



Practicing In-Service Teacher Training for Effective Teaching and Learning in Public Secondary Schools in Kilolo District Iringa - Tanzania

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ABSTRACT

The study assesses the impact of in-service teacher training on teaching effectiveness in Public Secondary Schools in Kilolo District Iringa -Tanzania. It was guided by Henry Fayol's administrative management theory. Mixed research approach and convergent parallel research design were employed. The study targeted six secondary schools in Kilolo District, with a sample of 163 respondents, including a district education officer, six school heads, 62 teachers, and 94 students. Stratified random sampling and purposive sampling were used to select respondents. Data collection involved questionnaires and interview guides, with quantitative data analysed using (Statistical Product social service) SPSS version 23 and presented through tables while qualitative data were analysed by categories and themes. The validity and reliability of the instruments were ensured through expert review, Cronbach alpha methods, and a pilot study. The findings showed that In-service teacher training is very important in enhancing teaching effectiveness in public secondary schools. The respondents recognized the benefits of such training for the usage of multiple teaching strategies, the management of student behaviour, and the interactions between teachers and students. The study recommends that, teacher training should never cease but should instead be focused on making sure that teachers are equipped with strategies and methods for implementing the newly taught methods in practice. There is also a need to prepare follow-up programs that would assist teachers in becoming assertive and applying the techniques learnt appropriately.

Keywords: In-service training, public secondary schools and teaching

INTRODUCTION

In-service teacher training refers to ongoing professional development programs designed for teachers who are already engaged in the teaching profession. These programs aim to enhance teachers' instructional skills, update their subject knowledge, and introduce them to new pedagogical strategies while they continue to teach (Absolor, 2023). The main objective of the in-service teacher training intervention

is to facilitate and empower individuals employed in the field of education to achieve success (Honore, 2022). To cultivate an environment that promotes the development of skills and expertise in fundamental learning and teaching, with the aim of enhancing the performance that society needs. Nevertheless, in-service training program can be equally advantageous and significant as pre-service teacher training opportunities. It is incumbent to the government to offer

teacher education tailored to their specific requirements through in-service training (Sari et al., 2022).

Studies have shown that teachers who participate in well-structured in-service training programs exhibit improved teaching practices, which subsequently lead to better student learning outcomes (Damnet, 2021). These programs normally encompass issues that are relevant and essential to teaching, such as content mastery, pedagogical approaches, classroom management, and integration of digital tools into teaching (Geiger et al. 2016). In-service training, therefore, not only benefits the professional growth of a teacher but also school effectiveness. In-service teacher education is practiced globally following the belief that it enhances the professional development of teachers (Nzarirwehi and Atuhumuze, 2019).

In-service teachers training has received recognition worldwide as an essential factor which can enhance the quality of teaching and promote teaching and learning effectiveness. In Canada specific programmes respect to in-service focuses on the implementation of research-based teaching techniques and teaching support systems in order to close the skills gaps and enhance learning outcomes (OECD 2018). Teachers' professional learning community, specifically professional learning, shows increased teacher-students engagement and skill performance as reflected in student outcomes (Zulkifli, 2014).

Comparable results have also been demonstrated by in-service training interventions in Nigeria as a means of improving teachers' instructional competencies; yet future utility is hampered by such constraints as lack of resources and lack of continued coaching. Ekpoh et al. (2013) note that the effectiveness of these programs is then hampered by implementation flaws resulting in many teachers lacking the help required to teach using new methods. Like other countries, Kenya also focuses on professional development through In-service training by relating it to the Curriculum to meet different learning needs in classrooms. However, there are some differences: In particular, learning practices in the rural contexts are reported to be different because of the difficulties teachers encountered to adopt new practices because of situated constraints (Frederick & Oswald, 2010).

In Tanzania, in-service training is acknowledged to be one of the significant education reform trends. Research shows that continuing professional development helps teachers enhance effective classroom behaviour and the capacity to align with

curriculum changes. However, imperfect post-training support remains apparent, especially in regions such as Kilolo District since few individuals apply newly acquired skills due to inadequate support (Nkumbi et al., 2020; Mogwe & Tihapi, 2019).

