

**THE ROLE OF INSERVICE TEACHER TRAINING (INSET) IN
IMPROVING TEACHING AND LEARNING PROCESS IN PUBLIC
SECONDARY SCHOOLS IN TANZANIA: A CASE OF BUKOBA
MUNICIPAL COUNCIL IN KAGERA REGION**

FREDENCE SERAPION

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN
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2018

CERTIFICATION

The undersigned certifies that has read and hereby recommends for acceptance by the Open University of Tanzania, a dissertation entitled, “*The Role of Inservice Teacher Training (INSET) on Improving Teaching And Learning Process in Public Secondary Schools in Tanzania: A Case of Bukoba Municipal Council in Kagera Region*” in partial fulfillment of the requirements for the award of the degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

.....
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DECLARATION

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

.....

Signature

.....

Date

DEDICATION

This dissertation is dedicated to my loving parent Ta Serapion Buberwa Kaganda who passed away in August,1996. His parental guidance at my tender age resulted to what I am today.

ACKNOWLEDGEMENTS

First of all, glory is to the almighty God for He made it possible for me to be where I am in my study. I would like to first extend my warmest thanks to my research supervisor Dr. Evaristo Mtitu whose constant guidance and endless encouragement enabled me to produce this work. His technical support, expert comments and reassuring attitude, inspired me immensely to complete this study. Special thanks go to the Director of OUT- Kagera region Mr. Faustine Christopher and his staff in general for their devoted services that paved the way to reach this stage of completion of my study. My deepest appreciation is expressed to my mother Ma Grescia Mukatunzi, my wife Neema Njelu, my sons Romanus, Kelvin and Brian for their love, understanding and inspiration. Without their blessings and encouragement I would not have been able to finish this work.

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ABSTRACT

The study aimed at assessing the role of In-service Teacher Training (INSET) in teachers' performance in public secondary schools in Bukoba Municipality. Specifically the study sought to: examine the strategies used to conduct INSET; assess the contribution of INSET on teachers' performance; assess the challenges facing INSET and find out the best practices in human resource training. The study used case study design by applying qualitative approach. Participants involved were 20 secondary school teachers, 4 heads of schools and 1 Education Officer who were purposively and simple randomly selected based on the required characteristics. Data were collected by using semi structured interview and documentary review guides. Based on the study, it was revealed that INSET is promising aspect in teacher education particularly improving the teaching and learning process among teachers who in turn improve students' performance. The study revealed that INSET in BMC was constrained by serious shortage of teaching and learning materials, lack of programmes inclusiveness, limited time allocation compared to content, limited financial resources, poor record keeping and lack of commitment to some seminar participants. Further, the study revealed existence of lack of fair rotation of seminar attendees as the same person could always attend while limiting access to many participants. Further studies should be conducted to assess on how best should INSET be organized and managed.

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CHAPTER ONE

1.0 RESEARCH PROBLEM AND ITS BACKGROUND

1.1 Introduction

This chapter introduces the study. It presents the research problem and its background, statement of the problem, purpose of the study, specific objectives, research questions and significance of the study. Moreover the chapter contains limitations and delimitations of the study, conceptual frame work of the study and the definitions used in this study.

1.2 Background to the Problem

Immediately, after political independence in 1961, Tanzania embarked on rapid expansion of education at various levels. At secondary level there was a rapid increase of enrollment from 11,832 in 1961 to 8,247,172 students in 2012 (URT, 2014). Schools were over whelmed with many students, a situation that called for more qualified teachers. Shortage and lack of qualified teachers severely affected teaching and learning in schools. This was a big challenge to the education industry. Therefore, there was a call to improve the quality of teaching to address challenges such as large class size (70-80 students), weakness in education system, shortage of teaching aids, shortage of chemicals and poor teaching and learning infrastructure. All these factors led to teachers teaching without recognizing the pivotal role of learners in the learning process (URT, 2014).

In order to address the challenges, several mechanisms have to be established and implemented. They included training teachers in short period of time through what

is known as induction programmes conducted in selected teachers colleges. When such programs were designed, there was always a commitment for extended training when they were in the field. Another observable challenge was lack of fund to enable sustainable teacher training so as to enhance teachers' professional knowledge and skills consequently improving students' learning.

In 2004, the Ministry of Education and Vocation Training of Tanzania (MoEVT) established a Teacher Development and Management Strategy (TDMS). This is one of the strategies used to address the existing demands for teachers while at the same time attempting to foster the challenges related to quality of teaching and teachers professionalism. Among the goals of TDMS were to have sustained adequate numbers of competent teachers to effectively support secondary school and to strengthening cost- effective teacher training programmers (URT, 2008). Kita (2004) noted that the MoEVT in collaboration with the University of Dar es Salaam (UDSM) and Tanzania Institute of education (TIE) organized and conducted re-training programs to enable teachers to acquire high quality knowledge and skills in both pedagogy and content.

This was conducted by bringing teachers from different parts of the country to the selected centers. Being aware of the importance of developing teachers, MoEVT introduced a 'semi- formal' teacher's professional development programme. The programmes included the following: the in house workshop and seminars, teacher development meetings (TDMs) including teachers subject association and invitation of resource persons in order to enhance teachers' knowledge and skills in the teaching process. Through teachers' professional development training of different

types including in-service teacher training, it was expected that the quality of teaching and learning would improve thus students' academic performance would equally be positively affected. According to Ishumi (2002) any educational development program to be established should consider and take into account teachers adequacy and quality from time to time. Ishumi believes that teachers form the engine of any socio-economic development aspect. In-service teachers training were guided by objectives of Education policies of 1995 and 2014.

The two policies insisted on the establishment and strengthening of teaching professionalism in order to enhance teaching and learning in schools. (URT, 2014). From the policies perspectives, it appears that INSET is aimed to serve several missions including: empowering teachers with emerging pedagogical skills and orientations; enhancing teachers with new teaching and learning philosophical approaches, methods and strategies; improving teachers teaching and learning psychological knowledge and as well as orientating teachers in the use of ICT in teaching and learning (Nzilano, 2015). According to Nzilano, in-service teacher training (INSET) should be a compulsory training to teachers in order to help them cope up with the rapidly changing teaching and learning environment of which the ICT being the main cause.

