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RESEARCH ARTICLE

Influence of Professional Development on Teachers Effectiveness in Selected Public Secondary Schools in Geita District, Geita-Tanzania

[a]Baraka Jackson Bwire, [b]FelistaTangi, [b]Michaela Mhagama

[a] *Geita District, Geita, Tanzania*

[b] *Department of Education Foundation, St. Augustine University of Tanzania, Tanzania*

Corresponding Author

Baraka Jackson Bwire, Email: jonasbaraka96@gmail.com

Author's Contributions

All authors contributed equally to this research.

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ABSTRACT

The study explored the influence of professional development on teachers' effectiveness in selected public secondary schools in Geita district council, Geita-Tanzania. It specifically, aimed to find out how professional development activities influences teachers effectiveness. Herzberg's two factor theory of motivation was employed. The study adopted a mixed research method under convergent parallel design. A sample size of participants was obtained through both probability and non-probability sampling. These included 102 teachers, 6 heads of schools, 2 WEO, and 1 DEO out of a total population of 1,416 respondents. Data was collected through questionnaire and interview guides. Correlation coefficient of 0.7 demonstrated that the instruments were reliable for data collection. Quantitative data collected were coded using descriptive statistics with the help of Statistical Package for Social Science (SPSS) version 16 then presented in Tables, frequencies and percentages. Qualitative data was analyzed thematically and presented in narratives. The study revealed that seminars improve teaching style, workshop improve job commitment, collaboration motivates interaction with students, mentoring improve time management, action research improve teaching assessment, conferences improve previous knowledge of teachers while peer observation improve teaching activities that enable teachers to be effectiveness. The study recommended that the government should strengthen professional development to ensure teachers effectiveness in schools. Policy makers need to establish clear guidelines for recognizing teachers' contributions to education, and teachers should be encouraged to voice their concerns regarding professional development through appropriate channels to highlight the impact of professional development activities on their effectiveness.

Keywords: Professional development; efficiency; peer support; teacher's effectiveness

INTRODUCTION

The effectiveness of teachers plays a pivotal role in enhancing student learning outcomes across various educational contexts. In this context, professional development for teachers is viewed as one of the key strategies to enhance instructional practices, subject knowledge, and teaching skills. The focus on teacher professional development has intensified in response to increasing demands for improved education systems and the acknowledgment that well-prepared and supported teachers are essential for student success (Darling,et al. 2017). Research has shown that when teachers participate in high-quality professional development, there is a positive impact on their teaching practices, student engagement, and academic achievement (Guskey, 2000).

The influence of professional development on teacher effectiveness is evident through various successful

educational reforms. In Finland, ongoing collaborative Professional development for educators has been linked to enhanced teaching practices and improved student outcomes. Where the education system is widely regarded as one of the best in the world, teacher professional development is deeply integrated into the educational system. Finnish teachers are required to complete continuous professional development throughout their careers, which includes collaboration with colleagues, reflective practice, and participation in advanced academic study. The Finnish model emphasizes the importance of teacher autonomy and trust, with professional development tailored to the needs of individual teachers and schools. Similarly, in the United States, comprehensive Professional development programs like those endorsed by the National Board for Professional Teaching Standards demonstrate that teachers who engage in high-quality professional development are more effective in fostering student engagement, particularly in disadvantaged areas. These examples highlight that targeted and continuous Professional development can lead to significant advancements in educational quality worldwide. Extensive research indicates that high-quality professional development significantly impacts teacher performance (Sahlberg, 2011).

In the same vain, a study by Yoon et al. (2007) found that Professional development programs that were focused on content knowledge and pedagogy and involved active learning, peer collaboration, and feedback were most effective in improving teaching practices. However, challenges such as insufficient funding, time constraints, and inadequate implementation of Professional development programs often hinder their effectiveness in many regions while effective training programs help educators improve their instructional strategies, adapt to diverse student needs, and stay updated with pedagogical innovations.

