FACTORS AFFECTING SECONDARY SCHOOL BASED IN-SERVICE

TRAINING IN WEST DISTRICT SECONDARY SCHOOLS - ZANZIBAR

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CERTIFICATION

This undersigned certifies that he has read and hereby recommends for acceptance a dissertation titled: *"Factors Affecting Secondary School Based In-Service Training in West District Secondary Schools-Zanzibar",* in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

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Date

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DECLARATION

I, Maulid Omar Hamad, do hereby declare that the dissertation presented is my own original work and that it has not been submitted and will not be submitted to any other University for any other or similar degree award.

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Signature

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Date

DEDICATION

This work is dedicated to my son Asia Maulid Omar

ACKNOWLEDGEMENT

ABSTRACT

This study investigated factors that affect Secondary School Based In-service Training. Ten (10) government secondary schools from Unguja West District were used as case study. The study had the following specific objectives (i) to assess the capability of secondary schools on handling School Based In-service Training. (ii) to assess factors which hinder the provision of secondary School Based In-service Training.(iii) to determine stakeholder opinions on how secondary School Based In-service Training can be improved. The study used both qualitative and quantitative approach on data collection, analysis and interpretation. The study revealed that, secondary schools have low capability to conduct School Based In-service Training due to lack of support from other school stakeholders and ineffective school leadership on administering SB-INSET. On the other hand the study revealed that the main factors affecting SB-INSET included; lack of skills and knowledge on SB-INSET, negative attitude towards SB-INSET among many stakeholders and; inability of schools to find appropriate time for SB-INSET. The study suggests that as a strategy to promote INSET, teachers' successful attendance to the programme should be made a criterion for teachers' promotion and motivation. Based on the findings, the study recommends that the Ministry of Education and Vocational Training should plan for change which will equip secondary schools with supportive work environment in order to provide schools with authority and power for planning and implementing School Based In-service Training.

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LIST OF ABBREVIATIONS

ADEA	Association for the Development of Education in Africa
CBOs	Community Based Organization
DEO	District Education officer
EFA	Education for All
EP	Education Policy
GOP	Government of Pakistan
ICT	Information, Communication Technology
INSET	In-service Training
MBO	Management by Objective
MOEVT	Ministry of Education and Vocational Training
NEP	National Education Policy
NGOs	Non Government Organization
PLC	Professional Learning Community
REO	Regional Education Officer
RNPE	Review of National Policy of Education
SB-INSET	School Based In-service Training
SPSS	Statistical Package for Social Science
TC	Teachers Centre
TRC	Teachers Resource Centre
TTC	Teachers Training College
TTP	In-service Training Policy
UNESCO	United Nations Educational Scientific and Cultural Organization

UNICEF	United Nations Children's Fund (United Nations International Children Fund)
USAID	United States Agency for International Development
ZEP	Zanzibar Education Policy

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1   Introduction

This study explores factors that affect School Based In-service Training (SB-INSET) in Zanzibar secondary schools. This chapter describes background of the problem, statement of the problem, and the general and specific objectives of the study. In addition it provides the research questions, organization of the study of the research and lastly it explains limitations and delimitations of the research.

1.2   Background to the Problem

Before 1964 Zanzibar was under colonial rule. Provision of education was affected by constrains which deprived many citizens of Zanzibar the opportunity to go to school. Soon after the 1964 revolution, the President of Zanzibar declared "Free Education for All". This led to rapid expansion in number of schools to cater for the increase in enrolments. Acute shortage of teachers followed the expansion of enrolment; this subsequently led to the decision to employ unqualified and untrained primary school teachers as the only existing Teachers College then had failed to meet the increased demand of producing sufficient trained teachers for the schools (Bakari, 2008).

During the end of the 20th century, in Zanzibar like many other developing countries several changes took place in the Secondary in-service training perspective. In 1992 secondary school in-service training moved from the department of Secondary Education (Ministerial level) to the Department of Teachers training and

development. The educational reform as a part of educational development was facilitated by the decentralization policy that was launched in 1990s. As a result, Teachers Centres (TCs) were established in the early 1990s and developed to full swing by 1996. Teachers Centres in Zanzibar were set up to help the country respond to global demands for better education and to enhance the competitiveness in Zanzibar Secondary schools towards achieving quality education.

As a result, secondary schools mostly depended on Teachers centres for supporting their School Based In-service Training. The teachers centres according to the policy were given the following responsibilities; "Supporting the implementation of government educational policies and curricular innovation, providing central locations where cluster and school based workshops would be co-ordinate and run, providing suitable premises where teachers would meet to share ideas, experience and expertise, promoting co-operation and collaborations among schools, being used for collaborative work with other education and vocational training, providing a venue for in-service training for government and non-government organizations" (MoEVT, 2006).

The reform of the school curriculum has been undertaken as a key instrument of educational change in order to cope with demands for school-based curriculum development and accountability. The Zanzibar Education Sector undertook Education Reforms which have lead to change in education structure as a result of Vision 2020 and 2006 Education Policy. The Vision 2020 objectives highlight the upgrading of teachers' competences and their productivity. The 2006 Education Policy also highlights the demand of improving education and training of teachers to

respond both to the changes and expectations in societies and to the diverse students needs. "In-service training of teachers shall be regular, well planned and be part of teachers' professional development" (MoEVT, 2006). School Based In-service Training is perceived as the educational development of teachers to improve their pedagogical and academic development in order to attain quality education. Therefore;

> "School Based In-service Training shall be an integral part of teachers' career development; head teachers shall liaise and partner with the Teachers Centres (TCs) to make sure that teachers are trained; each school shall have a clear and well known plan for school-based INSET (In-service Training); there shall be a set number of school-based in-service training days per annum; and in-service training shall be both on professional development and content upgrading through subject panels" (MoEVT, 2006).

Furthermore the policy proposed strategies that should take place in the actual school setting to harmonize School Based In-service Training in the following areas; these required head teachers and academic masters "to analyze training needs of a school and to budget, plan and take the lead in the provision of School Based In-service Training in their schools and make use the experienced to assist less experienced ones.

According to the strategies head teachers wanted to be trained on planning and organizing trainings. Other declared that, Teachers centre (TC) staff bounded to support the school with technical expertise and needed resources to make school based training effective as well as to produce modules and other packages for

schools and to strengthen and meet the demands for school-based trainings"
(MoEVT, 2006). Furthermore,

> "the School Based In-service Training requires that all subject areas of the
> curriculum should be made compulsory and subject panels to take leading
> roles for training" (MoEVT 2006).

In a mini- survey which was conducted at Kiembe Samaki Teachers Centre in 2012
involving 20 secondary schools in the West District; school heads, sections heads,
panel leaders and academic teachers were involved as respondents. The study
revealed that, from July 2011 to May 2012 non School Based In-service Training
was conducted to all 20 secondary schools.

1.3   The Statement of the Research Problem

Despite the mutual education policy and well-planned educational reform taking
place under the umbrella of decentralization policy, West District secondary schools
have no power and autonomy to conduct and implement School Based In-service
Training. The existing school leadership has failed to organize School Based In-
service Training in many West District schools.

On the other hand it has been observed that many in-service training courses take
place in the Teachers Centres but they are not cascaded at school level and those few
practiced at School level are conducted in ad-hoc and unsystematic style. Secondary
School subject panels meet very regularly but they end up reporting without further
action being taken to solve the problems identified in the exercise. Many teachers
who teach secondary school classes lack proper qualifications and some of them

teach subjects for which they are not specialized. For instance, some teachers have specialized in art subjects but they teach science subjects. The failure to implement School Based In-service Training has a big impact on achieving educational policy objectives of quality education for all. Therefore, change is unlikely to take place and the achievement of quality education may not be realized.

The Ministry of Education and Vocational Training has yet to enact an in-service training policy (ITP) as a tool of building capacity of secondary schools to administer and manage the School Based In-service Training (SB-INSET). The ITP is crucial to motivate teachers and other education stakeholders towards approaching School Based In-service Training on effective manner. However, to my understanding, there has been no comprehensive study on the area of SB-INSET in Zanzibar. Hence the decision to conduct this study which aimed to investigate factors affecting School Based In-service Training in West District secondary schools.

1.4 Objective of the Study

The study was guided by the following objectives:

1.4.1 General Research Objective

The general objective of this study was to investigate factors affecting School Based In-service Training in Zanzibar Secondary Schools.

1.4.2 Specific Research Objectives

The study had the following specific objectives:

(i) To determine the capacity of secondary schools in handling School Based In-service Training for quality education.

(ii)   To explore factors which hinder the provision of School Based In-service Training for quality education in Zanzibar Secondary Schools.

(iii)   To determine stakeholders' opinions on how School Based In-service Training can be improved in order to provide quality education to Zanzibar Secondary Schools.

1.5   Research Questions

This study aimed to investigate factors affecting Secondary School Based In-service Training and its influence in attaining quality education in Zanzibar Secondary Schools. In order to achieve this objective, the following research questions were set:

> "To what extent do the schools have the capability of managing, organizing and administering School Based In-service Training in Zanzibar West District Secondary Schools?

This question is based on the assumption that School Based In-service Training mostly depend on the extent to which the school is an open institution i.e. its ability to deal with school based training in terms of social, economical and financial requirements. The significance of the school in being an open institution is to involve every stakeholder, such as teachers, students, policy makers from the Ministry of Education, school committees, the teachers' resource centres, subject advisors, and inspectors, the DEOs and REOs in finding appropriate solutions to the problems at hand. Ibe (1990), comments that School Based In-service Training programs should be initiated by school principals, the teachers, the support staff and sometimes the

community. Such programs evolve through participatory and co-operation among the school personnel supported by senior administration staff from the head office.

Mutual leadership has crucial role in helping schools to attain quality and efficiency through addressing the School Based In-service Training. This study, therefore, sought to investigate the type of leadership that schools have and their impact on School Based In-service Training effectiveness.

(i)   What factors hinder the provision of School Based In-service Training?

This question is based on the assumption that there is a minimal performance of effective School Based In-service Training in West Secondary Schools. The logic behind the assumption is that in every school plan there is an expectation to reach high levels of performance as an indicator of quality education. However, for many schools there are factors that hinder realization of the goals. The underlying assumption is that School Based In-service Training is faced with challenges which need remedial actions. Understanding those challenges will facilitate the way forward on addressing them.

(ii)   What are the stakeholders' opinions on improving School Based In-service Training?

A program, which involved collaboration between government curriculum officers, university scholars, and teachers with successful and innovative ideas, may successfully provide an effective learning experience for the in-service of teachers. Thus, the stakeholders' perceptions and opinions bring a higher level of commitment and provide room for applying positive changes. This is why the study hypothesized

that stakeholders' opinions are crucial in improving School Based In-service Training for the efficiency and sustainability of the school.

1.6 Significance of the Study

It is anticipated that this study will provide practical knowledge of the factors that affect School Based In-service Training in relation to attaining the national goal of quality education. The study will serve as a guideline and reference for the secondary schools and other stakeholders to develop awareness on ownership and support for SB–INSET.

In addition, the study will be a guide for policy makers when engaged in the process of curriculum development and innovation; it will be a reference for enacting and amending in-service training policy for the sake of educational development. It is anticipated that the study will generate a way of harmonizing and improving School Based In-service Training as a strategy of attaining quality education in Zanzibar. Furthermore, the study is expected to equip Secondary Schools with the sense of ownership of School Based In-service Training.

Finally, the study will enhance a sense of commitment among the school stakeholders and guide them to develop positive attitude in their roles and responsibilities on practicing School Based In-service Training in Zanzibar Secondary Schools.

1.7 Definition of Terms

In the context of this study the following terms have the meaning shown below:

1.7.1 In-service Training

According to Henderson, (1978), In-service Training (INSET) is everything that happens to a teacher from the day he takes up his first appointment to the day he retires, which contributes, directly or indirectly to the way in which he executes his professional duties. The INSET therefore is a practical activity for teachers to develop professional knowledge and skills throughout the education process. In-service training programs are usually offered during normal working hours as designed to improve the knowledge and skills of employees (teachers) and the quality of services, especially the instructional practices. In-service training focuses more on structural training activities that are intended to increase your skills and capabilities in a defined area (Chilumba, 2007).

