiming to assess the factors determining who goes for in service training in primary school teachers in Rungwe district. All information given will be treated as strictly Confidential, and will be used only for the purpose of academic studies. Please don’t write your name

# Section A: personal information

Put only a **TICK (** **)** where necessary

# Sex: Female Male

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Your age in years | | | | |
| 20—30 | 31- 40 | 41—50 | 51—60 | 61—above |
|  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
| Marital status | | |
| Single | Married | Divorced |

|  |  |  |
| --- | --- | --- |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| Working experience in years | | | |
| 1 month – 10 | 11- 20 | 21- 30 | 31- above |
|  |  |  |  |

# Section B:

Tables B1 – B3 has five alternatives, put a tick **(** **)** to indicate your choice on what you consider to represent your view about in service training for teachers in primary schools. Each table has its own title at the top. The following abbreviations had been used, **SA = Strongly Agree, A = Agree, N = Not sure, D = Disagree, SD = Strongly Disagree**

# Section B (1)

**Criteria that are used in selecting primary school teachers for in service training**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| S/N | STATEMENTS | 5 | 4 | 3 | 2 | 1 |
| SA | A | N | D | SD |
| 1 | School and school management team demands |  |  |  |  |  |
| 2 | Teachers must be trained on any change in syllabi  (curriculum reforms) such as competence based |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | approach at school and district level |  |  |  |  |  |
| 3 | Subjects with several challenges to teachers and  students in school and district, need more training in Rungwe |  |  |  |  |  |
| 4 | Additional topic in the present syllabi teachers must  be trained at school and district wise |  |  |  |  |  |
| 5 | Additional level of education teachers must be trained such as additional of pre primary level in  primary schools |  |  |  |  |  |
|  |  |  |  |  |  |  |

# Section B (2)

**The extent to which the criteria are followed in selecting primary school teachers to attend in service training**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **S/N** | **STATEMENTS** | 5 | 4 | 3 | 2 | 1 |
| SA | A | N | D | SD |
| 1 | Administrators observing criteria handed down by  education policy reforms to be followed at the grassroots for selecting teachers for in-service training |  |  |  |  |  |
| 2 | School and school management team demands for  academic improvement certain teachers should be trained |  |  |  |  |  |
| 3 | Specific subject demands with several challenges need  regular training at school and district wise |  |  |  |  |  |
| 4 | Poor student academic performance forces teachers re  training |  |  |  |  |  |
| 5 | Administrators options and feelings guides teachers  selections for training at schools and district level |  |  |  |  |  |
| 6 | State of emergency such as taking precaution about  epidemic and pandemic diseases |  |  |  |  |  |
|  |  |  |  |  |  |  |

## Thank you for your cooperation

# APENDIX 2: Interview questions for heads of schools

1. For how long have you been a school head?
2. Are the teachers’ given chances for in service training and what is their perception?
3. In your opinion do you consider that all teachers have equal chance for in service training?
4. What are the possible criteria which are used to select teachers for in service training?
5. Do you think performance of the student in this school may be associated with teachers’ in service training? In what extend?
6. In your opinions do you think the criteria for selecting in service training for the teachers are followed?
7. In your views, would you suggest any other criteria for selecting primary school teachers for in service training?

## Thank you for your cooperation

# APENDIX: 3 Interview questions for ward education coordinators (WEC)

1. For how long have you been a ward education coordinator?
2. Are the teachers’ given chances for in service training and what is their perception?
3. In your opinion do you consider that all teachers have equal chance for in service training?
4. What are the possible criteria which are used to select teachers for in service training?
5. Do you think performance of the student in primary schools in you ward may be associated with teachers’ in service training? In what extend?
6. In your opinions do you think the criteria for selecting in service training for the teachers are adhered?
7. In your views, would you suggest any other criteria for selecting primary school teachers for in service training?

## Thank you for your

# APENDIX 4: Interview questions for school inspectors

1. For how long have you been a school inspector
2. Are the teachers’ given chances for in service training and what is their perception?
3. In your opinion do you consider that all teachers have equal chance for in service training?
4. What are the possible criteria which are used to select teachers for in service training?
5. Do you think performance of the student in Rungwe district may be associated with teachers’ in service training? In what extend?
6. In your opinions do you think the criteria for selecting in service training for the teachers are adhered?
7. In your views, would you suggest any other criteria for selecting primary school teachers for in service training?

## Thank you for your cooperation

# APENDIX 5: Interview questions for district primary education officer (DPEO)

1. For how long have you been a district primary education officer?
2. Are the teachers’ given chances for in service training and what is their perception?
3. In your opinion do you consider that all teachers have equal chance for in service training?
4. What are the possible criteria which are used to select teachers for in service training?
5. Do you think performance of the student in Rungwe district primary schools may be associated with teachers’ in service training? In what extend?
6. In your opinions do you think the criteria for selecting in service training for the teachers are adhered?
7. In your views, would you suggest any other criteria for selecting primary school teachers for in service training?

## Thank you for your cooperation