East Africa has witnessed a growing emphasis on professional development as a means to improve educational standards. In countries like Kenya the government has instituted various professional development initiatives, such as the Teacher Professional Development program which focuses on continuous training and mentorship for teachers. According to a study by Ochieng (2017), teacher effectiveness in Kenyan schools is positively influenced by Professional development programs that are context-specific and provide practical strategies for addressing local challenges. Like in Uganda, initiatives have been implemented to provide teachers with continuous training, fostering collaborative learning environments and promoting best practices in teaching (O'Sullivan, 2020). Similarly the government and NGOs have worked together to implement professional development programs aimed at improving teachers' pedagogical skills. The Teacher Development and Management System has been particularly successful in integrating Professional development into teachers' career paths, offering tailored in-service training and regular assessments of teaching quality (Okello, 2016). These initiatives have been linked to improvements in both teaching practices and student learning outcomes. These efforts highlight the importance of equipping educators with the skills necessary to navigate changing educational landscapes and improve student outcomes.

In Tanzania, public secondary schools face unique challenges, including resource limitations, high student-to-teacher ratios, and varying levels of teacher qualifications. The local education system has undergone significant reforms aimed at decentralization and increased community involvement, necessitating that teachers adapt to new curricula and methodologies (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). Despite these efforts, the accessibility and implementation of professional development programs remain inconsistent, influenced by factors such as limited funding and inadequate training facilities (World Bank, 2018). The relationship between professional development and teacher effectiveness is particularly relevant in this context. Research shows that teachers who participate in structured professional development not only enhance their instructional skills but also exhibit increased motivation and job satisfaction (Guskey, 2002). Therefore, understanding how professional development influences teacher effectiveness in Geita District is crucial for improving student learning outcomes. This study aims to explore the influence of professional development on teacher effectiveness in public secondary schools in Geita District, thereby contributing valuable insights for policymakers and educational stakeholders. By examining this relationship, the research will inform strategies for enhancing teacher training and improving educational quality at local, regional, and global levels.

Objective of the Study

To assess the influence of professional development activities on teachers' effectiveness in selected public

secondary schools in Geita District Council.

THEORATICAL REVIEW

Herzberg's Two-Factor Theory was developed by American behavioral scientist Fredrick Herzberg in 1959. The theory is relevant to understanding the influence of professional development on teachers' effectiveness, as it distinguishes between intrinsic motivators, such as achievement and recognition, and hygiene factors, like administrative support and compensation. By emphasizing job enrichment and the intrinsic aspects of teaching, the theory highlights how professional development can enhance teachers' motivation and job satisfaction, thereby fostering a more fulfilling work environment. This, in turn, is likely to improve teachers' efficacy, especially in contexts like public secondary schools in the Geita District Council, where effective human resource management strategies are crucial.

LITERATURE REVIEW

The evidence presented in this section comes from a variety of academic studies conducted around the globe. These scholarly works relate to the influence of professional development activities on teachers' effectiveness.

Influence of Professional Development activities on Teachers' Effectiveness in Selected Public Secondary Schools

Padillo et al. (2021) did a quantitative descriptive research design in Cebu, Philippines to assess the quality of instructional and professional development activities, the results note that active participation in professional development enhances teacher's knowledge, skills, value, and innovation in the field. Moreover, discovered that teachers' training and seminars can improve Teachers' Effectiveness in their teaching profession as well as improve teaching strategies and attitudes towards classroom practices that affect the quality of instructions the learners will receive. The attainment of teacher's professional development will help them to master their subject content and pedagogical skills that will help in teaching and student learning; hence, human resource managers ensure that teachers upgrade their knowledge to achieve students' academic outcomes.

Moreover, Zhaohui and Anning (2020) conducted a study in China with the goal of examining teachers' perspectives on how professional development affects students' academic performance. The study employed a survey research design and questionnaires to gather data, and it found that teachers' professional development significantly improved their research skills and instructional strategies for students, both of which have a positive effect on students' learning. In order to enhance student learning, human resource managers should prioritize enhancing employee teaching instruction by offering professional development courses that help teachers become proficient in their subject matter.

In addition Hoque et al. (2011) investigated the relationship between teacher professional development and school improvement in Bangladesh. In order to collect data, the quantitative research approach employed a concurrent research design and questionnaires. According to the study, professional development programs for teachers have a major influence on school improvement. In addition, teachers' collaboration, in-service training, action inquiry, classroom observation, andcurriculum that influences school improvement and teachers' effectiveness on student learning can all be prioritized by schools in order to maximize school improvement. In addition, schools can maximize school improvement by emphasizing teacher cooperation, action inquiry, classroom observation, in-service training, and a curriculum that promotes school improvement and teachers' effectiveness. In order to improve schools and support students' learning, managers must ensure staff members are fully involved in professional development.