1.3 Statement of the Problem

In any education organization, we need tentative human resource training to enhance staff performance in order to accomplish the stated educational objectives. Knowing this, the government of Tanzania through its training policy, states that Tanzania

should be self sufficient in trained and skilled workers required (URT, 1998). Indeed, the Tanzania education and training policy of 1995 emphasizes on training in-service teachers to satisfy skills required in their respective area in order to maximize their performance (URT, 1998). However, Wetungu (2012) observes that teachers training program in public secondary school are not well planned, not systematically implemented and not coordinated in a specific department or unit. The interaction with some of the teachers indicated that the management on the planning and implementation of training program is paying little attention. Due to this problem, most of the teachers go for further education through self-arrangements. Such teachers only request the permission from the employer to go for the training. As a result, many teachers are not able to go for further studies. This may lead to the lack of competence, and hence low staff performance. There can be also a problem of low staff retention in the office. This study therefore, examined the role of INSET on the improvement of teachers' teaching and learning and thus students academic performance in secondary schools in Bukoba Municipal Council (BMC).

1.4 General Objectives of the Study

The general objective of the study was to assess the role of INSET in teachers' performance in public secondary schools in Bukoba Municipal Council (BMC).

1.5 Specific Objectives of the Study

The study had the following objectives:

- To examine strategies used to conduct INSET in public secondary schools in BMC.

- To assess the contribution of INSET on teachers' performance in public secondary schools in BMC.
- To examine the challenges facing INSET in public secondary schools in BMC.
- To determine the best practices in human resources training in public secondary schools in BMC.

1.6 Research Questions

In this study, the research questions to guide the research were:

- i. What are the strategies used to conduct INSET in public secondary schools in BMC?
- ii. What is the contribution of INSET on teachers' performance in public secondary schools in BMC?
- iii. What are the challenges facing INSET in public secondary schools in BMC?
- iv. What are the best practices in human resources training strategies in public secondary schools in BMC?

1.7 Significance of the Study

It is expected that, the study may inform stakeholders particularly from BMC on the importance of training and developing their staff specifically teachers to put more emphasis on INSET program. The INSET packages through recommendations in this study may be useful to teachers with different specialisations. Finally, Study suggests the areas for further studies to contribute more to the existing body of knowledge regarding INSET programmes.

1.8 Delimitation of the Study

This study was conducted in public secondary schools in BMC. The study considered these schools as other business organizations that need INSET to maximize their employees' performance. BMC has an adequate number of in-service trained teachers that enabled a researcher to concentrate on such aspects related to in-service training such as training programs, job satisfactions, teachers' moralities, teachers' motivation, teachers' efficiencies and teachers' ability to obtain new technologies and develop innovation in teaching and learning strategies. Therefore, the findings were confined to BMC only.

1.9 Limitations of the Study

The study faced the following limitations, although measures were taken to overcome those limitations as explained below.

- i. Incompetence and fear of some respondents. This could have resulted in some of participants sharing false information. The researcher had to explain more about the objective of the research to familiarize the participants with it and create awareness amongst them.
- ii. Lack of cooperation from senior education officers fearing that he/she would be fired just because of his/her decision to provide information about the school as well as the quality of INSET especially in secondary school teachers in BMC. The researcher had to explain on the importance of the research to make them realise the importance of their participation.

1.10 Conceptualizing the Research Terms

1.10.1 Training

Ngirwa (2009) defines training as a learning process in which employees acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organizational goals. It is the bridge between job requirements and employee present specifications. This means that, changing what employee knows how they work, or their attitudes towards their jobs and organizations. In this study training refers to the process by which teachers get skills, attitudes and knowledge through indoor or outdoor programmes.

1.10.2 Human Resource

Human resource refers to the individuals or personnel or workforce within an organization responsible for performing the tasks given to them for the purpose of achieving goals and objectives of the organization (Ngirwa, 2006). In this study, human resource means in-service teachers who teach in public secondary schools.

1.10.3 Performance

Performance means how the staff is able to effectively manage and present their tasks to reflect their quality and good service preferred by their organizations (Olaniyan and Lukas, 2008). In this study, performance means the extent by which teachers are able to perform his/her responsibility.

1.11 Conceptual Framework

In this study, the Stuffle Beam Model of Evaluation commonly known as: Context, Input, Process and Product (CIPP) model is adopted. The model is adopted from

Stufflebeam in 1971 by Njabili (1993) who spelt out the need for evaluation to help in planning, programming and implementing decisions. It is adopted to carry out evaluation on any scale such as projects, programmes and organization. The CIPP model is a closed model with interaction of elements showing that there is interdependence in the operation of activities in the school system. According to this model one stage after another undergoes self evaluation of its concerns before going to another stage, whereby, at the end wholesome evaluation is obtained. The diagrammatic representation of the model's components is given in Figure 1.1.