1.7.2 School Based In- Service Training

School Based In-service Training is an approach whereby teachers secure the opportunity to play a peer-support role and to learn and grow together professionally. School-based professional development is supposed to be continuous, localized and ongoing training that takes place frequently. It includes all of the teachers, is at the school or cluster level, and is contextualized within real-life questions, problems, and scenarios in real classrooms in a school.

1.7.3 Secondary School Education

Secondary education is a sub-sector of the education system and demands amicable management, while keeping in view the major objectives of producing middle level workforce for the economy and providing a pavement for higher education: "the quality of higher education depends upon the quality of secondary education and the

Secondary education is also a stage, where by a student reaches the age of adolescence, which is the most crucial stage of life" (GOP, NEP, 1998-2010). According to 2006 Zanzibar Education Policy, secondary education also builds upon knowledge and skills already acquired in primary school.

1.7.4   West District

Zanzibar West District is one of the two districts of the Zanzibar Urban/West Region of Tanzania Zanzibar. It is bordered to the north by the Zanzibar North Region, to the east by the Zanzibar Central District, to the south by Kiwani Bay, and to the west by the Zanzibar Urban District. According to the 2012 census, the population of the Zanzibar West District is about 370,645, male residents were176, 979 and female residents were 193,666.

1.8   Limitation of the Study

In the course of this study the following limitations were experienced:

(i)   The time was very limited for the researcher to conduct the study according to the time line specified on the proposal due to financial constrains. As a result, researcher had to use his work hours to hold research sessions for the purpose of collecting data, parallel with his ordinary teaching duties. The reason is that this was the only time that the respondents were available.

(ii)   As the researcher works with the National Teachers Resource Centre as a Coordinator, it was difficult for him to get full cooperation from the respondents, especially teachers, who thought that he was there to evaluate them. Consequently, in every school the researcher went, he had to take time

explaining to them the aim of his visit and ensure them that the information sought would solely be used for research purpose.

(iii)   Most teachers and other stakeholders consider School Based In-service Training not to be an important issue. This, in turn, influenced the data collection exercise. In every session the researcher had to literarily beg respondents for their cooperation and willingness, sometimes through school administration.

Despite the limitations as mentioned above, the researcher managed to collect adequate information needed.

1.9   Delimitations of the Study

The study was conducted in Zanzibar at Unguja- Urban West Region specifically in the West District in ten (10) Secondary Schools using about 92 respondents. It is possible that the findings would limit generalization to all other Secondary Schools in the particular district. However findings can be applied in any part of the country. The study also failed to cater for gender balance due to the fact that many school heads were male.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

This chapter presents a review of the literature relating to the subject of factors affecting School Based In-service Training. The review elaborates the School Based In-service Training theory, the role of teachers and school in promoting SB-INSET. The literature also highlights the role of school leadership in running effective School Based In-service Training, implementation of SB-INSET and quality education.   Lastly, the chapter identifies the research gap and the conceptual framework used in this study.

2.2   The School Based In-service Training Theory

The SB-INSET cannot operate in isolation (in a vacuum), it is affected by the philosophical, psychological and sociological dimensions of the school in which it is undertaken (UNESCO 1986). The literature elaborates that philosophically, SBIT of educational personnel incorporates the ideology and goal of the country in general and the school or institution in particular.

Likewise, it considers the overall perceptions and aspiration of the people as they relate to education and to the accepted role of educational personnel in the education. Psychologically, SB-INSET is designed for and with teachers, pupils and administers, and includes its implementation all the instructional practice methods and techniques which the school accepts, upholds and utilizes according to its own beliefs, interests and capability.   Sociologically, it may draw its contents from the

problems of the school which it operates without neglecting the problems of the society it serves and in which it naturally operates. (UNESCO 1986)

Furthermore, the literature extends to show the features and forms of SBIT which distinguishes it from other forms of in-service training programmes provided by other institutions, agencies or bodies as follows:-

(i)   SB-INSET can be initiated by the school, or by outside bodies, it is done in coordination with the school and is based on the needs of the teacher and school itself.

(ii)   It is undertaken under the leadership of the school heads. Or by the central office (Ministry), provincial office or any outside body.

(iii) Involvement is a key word in its entire process of planning, implementation and evaluation.

(iv)   It is every body's concern and functions according to the schools' needs. It is a co-operative understanding and

(v)   It is functional by all involved in the in-service training process.

Most of the in-service training takes place, under the mode of seminars and workshops, although workshops try to bridge the gap, the time is very short to explore important issues. That is why Meena (2009) argues that seminars and workshops are common, but they do not have a significant impact on teachers' work. "They are presented as if they are not connected with teachers work and setting" (MoEVT & OUT, 2007). Kitta, (2004) associates the shortage of in-service training with the lack of funds to run the programmer. The money which is allocated for in-service training is very insufficient and mostly dependent on the foreign donors. It is

obvious that if the donors do not supply the funds, the possibility of organizing residential college based in-service training national wide is limited.

The SB-INSET should mostly be organized through the horizontal approach rather vertical approach for the evidence from the following literature:

'Learning', in the traditional sense is seen as the transfer of knowledge from an 'expert' to the 'learner' in a top-down knowledge process commonly known as a 'vertical exchange'. 'Horizontal' learning practices, conversely are exchanges of knowledge between or amongst peers with the same fields of interest, all of whom have some experience or expertise in the area, and all of whom are considered experts despite some variance in the degree and area of their expertise. Horizontal learning, as mentioned in Stielau (2007) assumes a broader approach than vertical learning, addressing a cross-section of knowledge and blending information from different fields to achieve new levels of understanding. Horizontal learning, therefore, appears to offer an effective and efficient framework for learning together that is most useful when applied in an appropriate learning environment. Any problematic situation can provide a good starting point for a learning environment – 'learning begins with ambiguous situations that present a dilemma, problem, or felt difficulty for the individual' (Smylie, 1995).

Horizontal learning is possible on SB-INSET because it can touch the three main points on dealing with SB-INSET as follows: (i) getting impulses from the outside world, from experts or colleagues; (ii) acquiring experience by doing something; and/ or (iii) learning from others on the basis of shared learning. In SB-INSET setting where teachers are expected to work together to solve the existing problems,

there is a great deal of knowledge available for sharing in a manner that can be far more productive and cost effective than buying in an external trainer. When horizontal learning leads to cooperation between different groups of staff, a 'professional learning community.'

(Hord and Rutherford, 1998) is created, and the best of these contain: a principal who shares leadership, power and authority and who participates collegially by encouraging staff involvement in decision making; a shared vision developed from an unswerving staff commitment to student learning that is consistently articulated and referenced in all work undertaken by the staff; opportunities for teacher-to-teacher collaboration and observation accompanied by feedback and assistance as needed; opportunities for staff reflection, collective inquiry and sharing of personal practice; the sharing of success stories and celebration of achievements.

Prerequisites for launching the process of promoting teachers through SB-INSET include:

> "an absence of legal or administrative barriers to school-level professional development of teachers; support for school-based CPD from the relevant national authorities, as well as school leaders; motivated and willing teachers ready to take part in school-based CoPs; interesting and appealing topics, problems, and practices identified as common challenges deserving of cooperative thinking and joint action; facilitation of school-based CPD by well qualified trainers, ideally local experts rather than international consultants" *(Kinudsen 2007)* .

2.3   The Role of Teacher and School in Promoting SB-INSET

Teachers and the school have a key role to play in promoting SB-INSET for attaining quality education. The situation can be achieved by applying a multiple factors. "The most important factors include; an increasing awareness, and the quality of teachers and teaching" (ADEA 2004; ADEA 2005; Anderson 2002; Lewin and Stuart 2003; UNESCO 2004; UNESCO 2006; UNICEF 2000; USAID 2002; USAID/EQUIP1 2004; Verspoor 2006). The 2005 EFA report captures this trend as follows:

"What goes on in the classroom, and the impact of the teacher and teaching, has been identified in numerous studies as the crucial variable for improving learning outcomes.

The way teachers teach is of critical concern in any reform designed to improve quality "(UNESCO 2004). Teachers' authority and responsibility have devolved to local levels; there has been a strong trend towards the devolution to teachers of authority and responsibility for their practice (Ginsburg and Schubert 2001).

According to Nkuna (2004) a competent teacher must be able to exercise effective discipline and establish positive relationship with the staff, pupils and parents. He/she must also have administrative skills, the ability towards innovation, punctual and trust working.   Moreover the School Based In-service Training should be organized reflecting the above essential element which also very useful in the SB-INSET. Therefore, it is necessary for every school to determine its in-service teacher education and training needs (Boaduo & Babitseng, 2007).

On the other hand, the school and teachers should work and co-operative with other institutions and stakeholders for the effective SB-INSET. Milondzo (2003) asserts that keen teachers in many countries have deepened their knowledge and extended their skills by judicious use of subject advisors, inspectors of education and university staff; external advisors and consultants to their advantage.

On supporting the SB-INSET, the Zanzibar Ministry of Education and Vocational Training directed that panel teachers are the first point of contact with a subject related difficulty (Teachers Centre A Zanzibar Perspective 1999). It also identified the roles and responsibilities of panel teachers as to be pro- active by making themselves available to teachers, to discuss and share ideas in planning; to lead regular Panel meetings; be a role model to teachers, demonstrating methods and active ideas following a forum; work with teachers who have attended a workshop to share planning and team- teach; to organize and store resources for their subject area and to actively support the TC Advisors on their visits to schools and sub- clusters, in team teaching.

2.4   School Leadership for Effective SB-INSET

Reddy (2006) argues that heads of school shall be in a position to affect attitude, social climate, morale, progress, cooperation and direction of efforts in schools. Quraish & Khatoon, (2008) also found that heads of secondary school needed training in financial management skills, guidance, counseling, co-curricular activities and management skills. These empirical evidences show that heads required professional training for effective implementation of government policies regarding secondary education.

Leadership style and means of approaching and dealing with policy needs and requirements concerning the achievement of educational goals have been discussed by different scholars. Taking the Sub-Saharan states like Botswana, the Revised National Policy on Education (RNPE) of 1994, which was a review of the implementation of the recommendations of Education for Kagisano, recommended a need for a blend of school-based in-service training for both school managers and teachers (Republic of Botswana, 1994). The RNPE saw this as having the potential to reduce a decline in educational achievement in primary schools, hence it recommended that the head as an instructional leader, together with the deputy and senior teachers, should take major responsibility for in-service training for teachers within the schools, through regular observation of teachers and organization of workshops, to foster communication between teachers on professional matters and to address weaknesses.

At the same time, this gives school leaders an important role that of managing school development (Fullan 1999) in order to prevent problems in the future. In general terms, the solution to problems may be seen from two different points of view. The first is to act and the other to think before acting. Kansanen (1993) talks, for example, about a perspective mainly consisting of a 'here-and-now-orientation', one which headlights acting. This seems to be a common way to solve problems in schools. Kansanen also talks about two different perspectives, named the first and the second level of thinking. The first level of thinking aims to find theoretical explanations to give the single individual an opportunity to better understand his own practice and as a result make a basis for action.

The second level of thinking consists of the ability to analyze acts seen as a result of a more or less considered choice. This form of strategy, on the other hand, seems to be relatively rare in schools. To be able to manage school development it appears to be necessary for school leaders to analyze and go behind what appears to be obvious facts; to have an ability to distinguish cause and effect relations, so to speak.

2.5   Implementation of School Based In-service Training

The successes and challenges of School Based In-service Training practice worldwide have been observed. The successes and constraints of both the developing and underdeveloped countries are usually influenced by the types of inputs possessed, followed by the processing, and ending in outcomes and efficiency. It is through school based in- service training teachers get opportunities to learn from each other and play peer- support roles to learn and grow together professionally. Case studies have been done by the Aga Khan Foundation Projects in East Africa from 1985 to 2000 on improving schools through Teacher Development. The case studies present an evolving body of knowledge about the successes and challenges of a comprehensive approach to school improvement grounded in a common set of strategic principles.

According to Anderson (2002) the strategic principles embody the belief that the chances for quality improvement in teaching and learning are greater when change efforts are school-based, involve whole schools as a unit of change, emphasize the ongoing professional development of teachers, attend to school management and organizational conditions affecting the capacity of teachers to implement change, prepare for the institutionalization of organizational structures and processes that

enable continuous school development, and evolve through partnerships among relevant education stakeholders.