Likewise, Akpan and Ita (2019) carried out a study in Nigeria on the connection between high-quality universal basic education in Lagos State and the professional development of teachers. The study employed a correlation research design and used questionnaires to collect data on teachers' professional development and the quality of universal basic education. It found that teachers' participation in seminars, workshops, and Information Communication Technology training, as well as induction programs, significantly correlated with the quality of universal basic education, improving their effectiveness in teaching students. Additionally, the more professional development opportunities teachers receive, the higher the quality of universal basic education. This raises the standard of instruction and learning outcomes in schools. Since the availability of this program is essential to teachers' professional growth in order to achieve high-quality universal basic education, human

resource managers can affect how well teachers teach in relation to students' academic success in schools by exposing teachers to seminars and induction programs that aim to improve teaching and learning outcomes.

Similarly, Watene et al. (2020) conducted a study in Kenya and examined the effects of teacher's professional development on the academic performance of public secondary schools in Nyandarua County. A descriptive survey research design was adopted for the study, and questionnaires were used to collect data from principles, students, and teachers, the study noted that, when teachers achieve a deeper knowledge of the content of various subjects, this not only improves their confidence in teaching but also ensure student get quality knowledge that translates to improve success to students. The task of human resource managers is to make teachers get professional development through induction programs, and in-service training to improve confidence to teachers.

Oguta and Getange (2019) evaluated how professional development for teachers affected pupils' academic progress in public secondary school education in Kenya. The study used a contemporaneous triangulation research methodology, and three distinct questionnaires and three separate interview schedules were used to gather data. The data was then compiled and subjected to both qualitative and quantitative analysis. According to the findings, the academic success of students in secondary schools is significantly impacted by the professional development of teachers. Teachers in collaborate with government should ensure that they participate in professional development activities.

In the same vain, Mduma and Mkulu (2023) conducted research in Tanzania on the influence of teachers' professional development practices on job performance in public secondary schools. A convergent mixed research design was applied in the study, questionnaires and in-depth interviews were used as a data collection instrument. The results reveal that training teachers have the most impact on different dimensions, improvement of different strategies, reduces teacher burnout, stress, and turnover and improves overall personnel, increases teaching morale, enhances teachers' commitment, and improves student academic achievement as well as update teacher's knowledge and skills, this ensures teachers effectiveness on students learning. Human resource managers must create a conducive environment for teachers to get training to make teachers commit to improving student learning.

METHODOLOGY

This study employed a mixed research approach where a researcher obtained data from the respondents by using both qualitative and quantitative methods within a single study. Employing mixed research approach helped to address the potential limitations of using only one type of research method. Furthermore, This study employed convergent parallel research design, in which a researcher went to the field at once and converge or merge both quantitative and qualitative data to provide a comprehensive analysis of the research problem, the researcher collects both forms of data at roughly concurrently and then analysis separately and integrates the information in the interpretation of the overall results. The combination of probability and non-probability sampling used to select 111 participants from the intended population, While purposive sampling technique was used to select 6 heads of schools, 2 Ward Education Officer, and 1 District Secondary Education Officer. The researcher used simple random sampling technique to choose 102 of teachers. The technique ensured that each respondent had an equal chance to be chosen and participate in the study. Data were gathered by using questionnaires and interview guides. Split-half methods were used to assess the reliability of the research instruments. Qualitative data were analyzed statistically by descriptive statistics with the help of the Statistical Package for Social Science (SPSS) Version 16, because as they effectively communicate research findings to a majority of readers and it was represented by using tables, frequencies, and percentages. Qualitative data was nested in quantitative data to complement the findings; and analysed thematically by identifying the themes.

FINDINGS AND DISCUSSION

The study aimed to determine the influence of professional development on teacher’s effectiveness in selected public secondary schools in Geita district. The researcher established closed ended questionnaire and seven (7) statement in form of Likert scale for teachers was used. Respondents required to put a tick if they strongly disagree, disagree, neutral, agree, and strongly agree that professional development activities influence teachers’ effectiveness in improving students learning.