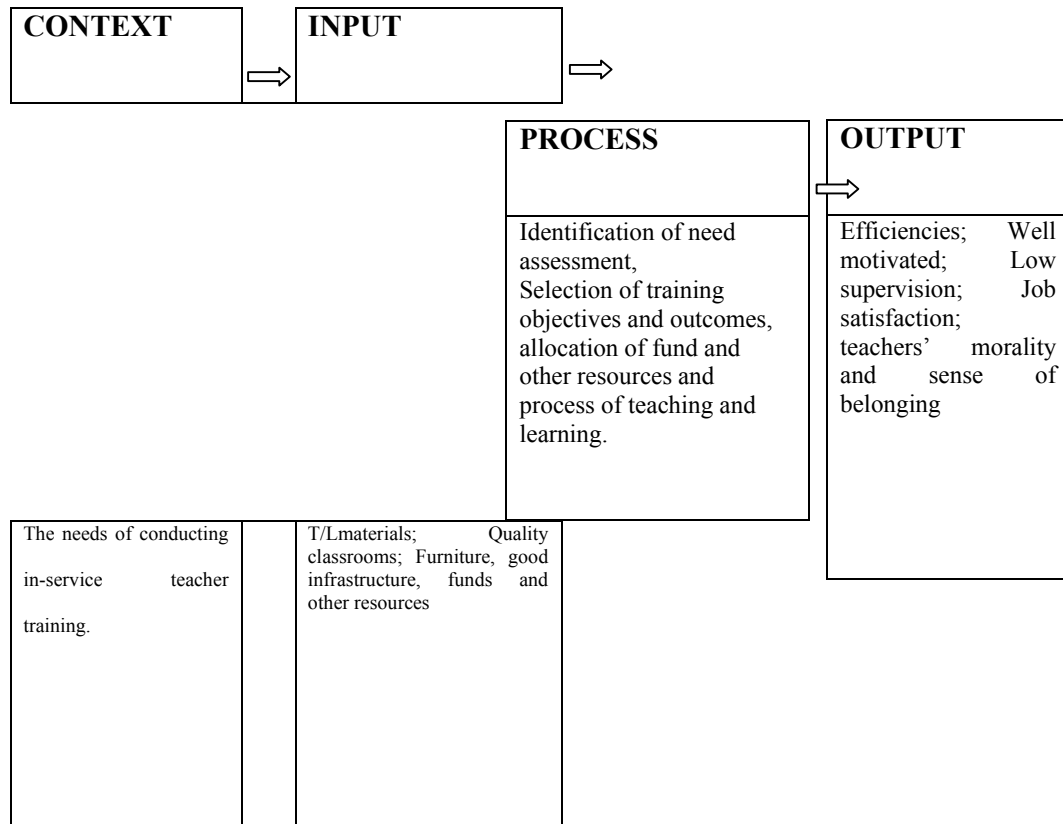


Figure 1.1: Stufflebeam Model

In the above figure, the context represent the situation that needs to conduct training in school. This might be the lack of specific skills among teachers such as skills of preparing lesson plan and scheme of work. Input implies all entities that are required to carry out training these are for example teaching and learning materials, quality classrooms, furniture, good infrastructure, funds and other resources. The process includes all activities carried out in training such as identification of need assessment, selection of training objectives and outcomes, allocation of fund and other resources and process of teaching and learning/ training.

Output is what is expected after training of teachers. It include; efficiencies, well motivated, low supervision, job satisfaction, teachers' morality and sense of belonging. Based on the study findings, it was evident that limited availability of independent variables such as financial resources, instructional resources, inservice training and unqualified trainers adversely affected the depended variables which in our case included the quality of teaching and learning process consequently impacting the students' performance.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

This chapter presents a review and critical discussion of literature about INSET and its influence on teachers performance in secondary schools in BMC. The reviewed literature however, are mostly based on assessing the effects of human resource on employees' performance in non education institutions. So far, most of those studies were based on non educational organizations. Specifically, the study reviewed literature based on the following sub-sections; training and human resource training; training methods; factors affecting human resources training; effect of human resource training; and relational functions between INSET and teacher's performance. Other sub-sections covered include: measuring performance, empirical studies on human resource training, INSETvis-à-vis teacher performance, research gaps and chapter summary.

2.2 Training and INSET

Swanson and Holton (2009) define, INSET as a process of developing and unleashing expertise for improving individual, teamwork processes and

organizational systems. This could mean that through human resource training, employees acquire specialized competencies hence improve their day-to-day work performance. Mankin (2009) adds that INSET encompass a range of organizational and institutional practices that focus on learning; training, workplace learning, career development and lifelong learning, organizational knowledge and learning to mention a few. Thus, the concept of INSET is concerned with obtaining skills, knowledge and attitudes among employees in order to perform their job better for the achievements of their institutional goals and objectives (Ngirwa 2009 and Armstrong 2008).

2.3 Relational INSET Theories

2.3.1 Human Capital Theory

The essence of human capital theory is that investments are made in human resources so as to improve their productivity and therefore their earnings. Costs are incurred in the expectation of future benefits; hence, the term investment in human resources. (Goldin and Claudia 2001). This means that, organization should see the importance of investing in human capital through education and training which improves skills, talents, abilities and competencies which in turn increases productivity, profitability and competitiveness in an organization and eventually guiding the organization performance.

According to Schultz and Theodore (1961) there are three main components of Human Capital-early ability (whether acquired or innate); qualifications and knowledge acquired through formal education, and skills and competencies and

expertise acquired through training on the job. Thus, human capital investments involve an initial cost (tuition and training course fees, foregone earnings while at school and reduced wages and productivity during the training period) which the individual or firm hopes to gain a return in the future (for example, through increased earnings or higher firm productivity). This theory is relevant to this study because investment on training teachers is expected to be manifested in teachers' performance that means job performance increases, because of added skills, knowledge and attitudes on their professionalism.

2.3.2 Training Methods

Training methods have proven highly effective where they have been positively recommended as best practices in improving employees' academic and professional practice. Bulla and Scott (1994) recommend two broad types of training which are on-the-job and off-the-job training methods.

- a) On-the-job training technique:** This is delivered to employees while they perform their regular jobs. On-the-job technique includes orientations, job instructions, job instruction training, internships and assistantships, job rotation and coaching.
- b) Off-the-job training technique:** This includes lectures, special study, films, television conference or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Here the training is conducted by fulltime staff, assisted as necessary by occasional lecturers and tutors.

The above concepts mean that, on job training technique is used to sharpen employees for the ongoing teaching and learning process just for the short period while off the job training technique is used to bridge the gap especially for a long term plan. One of the objectives of this study was to search for the methods of the INSET of teachers of public secondary schools in BMC. Therefore, the methods identified above through literature reviewed are based on training human resource in organization as the whole. It was for this reason that the study saw the need to discuss the methods of the INSET specifically in the field of education institutions. Training in most cases is intended to bring about changes by exposing employees to new skills, knowledge, and attitudes to improve performance and eventually meet institutional objectives. According to Bramley (1991), organizations need to conduct training of their staff in order to achieve new employees orientation that has access to educational and trainings opportunities for personal development. This study therefore, considered this training as significant in the field of education just like any other organizations.

2.4 Factors Affecting Human Resource Training

Studies done by Kreitner and Kinicki (2007) identified a number of factors on the job that prevent transfer of learning. That is, if learners see no value in applying new skills, believe no rewards will result from doing so. If they do not value the rewards, then transfer of learning from classroom to the job will not occur. On the other hand, if individuals have little or no attitude to change what they do because the job tasks are too tightly controlled, then training can never be applied unless task controls are

relaxed. In addition, if a learner's supervisor is not in favor of training, then there is little or no likelihood that a learner will be applying newly acquired skills.