In many parts of Tanzania, teachers encounter substantial barriers to implementing newly acquired skills from in-service training programs. This challenge mirrors a wider problem in Sub-Saharan Africa that while professional development is prevalent, insufficient scaffolding which is key to practice implementation is sometimes provided for PDs (HELVETAS, 2022; Nzilano, 2015). The TDMS is a national program meant to enhance teaching skills in Tanzania, supported by organization like HELVETAS intended to enhance the quality of teaching profession in the different regions of Tanzania. But these programs lack practical support, narrow financial resources and are implemented in schools without enough working experience, practical knowledge, and resources, and thus, most educators are practically switching to the traditional instructional methods which may not necessarily meet the present paradigms of imparting education (Nzilano, 2015; Kita, 2004; MoEVT, 2014). Such a situation warrants the kind of extensive context-sensitive staff development that entails long term consistent coaching, tutoring and practising that are critical to improve teachers' performance and thus the learners' results in the region as posited by Wetungu (2012).

However, in-service teacher training is one of the more critical and promising approaches to promoting good teaching practices. Teachers in public secondary schools still experience several challenges in the effective implementation process of these new strategies. Insufficient follow-up support, resource constraints, the disconnection between theory and classroom practices ensure that teachers and their learners do not deliver or receive their best. (UNESCO, 2019; Che Omar, 2014). The purpose of this research is therefore to identify and analyze the in-service training programs and, further, to discuss the challenges faced that prevent effective practice, as well as to recommend strategies necessary for improving teachers' performance and students' results. Therefore, this study seeks to evaluate the impact of in-service teacher training on teaching effectiveness in public secondary schools in Kilolo District.

LITERATURE REVIEW

In order to comprehend teacher competency, one

should examine the governmental organization responsible for education and academic qualifications and competence. There are four domains that could be identified as the foundation for building teacher competency. These domains are essential for the construction of an effective teacher. Professionalism includes a teacher's virtue, which plays an important role on ethical issues, professionalism, personal growth, as well as professionalism to the responsibility of a teacher. Courtesy, approachability, and energy levels work in harmony with other personalities like empathy, patience as well as enthusiasm to develop strong positive Teacher-student, Teacher-Teacher, and Teacher-Parents respectively that foster positive learning environment. Social adaptability helps teachers to interact and negotiate with different school communities focusing on the construction of productive interactions and solving of the conflict situations in order to develop an effective classroom atmosphere. Last but not least instructional ability is crucial in developing and implementing instruction: encompassing both lesson planning and assessment and classroom skills necessary to provide students with differentiated instruction for improved engagement and also to improve positive learning outcomes. All together these competencies set a benchmark in teaching and help providing quality education (Honore, 2022).

Farrow (2018) conducted a study in Canada on the impact of Teachers' professional development on teaching effectiveness in Canadian secondary schools. The study employed a quantitative research approach and adopted a survey research design and standardized tests that were used to collect data. The study found that teachers who participated in professional development programs in Canada reported higher levels of job satisfaction and improved student achievement. However, this study does not clearly illustrate how higher levels of job satisfaction lead to improved student achievement. But also, the study suggests that every teacher who participates in professional development will automatically get job satisfaction, leading to improved student achievement, something which is not always true.

Dupont et al. (2017) did a study in France on the impact of a professional development program for teachers in public secondary schools. The study employed a quasi-experimental design to assess the effectiveness of a professional development program for teachers in France. The study adopted a questionnaire as the instrument of data collection. The results showed that

teachers who received training programs demonstrated greater effectiveness in the classroom, leading to improved student engagement and academic achievement. Similarly, Martin (2018) examined the effects of a mentorship program for new teachers in public secondary schools. The study utilized a qualitative research approach and adopted a cross-sectional survey design to explore the impact of a mentorship program for new teachers, interviews and observation were used as instruments of data collection. The results indicated that teachers who received mentorship exhibited higher levels of teaching effectiveness as evidenced by increased student learning outcomes and positive classroom climate.

Adedokun et al. (2015) conducted a study in Nigeria on the impact of Continuous Professional Development on the Teaching Effectiveness of Teachers in Enugu State, Nigeria. Utilized a quantitative research approach in their study, the study adopted a survey research design and observation, and a questionnaire was used to collect data on teachers' participation in professional development training and their use of innovative teaching methods. The study revealed that teachers who had undergone continuous professional development training were more likely to incorporate innovative teaching methods and engage students effectively in the learning process by highlighting the importance of investing in teacher training to improve teaching effectiveness and ultimately enhance student achievement. School management should encourage teachers to engage in various seminars, workshops and short courses to improve knowledge and skills in the teaching and learning process.