Another issue that needs our attention is about factors/roles of School Based In-service Training differing between developing and developed countries. The differences are mostly influenced by the policy set up, development on social responsibility on involving local community on school administration and availability of resources. Beck and Murphy (1998) argue that people at the local level must feel a sense of urgency about a learning community, capacity- building and leadership and gaining the knowledge and skills that enable them to respond to those imperatives.

Most of the sub Saharan countries have missed the true decentralization policy and of course many of the school based training has not focused fully on school capacity building and remained mono policed in TRCs and other educational institution and schools received in cascade model which are faced with challenges. Wily (2002) argues that decentralization improves transparency, efficiency, accountability and responsiveness, service provision and sustenance of programmers. Furthermore the literature informs us on the ways school based training is delivered, concerning the subject training; training on subjects, other areas include continuous assessment, upgrading unqualified teachers, short residential courses, teaching methodology and content based school based training.

On the other hand, (Hanson, 1997) says decentralization is not created by passing a law. Rather it must be built by overcoming a series of challenges at the center and

the periphery by for example, changing long established behaviors and attitudes, developing new skills, convincing people in the center who enjoy exercising power to give it up, permitting and sometimes encouraging people to take creative risks, promoting and rewarding local initiatives, and maintaining continuity with the decentralization reform even as governments change.

2.6   Quality Education

With regard to the concept of quality of education, the literature addresses two key elements which are; students' cognitive development and social/creative/emotional development. Cognitive development is a major explicit objective of virtually all education systems. The degree to which systems achieve this is used as the major indicator of their quality, although there is wide disagreement on what to measure as cognitive achievement and how to measure it. The second key policy element, that of learners' social, creative, and emotional development is almost never evaluated or measured in a significant way (UNESCO, 2004).

According to Muskin (1999) educational quality undergoes three conceptual focal points as follow:

(i)   An examination of the relationship between "inputs" and a measure of students' performance, or "outputs". Inputsincludes, the infrastructures, resources, quality of school environment, textbooks, teachers' preparation, teachers' salaries, supervision, attitudes and incentives, school climate, curriculum, students' physical well-being, and family and socioeconomic context. The outputs are usually students' results on achievement tests,

assessments, or end-of-cycle examinations. This approach attempts to identify the inputs most highly associated with desired quality outputs, but it is relatively silent on the processes at the school, classroom, and community levels through which inputs are used to create outputs (Fuller 1986; Lockheed & Verspoor (1991).

(ii)   Measuring the efficiency of the system: Educational efficiency is measured internally by the rates of completion, dropout, and repetition. Efficiency is also measured externally by looking at the outcomes of education or the productivity of school leavers.

(iii)Accessing the content, context and relevance of education. This approach gives greater attention to the ways in which inputs interact at the school level to shape quality of learning, defined as the elements of knowledge and character that a society values in young people (Carnoy and de Moura Castro 1995; Carron and Chau 1996; Craig 1995; Muskin 1999; Muskin and Aregay 1999; Prouty and Tegegn 2000; UNICEF 2000; World Bank 1994). Adams (1995) states that educational quality was once defined almost exclusively in terms of student achievement and the "manipulability" of school inputs that can influence student output or achievement.

2.7   Study Gap

Quality education when addressed according to School Based In-service Training is a very holistic in nature and may not be realized in this study because of its diverse variables. Discussing School Based In-service Training may not satisfy the needs and may leave many questions to work with for further study. The Urban West Secondary

Schools brought unsatisfied responses for a study involving more than one district which would then have meaningful comparisons. Currently, Zanzibar has the Policy of Education and she has not yet developed the Policy of In-service training. This situation confused many interviewees and other respondents.

2.8   Conceptual Framework of the Study

This study uses the System Approach as proposed by Stuflebeams (2000) and Kahn and Katz (1969). They viewed an organization as an organic and open system, which is composed of interacting and interdependent parts, called subsystems. On the other hand, Katz and Kahn (1966) have mentioned two criteria - first by identifying and mapping out the repeated cycle of input, transformation and output; second, by ascertaining how the output reactivates the system's pattern.

A system theorist designs an interaction and plan for a more productive change in education. There is usefulness in mapping the elements and their interrelationships within the factors in realizing the system goals. The classrooms do not exist in isolation, but are embedded within a school, in a type of school environment with various academic leaders. In this case, school and TC's strive towards attaining school development through School Based In-service Training by developing the framework of relationships between students, teachers, parents and administration.

System Theory can easily be related to education as all the inputs (learners, materials, teachers' skills etc.) are transformed through instruction to give an output (more knowledge able learners). The output, which is the increase of knowledge/information, usually is used to improve the system. Graduates deployed

to teach are usually used in the system or contribute financially to the sustenance of the system. In this study, the following variables will be conceptualized concerning the factors affecting School Based In-service Training as follows:

The Independent Variable: In the present study independent variables refer to those factors selected by the researcher to determine its relationship to an observed phenomenon. Researchers handle or manipulate the variables in order to ascertain whether or not the results obtained are due to it.

These are the inputs which in this study are concerned with; conducive school environment, educational policy, supportive environment, community involvement, deployment and poor deployment, leadership style, training on capacity building and supportive materials.

The Dependent Variables: These refer to output factors which are response variables, which are presumed to be the effect of the independent variables. These include the school performance, quality education, skilled and responsible teachers, mutual school administration, and positive school development.

These two major variables are connected on the processing inputs within the system approach. The inputs will not produce the results until there is a transformation of inputs in order to come up with reliable outcomes. Thus, this study makes use the conceptual framework as shown below which summarizes the factors affecting School Based In-service Training in secondary schools.
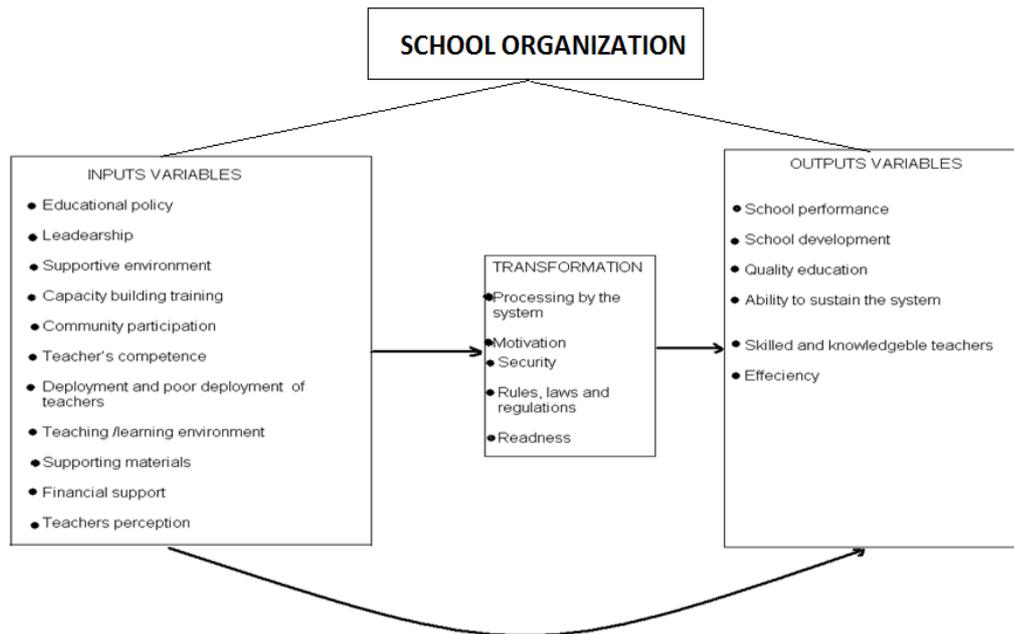
Figure 2.1: A System Model for Factors Affecting SB-INSET

Source: Modified System from Katz Kahn (1966) & Stuflebeanms (2000)

CHAPTER THREE

REASEARCH METHODOLOGY

3.1   Introduction

This chapter presents the methodological aspects of the study. The topics discussed include; research design, instruments for data collection, target population, study area, sample and sampling procedures. The chapter also describes data analysis and interpretation procedures, validity of the data collection instrument and ethical consideration.

3.2   Research Design

The study uses a case study research design as well as the qualitative and quantitative analysis of data. The case study design adopted was deemed appropriate for this study because the researcher's intention was to collect information on the factors affecting School Based In-service Training by observing characteristics of secondary schools organization as an exemplary of a category of individual teacher, educational officers, head teachers, teachers centre coordinators, student leaders and school community members.

It gives the opportunity for conducting in-depth analysis of the factors affecting School Based In-service Training in secondary school by using Zanzibar West District secondary schools as a case study. This design is appropriate for the present study because it provides thorough examination of the problem and provides comprehensive and in-depth information of social phenomenon (Veal, 1997).

3.3 Research Methodology

The study uses both qualitative and quantitative research approaches due to the fact that the respondents' behaviors are unpredictable. The qualitative method was employed to collect interview data, (see Appendix 1V), focus group discussion (see Appendix V), head teacher questionnaire (Appendix II) item 4 and data acquired from Appendix III item 4b and item 5.

Qualitative method was suitable because the nature of the data investigated involved 'quality' in terms of the way people perceive phenomenon and nature of their attitudes. The method was also appropriate because it focused on a natural setting which allowed the respondents to provide detailed information and discussion without any stress, while the researcher recorded the exact responses of the respondents.

The quantitative approach was used in the questionnaire from item 1to item 4 on (Appendix III), (see Appendix II item 1, 2 and 3). The quantitative approach was also used for documentary review (see Appendix VI) also employed. The method was useful because it made possible to measure quantity values. The indicators facilitated measurement of the results in terms of numbers, percentages, size, area and values.

3.4 Target Population

In this study the target population were subject teachers, subject panel leaders, section leaders, TCs Coordinators, school academic masters, school committee chairpersons, secondary school inspectors, DEOs, student leaders from the students' governments, members of school committee/parents, head teachers from secondary

schools, ministry officials from the department of in-service training and secondary school department and tutors from Teacher Education.

In total 92 respondents were selected from 10 secondary schools in West District and other educational stakeholders. The 10 secondary schools were selected randomly. The sample was categorized as follows; 20 subject teachers, 20 subject panel leaders, 10 section leaders, 2 TCs Coordinators, 10 school academic masters, 2 school committee chairpersons, 4 secondary school inspectors, 2 DEOs, 4 student leaders from the students' governments, 4 members of school committee/parents, 10 head teachers from secondary schools, 2 ministry officials from the department of in-service training and secondary school department and 2 tutors from Teacher Education.

3.5   Study Area

The study was conducted in Zanzibar West District. The area has twenty eight (28) secondary schools with 2386 teachers (498 males and 1888 females). The number of students is 7330 (3949 girls and 3381 boys). The area was selected because it receives diversity and variety of individuals coming from various parts of Zanzibar due to the urbanization in that area.

The results from this area are expected to represent the situation for the whole Zanzibar. Moreover, the area is occupied by residents of diverse cultural and economic background which represent the whole Zanzibar regions. This background is expected to bear an influence on education system.

3.6   Sample and Sampling Procedures

3.6.1 Sample of the Study

The sample in this study presents the parents, teachers, school committee members, school heads, section leaders, academic teachers, District Education Officers, school government students president, Ministry officials in in-service training department, department of secondary education section, inspectors, TC coordinator, and tutors. A total of 92 respondents were selected through random sampling, purposive sampling and stratified sampling.

3.6.2 Sampling Procedures

This study employed the following sampling techniques for the respective purposes as follows:

3.6.2.1 Random Sampling

This technique was adopted in to make sure that all study population had equal chance to be included in the study. This technique was used to select 10 schools out of 28 Secondary Schools in the West District. The 28 schools were labeled on separate small pieces of paper. All pieces were then mixed together in a container. The lottery method then applied by randomly picking the ten schools.

The schools picked were Mikindani Secondary School, Bububu Secondary School, Regeza Mwendo Secondary School, Mwanakwerekwe A Secondary School, Mwanakwerekwe B Secondary School, Mwenge Secondary school, Kisauni Secondary School, Mtopepo Secondary School, Fuoni Secondary School and Chukwani Secondary School.