In BMC, public secondary teachers face the same factors in training. The interaction with some of the teachers indicated that the management on the planning and implementation of training program is paying little attention. Due to this problem, most of the teachers go for further education through their own arrangements. Therefore, the study examined the actual factors hindering on job training and propose solutions of overcoming these hindrances.

2.5 Assessment of the Effects of Human Resource Training

According to Yadapaditha (2001), the assessment of training is normally used in a broad sense to refer to any attempt to obtain information in the form of feedback on the effects of a training programme, as well as to assess the value of training in light of the feedback reported. It is clear that, no learning can take place unless changes in behavior has occurred. Interestingly, a change in behaviour is largely dependent on attitude change, increase in knowledge and skills, and self-efficacy. When desired behaviours are practiced, this will have an impact on the quality of performance or results. There is little point in developing skills and competencies if they cannot be transferred to the workplace (Mathefane 2007 and Kleinhans 2005). Bras and Rodrigues (2007) supported that, desirable job performance is achieved after the organisation has spent time teaching individuals how to perform at the desirable level. After this learning process, the organisation expects only the desirable performance.

Velada *et al.* (2007) observe that, as a result of the financial investments which organisations make in training. It is important to provide evidence that training efforts are being fully realised. Wickramasinghe (2006) further indicates that effective training can be measured by the capacity of trainees to apply knowledge, skills and abilities gained during training in their work environment and maintain them over time in their job contexts– in other words, a sustainable transfer. Velada and Caetano (2007) examined all aspects of the training process when conducting research on the transfer of training. They suggest that transfer of training is influenced by the training design, characteristics of the trainee, and contextual factors such as feedback regarding post-training job performance. The literature assessing on the effects of INSET indicate that, much have been done on assessing the INSET on the organization as a whole. None or little is known on assessing the effects of INSET on teachers' performance specifically in BMC. This study covers that gap.

2.6 Measuring Performance

Teachers' performance has been viewed differently by various scholars; Dipaola and Keith (2005) argues that teachers' performance is directly related to teachers' competence and willingness to serve above and beyond the call of duty. According to Kleinhans (2005), when measuring performance, it is essential that relevant criteria and most important aspects of an employee's job are measured. An employee's performance can be measured through trait-based, behaviour-based and result-based. While trait based is about personality, behavior is on specific behavior, for example how an employee behave towards his/her work and result based concerned with

measurable and appreciation whereby employees' performance can be measured in order to determine the extent to which he/she has completed his/her job.

In this study, when searching for the performance of teachers, three ways traits, behaviors and results were used as identified above. On traits based, a researcher look on personality and creativity of teachers in her or his professional. Behavior based on a researcher, look on how teacher behave towards his or her staff members, students and top managements. On results based, researcher wished to look on the extent teachers have enabled students to perform better in their subjects.

2.7 The Link between INSET and Teachers Performance

There is a close link between INSET and teachers' performance Ngirwa (2009) that address problems related to performance in the organization through training. These orientation. Moreover, training according to Adams (2002) makes employees feel that they are part of the organization's family. Training creates the sense of belonging by all employees. It creates the professional development and enhances employee's skills which minimizes their mistakes McNamara (2010) adds that training increases job satisfaction and employees morality, employees motivation and improves efficiency. The link above between INSET and teachers' performance show that when teachers go for training, their job performance increases. This is because of the skills they add, knowledge and attitudes on their professionalism. It is for this reason a researcher sought to carry the study on assessing these effects of training on teachers' performance.

2.8 Empirical Literature Review on INSET

Various studies have been conducted relating to this study, although most of them were based on the effects INSET on the performance of employees in non education organizations. Since in this study the school is regarded as an organization with similar characteristics as other organization, these studies are taken as related to this topic. Hamid (2011) conducted a study of effectiveness of training and development programmes of UPSTDC, an analysis in India. The study makes it vivid that training programmes are very rare in the corporation. Those, which have been organized by the corporation, are not well conceived. So far there was an absence of uniform training policy, which was a major determinant process adding value to the business by ensuring that the best opportunities are provided to maximize the talents of employees to optimize their contribution towards achievement of corporating goals. The study reveals that, skills development and staff training are required; therefore, attention should be on real emphasis on developing training programmes for the employees, pursuing credential for the corporation's workforce, and lastly having regular staff training programmes.

Mkwawa (1999) did a study on the impact of training practice in public organizations, a case of TANESCO. He found that TANESCO did not conform fully to its training policy. The members of staff were sent for further training without identification of needs of the company. The training committee of TANESCO relied more on the training budget and less on needs' assessments for that matter, training did not raise the performance of the employees. Dominic *et al.* (2010), examined effectiveness of the training and development function carried out in President's Office, Public Service Management (PO-PSM) in Tanzania and discovered that,

though there was a well designed training programme, at the end inadequate and poor allocation of training funds, unclear criteria for trainees' selection, and inability to determine types of training needed by trainee's and lastly no evaluation done on training and development ruled out the reality.

2.9 Knowledge Gap

As the literature reviewed show, very little has been done on assessment of the effects of INSET on teachers' performance. The available literature is on the effects of INSET in the performance of employees in other non educational organization and/or institutions as critically discussed across the study mainly in Chapter One and Two. Studies such as Mkwawa (1999); Dominic *et al.* (2010) and Tshikovhi (2012) firmly stand to attest justification for this study. From these cited studies, little is known on the effects of INSET on teachers' performance, factors affecting in service teachers training and methods used in training teachers in public secondary schools. This study, therefore, sought to bridge this research gap by undertaking similar study focusing on in-service training among secondary school teachers in BMC.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methods applied in its conduct. It begins with a description of the research design, research paradigm, research population and sampling method. The data collection instruments and data analysis are then discussed, followed by a discussion of the reliability and validity of the instrument, as well as ethical considerations that were adhered to during the conduct of the study.