Table 1. Teachers' responses on the influences of professioal development activities on teachers' effectiveness in selected public secondary schools (n = 102)

NO	Items	1 F (%)	2 F (%)	3 F (%)	4 F (%)	5 F (%)
i.	Seminars improve my teaching style	-	-	10(9.8)	30(29.4)	62(60.9)
ii.	Workshop improve my job commitment	-	-	19(18.6)	26(25.5)	55(53.9)
iii.	Collaboration motivates me to interact with students	-	-	14(13.7)	39(38.2)	49(48.1)
iv.	Mentoring/coaching improves my time management	-	-	20(19.6)	40(38.12)	42(40.12)
v.	Action research improves my teaching assessment process	-	-	5(4.9)	40(39.3)	57(55.9)
vi.	Conferences improve my previous knowledge of my learners	-	-	-	44(42.12)	58(55.8)
vii.	Peer observation improves my teaching activities	-	-	-	41(39.12)	59(57.8)

Key: 1 Presents Strongly disagree, 2 Disagree, 3 Neutral, 4 Agree, and 5 Strongly agree

Table 1 show the influence of professional development activities on teachers' effectiveness.

Seminars Improve Teaching Style

Results in Table 1 indicates that 60.9 (percent) of teachers strongly agreed that seminars improve their teaching style, 29.4 percent agreed with the statement and 9.8 percent were neutral, This implies that in almost all public secondary schools seminars conducted to improve their teaching style as it was agreed by 90.3 percent of the respondents. Thus, it is highly important for human resource managers to ensure constant available and effective seminars for teachers in all schools so as to develop teachers' effectiveness.

Interviewee Q responded that;

> In our schools' seminars for professional development improve teaching style among teachers. The major reason for this is adequate support from the government which led teachers to effectiveness in improving students learning. (Interviewee Q, July 2024).

The data collected from the interviews suggested that in most cases teachers attend seminars which act as a platform for their professional development which in turn has improved their teaching styles. Hence, the government should collaborate with the Ministry of Education to ensure managers effectively enable teachers to participate in seminars to help more improve their teaching style. All findings were gathered through questionnaires and interviews in seminars as a way to improve teaching style. This was also found by Watene et al. (2020) who found that when teachers gain a deeper understanding of the subject matter, it not only boosts their confidence as teachers but also guarantees that students receive high-quality knowledge that improves student success. Likewise Moloi and Isabirye (2016) found that taking part in professional development enhanced their ability to teach and teach creatively; therefore, an instructor who is proficient in both subject matter and teaching techniques is always a better teacher who supports students' learning to guarantee high academic performance. Managers have the responsibility of ensuring that teachers receive professional development through induction programs and in-service training in order to boost their confidence.

Workshop Improve Job Commitment

Findings in Table 1 sought to identify if workshops improve job commitment to teachers. The findings revealed that 18.6 percent of respondents indicated a neutral response while 25.5 percent agreed and 53.9 percent strongly agreed with the statement. This entails that in selected secondary schools in Geita District Council, the number of teachers who participated in the workshop which seen as important to them towards job

commitment as 79.4 percent of the respondents affirmed the presence of workshops among teachers in Geita District. The result was supported by the conceptual framework which identifies organizational culture as an intervening variable which affects positively or negatively the attainment of professional development depending on the culture available.

Interviewee J said that

> There are enough workshops that make teachers committed to their duties. The presence of these opportunities has led to improvement in the quality of education in secondary school, as teachers feel motivated and equipped to handle their responsibilities effectively. (Interviewee J, July 2024).

Data obtained from the interviewee implies that sufficient workshops are one of professional development which helps teachers to commit themselves to their responsibilities fully as required in our school. Having other factors than the workshop could stimulate teachers more and make them motivated in taking as well as performing their responsibilities. Both quantitative and qualitative data in this aspect suggest that enough workshops help to empower teacher and motivate them to commit themselves to their responsibilities. In achieving teachers' effectiveness other factors are vital than workshops. This was contrary to Zhaohui and Anning (2020) who revealed that the effective implementation of the workshop as professional development is hindered by different factors such as inadequate support, inadequate resources, inadequate time, learning culture all of this has limited to upgrade their professional development. But, Losioki (2020) found that professional development like workshop enhance professional abilities in teaching by training seasoned teachers and encouraging collaboration and communication among teachers. To ensure teachers effectiveness the government needs to emphasize professional development to teachers.

Collaboration Motivates Interaction with Students

On the issue of collaboration motivating teachers to interact with students, the finding in Table 1 shows that 13.7 percent were neutral with the statement, 38.2 percent agreed and 48.9 strongly agreed with the statement that collaboration motivates them to interact with the students. This implies that collaboration motivates teachers to interact with the students as a way to show the professional development of teachers, this show that most of teachers in Geita District collaborate as professional development to teachers ensures teachers interaction with students. Therefore, for effective attainment of teachers' effectiveness, education policies should emphasize and implement effective collaboration as professional development to ensure good teachers' interaction with students at schools.