After identifying those ten schools, 4 parents/school committee members were selected through the same lottery method among those ten selected schools, as well as the four 4 students' presidents. The 20 secondary teachers were selected through the same technique. A long list of Science and Arts teachers, from different schools were listed and numbered. The number which appeared to be the mediator and common one by those numbers then was used to decide the respondents.

The researcher used the names of teachers from the ten selected schools to proceeds with randomization. Each school has an equal chance of two teachers from each sample school and written on different pieces of papers. The pieces of paper were then mixed up into separate baskets for each particular school. From each school the numbers of required pieces of papers were selected. The teachers' names from the selected ones were selected in the sample of the study.

3.6.2.2 Purposive Sampling

The purposive sampling procedure was applied in selecting two DEOs, 10 academic masters, two TC Coordinators and the 10 secondary school head teachers. Once the ten schools were picked, the above categories of respondents were also picked. This method was used because the above respondents are significant persons for all issues concerning School Based In-service Training in terms of their respective roles and responsibilities. The respondents provided basic and reliable information regarding the factors affecting secondary school in-service training. In addition, they were small in number, so it was easy and more convenient to pick them whenever they were available.

3.6.2.3 Stratified Sampling

This technique involved identifying groups in the population in terms of age, sex, geographical location, socio-economic status, occupation, political party, religion, race, etc. Then the population was divided into smaller homogeneous groups on basis of the characteristics needed by the researcher; then the people from each sub-group were randomly selected. Finally, four inspectors were also selected through stratified sampling by selecting two science inspectors and two arts inspectors by applying randomization from the given numbers of inspectors. Using the same method, section leaders and subject panel leaders were selected.

3.7   Data Collection Methods

3.7.1   Data Collection Techniques

For data collection this study employed the interview, questionnaire, focus group discussion, and documentation methods in collecting data. This triangulation strategy was used to ensure the validity of the data and the ability to gather more and wider areas of information as well as to minimize bias and distortion of data. According to Kombo and Tromp (2006) the use of multiple data collection methods has the advantage of gathering more and wider areas of information and helps in cross validating the information.

3.7.1.1 Interview

The study used the unstructured interviews for DEOs, inspectors, Ministry officials and teachers centre coordinators (see Appendix IV). This technique of data collection enabled the researcher to ask open-ended questions. The respondents were free to

express their ideas concerning the factors affecting School Based In-service Training, the challenges and the possible ways for improving School Based In-service Training. When conducting interview sessions, the researcher used both Swahili and English for the sake of encouraging respondents to talk more and give more elaboration about their arguments.

3.7.1.2 Questionnaire

The study used two questionnaires; one being the head teachers' questionnaire, (see Appendix II) for ten 10 heads of selected schools. The questionnaire had 4 questions. Question number 1(a) – (e) and number 3 assessing the school capability; question number 1(f) and 3 assessing the factors, and 4 was an evaluation question concerning the status and suggestions of School Based In-service Training. These questions were answered with the use of linker scale ranging from 1 to 4 where by number 1 = *very strong*, 2 = *strong*, 3 = *moderate* and number 4 = very weak. The Question number 4 was an open-ended question which aimed at collecting ideas, information, suggestion and inputs towards the factors affecting School Based In-service Training. Another questionnaire was answered by the subject panels' section leaders, academic teachers, tutors and subject teachers (see Appendix III). The mode of questionnaire was the same as one used for the head teachers' the only difference was that it comprised five questions.

3.7.1.3 Documentary analysis

The documentary review method (Appendix VI) examined record books, textbooks and sources of information in the inspectorate department, in-service training departments, secondary school department and schools' information books, such as

head teachers' records, academic teachers, panel leader records and other reliable sources of information related to the study. The documents assessed the status of School Based In-service Training for the duration of three years from January 2012 to April 2014. The following were assessed;

(i)   The number of Schools which conducted In-service Training that Secondary Schools.

(ii)   The type of training conducted; if content based or methodology based

(iii) The number of trainees and awards given to them, certificate or any other motivation.

3.7.1.4 Focus Group Discussion

Focus group discussion is another research method used to collect information, see Appendix V. This method was used to collect information from school students' presidents, school committee chairpersons and parents. Because of the nature of this method, the focus groups worked separately in the following modes; school committee chair persons and parents worked on the same group, while the students' presidents worked separately. This method was preferred because the respondents were considered to have certain common characteristics in relation to the topic in question (factors affecting in-service training in Zanzibar Secondary Schools).

3.8   Data Analysis and Interpretation

This study mostly employed and made use of qualitative data analysis techniques. According to Enon (1998) the ideal approach of analyzing data in qualitative research is by using the coding procedure. Coding represents the operations by which data are taken apart, conceptualized, put back and interpreted.   The researcher

gathered information about factors affecting in-service training in secondary school in the West Urban District by using qualitative approach. The data were collected through interviews, focus group discussions and documentary analysis then analyzed through content analysis; while the data collected with questionnaire were analyzed using the Statistical Package for Social Science (SPSS) on the software. The qualitative data were collected and then classified, categorized and organized according to the responses. The statistical data were coded and the frequencies were recorded and then computed into percentages for easy analysis, and interpretation took place accordingly. The SPSS produced data then the data were summarized by showing degree; the very strong, strong, moderate and very weak scores in the table form and then analysis and discussion made.

3.9   Validity of the Data Collection Instruments

To ensure validity and reliability of the instruments a pre- test was conducted to refine the pilot testing instrument. For checking the validity and reliability, all instruments were produced in English and Swahili languages to overcome communication barriers among the respondents. The researcher also sought assistance of monitoring and supervision which enabled the instruments to be valid and reliable according to the study. The advice received from the supervisor harmonized the research instruments and made them more realist. Privacy of participants was also ensured and guaranteed.

3.10   Ethical Consideration

The researcher always made sure that ethical issues were given special attention and consideration as Fraenkel and Wallen (2006) state that the researcher's responsibility

is to ensure that the participants were physically and psychologically protected from any discomfort or danger that might arise due to the research procedure. All respondents were ensured their safety in terms of their personal security. The researcher was bound to follow and accept individual plans and school regulations by asking for their readiness and possibility of doing the study. In short the study took place in a situation of compromise.

CHAPTER FOUR

DATA PRESENTATION, ANAYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyzes and discusses the data acquired through interviews, focus group discussion, documentation and the questionnaire. The presentation and analysis of the questionnaire data was made in the form of tabulation which shows the maximum score and the minimum score in a given indicator. The data obtained through interviews and focus group discussions were presented and analyzed through content analysis approach. The initial letters and numbers were used to present and discuss the data obtained from interviews and focus group. The students were represented using special codes comprise of a letter and number i.e. **S1- S4** stands for students, **P5-10** for parent/school committee, **IN 1-IN4** for Inspectors, **DS1** and **DS2** for **DEOs**, **TC1** and **TC2** for Teachers Centre Coordinators, **SC** for Secondary Department Officer and **TO** for teacher Education Officer. The data presentation, analysis and discussion is organized with reference to the three research objectives namely:-

(i) Determination of the capability of secondary schools to handle School Based In-service Training for quality education.

(ii) Exploration of the factors which hinder the provision of School Based In-service Training for quality education in Zanzibar Secondary Schools.

(iii) Determination of the stakeholders' opinions on how School Based In-service Training can be improved in order to provide quality education to Zanzibar Secondary Schools.

4.2   The Capability of Secondary Schools on Handling SB-INSET

In this study, the researcher investigated on how much secondary schools were capable to conduct School Based In-service Training. In this objective the researcher investigated the extent to which   the schools were capable to conduct training on difficult topics, carry out orientation of the newly recruited teachers, organize team teaching, analyze syllabus and on how much school panels are effective in facilitating the mentioned areas. The respondents who were given questionnaires were asked to rank their responses in the same way, (see Appendix III). The head teachers were not included in this category because the researcher sought to study the school capacity in relation to leadership capability concerning planning and stake holders' involvement. The following were the findings:

Table 4.1: Secondary School SB-INSET on Difficult Topic

Respondents	Score			
	Very strong	**Strong**	**Moderate**	**Very weak**
Subject teachers	10%	-	50%	-
Section leaders	30%	-	40%	30%
Academic masters	-	20%	20%	30%
Panel leaders	-	25%	45%	-
Tutors	-	-	75%	25%

Source: Field data (2015)

The Table 4.1 shows a high score was in the category *moderate;* tutors scored 75%, panel leaders 45%, subject teachers 50% and section leaders 40%. The finding also shows the category *very weak* scored 30% by section leaders and academic leaders, while the *very strong* score only 30% on section leaders and 10% on the subject teachers.

These findings imply that secondary school capability on conducting School Based In-service Training on the difficult topics was very poor. This data revealed that secondary schools were not exposed to the programme dealing with immediate challenges facing teachers in particular in the difficult topics that is why academic teachers, panel leaders and tutors who are the responsible personnel on conducting School Based In-service Training did not score on *very strong*.

Table 4.2: Orientation of Newly Recruited Teachers Training

Respondents	Score			
	Very strong	**Strong**	**Moderate**	**Very weak**
Subject teachers	10%	40%		
Section leaders		10%	80%	10%
Academic masters			50%	20%
Panel leaders		5%	60%	
Tutors			75%	25%

Source: Field Data (2015)

Orientation of newly recruited teachers is another essential component of School Based In-service Training. The orientation of newly recruited teachers as a part of School Based In-service Training again was dominated by category *moderate* with section leaders scoring 80%, tutors 75%, academic masters 50% and panel leaders 60%. Furthermore, the only score in category *very strong* was by subject teachers who scored 10%.

The data imply that schools do not invest on training newly recruited teachers through School Based In-service Trainings. This is evident from the fact that the *very*

weak indicator scored a higher percentage compared to the *very strong*. Only 10% of the subject teachers indicated *very strong* compare to *very weak* which scored 10% by section leaders, and 25% by academic masters. This finding indicates that in secondary schools there is very little culture of orienting newly recruited teachers.

Table 4.3: Team Teaching and Sharing Inspection in School Based Setting

Respondents	Score			
	Very strong	**Strong**	**Moderate**	**Very weak**
Subject teachers			45%	15%
Section leaders	10%		60%	10%
Academic masters	20%	40%	20%	20%
Panel leaders	20%		30%	
Tutors		50%		50%

Source: Field Data (2015)

Table 4.3 shows the capability of secondary schools on using team teaching and shared inspection as a signpost of secondary School Based In-service Training. The data show that team teaching and sharing inspection in School Based In-service Training experienced very limited. The high score for the *moderate* option with the following average; subject teachers scored 45%, section leaders 60%, academic master 20%, and panel leaders 30%.

Furthermore, the results show that there is an improvement in team teaching and shared inspection as indicated by tutors (50%) on *strong* and academic masters (40%). However, such good practices do not benefit the subject teachers. The findings show that section leaders, academic leaders and other school leaders do not provide the needed support to the subject teachers, (See Table 4.3), since subject

teachers did not score in categories *very strong* and *strong*. The situation is possible due to the irresponsible behavior or incompetence of school leaders or type of leadership in schools that neglect academic issues especial on SB-INSET provision.

Table 4.4: Syllabus Analysis when New Innovation Takes Place

Respondents	score			
	Very strong	**Strong**	**Moderate**	**Very weak**
Subject teachers	20%	20%	40%	20%
Section leaders			50%	10%
Academic masters			75%	25%
Panel leaders	10%	40%		
Tutors	20%		30%	

Source: Field Data (2013)

Data on Table 4.4 show that the status of School Based In-service Training in the aspect of syllabus analysis when new innovations take place. The data shows that the category *moderate* scored high, with the score of 40% by subject teachers, 50% section leaders, 75% academic master and 30% by tutors. The data, on other hand, show that category very *weak* got higher scores compare to *very strong*. This finding implies that School Based In-service Training was not well performed; this is indicated by the low score on category *very strong*, 20% subject teachers, 10% academic masters and 20% panel leaders, while section leaders and academic masters scored nothing.

Table 4.5 summarizes the findings regarding panel training on subject panel. The data indicate that there is a high score on the category *moderate* i.e. subject teachers scored 45%, section leaders 50%, academic master 30%, panel leaders 55% and

tutors 50%. The data show that subject teachers and section leaders scored nothing while academic masters scored 10%, panel leaders 5% and tutors 25%. The *very weak* scored higher compare to *very strong* and *strong*. This finding implies that the status of panel training on subject specialization is unsatisfactory.