3.2 Research Design

The study used a case study design to address the research problem (influence of INSET on work performance). A case study is an in-depth exploration of one particular case (situation or subject) for the purpose of gaining in-depth understanding of aspects being investigated. A case study design is a very popular

form of qualitative analysis and it involves a careful and complete observation of an institution, or even the entire community. It studies in depth rather than breadth (Kothari 2004). Studies conducted using case study designs mainly use short time while involving a detailed investigation (Saunders *et al*, 2005).

3.3 Study Approach

The study used qualitative approach. According to Christine *et al*. (2000), qualitative research helps in getting an in-depth analysis of the problem under investigation. Qualitative research was applied in order to describe current conditions or to investigate relationships, including effects of relationships such as training of secondary school teachers in relation to their work performance particularly in BMC. Moreover, qualitative study is preferred as an appropriate research approach to answer questions concerning the effect of INSET on employees' work performance.

3.4 Area of Study

The study was conducted in BMC. The area was selected due to the fact that it has reasonable number of public secondary schools. Moreover BMC has many trained teachers who underwent INSET. Therefore, the researcher assessed the effect of INSET on teachers' work performance. The choice of BMC secondary schools was attributed to the regular high performance in CSEE thus seeking to know as to whether there was any relationship between INSET and students' academic performance.

3.5 Study Population

Leedy and Ormrod (2005) define a population, as the totality of entities in which researchers are interested - that is, the collection of individuals, objects or events

about which they want to draw inferences. With regards to this study, the population included teachers, heads of public secondary schools in BMC. Secondary educational officers were also included in this study. This population was chosen because it was assumed to have adequate knowledge of the subject matter under investigation.

3.6 Sample and Sampling Procedure

3.6.1 Sample

Leedy and Ormrod (2005) define a sample as a subset of the population selected to obtain information concerning the characteristics of the population. Sample size refers to the number of items to be selected from the total population. It is recommended that the sample should be adequate enough to provide information sought. According to Kothari (2004), the sample size should be optimum so as to fulfill the requirements of efficiency, representativeness, reliability and flexibility.

3.6.2 Purposive Sampling

Purposive sampling is also known as judgmental sampling, the researcher purposely chooses a person who is in his judgment about some appropriate characteristics required to the sample members, relevant to the research topic and easily available to him (Kothari, 2004). Purposive sampling technique was used to draw a sample from teachers as the researcher focused mainly to those teachers who had underwent training. A total of 20 teachers were purposively selected to provide information on the contribution of INSET on teachers' academic and professional performance.

3.6.3 Simple Random Sampling

This type of sampling is also known as chance sampling or probability sampling where every and each item of the population has an equal chance of inclusion and each one of the possible samples, in case of finite universe, has the same probability of being selected (Kothari, 2004). This sampling technique is employed to select four research sites and thus four heads of schools. Similarly one secondary education officer was automatically considered as potential participant to share information about the influence of INSET on teachers' work performance. Therefore, 25 participants were purposively selected. They included 1 Educational officer; 4 heads of schools and 20 teachers. These are shown in the Table 3.1

Table 3.1 Suggested Sample Size for the Study

Category	Sample	
Educational officers	1/4	25%
Heads of school	4/19	21%
Teachers	20/500	4%
Total	25/523	5%

3.7.1 Data Collection Methods

The following were data collection methods used:

3.7.1.1 Interview Data Collection Method

Interview is one of the data collection methods that are used in research activities. Interview uses interview guides in form of questions that involve oral questioning or discussion (Kothari, 2004). The method is used as a tool to collect views from the respondents on the impact or performance for trained staff as well as the traits for training as articulated in the conceptual framework of this study. The researcher

prepares semi- structured interview questions as research tool for the teachers, heads of schools and educational officers.

3.7.1.2 Documentary Review

Documentary review is one of the data collection methods that are used in research activities. Documentary review uses documentary review guide to collect data from past publications and official documents. Best and Khan (2006), shows that, documentary analysis involves sources of data such as records, reports, printed forms, autobiographies, letters, compositions, themes or other academic work such as syllabi, bulletins, pictures, films and cartoons. The researcher wished to use this instrument because it provides more actual official information as recorded than other instruments. The researcher used this method especially in obtaining official information like rooster of training program, employees' attendance at work and policy statements. A documentary review guide was used by the researcher for taking information about the study.

3.8 Reliability and Validity of Instruments

Kleinhans (2005) refers to reliability as the extent to which a measure will produce consistent results. Research is considered to be reliable when the findings are repeatable. Validity refers to the extent to which the concept one wishes to measure is actually being measured by a particular scale or index. According to Kothari (2004), validity aims at establishing the results which are linked with the condition. In this study, the following techniques were used to maximize reliability and validity of the instruments, data and findings as follows: first triangulation: In this regard,

semi structured interview and documentary review were triangulated to strengthen the study and control of biases. Second, thick descriptions, the study used several quotations from participants as well as descriptions to make the reader develop insights and have the feeling of meanings contained in the collected data. Third, back translation, this involves the translations of one language for easy communication with participants. In this study, the interview guide was prepared in English but conducted in Kiswahili for easy communication with participants.

3.9 Ethical Considerations

It is the responsibility of the researcher to assess carefully the possibility of harm to research participants, and to the extent that whenever possible the possibility of harm to the participants should be minimized. Bryman and Bell (2007) states that; ethical concerns permeate on every aspect of the research process. In some manners they permeate all human actions and interactions. Ethical concerns arising in connection with core values the researcher holds as in the case of honesty or justice. The human rights of the participants were protected in the following manners: The right to privacy and non-participation, respondents were free to participate and provide information requested by a researcher without any conditions attached and the right to confidentiality, the information provided by the participants will be respected and kept for the purpose of the study only.

3.10 Data Analysis Procedure

In this study qualitative data analysis was used. Straus and Corbin (1990) as quoted by Kasonde (2010) define data analysis as systematic process of working with data,

organizing and breaking them into manageable units, synthesizing them, searching for patterns discovering what is important and what is to be learnt and deciding what to tell others. Data from interviews and documentary reviews were recorded as field notes and interview transcriptions were translated into English from Kiswahili. Moreover, during the analysis process, the researcher re-evaluated interview questions and interviews responses and by so doing only thematic data (information that correlate with the objectives of the questions) from thematic questions (questions that give significant answer from the study) were finally categorized. The data were identified and labeled for initials, themes and sub themes with clear connections between data and themes, linking themes and identifying thematic clusters. The production of a summary table of themes with illustrative quotations and presentation of the analysis in a narrative forms are presented.