Interviewees M commented that.

> In our district presence of collaboration among secondary school teachers significantly impacts their ability to effectively engage with students. This leads to opportunities for sharing teaching strategies and supporting each other in addressing students' needs. As a result, the overall learning environment continues to be good, with students learning and good guidance and interaction. (Interviewee M, July 2024).

This quotation from the interviewee agreed that in the Geita District Council collaboration among teachers has influenced teachers to interact with students and make them competent; therefore, the school leaders need to collaborate with teachers in order to enable them to interact with students. In cementing data collected from the field, the findings of this study are similar to the study of Akpem, et al. (2021) who demonstrates that maximum school improvement can be achieved through schools putting more emphasis on teachers' collaboration which influences teachers' effectiveness. In the same vain Asiyah et al. (2021) who found that professional development innovative to teachers and an innovative teacher is more likely to feel comfortable sharing ideas that enhance their performance and using the appropriate method to assess the efficacy and efficiency of learning. Teachers can also employ a range of methods that will significantly help them reach learning objectives. Therefore, for effective attainment of teacher's effectiveness, education policies should emphasis and implement effective collaboration as professional development to ensure good teachers' interaction with students at schools.

Mentoring Improve Time Management

The findings from Table 1 show that Mentoring improves the time management of teachers. The results revealed that 19.6 percent of teachers responded neutral to the statement. However, 38.12 percent agreed and 40.12 percent strongly agreed that mentoring or coaching improves teachers' time management. The majority of the respondents agreed on the issue of mentoring which was suggested to have good improvement in time

management among teachers, this shows that mentoring in the Geita District Council has a positive influence towards time management. Therefore, the government in collaboration with managers in different schools within the area must ensure that mentoring is done to enable teachers to manage their time.

Interviewee Q insisted that;

> Mentoring for teachers had an influence on time management, as teachers have been supporting each other in improving time management. The presence of mentoring or coaching has influenced time management among the staff. (Interviewee Q, July 2024).

The interviewer established that most of the teachers in Geita District agreed that mentoring improves time management. Therefore, to ensure time management in school, human resource managers within the school need to ensure effective mentoring to teachers to enable them to manage their time. In cementing data collected from the field, the findings of this study are similar to the study of Hoque et al (2011), who demonstrate that maximum school improvement can be achieved through schools putting more emphasis on teachers' mentoring which influences teachers' effectiveness. The results are contrary to the findings by Weli and Nyimeji (2021) who revealed that schools face the challenges of effective implementation of mentoring as professional development due to poor funding by the state for some programs not tailored to the specific needs of teachers. Also, the conceptual framework insisted on professional development in order to ensure teachers' effectiveness. Therefore, through effective implementation of coaching by the school leaders, teachers should manage their time.

Action Research Improve Teaching Assessment

The aspect of action research improving the teaching assessment process was posed to respondents through questionnaires where by result in Table 1 indicates that 4.9 percent of teachers demonstrated neutral, 39.3 cent agreed 55.9 percent strongly agreed that Action research improves my teaching assessment process. This entails that, teachers participated in action research as part of professional development that helped in improving students learning as 55.9 percent of the respondents were on the side of agreed with this assumption. This means that action research helps teachers implement teaching assessments to the students, Human resource managers need to ensure that teachers conduct action research so as to improve teaching assessment. Action research was viewed by the researcher as a vital element which have to be respondents subjectively to have some contribution to data collected objectively.

Through interview respondent H narrated that;

> In Geita District secondary school we do conduct action research. As a result, action research contributes to helping teachers improve their assessment processes. The presence of such research gives the opportunities for teachers to critically evaluate and enhance their teaching methods, which ultimately improves the quality of assessment. (Interviewee H, July 2024).

Data from interviews established that action research which has already been done in Geita District has improved on assessment process among teachers creating an environment in which teachers determine their achievements and level of progress. Interview data and data from questionnaires are similar to Adomola et al. (2021) found that teachers' professional development develops teaching assessment and skills, which subsequently enhances teaching. In contrary to Obineme (2020) who found that most of the teachers in secondary schools to a high extent lacked professional development due to a lack of consistent re-training exercise. The results differ from study due to the different geography of the study and the knowledge of the participants. Therefore, human resource managers in collaboration with teachers should effectively conduct action research in order to strengthen teaching assessment.