Table 4.5: Panel Training on Subject Specialization

Respondents	score			
	Very strong	**Strong**	**Moderate**	**Very weak**
Subject teachers			45%	10%
Section leaders			50%	20%
Academic masters	10%	30%	30%	30%
Panel leaders	5%		55%	
Tutors	25%		50%	25%

Source: Field Data (2015)

4.3 The Training Conducted by the Stakeholders

This section discusses data relating with training conducted by stakeholders. The school teachers, tutors, section leaders, panel leaders and academic masters were the respondents of this research question. The respondents were asked to assess the participation and involvement of the inspectors, teacher centre subject advisors, NGOs and CBOs on School Based In-service Training (See Appendix III item 4).

Furthermore, respondents were asked to provide their views on the capability of secondary schools in handling School Based In-service Training by involving other stakeholders. At the same time, the respondents were asked if they had undertaken any training or orientation about their assigned responsibilities.

Table 4.6: Training Conducted by Inspectors

Respondents	score			
	Very strong	**Strong**	**Moderate**	**Very weak**
Subject teachers	10%		40%	
Section leaders	10%	40%		
Academic master		20%		60%
Panel leaders	15%			65%
Tutors		25%		75%

Source: Field Data (2015)

Table 4.7: Training Conducted by Teachers Centres

Respondents	score			
	Very Strong	**Strong**	**Moderate**	**Very weak**
Subject teachers	-	20%	30%	-
Section leaders	-	10%	60%	-
Academic master	70%	-	-	-
Panel leaders	5%	-	70%	-
Tutors	25%	50%	-	25%

Source: Field Data (2015)

Table 4.8: Training Conducted by the CBOs and NGOs

Respondents	score			
	Very Strong	**Strong**	**Moderate**	**Very weak**
Subject teachers	5%	5%	30%	
Section leaders		20%		50%
Academic masters	40%		30%	30%
Panel leaders	5%			60%
Tutors			75%	25%

Source: Field Data (2015)

Table 4.6 and Table 4.8 indicate that secondary schools do not get enough support from the Inspectorate Department, CBOs and NGO this is indicated by scores given to *very weak* category. In this category, academic masters scored 60%, panel leaders 65% and tutors 75%. On the other hand Table 4.6 on training conducted by inspectors shows that academic masters and panel leaders scored 60% and 65% respectively in the category *very weak* while and tutors scored 75% in the category very strong.

The data in Table 4.8 represents the findings about training conducted by CBOs and NGOs. It shows that in category *very weak;* section leaders scored 40%, academic master 30% and panel leaders 56%. Furthermore, the data indicate that secondary schools received a lot of support from Teachers Centres (See Table 4.7). On the other hand, tutors scored 50% in category *strong* while academic teachers scored 70.0% in the same scale. The average for *very weak* was low; only found in tutors with, 25%.

These findings imply that inspectors, in the process of their inspection were not integrated into trainings for teachers on particular issues. On the other hand, teacher centres are doing well, though most of their training is cluster based training rather than school based. This means those who get trainings in the Teachers Centres (cluster base trainings) do not cascade to schools. This is the reason we find poor performances on training conducted within secondary schools (See Tables 4.1, 4.2 and 4.3). The above results also indicate that schools do not get enough support in School Based In-service Training from the Inspectorate department. Out of fives (5) respondents, four of them (tutors, panel leaders, section leaders and academic

master) their ranking scored on *very weak* and the only subject scored was *moderate*. The situation was the same in relation to the support school get from the NGOs and CBOs. The data further show that there were only two responses on *very weak*, one on *moderate*, one on *strong* and one on *very strong*.

Furthermore, there is good performance by the Teachers Centres, whereby one *strong*, one *very strong* and the three *moderate* were observed. It means that there is enough support from Teachers Centres in School Based In-service Trainings. Although the three *moderate* scores show some groups within the school settings still are disadvantaged from support provided by the Teacher Centres.

Furthermore, the study shows that there is favorable teamwork as seen in the component of the research guiding statement "working together through team teaching", (See Table 4.3) which shows there were three *very strong* scores, and one *moderate* score. On the other hand, School Inspection and Monitoring had minimum scores, which mean there are very few activities done to promote School Based In-service Trainings. The reason behind is the assumption that if School Based In-service Training is carried out effectively than the School Based Inspection and Monitoring must be flourishing.

4.4   School Leaders' Capability on Administering SB-INSET

The searcher was interested in examining the confidence of the school leaders, the academic masters, tutors, panel leaders and section leaders in dealing with School Based In-service Training. The capability of school leaders in terms of their skills were assessed (See Appendix III).

The findings show that 60% of the respondents indicated that they were not confident and required training while 40% said they were confident in their positions. For those who responded YES, which means were not confident, they specified they needed in-service training to fill the following gaps:

(i)   Knowledge about their roles and responsibilities in running meetings and seminars effectively, conducting workshops or training or training in leadership

(ii)   Motivating others and time management skills

(iii)   Conducting field trips and projects

(iv)   Analysis of syllabus

(v)   Supervision and communication skills

(vi)   Decision making skills

(vii)   Teaching methodology including dealing with inclusion education settings

(viii) Life skills issues

(ix)   The use modern ICT on teaching and learning

(x)   Improvisation skills

It seems that school leaders are not given orientation about their responsibilities on dealing with School Based In-service Training. Out of the 20% respondents mentioned above, only one of them got training on leadership, there is no indication that the training is a related to School Based In-service Training. The findings also show that there is no program is conducted with the aim to build capacity to school and school leaders on School Based In-service Training.

4.5   Head Teachers' Capability on Administering SB-INSET

In this aspect the study aimed to identify if existing leadership skills of head teachers have any impact on the provision of secondary School Based In-service Training. In addressing this issue the researcher used Questionnaire (See Appendix II). For the purpose of this study, head teachers were asked to indicate if they had the necessary knowledge to assist them, like school strategic plan, school in-service training plan, school mission and vision, school calendar of teacher training in the panel. Head teachers also were asked to grade the possible challenges and to identify their personal gap in relation to administering School Based In-service Training. The following are their responses.

All head teachers (100%) said that they had knowledge on school strategic plan. Eight teachers out ten (80.0%) said they received in-service training and nine (9) schools out of 10 have knowledge about vision and mission statements (See Table 4.10). About school calendar, findings show that 50.0% of the schools have training calendars, while 50.0% haven't conducted training on in-service training to their staff. Head teachers agreed that about 80.0% were able to conduct School Based In-service Training in their schools.

The above findings imply that secondary schools heads have the necessary knowledge needed for training but still were faced with the problem implementing those plans (See Table 4.10). It was also observed that many head teachers were confused between in-service trainings and ordinary meetings. Those who responded NO came up with reasons that are summarized in Table 4.9.

Table 4.9: Head Teachers' Skills on SB- INSET Administration

Items	Very strong		Degree of strong		Moderate		Very weak	
Administrative and leadership skills	40%					10%		
Policy and planning skills			30%					10%
School based management and in-service training skills				10%		30%		
Communication and relationship skills			30%		30%			10%

Source: Field data

The above findings show that head teachers' skills on administrative and leadership are good since the score very *strong* is 40% on level performance. But, the findings also show that there are higher scores on school based management and in-service training skills; which is about 30% on *very weak*. These findings imply that head teachers capabilities on administering School Based In-service Trainings are not good.

On the other hand the above findings indicate that the school heads were competent on leadership, which is why they were able to plan accordingly, have the school visions and strategic plans. What they lack was experience of implementing those plans. If heads of the school were incapable of managing secondary school In-service Trainings by supporting, monitoring and conducting School Based Training then there would be no improvement.

The findings are related to the literatures concerning the impact of leadership and head teachers influence on SB-INSET. Reddy (2006) says that heads of school (must) be in a position to affect attitudes, social climate, morale, progress, cooperation and direction of efforts in schools. This is also supported by Quraish and

Khatoon (2008) who argue that heads of secondary school needed training in financial management skills, guidance, counseling, co-curricular activities and management skills. The empirical evidences discussed in this section show that school heads required professional training for effective implementation of government policies regarding secondary education.

4.6 Documentation of Secondary School Based INSET

The documentation research tool was employed to assess the status and the ability of secondary schools in dealing with School Based In-service Trainings in secondary schools. The documents of 10 schools and two Teachers Centres were examined. The review of the documents about School Based In-service in Secondary between 2012- April 2014 was done. The following are the findings:

Table 4.10: Documentation of SB- INSET from 2012- April 2014

School	Kwerekwe A	Chukwani	Regezamwendo	Kwerekwe"B" "B"	Fuoni	Bububu	Kisauni	Mtopepo	Mikindani	Mwenge	Total
Number of training	3	1	10	26	5	16	3	2	7	1	**74**
Contents	0	1	9	21	0	5	1	0	3	0	**40**
Methodology	3	0	1	5	5	11	2	2	4	1	**34**
Total number of trainees	75	10	11	228	95	24	32	5	10	14	**500**

Sources: School documents (Subject panel records, section leader's records, and Office training book records) from 2012- April 2014

Table 4.11: Teachers Centres, Documentation on Secondary School INSET

Year	Kiembe Samaki Teachers Centre				Bububu Teachers Centre			
	Total	Types of Training		Total	Total	Types of Training		Total
	Training	Content	Method	Training	Training	Content	Method	Trainees
2012	56	32	24	317	62	30	32	344
2013	42	12	30	769	38	11	27	400
2014	42	12	30	229	29	9	20	117

Sources: TC documents (Yearly and monthly reports, training files, subject advisors' reports) from 2012 – April 2014

In view of the findings above (See Table 4.10), very few training programmes were organized at school level. From 2012- 2014 only 74 training programmes were organized at school level for all ten (10) schools involved in the study. Some of them, such as Chukwani and Mwenge managed to conduct only one training.

On average for the period of three years, each school conducted only 7.4 training programmes. According to the Ministry expectation, School Based In-service Training programmes needed to be conducted through school subject panels. However, while observing the documents of the respective panels, there were a lot of panel meetings, suggestions, and comments about the needs of respective subject without any action being taken at school level. This implies that the core function of subject panels does not work effectively in all Secondary Schools as the literature revealed that, "on supporting the SB-INSET, the Zanzibar Ministry of Education and Vocational Training directed that panel teachers are the first point of contact with a subject related difficulty "(Teachers Centre A Zanzibar Perspective 1999).

The documentation does not show the relationship between the Schools Based Training programmes and other programmes done at the Teachers' Centers see Table 4.11. The number of training programmes in Kiembe Samaki Teachers Centre in 2012 was 317 and Bububu Teachers Centre had 344. On the contrary, as shown in Table 4.10, for three (3) years, only 74 training programmes were done within the 10 schools selected for this study. The reason behind is that, secondary schools received a lot of training from Teachers Centres which, were however not cascaded to the school level. The findings further show that Teachers Centres mostly conducted school based training for the sub-clusters level and not on the school based context.

The documentation further more showed that there were no support for school based training from neither Inspectorate Department nor Secondary School Department. While reviewing the documents in the Inspectorate Department and Secondary School Department, the information of Secondary schools were not found.

In addition, the findings show that School Based In-service Trainings should incorporate a number of strategies which are not mentioned in this study. The strategies are the ones suggested by Anderson (2002):

"The Quality improvement in teaching and learning are greater when change efforts are school-based, involve whole schools as a unit of change, emphasize the ongoing professional development of teachers, attend to school management and organizational conditions affecting the capacity of teachers to implement change, prepare for the institutionalization of organizational structures and processes that enable continuous school development, and evolve through partnerships among relevant education stakeholders" (Anderson, 2002).

4.7   Views of School Committee and Student Leaders on SB-INSET

Through focused group discussion, the researchers' intention was to assess school capability on involving the school committee member/parents and students' leaders in the School Based In-service Trainings. The main question of the discussion was: "To what extent are you involved in the School Based In-service Training? (See Appendix V). Here the intention was to assess how much student leaders, school committee chairpersons and parents were involved in the in the planning and decision making stages of School Based In-service Training programmes. The

assumption was that, if the students, parents/ school committee members were involved in the academic development of their schools, the School Based In-service Training would flourish. The following are the summary of findings from the group discussion:

 P7, P8 and P10: *We are not involved in the issues concerning training conducted in the secondary schools.*

P6: "*In my school, head teacher is giving us the school plans which are already planned*".