CHAPTER FOUR

4.0 FINDINGS PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyses and discusses the findings of this current study. The chapter presents, analyse and discusses the results of this study. Its state objectives which sought to investigate the role of in-service teacher training on improving teaching and learning process in public secondary schools in BMC. Data from interviews and documentary review are presented. Finally, the chapter shows the data pattern of the study.

4.2 Strategies to Conduct INSET in Public Secondary Schools

The results from documentary review and interview under this section address the first objective, which sought to examine the strategies to conduct INSET in public secondary schools in BMC. To obtain the results regarding this objective, the question, which was used to, was; what are the strategies used to conduct INSET in public secondary schools in BMC.

4.2.1 Results from Documentary Review

The findings regarding the above objectives as obtained from documentary review show that there were training manuals, training reports, INSET trainees feedback and teachers professional development profile files. However, several challenges regarding strategies to conduct INSET were noted. It was noted from the documentary review that there was no budget for INSET related activities, no instructional resources except manuals, no teaching and learning resources including improvised materials.

4.2.2 Results from Interview

a) Heads of Schools And Education Officers

The responses from heads of schools and education officers through interview show the strategies applied in the conducting of INSET programmes. For example, when asked to give criteria used to select teachers for INSET programmes, they all (four (4) 100% heads of schools and one (1) 100% education officer) showed that the criteria used were the subject matter/ content on which the training based, rotational

attendance among trainees, necessity of the course or training and the level of education of the trainees.

Although the criteria to select teachers are clear as mentioned by the despondences, the reality on the ground contradicts the dictates of the guiding criteria. These criteria could have enabled many teachers of different characteristics regarding needs assessment. However, the respondents' views do not seem to back up that fact. It seems from the responses by heads of schools and education officers that few teachers actually attended INSET programmes. Table 4.1 below presents that fact as the responses of heads of schools regarding the number of INSET attendees for specified period for each school.

Table 4.1 The Nnumber of INSET Attendees from the Studied Schools

School	Attendees	Experience
A	1	6 years
B	3	10 years
C	1	3years
D	1	8years

Source: Field data (2017)

Table 4,1 above, shows the attendance of heads of schools to INSET programmes. From the table above, it is evident that each school head had attended all programmes for the duration each was at his/her station. Consistence attendance by the same person for almost always does not go in line with the established criteria

which are desined in such away that one person cannot always qualify but on rotational bases. To have one person attending every now and then is to limit the access by as many participants as possible hence limit the positive contribution of INSET to the improvement of teaching and learning process in public secondary schools. This is clearly voiced out by one of the education officers who was asked to give his experience regarding the benefit of INSET programmes said that the school was not benefiting from INSET since the same three teachers were the only attendees always.

b) Teachers

The interview responses by teachers on their attendance to INSET programmes show a varying degree of attendance as Table 5.2 below shows.

Table 4.2 Teachers Attendance to INSET

Number of teachers	Frequence of attendance	Total attendance frequency	Percentage of attendance frequency
5	0	0	00%
7	1	7	17%
5	3	15	36%
1	4	4	10%
1	5	5	12%
1	10	10	24%

Source: Field data (2017).

As Table 4.2 above shows, 5 (25%) of all teachers who were interviewed said they had not attended. Of all teachers who attended 17 (100%), 7 (46%) of them attended just once. The highest frequence of attendance by many teachers was 3 which was

attended by 5(33%) of all (15) teachers who attended. The higher recorded frequencies in Table 4.2 above, 4,5 and 10 each was by only one teacher each. That means many teachers did not attend INSET programmes regularly whereas those who did were few, actually one.

Considering the total attendance frequency it appears that one attendee had attended up to 10 times equals to 24% percentage of attendance frequency as compared to seven (7) attendees who had only attended the INSET once equals to 17% of attendance frequency. This implies logically that the INSET opportunities were not evenly allocated to teachers resulting to many complains from the stakeholders especially teachers whose working morale diminished accordingly. The statistical evidence above proves the inefficiency use of INSET programmes in improving in-service teachers' teaching and learning process in public secondary schools in BMC. For INSET to be effective there must be sound strategies in place. These may include, relevant content designed as per the dictates of the needs analysis, which ought to have been conducted before course design. There should be a training programme, which should be adhered to, to allow access to as many employees as possible. Learning materials should be made available including a well-equipped library, a well-connected internet services for digital accessibility, and training manuals. Short courses and seminars within or outside the institutions should be made available for employees to access them. A relevant budget for INSET should be in place. Records for INSET should be well kept and updated accordingly to ensure good attendance rotations.

As Swanson and Holton (2009) observe, INSET as a process of developing and unleashing expertise for improving individual and teamwork processes, and organizational systems may be conducted through human resource training, employees acquire specialized competencies to improve day-to-day work performance. As noted by Mankin (2009) INSET encompasses a range of organizational and institutional practices that focus on learning; training, workplace learning; career development and lifelong learning or /and organizational knowledge and learning. Thus, INSET provides employees with skills, knowledge and attitudes with which to perform their job better to achieve institutional goals and objectives (Ngirwa 2009 and Armstrong 2008).

4.3 The Contribution of INSET to Teachers's Performance

The study among other things sought to determine the contribution by INSET to teachers' performance in secondary schools in BMC. This need was articulated in the second objective, which assessed the contribution of INSET in the area of concern. To obtain the results regarding this objective, the question, which was used was; what is the contribution of INSET to teachers' performance in public secondary schools in BMC.

4.3.1 Results from Interview

To determine the contribution of INSET to teachers performance in public secondary schools in BMC, the researcher interviewed the education officer, heads of schools and teachers. Through interview, it was revealed that INSET programmes

contributes to the improvement of teaching and learning process in public secondary schools in BMC.

Heads of Schools and Education Officers

When asked to respond regarding the contribution of INSET to the improvement of teaching and learning process in public secondary schools, the education officer was of the view that, INSET is very important as it enables teachers share experience, makes teachers dynamic with the changing technological world and enhances creativity on the part of teachers.