Otunga (2016) did a study in Kenya on the impact of teachers' effectiveness on students learning in African secondary schools. Quantitative research approaches were used. The study adopted a survey design and statistical analysis was employed to collect and analyze data on teachers' training and its relationship to student engagement and learning outcomes. The study showed that teachers who had received formal training in teaching methods and pedagogy were more effective in engaging students and promoting learning outcomes in Kenya's public secondary schools. This study suggests that well-trained teachers are better equipped to deliver quality education to their students.

RESEARCH METHODOLOGY

The study adopted a mixed research approach and convergent parallel design in a single study to collect

and analyze data. This study was conducted in Kilolo District which is one of the four districts of Iringa Region in Tanzania. The target population of this study were 12,724 participants including 662 teachers, 12,032 students, 29 heads of schools, and 1 District Education Officer (DEO) of Kilolo District. The study utilized a sample of 163 respondents including 94 students, 63 teachers, 6 heads of schools and 1 District education officer who were selected under stratified sampling, simple random sampling and purposive sampling respectively. The researcher used two research instruments to collect primary data: questionnaires and an interview guide. Questionnaires were used to collect data from students and teachers, while an interview guide was used to collect data from heads of schools and the District Educational Officer. Cronbach alpha method was used in this study to assess the stability of measurements over time by administering the same

questionnaire to teachers and students on two separate occasions and correlating the results.

RESULTS AND DISCUSSIONS

This part presents a discussion of findings of qualitative and quantitative results. The study aimed to assess the impact of in-service teacher training on teaching and learning effectiveness in public secondary schools. The researcher gathered information by administering questionnaires to teachers and students and conducting interviews with school heads and the district education officer. The researchers created a Likert scale that includes a section on evaluating the effectiveness of in-service teachers in teaching and learning, as well as the methods used at each school. SD indicates Strongly Disagree: D indicates disagreement, N indicates neutral, A indicates agreement. SA indicates strongly agree.

Table 1. Students Responses on the Impact of In-Service Teachers Training on Teaching Effectiveness (n=93).

Impact of teachers in service in teaching and Learning	SD		D	N	A	SA
	F	%	F %	F %	F %	F %
Good capabilities in teaching	3	(3.2)	-	3 (3.2)	41 (44.5)	46 (49.5)
Use of different teaching methods	3	(3.2)	-	3 (3.2)	45 (48.4)	42 (45.2)
Teachers' ability to build positive relationships	6	(6.5)	4 (4.3)	13 (14.0)	29 (31.2)	41 (44.1)

Key: SD- Strongly Disagree, D- Disagree, N-Neutral, A-Agree, SA-Strongly Agree

Source: Field Survey (2024)

Good Capabilities in Teaching

The findings in Table 4.4 show that the majority of students believe in-service teacher training has improved teachers' ability to teach lessons effectively. 49.5% of the students strongly agreed, while 44.5% of students agreed indicating that 94% of students positively perceive their teachers' ability to deliver lessons after receiving in-service training. On the other side, 3.2% of the respondents were neutral, and another 3.2% strongly disagreed. This shows that in-service training has a direct and noticeable impact on the quality of lesson delivery, as perceived by the students. In an interview, Head of School D had this to say:

“Since the teachers entered in-service training programs, I have noticed an enhanced quality in the way they teach. They have adopted better practices now in regard to student engagement; they also feel more capable of addressing the needs of students with different

learning needs. The responses from the students are better and there are many interactions within the classroom.”

The findings show that in-service teacher training plays a crucial role in enhancing the effectiveness of teaching and learning in the classroom as perceived by students and school heads. The positive response emphasizes the value of continuous professional development for teachers all teachers should get a chance to participate in those training programs. The findings of this study align with Farrow (2018) who conducted a study in Canada on the impact of Teachers' professional development on teaching effectiveness in Canadian secondary schools and found that teachers who participated in professional development programs in Canada reported higher levels of job satisfaction and improved student achievement.

This shows that in-service training has a direct and noticeable impact on the quality of lesson delivery. Government and education stakeholders should

increase the chances for teachers to participate in these trainings. Policymakers must prioritize funding for in-service training programs to support the ongoing professional development of teachers. Moreover, investing in teacher training is an investment in the future of education.