P5: "*In my school, school committee is not involved in the early stage of planning. We are not involved, we are not involved, believe me, we are involved only on rewarding of the learners*".

P10: "*Even us we are mostly participating well on Form Two (FII) and other classes which face examinations*".

4.7.1   Student leaders' Responses were as Follows

The Student leaders revealed that they have a number of problems which they did not know where to report. The data come up with very interesting issues especially mentioned by students; these include areas of incompetency and the way secondary school administrators were unproductive. The following are a selection of the student leaders' responses:

S3: "*Inadequate class works, tests and examinations are a normal thing in our school*"

S1, 2, 4*:* "*Our ability of answering questions is very low especially the open ended questions which measure high cognitive ability*",

S1, 2, 3, 4: *"Geography, Mathematics, English and Physics always are not taught well". "Believe me there is no* relief time table; if a teacher is absent, teaching does not take place"* **(S3).**

S1- 4, "We *have never been involved in the discussion about training of our teachers or even academic issues".*

S 5: "The areas where we are very well involved are usual in planning meetings and school budgets. "We know nothing about School Based In-service Trainings. We know nothing about subject panels. We think School Based Training and panel meetings are the morning sessions of the Teachers after students' assembly".

All respondents strongly agreed with the above statement that they have a common understanding; adding that *"some of the teachers are irresponsible and do not teach properly".*

These findings imply that all secondary schools have no culture of involving school committee members and students government leaders on academic issues specifically on the School Based In-service Trainings. All respondents in one way or another agreed on the statement above. School administrations did not involve school committee members especially the chairpersons as directed by the guidelines and in most cases some stages of involving them were neglected.

In relation to SB- INSET, the above responses may be incorporated in training plans in order to address those gaps. It is important that when schools plan academic issues like SB-INSET, to involve students in the early stages of the training planning. Furthermore, the findings show that there is a big relationship between the

incapability of Secondary School leaders and their lack of basic skills in leadership and management on the one hand and the way secondary schools attained quality education (See Table 4.9). The above findings are in line with Beck and Murphy (1998) who argue that people at the local level must feel a sense of urgency about a learning community, capacity- building and leadership and gaining the knowledge and skills that enable them to respond to those imperatives.

4.8   Factors Hindering Provision of School Based INSET

This is another research objective of the study whereby the researcher sought to find out factors which hinder the provision of School Based In-service Training in Zanzibar secondary Schools. The assumption behind is that the minimal performance of ineffective School Based In-service Training in Zanzibar Secondary Schools was caused by the certain factors. The researcher addressed this by giving the respondents three tools to assess the provision of School Based INSET performance. Questionnaires (See Appendix III) were given to subject teachers, tutors, academic masters, panel leaders and section leaders to assess and grade reasons which affect secondary School Based In-service Training. The 4 head teacher respondents, on the other hand were supposed to indicate the support provided or not provided and how it relates in affecting the School Based In-service Training. Through interviews, the DEOs, Inspectors, INSET officers, Secondary School Department officers and Teachers Centres Coordinators were asked to assess the factors hindering School Based In-service Training in relation to their roles and responsibilities and how   they affected the provision of secondary School Based In-service Training (See Appendix IV).

4.8.1 School Leaders Views on Factors Hindering Provision of Secondary SB-INSET

The following are findings obtained from section leaders, tutors, panel leaders; academic leaders and subject teachers while responding question number 2 and question number 3 (see Appendix III). The respondents came up with the following findings:

Table 4.12: Factors Hindering the Provision of Secondary School Based In-Service Training

Factors hindering School Based In-service Training	Subject teachers	Panel leaders	Academic leaders	Section leaders	Tutor
Lack of good school development plan	Moderate 45.o%	Strong 55.0%	Moderate 60.0%	Moderate 70.0%	Strong 75.0%
Lack of skills on conducting and managing School Based In-service Training (SBIT)	Moderate 45.0%	Moderate 45.0%	Moderate 40.0%	Moderate 40.0%	Strong 50.0%
Lack of Ministry support and other stake holder	Moderate 35.0%	Moderate 50.0%	Very strong 30.0%Strong	Very weak 40.0%	Moderate 100.0%
Incompetent of instructional leadership in your school	Moderate 45.o%	Strong 40.0%	Strong 40.0%	Moderate 40.0%	Very weak 50.0%
Insufficient time for performing School Based In-service Training	Moderate 35.0%	Moderate 50.0%	Moderate 50.0%	Moderate 40.0%	Very strong 75.0%
Lack of facilities and teaching /leaning material	Moderate 40.0%	Moderate 50.0%	Strong 70.0%	Strong 60.0%	Strong 10.0%
Lack of responsible and committed teachers on taking their responsibilities	Moderate 55.0%	Moderate 45%	Strong 50.0%	Strong 40.00%	Strong 75.00%

Source: Field data

Table 4.13: Support of SB-INSET from other Stakeholders

Items	Very strong support	Degree of strong support	Moderate	Very weak support
Teacher center	60.0%			
Secondary school deportment		40.0%	40.0%	
Department of policy and planning				40.0%
DEOs			40.0%	
School committee	40.0%	40.0%		
Students government	50.0%			

Source: Field data

Table 4.12 shows the four most important factors that affect secondary School Based In-service Training these are; lack of facilities and teaching/learning materials (scored three (3) *strong*), lack of responsible and committed teachers (score 3 *strong*)**,** lack of school development plan (score 2 *strong*) and incompetence in instructional leadership in secondary schools (which score 2 *strong*).

4.8.2   Head Teachers' Responses on Factors Hindering SB- INSET

Head teacher respondents were asked to grade the support school got and examine them which are genuine factors and which are not. The head teacher responses were based on the Teachers Centres, Secondary School Department, Department of Policy and Planning, DEOs, School Committees and Students Governments.

Table 4.13 shows that schools received more support from the Teachers Centres, School Committees and Students Governments. More strong support was received from the Teachers Centres which scored 60.0% in *very strong support*, followed by School Committees (40.0% in *very strong*) and Students governments which scored 50% in *very strong*.

The findings imply that secondary schools do not get adequate support from the Secondary School Department with only 40.0% in *moderate*, the Department of Policy and Planning with 40.0% *very weak* (support) and DEOs with 40% *moderate*. These results imply that lack of support from other stakeholders like, DEOs, Secondary School Department and Department of Policy and Planning was among the factors hindering the provision of Secondary School Based In-service Training.

4.8.3   Stakeholders' Responses on Factors Hindering Secondary SB-INSET

This observation is based on interview responses of Teachers Centre Coordinators, DEOs, Inspectors, Secondary school Department Officers and Teacher Education Officers. They were asked to explain factors affecting School Based In-service Trainings in the secondary schools. The guided question item 4 (See Appendix IV) concerned.

The following are some of their responses. Three factors were mentioned as fundamental factors; these were leadership style, Lack of knowledge and skills about the concept of School Based In-service Training; and lack of proper In-service Training Guideline:

DS1 "*Leadership style leads to unproductive School Based In-service Training due to lack of team work and inadequate use of resources*".

D1. TC, SC: "Lack *of knowledge and skills about the concept of School Based In-service Training running and facilitating learning sessions*".

In 4, TO, TC, SC. "*Lack of proper In-service Training Guideline and even Training Policy*".

The findings show that lack of effective leadership causes negative impact towards realizing the SB-INSET goals. Therefore, mobilization and management of human, material, financial and time resource is not maintained.

"*Schools depend mostly on national inspection; there is a lack of proper internal inspection and lack of accountabilities*" *(IN2).*

*Subject Panels do not get any support for planning and delivering School Based In-service Training (**D1**):*

"Supervision, follow up and monitoring at school level became very weak because schools do not get maximum support" (**SC&TC).**

These findings are supported by (Reddy 2006) who claims that heads of school should be in a position to affect attitude, social climate, morale, progress, cooperation and direction of efforts in schools. Moreover the head as an institutional leader, together with the deputy and senior teachers, should take major responsibility for in-service training of teachers within the schools, through regular observation of teachers and organization of workshops, to foster communication between teachers on professional matters and to address weaknesses.

In addition, respondents provided that there was inadequate knowledge and skills in dealing with SB-INSET within Urban West District Secondary Schools as mentioned below.

"The ability of analyzing syllabus for many teachers is a very big problem (**IN1)**

"Lack of skills and knowledge concerning In-service Trainings" (TO)*",*

Lack of skills on managing time (time resource management) (**D2& TC)**

The study further observed that another factor was lack and inappropriate Ministry Guideline and Regulations concerning Secondary School Based In-service Trainings. This was revealed by the following interviewed respondent,

"I have never seen any guideline or document from the Ministry concerning the School Based In-service Training. We are not involved in the training on School Based In-service Training; I think there is no such training" (**SC).**

The above findings indicate that no regulations and guidelines are provided thus hindering the provision of SB-INSET in secondary schools. If teachers were fully motivated then issues of commitment and accountability would be achieved. Provision of INSET Policy would address the important elements for improving SB-INSET as addressed by Wily (2002) who argues that decentralization improves transparency, efficiency, accountability and responsiveness, service provision and sustenance of programmers.

In responding to items 5 and 6 of the questionnaire (See Appendix III) the respondents also indicated that secondary school stakeholders were themselves not given SB-INSET training.

> *"Training within our institution always concerns our responsibilities (inspection) and not on School Based In-service Trainings; we are not capable of orienting inspection activities helping teachers through School Based In-service Training (***IN 4***).*

Furthermore, in focus group discussions (See Appendix IV) School committee members, parents and students provided factors which hinder the provision of Secondary School Based In-service Trainings. The first related to teachers not staying at school for most working hours due to unsatisfactory salary and lack of supportive working environment. The second impeding factor related to shortage or lack of Science teachers. This was described a big problem in all secondary schools, according to all respondents in this focus group.

Third, poor distribution of teachers among schools was the other problem. Some schools get teachers because of the close relationship they have with officers in the

Ministry of Education or Department of Education. Some schools have an access of competent teachers with very few teaching periods while others have a burden of teaching periods. Schools with such kind of challenges normally cannot organize School Based In-service Trainings. On the other hand it was shown that in most schools there was favoritism whereby the school head developed closeness and friendly relationship with some teachers, by favoring them and discouraging others. This caused the concerned head teachers to lose their authority and power of managing the schools.

They argued that "*some school heads are involved in business with teachers for the sake of hiding them under the umbrella of head of school*" (TO & IN3), as a result the concerned school heads feel shy and lose confidence on ordering them fulfilling their responsibilities.

For responses on this item see Appendix IV, the interviewees; DEOs, inspectors, secondary school department officers, teacher education officers and Teacher Centers' Coordinators said that the Ministry guidelines are outdated and need to be modified as the findings show below:

"*I know nothing about In-service training policy*" (**IN3**).

"*Ministry of Education and Vocational Training should plan on having the policy of in-service training for the betterment of attaining quality education; lack of in-service training policy or guideline is hindering the realization of effective School Based In-service Training*"(TO).

"*By itself the education policy is okay but the problems actual are on the implementation of the policy and guidelines*" (DO2).

"*The supporting tools of policy are not always available and shortage of resources has the negative impacts on School Based In-service Training*" (IN2, TO&D1).

The INSET officials, Secondary School Department officers and Teachers Centre Coordinators, all commented that Policy and other documents were satisfactory but the problem was on the implementation of the policy. The policy was reviewed in 2006, but the guidelines were not reviewed. They also responded that some portions of in-service trainings are not well known to many school stakeholders.

The findings further show that the Ministry of Education and Vocational Training itself is the source of the problem of SB-INSET's poor performance by not reviewing the existing guidelines so that they are able to cope with the existing challenges. As result the guidelines fail to give guidance harmonization to SB-INSET. Secondary Schools mostly attained autonomy and authority through the Ministry policy or regulations and lack of such support-hindered provision of SB-INSET.