Heads of schools who were interviewed responded that INSET is very useful in preparation of practicals, it exposes teachers to sharing experience with other teachers especially on laboratory chemical preparation, learning and teaching activities. Also that INSET adds values to teachers who attended compared to those who do not, which consequently improves performance. It also leads to improved teaching methodology and strategies. It also motivates teachers to do better as they strive to show the difference in their teaching compared to that before attending INSET programmes. During INSET programmes, challenging topics are discussed, thus, experience shared through discussion empowers attending teachers to master their areas of specialization which eventually lead to better performance by students. Heads of schools and education officers were of the view that INSET is very relevant since the skills acquired are applied in classrooms hence the improvement of students' performance.

Teachers

Like heads of schools and education officers, teachers who were interviewed responded by showing that INSET contributes to the improving of teaching and learning process in public secondary schools in BMC. Knowledge gained through INSET is used in classrooms when teaching students. Also that it keeps teachers up to date regarding new knowledge and skills in the area of their specialisations. One of the cited cases of the contribution of INSET is the increase of science performance by students. Thus, INSET is relevant as it is meant to improve teaching and learning process. Students performance seem to have been good as the CSEE results by five schools in BMC show as presented in Table 5.3 below.

Table 4.3: CSEE Performance by Five Schools from 2013-2016, in Percentage

Schools	2013	2014	2015	2016
BMC	72%	55%	76%	90%
Kashai	80%	54%	79%	90%
Bilele	74%	69%	96%	96%
Rugambwa	82%	96%	99%	89%
Rwamishenye	69%	76%	91%	90%

Source: Field data (2017)

As Table 4.3 above indicates, the performance by students in CSEE examinations for the period of five years was good. This good performance may be attributed to positive contribution by INSET to teachers which might have improved learning and teaching process that students' performance improved. INSET contributes to the improvement of teachers' performance in public secondary schools in BMC, the performance which is articulated through students' performance as it is the case in Table 5.3 above.

4.4 The Challenges facing INSET

The third objective of the current study, was to examine the challenges facing INSET in public secondary schools. This objective was to be realised through the question which was; what are the challenges facing INSET in public secondary schools in BMC. The study results from interview by teachers show a number of challenges which INSET faces in public secondary schools in BMC. As per the results, there was a serious shortage of teaching and learning materials. INSET programmes were not inclusive enough as some teachers were totally neglected thus did not attend. The respondents were concerned with the duration INSET programmes take. Their views were that the time allocated for the same is too short especially when compared to the content of the programmes. Interviewed teachers also revealed that sometimes facilitators do not show mastery of the subject matter/content. Even the selection of the course materials sometimes prove irrelevant due to the tendency of overreliance on out of date rather than modern materials. It was also revealed that content which the trainees go through is sometimes not in line with the local context/environment of the trainees. The respondent through interview complained on limited time allocation. It was revealed through interview that the time allocated is not enough comparing with what is to be covered. This imbalance between time and the content does not create the room for effectiveness of the programme as facilitators tend to rush through to meet the deadline at the expenses of intensive participation by trainees who need time to effectively do so. It was also revealed through interview that some teachers are not committed to INSET but attend just for the sake of collecting money rather than getting knowledge and skills. Poor record keeping was

also cited as one of the problems facing INSET programmes. Limited financial resources was cited by the respondents as one of the critical problems which affects INSET. As the a consequence of this, the number of participants (teachers and other stakeholders) of INSET gets low. So far, limited budget also limits INSET centres access to important facilities to run the programme.

4.5 The Best Practices in INSET Training

The fourth objective was to find out the best practices in human resources training strategies in public secondary schools in BMC. This objective was carried out through the question designed to seek information as required by the stated objective. The question went as; what are the best practices in human resource training strategies in public secondary schools in BMC. The best practices should aim at making INSET programme effective in meeting the goals for good performance by students. Responding showing the best way to run INSET, teachers, head of schools and education officers mentioned the strategies which are to be applied for the best conduct of INSET for positive results. These strategies are; that prior to the commencement of INSET, there should be a research which should identify the needs of the trainees as per locality, type of course, duration which the training will cover, content, objective number and type of trainees. For INSET to be effective there must be sound strategies in place. These may include, relevant content designed as per the dictates of the needs analysis, which ought to have been conducted before course design. There should be a training programme, which should be adhered to, to allow access to as many employees as possible. Learning materials should be made available including a well-equipped library, a well-connected internet services for

digital accessibility, and training manuals. Short courses and seminars within or outside the institutions should be made available for employees to access them. A relevant budget for INSET should be in place. Records for INSET should be well kept and updated accordingly to ensure good attendance rotations.

4.6 Summary of the Chapter

This chapter presented, analysed and discussed the study's findings. The discussion was guided by the objectives this study was conducted to meet. It was revealed from the findings that INSET is a very promising aspects in education industry particularly on improving the teaching and learning process among teachers who in turn improve students' performance. The chapter showed the strategies used to implement INSET in BMC and the consequence it had in improving performance. To this, it was established that it does play a part in improving students' performance as the results by selected schools from 2012 to 2016 show. The chapter revealed the challenges that limit the success by INSET. It also shows the best practice which when adhered to will bring positive results to students performance and the educational industry as a whole.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of key issues, conclusion and offers some recommendations based on the study findings. On the basis of the presented findings and information, the chapter shows the implication of the study findings in terms of

theory and practice regarding INSET in public secondary schools. The chapter ends by identifying new areas that prospective researchers may wish to explore more.

5.2 Summary of the Study

This study examined the role of in-service teachers training on improving teaching and learning process in public secondary schools in BMC. The study used a case study research design which was qualitative in character. The case study was used due to its strength as it is an in-depth exploration of one particular case which enabled the researcher to gain in-depth understanding of aspects being investigated (Kothari 2004). By using a case study the researcher was able to gather the information from the studied area regarding the general objectives of the current study. Studies conducted using case study designs mainly use short time while involving a detailed investigation (Saunders *et al.* 2005). The research instruments used to collect data were interview and documentary review.