Use of Different Teaching Methods

Table 4.4 further shows the response of students who reported that in-service training has influenced their teachers' ability to employ a variety of teaching methods, such as role-play, brainstorming, and group discussions. 48.4% of students agreed, and 45.2% strongly agreed that their teachers now use various teaching methods, making a total of 93.6 percent of students with a positive view. Only 3.2% of the respondents remained neutral, and 3.2% strongly disagreed. The data indicates that in-service training has expanded teachers' instructional techniques, promoting more interactive and student-centred learning approaches.

This finding agrees with Adedokun et al. (2015) conducted a study in Nigeria on the impact of Continuous Professional Development on the Teaching Effectiveness of Teachers in Enugu State, Nigeria. They found that teachers who have undergone continuous professional development training incorporate innovative teaching methods and engage students effectively in the learning process by highlighting the importance of investing in teacher training to improve teaching effectiveness and ultimately enhance student achievement.

This implies that in-service teachers' training has expanded their instructional techniques which promote more interactive and student-centered learning approaches. School management must encourage teachers to engage in various seminars, workshops and short courses to improve knowledge and skills in the teaching and learning process. Teachers can make

more methods dynamics and engaging learning environment for students when there is continuously update of their skills and knowledge. In addition, school management should provide support and resources for teachers to attend these training opportunities because they benefit both teachers, students and the overall success of the school.

Teachers' Ability to Build Positive Relationships

Regarding building positive relationships with students, 44.1% of the students strongly agreed that their teachers have improved in this area, while 31.2 percent agreed. This brings the total positive response to 75.3%. Apart from that 14% of students were neutral, 4.3% disagreed, and 6.5% strongly disagreed. The data shows that the majority of students feel their teachers are working to establish strong relationships with them but a small percentage of students do not see this improvement. This finding lines with Otunga (2016) who conducted a study in Kenya on the impact of teachers' effectiveness on students learning in African secondary schools and found that teachers who had got training in teaching methods and pedagogy were effective in engaging students and promoting learning outcomes in Kenya's public secondary schools. This study suggests that well-trained teachers are better equipped to deliver quality education and build positive relationships with their students.

The findings suggest that teachers are making efforts to build positive relationships with the students, but still, it is not the way it should be. It is also worth noting that these relationships can work effectively depending on the needs and situations of the students. Building proper relations with students is a process that needs more effort and attention during school. Teachers must always push to learn how to teach, influence, and care for the students in order to improve the students' educational and personal lives.

Table 4.2 Teachers Responses on Impact of In-Service on Teachers Training on Teaching Effectiveness

Teachers in service on training	SD F %	D F %	N F %	A F %	SA F %
You are confident in implementing new teaching methods	1(1.7)	-	30(53.3)	23(38.3)	4(6.7) 2
The knowledge and skills acquired during teachers' training positively influence students' learning outcomes	-	-	8(13.3)	27(45.0)	25(41.7)
Teacher's training improves teacher's classroom management skills	-	3 (5.0)	1(1.7)	31(51.7)	25(41.7)

Key: SD- Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA-Strongly Agree

Source: Researcher (2024)

Confidence in Implementing New Teaching Methods

In Table 4.5 when teachers were asked about their confidence in implementing new teaching methods learned during in-service training, 38.3% of teachers agreed, and 6.7% strongly agreed, bringing the total positive response to 45%. However, 53.3% of teachers were neutral, indicating some uncertainty about their confidence. Only 1.7% strongly disagreed, and none disagreed. These responses imply that, even though many teachers seem to be confident in embracing new teaching approaches, most of them apply the methods uncertainly.

The quantitative data shows that 48% of the teachers indicated that they feel confident to apply the new method thus making the training to be effective for the desired number of teachers. The high percentage of neutral responses means that the teachers are still not ready to adopt new forms of practice into their teaching. This can be attributed to several reasons, for example, there is inadequate follow-up support, there is limited application of new techniques and skills during the training process, or new techniques are too complicated to be implemented. The use of the term 'some of the time' may indicate that teachers have acquired theoretical knowledge, but they are hesitant about its applicability which brings the need for subsequent sessions, mentorship, or peer learning when teachers can apply the new pedagogy in an actual classroom. The high number of subjects receiving neutral responses suggests that there is a need to guarantee that teachers feel competent enough to implement what they are taught in in-service training. Thus, more hands-on training, observation by peers and other students, and feedback options shall be embraced by teachers. Some of the difficulties which may emanate from insufficient confidence in implementation can be a reduction in the effectiveness of these new methods in enhancing students' learning outcomes, thereby compromising the value of in-service training initiatives.