This study, according to the above findings, reveals that among the factors hindering satisfactory provision of secondary School Based In-service Training are; lack of skills on managing syllabus analysis, lack of skills and knowledge on SB-INSET, lack of time management skills and resource management skills. The findings further indicate that the School Leadership style of the secondary schools was another factor. This is supported by Reddy (2006) who argues that heads of school should be in position to affect attitude, social, social climate, morale, progress, cooperation and

direction of efforts in schools. He adds that school heads as institutional leaders, together with the deputy and senior teachers should take major responsibility for in-service training for teachers within the schools, through regular observation of teachers and organization of workshop to foster communication between teachers on professional matters and to address weakness.

Unfortunately the study observes that the leadership in secondary schools is incapable to make use of power delegation, moreover it is unable to influence secondary schools to conduct secondary School Based In-service Training, nor is it capable to influence human resources so that accountability, commitment, proper supervision, follow-up and monitoring can be realized in the secondary school in relation to SB-INSET. Another factor revealed by findings which hinder the provision of SB-INSET is the lack of support from the Ministry to other organizations or institutions like Inspectorate Department. There is a need for the Ministry of Education and Vocational Training to enact and enforce the law which will stimulate and harmonize the whole SB-INSET.

4.9   Stakeholders' Opinions on SB- INSET

This section discusses the respondents' opinions on what they thought could improve the provision of School Based In-service Training in order to provide quality education in Zanzibar Secondary Schools (See Appendix II, III and IV).

4.9.1 Suggestions from School Committee Chairpersons and Student Leaders

The school committee/parents and students' views gathered through focus group discussions were as follows:

The secondary schools and the Ministry of Education should have a special mechanism of involving students through their representatives on issues dealing with their learning and other academic issues. They think that such mechanism will harmonize not only the School Based In-service Training but all academic aspects. They also suggested that there was a need to improve the networking (link) between students and the school as an organization, there should also be proper monitoring and follow up of teachers in order to make sure teachers fulfilled their roles and responsibilities. This will help to ensure that all gaps relating to difficult topics were filled and then SBIT shall be possible (P7). The suggestion was strongly supported by students who claimed that they were not involved in the academic issues. They revealed challenges that face them in their studying.

4.7   Views of School Committee/Parents and Student Leaders on SB-INSET

Student's responses on how they assess secondary schools' capability to handle SB-INSET. Therefore, the findings show that there is a need of sharing experience and knowledge among school heads for the purpose of improving administration, management and leadership of the schools. Such situation will encourage school committees and students to acquire capability to ask for their academic rights. Furthermore, most school committee chairpersons suggested that there was a need to involve students and school committee members in school decision making from the early stages in order to improve cooperation within the school:

> "*to harmonize learning and teacher quality education, school must conduct friendly discussions with students for their academic performance or anything needed to be addressed to students*" (S2, 3 & P2).

4.9.2 The Opinion of the Inspectors, DEOs, Ministry Officials and TC Coordinators

Through interviews, the Inspectors, DEOs, Ministry Officials and TC Coordinators came up with the following suggestions:

First the Teachers Centres have to provide trainings in-service training to all secondary schools.

> *"There is a need for every teacher and other staff to be equipped with appropriate knowledge in order to build their readiness on taking their responsibilities and Teachers Centres are responsible for that"* (IN4).

Another suggestion given was that the head teachers should be equipped with knowledge about the roles and responsibilities of school committees on academic issues.

> *"This is why the roles and responsibilities mostly remain in the documents and other books but they were not achievable in real context in the school life"* (D2, IN4, & TC1).

Furthermore, the majority (100%) of the respondents suggested that there is a need to motivate teachers in order for them to perform their responsibilities on SBINSET willingly.

> *"Coming for the **INSET** at weekend or after school hours is not a problem, but the problem is how much the School leaders and Ministry recognize the teachers' effort"* (SC).

4.9.3 Suggestions of Panel Leaders, Academic Leaders, Tutors and Section Leaders

Panel leaders, academic masters, tutors, section leaders and subject teachers suggestions were collected through questionnaires (See Appendix III item 6 ...). The data show that 90% of the respondents indicated that there is a need to plan and specify the time for School Based In-service Training and this should be shown in the School and Ministry of Education and Vocational Training Planning calendar. The respondents also suggested the need for enacting in-service training policy which will make SB- INSET to be more realistic and productive. One tutor commented as follows:

"The in-service training will show us the direction and motivate us in

terms of promotion or even award a special certificate" (**Tutor**).

Other suggestions from 80% respondents were to conduct and emphasize on collaborative and participatory decision which will insure that there is mutual relationship between staff, school leaders, students and community. Moreover strategies should be placed to make use of long service and experienced teachers to be evolved on providing, organizing and monitoring SB-INSET to other teachers.

There also needs to be introduced sensitization and mobilizing programs to build awareness and readiness of SB-INSET stakeholders about their roles and responsibilities in different levels such as school, cluster, and district, regional and national level. One panel leader responded "we *need to have the subject panels at the national level"*

4.9.4 Head Teachers' Suggestions

When required to suggest ways for improving SB-INSET, secondary school head teachers came up with the following suggestions:

> "*The Department of secondary school should be very close to secondary school for academic issues and not just for administration matters alone*"(A head teacher's comment).

Another head teacher provided suggested the need to have a fixed timetable for the programme, she said the following:

> "*There should be a fixed schedule or timetable for supporting School Based In-service Training instead leaving the task to the TCs only*" (Head teacher 2).

Additionally, most head teachers called for change in timing for training so that it is conducted on Saturdays. Moreover retired science teachers should be utilized to support School Based In-service Training at least once a week to give support to in-service training; planning together with applying the Management By Objectives (MBO).

Furthermore, the school head respondents suggested that there was a need to find ways for motivating teachers and other stakeholders on participating willingly on the school based educational programs. Finally, the Ministry of Education needs to provide strong support to head teachers and other school leaders who work in unfavorable environments by motivating them to perform their roles on SB-INSET effectively.

4.9.5   Summary of the Respondent's Suggestions

Conclusively, the respondents' suggestions presented above can be categorized into three main areas as follows:

4.9.5.1 Suggestions Directed to The Ministry and Other Educational Departments

The Ministry of Education and other educational Departments (Organizations) were requested to respond to the following suggestions:

(i)   Improve networking among students, school teachers, school community and other stakeholders to make SB-INSET flourish.

(ii)   Motivate teachers through intrinsic and extrinsic motivation that will eventually make them participating willingly in SB-INSET.

(iii)   Enact an In-service Training Policy.

(iv)   Develop special SB-INSET calendar and require all stakeholders to follow it accordingly.

(v)   Establish national subject panels starting from the school to cluster levels.

(vi)   Impart SB-INSET training to head teachers and other school leaders.

4.9.5.2   School Level Suggestions

Suggestions given for implementation at the school level were as follows:

(i)   Schools should take initiative to discuss with students on issues concerning their learning and academic issues in general.

(ii)   Schools to develop a friendly relationship among school stakeholders which will help to make SB-INSET more realistic.

(iii)   School to utilize their human resources like long serving and experienced teachers in the discussions about SB-INSET at school levels.

(iv)   The school head teachers should plan and implement the School Based In-service Trainings.

(v)   School subject panels have to take up their responsibilities on administering School Based In-service Training. Secondary Schools, therefore, need to have the sense of ownership and confidence that they can be able to manage and administer SB-INSET in schools while other institutions shall provide the support needed.

4.9.5.3 Suggestions for Other Stakeholders

The various respondents suggested that educational stakeholders should undertake the following roles to support School Based In-service Training.

(i)   The Department of Secondary Education, Inspectorate Unit, DEOs, Teachers Centres and others should find ways to support School Based In-service Trainings in their routine activities and plans.

(ii)   Other education stakeholders should invest in school academic matters so as to ensure that School Based In-service Training is harmonized.

The discussion of results above extends the literature that emphasizes on the role of decentralization as a fundamental strategy for supporting School Based In-service Training as Hanson (1997) argues that decentralization is not created by passing a law. Rather it must be built by overcoming a series of challenges at the center and the periphery by, for example, changing long established behaviors and attitudes, developing new skills, convincing people in the center who enjoy exercising power

to give it up, permitting and sometimes encouraging people to take creative risks, promoting and rewarding local initiatives, and maintaining continuity with the decentralization reform even as governments change" (Hanson, 1997).

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1   Introduction

This chapter presents summary of the study by reviewing the purpose of the study, literature review, conceptual framework and the study methodologies. It also addresses the summary of the major findings, conclusion and recommendations both for action and for further study.

5.2 Summary of the Study

This study investigated factors which affect School Based In-service Training in Zanzibar secondary schools. The study was guided by the following objectives:

(i)   Determination of the capacity of secondary schools on handling School Based In-service Training for quality education.

(ii)   Exploration of factors which hinder the provision of School Based In-service Training for quality education in Zanzibar Secondary Schools?

(iii)   Determination of stakeholders' opinions on how School Based In-service Training can be improved in order to achieve quality education to Zanzibar Secondary Schools.

The study was carried out in the West District in Urban West Region, where 10 Secondary schools were involved. The data for this study were collected using the questionnaire, interview, and documentary review and focus group discussion methods. The questionnaire was administered to the head teachers, tutors, panel leaders, academic masters and section leaders. The interview was used to collect data

from inspectors, DEOs, Teachers Centres Coordinators and Ministerial Officials. The focus group discussion was used to student leaders, school committee chairpersons and parents while documentation was used for 10 schools, teachers centre, Secondary School Department and In-service Training Department. The data were analyzed using both qualitative and quantitative approaches.

The literature review was done by reviewing the School Based In-service Training theory, the role of teachers and schools in promoting SBIT, school leadership for effective School Based In-service Training, implementation of SBIT and elaboration of the concept of quality education. Furthermore the study shows the research gap and elaboration of conceptual frame employed in the study.

The study employed the System Approach by designing and mapping elements and their interrelationship. The factors affecting School Based In-service Training were determined by using independent variables which are inputs. In this study, they includes the conducive school environment, educational policy, supportive environment, community involvement, deployment and poor deployment, leadership style, training on capacity building. On the other hand, the dependent variables were school performance, quality education, skilled and responsible teachers, mutual school administration and positive school development.

5.3   Summary of the Major Findings

Based on the three research questions, the study has come up with the following major findings:

1. The capability of secondary school in organizing, managing and administering School Based In-service Training is very weak. The incapability is caused by the following factors:

   (i)   Lack or poor involvement of other school stakeholders, NGOs CBOs, Secondary School Department, Inspectors DEOs and Tutors. The situation affects the capability of the Secondary schools to administer SB-INSET. Even the academic masters, panel leaders, and sections leaders were not involved well. The only institutions which are involved well in the provision of SB-INSET were Teachers Centres. However, they have proved to be inadequate.

   (ii)   There is very low capability of secondary schools to conduct School Based In-service Training. For instance, from 2012-July 2014 only 74 training programmes were conducted in the 10 schools involved in the study with 500 trainees. This is an average of 7.4 training programmes per school for the three years. This indicates that the provision of School Based In-service Training in secondary schools is very low.

   (iii)   School committee members and students are not involved in the school academic issues, especially in the preparation and provision of SB-INSET.

2. With regard to the factors that hinder provision of School Based In-service Training in secondary school, the study shows that the major factors affecting provision of School Based In-service Training include:

   (i)   Teachers don't want to miss classes to attend workshops

(ii)   Incapability of school leaders caused by incompetent in institutional leadership in secondary schools and the problem of shortage of time resource. The knowledge and skills of head teachers and other stakeholders are poor.

(iii)   Lack of support from secondary school stakeholders. The DEOs, Teachers Centres Coordinators, Inspectors, and Secondary School Department and Teacher Education Officials do not support the SB-INSET as expected. Moreover there is wrong perception among many stakeholders that SB-INSET is not among their responsibilities affect SB-INSET.

(iv)   The Ministry of Education and Vocational Training, on the other hand, does not have an In-service Training Policy. Availability of such policy will translate the National Policy on area of in-service training. The study also has revealed that, the Ministry's guidelines like guideline No 11 and 9 have not changed despite the change in Educational Policy in 2006. This is considered one of the factors why SB-INSET is unsatisfactory.

3. Lastly, the study determined a number of suggestions for improving School Based In-service Training, these are:

(i)   There is a need for every teacher and other school staff to be equipped with appropriate skills and knowledge of SB-INSET. The skills and knowledge will build their readiness for performing their roles and responsibilities on School Based In-service Training for quality education.