Conferences Improve Previous Knowledge of Teachers

Conference was tasted during the actual collection of data to improve previous knowledge of teachers and accumulated data were presented in table 1 results show that participants of teachers by 42.1 percent agreed with the statement that the conference improved my previous knowledge of teachers while 55.8 percent strongly agreed with the statement and the other 4.9 percent of respondents remained neutral.

Interviewee S insisted that;

> In Geita District, professional development for teachers has been conducted to a maximum significant extent, which has enabled them to master effective teaching methodologies. The availability of opportunities for professional development means that many teachers receive the necessary training and support to enhance their instructional skills. As a result,

> their teaching practices are fully meet the evolving needs of students. The presence of professional development is a concern that enables teachers to be equipped with the latest strategies and techniques in education. (Interviewee S, July 2024).

Data show that conferences which have been held in Geita District among teachers have strengthened the previous knowledge among teachers due to adequate effective implementation of such conferences. Field data found via interviews and questionnaires were the same as implicates that conferences being held in Geita District for cementing the pre-existed knowledge among the teachers. In addition Oguta &Getange (2019) found that academic success of students in secondary schools is significantly impacted by the professional development of teachers. In supporting the theory of Herzbarg factor theory, argued that presence and enough conferences as professional development are crucial for teachers because they can be able to improve previous knowledge for learners and assist students to acquire relevant knowledge and skills. Hence, the conceptual framework revealed that conferences as among of professional development to be implemented in schools so as to enrich teachers' effectiveness. In this way, the government through the Ministry of Education in collaboration with education stakeholders should implement regular conferences that should be able to improve teachers' existing knowledge.

Peer Observation Improves Teaching Activities

Peer observation and feedback improved my teaching activities, the result shows that 39.12 percent agreed while 87.8 percent strongly agreed with the statement. The results imply that most of the teachers in the selected secondary schools in Geita District Council conducted professional development through peer observation, and the results show that peer observation improved teaching activities. Hence, to enable teachers to improve teaching activities human resource managers in collaboration with teachers should emphasis effective observation to improve teaching activities within the class.

The interview from Interviewee Q argued that:

> Peer observation in our school has effectively improved teaching activities. While the intention behind it is good, the presence of structured feedback and follow-up has made a positive impactful. Teachers often observe each other but also engage in meaningful discussions afterwards, which have shown a great impact on improving teaching activities. As a result, the overall effectiveness of peer observation in teaching activities has been maximum (Interviewee Q, July 2024).

Data obtained from the interviewee noted that teachers observe each other. In order to ensure teachers' effectiveness human resource managers need to implement effective professional development as data from both questionnaires and interviews suggested. The theory supports findings that employees get committed and satisfied in their work when employers recognize them, the attraction of the work itself, advancement and growth. The theory emphasizes advancement and growth for employees in order to ensure maximum effectiveness in teaching students. Similar to Padillo et al. (2021) found that teachers' collaboration, in-service training, action inquiry, classroom observation, influences school improvement and teachers' effectiveness on student learning can all be prioritized by schools in order to maximize school improvement. Professional development programs are crucial for teachers because they promote teachers' commitment, to mastering teaching aids. The government should help create a better teaching environment. Hence the government should improve the working environment for teachers so as to maximize teaching and learning.

CONCLUSION

The findings highlight the influence of professional development on teachers' effectiveness in improving students learning in public secondary schools. The study concludes that professional development had positive influence on teachers' effectiveness in improving students' learning and it's attained due to effective professional development. Without effective professional development opportunities, teachers may struggle to update their skills and knowledge and keep pace with educational advancements, leading to outdated instructional methods that fail to engage and meet the diverse needs of their students. To maintain and enhance teachers' effectiveness the government needs to invest in effective ongoing professional development, as it directly impacts educators' ability to support both students' and teachers' success.

RECOMMENDATIONS

The study recommended that the Policy makers and the

government should prioritize the implementation of comprehensive and mandatory professional development programs for teachers. These programs should include workshops, seminars, mentoring, and collaborative activities tailored to enhance teachers' skills and effectiveness in improving student learning. School heads should actively support and facilitate these initiatives by providing time and resources for teachers to participate. Teachers, on their part, should engage fully in these opportunities to continually enhance their teaching practices, thereby improving student outcomes.

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