Influence of Training on Students' Learning Outcomes

Under this statement, table 4.5 shows teachers overwhelmingly believe that the knowledge and skills acquired during in-service training positively influence students' learning outcomes. 45% of teachers agreed, and 41.7% strongly agreed, making a total of 86.7% positive responses. On the other side, a smaller portion 13.3% were neutral, and no teachers disagreed or strongly disagreed. This shows that teachers recognize

a strong connection between their training and improved student performance. In order to get more information on this, the researcher conducted an interview with the District Education Officer and the response is as quoted below:

The programmes which we offer to teachers' in-service are still intended to help the teachers acquire methods that will enable them to improve students' interest and achievement. Thus, there is a positive shift in students' performance particularly in the subjects where the trainers have implemented new strategies acquired during the capacity building. This demonstrates how these programs are of value in addressing the gap between knowledge transfer and students' performance.

This indicates that professional development designed well has a positive and research-based impact on students. The results bring out the inference that further investment in teacher training will pay off by enhancing the already improving quality of education. Theoretically, this study corroborates Henri Fayol's Administrative Management Theory in the aspect of "unity of direction" and "division of work." In-service training as professional development encourages teachers to act in unison to accomplish a singular goal, which is the enhancement of students' performance. The findings imply that teachers appreciate continuous training and professional development which in turn enhances motivation and job satisfaction. New knowledge and skills acquired by teachers foster confidence within them; this consequently translates to a favourable student environment. Teachers who are motivated to prepare for class delivery may play a central role in the success of their students through a positive feedback loop that is fostered by the interconnection between the motivation of teachers and the academic achievements of their students.

Improvement in Classroom Management Skills

Again, the finding in Table 4.5 shows a large percentage of teachers acknowledged that in-service training has improved their classroom management skills. 51.7% agreed, and 41.7 percent strongly agreed that the training had enhanced their ability to manage their classrooms effectively. This gives a total of 93.4% positive responses. On the other side, a small portion, 5%, disagreed, while 1.7 percent were neutral, suggesting that only a few teachers did not feel the same improvement in their classroom management. In addition to that, the researcher interviewed the Head of

School C, and the response is as quoted below:

In my school, there is a significant shift in how our teachers manage their classrooms after attending in-service training. I have observed better control over their classrooms, the use of more structured routines, and the ability to handle disruptive behaviour effectively than how it was before. One teacher who attended this training said that they learned techniques for engaging students from the start of the lesson, which has significantly reduced classroom disturbances.

The findings indicate that professional development has provided teachers with tools to manage student behaviour in a good way, maintain order, and foster a positive learning environment. Effective classroom management is fundamental for a conducive learning environment, and improvements in this area will lead to better student engagement and positive learning outcomes.

The finding of this study corresponds with those of Dupont et al. (2017) in France on the impact of a professional development program for teachers in public secondary schools and found that teachers who get training programs show greater effectiveness in the classroom, leading to improved student engagement and academic achievement. Similarly, Martin (2018) found that teachers who received mentorship exhibited higher levels of teaching effectiveness as evidenced by increased student learning outcomes and a positive classroom climate. These studies provide strong evidence for the importance of continuous professional development for teachers in enhancing their effectiveness in the classroom.

The finding, therefore, indicates that in-service training is a very effective tool in enhancing teachers' classroom management skills. Not only does effective management decrease disruptive behaviour but also it increases the amount of time spent on instruction and overall student interest. However, there are small percent of teachers who did not have the same experience of perceived improvement. This has underlined a need to offer further support or have more individual sessions to address the extra problems they may encounter.

CONCLUSION

The study concludes that; in-service teacher training is very important in enhancing teaching effectiveness in public secondary schools. The respondents recognized

the benefits of such training for the usage of multiple teaching strategies, the management of student behaviour, and the interactions between teachers and students while using a variety of teaching methods, though they experience a certain level of uncertainty towards the application of such methods consistently this marked the areas for improvement.

RECOMMENDATIONS

Teacher training should never cease but should instead be focused on making sure that teachers are equipped with strategies and methods for implementing the newly taught methods in practice. There is also a need to prepare follow-up programs that would assist teachers in becoming assertive and applying the techniques learnt appropriately.

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