(ii) Teachers' salaries and promotion should be reviewed by considering their teaching experience and the number of in-service training programmers they have participated. In the same vain the Ministry of Education is urged to provide strong support to head teachers and other school leaders about leadership and administration skills relating to secondary School Based In-service Training.

(iii) The study also shows that there is a need to involve school committees and student governments in the school academic issues since the early stages of planning and in every decision-making according to the needs.

(iv) Careful supervision of teachers' punctuality, commitment and attitude in order to monitor the school academic development, is crucial measure in promotion of School Based In-service Training. Furthermore the results of study show that secondary schools and the Department of Secondary education should plan and establish specific time for School Based In-service Trainings and should be shown on the school and Ministry training calendar.

(v) Provision of knowledge to all school stakeholders like DEOs, inspectors, Ministry officials and tutors as well as the school leaders like head teachers, panel leaders, academic masters and section leaders is of crucial importance. These cadres need to be trained on conducting, monitoring and administering School Based In-service Trainings. Most importantly for enhancement of School Based In-service Training there should be

collaboration and participatory mechanism at all levels of leadership and management.

5.4   Conclusion

The expectation of MOEVT is to decentralize educational management and administration to school level by giving them power and authority. According this study, the expectations of Secondary Schools to conduct, organize and administer the School Based In-service has not been realized due to the minimal performance of the programme.

On the other hand, the head teachers and other school leaders' capabilities on dealing with secondary School Based In-service Training are poor. Furthermore, school subject panels always do not work effectively in every school. The effort of the Ministry of Education to encourage, harmonize and support School Based In-service Training is below average. Besides, the school leaders' perception and their working readiness do not harmonize and support School Based In-service Training.

Furthermore, other stakeholders like NGOs, CBOs, DEOs, Inspectors, In-service Training Division Office and Department of Secondary School do not participate in supporting Secondary School In-service Training programmes. The study revealed that there is a need to involve school committees/parents and students through their school governments in academic issues as a part and parcel of secondary school development.

The whole business of SB-INSET needs to pay special attention to the grass root (school) instead of the national level; and that's why the respondents suggested, the

Ministry of Education should provide strong support to secondary schools in terms of capacity building on knowledge and skills concerning leadership and academic competency of school leaders. Finally, the use of SB-INSET as a mechanism of harmonizing the quality education should be given special emphasis and attention.

Therefore, there is a need for the Ministry of Education and Vocational Training to plan for change which will equip secondary schools with conducive environment. There is a need to take action on providing support and employment of mechanism to ensure that that the whole educational system works together in order to support School Based In-service Training programmes.

5.5   Recommendations

Based on the study findings two types of recommendations have been made; namely recommendations for action and recommendations for further study, as follows:

5.5.1   Recommendations for Action

The following are the recommendations for action:

(i)   The government should evolve a comprehensive program that will involve all secondary school stakeholders. The program will assign each stakeholder with certain responsibilities concerning SB-INSET and be accountable for that. Inspectors and DEOs, for example, shall be assigned roles and responsibilities on their particular work professions.

(ii)   Through sensitization and mobilization, schools should be encouraged to change their thinking that they cannot manage to conduct SBINSET. They should make use of their own resources (human resources, financial resource

and time resource) to make sure the SB-INSET takes place accordingly. At the school level, effective use of time is needed by looking at different possibilities to insure that the SBIT is possible by either adopting the culture of weekend in-service trainings and therefore schools should plan for change by motivating teachers on different perspectives.

(iii)   There is a need of establishing Professional Learning Communities (PLC) program whereby teachers who specialize in the same subjects work together. They should plan on how they can overcome their own work challenges and then SBIT shall take place in every minimum cost and time.

(iv)   The Ministry of Education and Vocational training should enact the in-service training policy (ITP) whereby the component of School Based In-service Training will be fully addressed. The ITP shall promote teachers by considering their teaching experiences and conducting in-service training accordingly in order to promote or to enforce secondary school education thus making sure that SBIT is practiced accordingly.

(v)   Every school has to plan to conduct at least three training programmes a year by using the holidays or any other alternatives.

(vi)   The Teachers Centres, DEOs, inspectors should be provided facilities, resources and other motivation that will stimulate them to participate actively school development initiatives relating to School Based In-service Training.

(vii)   Secondary school should be urged to make use of their available human resources in order to equip the teachers with knowledge and skills through in-service training programs. As a result, this will overcome the problems of secondary school complaints on difficult topics or other academic

incompetency. These school community human resources may be doctors, retired teachers, engineers and any others who can be useful on facilitating academic session.

(viii) There should be careful selection of school leaders by choosing competent and experienced teachers to perform roles and responsibilities. As a result the school head teachers, panel leaders, academic masters, and section leaders shall take the necessary initiatives to make sure the School Based In-service Training is more realistic, practical and effective.

5.5.2 Recommendation for Further Study

As follow up to this study, it is recommended that further study should be conducted to investigate on why the existing school leadership in Zanzibar West District fails to address the challenges of School Based In-service Training.

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APPENDICES

Appendix 1: Research Budget

Item	Unit	Quantity	Price@	Total
Planning-with consultant	Cards Oil bus fees-/person Refreshment	2pc 2days	500 7000	10000 14000
Stationary	CD/DVD Scripts/research tools	5pc 360	500 1000	2500 360000
Field- transport	Person	15trips for 10 schools x 2	5000	100000
Research assistance allowance	3persons/money	15trips x2day x3	5000	30000
Sectaries cost	Person/money	10 working days	5000	50000
Research report	Money	7pc-1000 page	50000	350000
Respondents allowance	Money	68 person	5000	340000
Total				**1,256,500/=**

Appendix 2: Questionnaire for Head Teachers

Introduction

This questionnaire is for the academic purpose of studying the factors affecting School Based In-service Training at the secondary school level. I kindly request you to give your opinions without any reservations. This questionnaire is confidential and shall be used for academic purposes only.

Answer all questions:

Background Information

(i)   School name……………………………………………………...……………

(ii)   Education background……………………………………………...…………

(e.g. certificate, diploma, degree etc)

(iii)   Your teaching experience……………………………………….……………

(iv)   Experience in your position……………………………….……………..

1.   Does your school have the following? Answer YES or NO.

(i)   School strategic plan   (a) Yes   (b)   No

(ii)   School Based In-service Training plan   (a) Yes   (b)   No

(iii)   School vision and mission statement   (a) Yes   (b)   No

(iv)   Calendar of school based training in their panel or others (a) Yes (b)   No

(v)   Have you conducted any training concerning in-service training of your staff for this year?   (a) Yes   (b)   No

(vi)   If YES, specify two content areas of the training

………………………………………………………………………………

………………………………………………………………………………

(vii) If NO, grade the following possible challenges. Grade by numbering 1-4 whereby 1= strongly agree, 2= Degree of strong. 3= Moderate 4=Very weak reason.

Tick the appropriate grade once for every indicator

Items	1	2	3	4
Lack of financial resources				
Lack of skills and knowledge on dealing with in-service training.				
Lack of facilities and materials				
Your staff is always competent on content and pedagogy				
Teachers' Centres satisfied your needs on difficult topic and methodology				
Teachers always refuse and asked to be paid a lot of money on in-service				
Time resource (there is not enough time dealing with training)				
Lack of morale and technical support from Ministry of Education and Vocational Training.				

2. As an administrator, if you are asked to join in further training for the sake of school improvement and development, which of the following will be your priority? Grading from 1 for very strong, 2, strong,3 moderate and 4 very weak.

   (i) Administrative and leadership skills

   (ii) School based management and in-service training skill

   (iii) Policy and planning skills

   (iv) Communication and relationship skills

3.   Grade the support your school gave on issues concerning academic and pedagogical issues from the following institution   or stakeholders. Use the following numbers to grade your answer.

1= very strong support, 2= degree of strong support, 3= moderate, 4= very weak support.

	Institutions/ stake holders	**1**	**2**	**3**	**4**
A	Teachers Centre				
B	Secondary School Department				
C	Department of Policy and Planning				
D	DEO and REO				
E	School Committee				
F	Students Government				

4.   Give your advice on how to improve School Based In-service Training in secondary school.

…………………………………………………………………………………

…………………………………………………………………………………

Thank you in advance for your contribution

Appendix 3: Questionnaire for Subject Panels, Section Leaders, Tutors, Academic Master and Subject Teachers

Introduction

This academic questionnaire is confidential between you and the researcher and will be used for academic purposes only. Your support will assist the researcher to investigate the factors affecting School Based In-service Training. Do not write your name on this questionnaire.

Answer all questions:

1.   School name…………………………………………….………………

Background information

       (i)   Are you a teacher

       (ii)   Academic master

       (iii)   Panel Leader

       (iv)   d Section leader

       (v)   Tutor

       (vi)   Untrained teacher

       (vii)   Trained

       (viii) Experience in teaching profession…………

       (ix)   (Specify in terms of mother or year e.g. 2 years)

       (x)   Experience on your profession………………………………

2.   How much ability does your school have to successfully perform the following?

Grading by using 1= very strong, 2= strong, 3= moderate and 4= very weak

	Items	1	2	3	4
A	Conduct school based training on difficult topic				
B	Orientation of new recruited teachers				
C	Team teaching and sharing inspection				
D	Syllabus analysis when new innovation take place				
E	Panel training on subject specialization				

1.   What are the reasons you think hinder the provision of School Based In-service Training in the secondary school?

Grading by using 1= very strong, 2= strong, 3= moderate and 4= very weak

	Item	1	2	3	4
A	Lack of good school development plan				
B	Lack of skills on conducting and managing School Based In-service Training (SBIT)				
C	Lack of Ministry support and other stakeholder				
D	Incompetent instructional leadership in your school				
E	Insufficient time for performing School Based In-service Training				
F	Lack of facilities and teaching/ learning material				
G	Lack of responsible and committed teachers on taking their responsible teachers				

2.   To what extent do you think your school involved the following stakeholders in the School Based In-service Training?

Grading by using 1= very strong, 2= strong, 3= moderate and 4= very weak

	Items	1	2	3	4
A	Training conducted by the inspector				
B	Training conducted at Teacher Centre's				
C	Training conducted by NGOs, CBOs				

3. Do you have an area(s) that you need training on your respective subject or your role because your school does not satisfied you:

(a) Yes   (b) No

If YES, specify areas of needs.

………………………………………………………………………………………

……………………………………………………………………………………….

4. Give your comments/suggestions on how we can improve School Based In-service Training for the sake of school development.

………………………………………………………………………………………

………………………………………………………………………………………

Thank you in advance

Appendix 4: Interview Guide for DEOs, Inspectors, MOEVT Officials and Teachers Centre Coordinators

Guiding questions

1. Do you think change is needed concerning school development through School Based In-service Training? Why?

2. Do you think school has access and capability to master School Based In-service Training?

3. According to your position, have you been involved in the school development activities concerning SB-INSET?

4. What problems/challenges are reported the most, or you have experienced the most, in relation to Secondary School Based In-service Training.

5. Did you get any training concerning your position in dealing with School Based In-service Training and its related issues?

6. Do you think the current Ministry Policy and guide lines concerning school based training are satisfied and harmonize the secondary school education goals?

7. Suggest ways forward to be taken in order to improve School Based In-service Training.

Thank you in advance

Appendix 5: Focused Group Discussion for School Committee Chair
                    Person/Members/Parents and Student Government Leaders

Guiding questions for discussion

1. To what extent are you involved in the secondary School Based In-service Training?

2. Do you think your school proceeds well enough in teaching and learning process?

3. What factors may constrain your school in not performing excellently on School Based In-service Training?

4. Which measures are to be taken on improving School Based In-service Training?

Appendix 6: Documentary Review Guide Line

Documents	Information to be obtained	Remarks
Panel meeting records	a) Record of subject meeting a) Areas of difficulty b) Training for teachers	
In-service training document	a) Number of in-service training a) Areas for difficulty b) Policy implantation records	
School planning documents	a) School vision and mission b) Component of school based training in the school strategic plan and action plan for School Based In-service Training	
TCs in-service training for school base training record	TCs planning TCs school based records	
Ministry and inspectorate programmer records	Programmer of School Based In-service Training support Number of expected training and actual performance statistics on school based training School Based In-service Training profile	