5.3 Conclusions

Generally the study findings show that, proper INSET does improve the teaching and learning process which in turn improves students performance. That means when INSET programmes are introduced through best strategies like, doing research to determine the needs, selecting teachers/participants as per best established criteria, being as inclusive as possible by involving many participants, using up to date and relevant teaching and learning materials, establishing appropriate intervals between one cohorts and using competent trainers, among others, bring positive results. A poorly run INSET (without observing best strategies) affects teaching and learning process negatively hence poor students performance. It was found out by the current

study that students in public secondary schools in BMC for the past five years (2012-2016) performed well in their CSEE. This was the implication of the improved teaching and learning process by teachers who had access to INSET.

5.3.1 Strategies to Conduct INSET

The study established the strategies which are to be in place for running INSET effectively. The established strategies include, needs assessment, good selection of participants, good timing of introducing INSET programmes, relevant topic and content to be selected, adequate funding, competent facilitators, INSET to be run according to the environment of the beneficiaries, involving as many participants as possible, rotating trainees in the attendance schedule and good record keeping.

5.3.2. The Contribution of INSET in Academic Performance

It was established through the current study that INSET contributes positively in academic performance. For the case of public secondary schools in BMC, there was a noted good students academic performance in their CSEE implying that, improve teaching and learning process as by INSET affects students academic performance positively.

5.3.3 The Challenges facing INSET

According to the findings by this study, INSET, in BMC, faces a number of challenges which if not attended may retard its positive contribution to the improvement of teaching and learning process in public secondary schools. Some of the revealed challenges include; limited budget which limit the number of participants as it could have otherwise been. Selection of teachers to attend INSET

was noted to be not properly done whereby few teachers attended. Other challenges included; limited time allocated to run INSET compared to the content to be covered, Interviewed teachers also said revealed that sometimes facilitators do not show mastery of the subject matter/content.

Even the selection of the course materials sometimes prove irrelevant due to the tendency of overreliance on out of date rather than modern materials. It was also revealed that content which the trainees go through is sometimes not in line with the local context/environment of the trainees. Lack of commitment to INSET by some teachers was noted whereby some teachers attend just to collect money rather than getting knowledge and skills. Poor record keeping was also cited as one of the problems facing INSET programmes.

5.3 The Best Practices in INSET

This study identified the best practices which are; prior to the commencement of INSET, there should be a research which should identify the needs of the trainees as per locality. The type of the course for the trainees should be determined. Proper timing regarding the duration which the training will cover, content, objective number and type of trainees are to be determined. Preparation and running of INSET are to be done in such a way that the objective of the programme are met.

5.4 Recommendations

As per the findings by this study, to all stakeholders (trainees, trainers, teaching and learning material developers, education officers and heads of schools) it is recommended that;

At the planning stage, financial matters should be best attended to by having a budget good enough to meet training needs by teachers. If enough funds are allocated, many stake holders will participate hence the impact of INSET will be extended. Trainees should be facilitated according to the circulars pertaining to public services. The training should be conducted at council or regional levels.

For relevance, selection and organisation of content should be in line with the context in terms of environment and needs as per a given locality. Relevant selection of what to teach or learn will be productive in improving performance by teachers in their line of duty and that of the students, the target of the learning and teaching process. Teaching materials which are current and relevant should be made available to enhance training. Facilitators and administrators should have reliable records of participants who attend and the programme they attend. Should also have records of who are due to go and those who are yet to attend training to avoid a possible missout to attend by some teachers. Newly employed teachers should be included in the training. Facilitators should be more than two. Teaching and learning materials should be made available before training commences.

The centres for training should be able to accommodate trainees even during evening sessions. There should be proper time allocated according to the content.

Topics should not be many compared to the allocated time. INSET should at least be conducted twice a year rather than what seems to be a traditional once a year. Training should be conducted at a level to which many teachers can access, for example at the district level.

5.5 Area for Further Research

Among other things, this study to a limited degree, touched on the best practices observed in running INSET in BMC. However, being just one out of four objectives pursued by this study, it did not get the attention it would have otherwise got. The demand of the central objective, time set and the entire focus of this study could not make it possible to extensively focus on that aspect. However, it is logically obvious that researching on how best to run INSET may take education industry not only that of BMC but the national as the whole. It is under that background that it will be of advantage if researchers exclusively focus on how best to improve INSET for the good of the nation regarding the education industry.

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APPENDICES

APPENDIX I:

**An interview guide for Bukoba Municipal Council secondary school Teachers,
Head of Schools and District Education Officers.**

I, **Serapion Fredence** a Masters Degree candidate at the Open University of Tanzania who is currently undertaking a field study on the role of in-service teachers training on improving their performance in public secondary schools in Bukoba Municipal Council. I kindly request you to freely participate in this study by responding to my questions to the best of your knowledge and educational

experiences. While the findings are meant to back up the study but also will be stored in a flash disk where only the researcher and supervisor will have access to them.

1. How long have you been working as an educational officer/head of school and/or a teacher?
2. What is your experience regarding teachers' in-service training practices in your district/school?
3. How often do teachers attend in-service teachers' training programs per annum?
4. What criteria are in place regarding selection of teachers for in-service training?
5. How useful are the INSET programs for teachers' performance in public secondary schools?
6. To what extent do the INSET programs contribute to students' academic performance especially in publicly owned secondary schools here in Bukoba Municipality?
7. What types of INSET programs are provided to teachers?
8. How relevant are the INSET programs for in-service teachers?
9. Are there any challenges facing teachers' attendance to INSET programs and/or challenges associated with INSET programs themselves?
10. How can INSET programs for teachers be improved especially in Bukoba Municipality?

Thank You

Appendix II

Documentary Review on INSET for Head of Schools' Office and District

Education Officers' Office in Bukoba Municipal Council

Documents to be reviewed:

- ❖ INSET training manuals if available
- ❖ INSET training reports
- ❖ INSET portfolios
- ❖ Budgeting for INSET related activities

- ❖ Teachers recruitment policy if any
- ❖ INSET attendance data base
- ❖ INSET instructional resources apart from manuals
- ❖ INSET trainees feedback apart from portfolios
- ❖ Relevant literatures (theoretical and current)
- ❖ Teaching and learning resources including improvised materials
- ❖ Students' academic progress through different assessment forms/results both internal and external (latest five years)
- ❖ Teachers professional development profile files

Thank You