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RESEARCH ARTICLE

# The Role of Teachers' In-Service Training Programs in Enhancing Students' Competence-Based Learning Outcomes in Public Secondary Schools: A Case Study of Geita District, Geita-Tanzania

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***Author's Contributions***

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## ABSTRACT

This paper intended to examine the role of teachers' in-service training programs in enhancing students' competence-based learning outcomes in public secondary schools in Geita district, Geita region in Tanzania. This study used Maslow's Theory of Human Motivation which was developed by Abraham Maslow in 1943. The study employed a mixed-methods and explanatory sequential design, Moreover, the study used sample of 105 respondents who were selected through both probability and non-probability sampling techniques. Data was collected using questionnaire and interview. Furthermore, reliability coefficient through Cronbach's Alpha was 0.733. Quantitative data were analyzed using SPSS (version 26), while qualitative data were analyzed thematically. The findings illustrated that most teachers have participated in in-service training, which has positively influenced their use of competence-based teaching strategies, particularly in enhancing student engagement and motivation. However, challenges such as infrequent training, lack of practical alignment with classroom needs, limited assessment skills, and insufficient follow-up support were evident. The study concluded that while in-service training significantly contributes to the implementation of competence-based learning, its impact is constrained without continuous support, relevance, and practical application. It was recommended that a structured and ongoing professional development system be established, including regular follow-ups, coaching, and classroom-based support. Training should also be contextually relevant, practically oriented, and equitably accessible to ensure effective implementation of competence-based education across schools.

**Keywords:** Teachers' In-service training programs; competence-based learning; students' outcomes

## INTRODUCTION

Teachers are central to the educational development and play a pivotal role in shaping student learning outcomes. Their professional growth enhances pedagogical practices, broadens their capabilities, and increases their ability to meet evolving demands in the classrooms. To support this, stakeholders and communities need to understand teachers' needs, changing nature of school leadership roles, and the importance of teachers' capacity building (Mbuli & Zhang, 2020). Globally, education systems are increasingly diverging from rote memorization and content-centered curricula to competence-based models (Kimario & Otieno, 2022). These models focus not only on what students know, but also on what they can do with their knowledge. They emphasize the development of key competences such as problem solving, critical thinking, communication, collaboration, and application of knowledge to real-world issues (Tumuheise et al., 2023).

The evolution of in-service training programs has a rich history that dates back to the 19th century when normal schools were established in Europe and North America to provide ongoing training for teachers (Pacheco, 2019). In the mid-20th century, countries began organizing workshops and seminars to update teachers' knowledge and skills, particularly during times of educational reform. Post-World War II, in-service training expanded globally as governments and international organizations aimed to enhance education quality and address teacher shortages. Starting from the 1980s, the focus shifted towards continuous professional development (CPD), emphasizing classroom practice, collaboration, and lifelong learning (Amemasor, 2025). Today, in-service training integrates school-based mentoring, peer learning, and digital platforms, reflecting a global trend towards practical and sustainable approaches to teacher professional development.

In Finland, widely regarded as a model for progressive education, in-service training is embedded in school culture, where teachers are continuously supported to implement inquiry-based and student-driven learning core elements of a competence-based curriculum (Lavonen, 2018; European Agency for Special Needs and Inclusive Education, 2025). In Canada, provinces like Ontario have integrated competency-based learning goals into curricula, with regular in-service training sessions offered through school boards to help teachers align instruction with 21st-century skills (Diaz et al., 2022). In Singapore, the Ministry of Education runs the Teacher Growth Model, a structured professional development framework ensuring that in-service teachers continuously update their pedagogical practices to foster competencies such as innovation, digital literacy, and collaborative problem-solving (Rajandiran, 2020). This highlight how structured and ongoing in-service training is central to successfully implementing competence-based curricula. As a researcher, I find that embedding professional development within the education system is essential for equipping teachers to facilitate real-world, student-centered learning.

Furthermore, countries in African continent are both experiencing possibilities and challenges in terms of implementing competence-based education through in-service teacher training (Ogegbo et al., 2020). In Ghana, criticism is that applicants' curricula for teacher training courses are sometimes dated, professional development events happen infrequently, and in-service training is not always competency-related (Gabriel-Wettey et al., 2025). Moreover, Nigeria has grappled with under-resourced training programs, local disparities in teacher quality, and difficulty in transitioning from teacher-centered to learner-centered methods in the majority of schools (Suwa & Lozano, 2022). In Rwanda, despite high motivation and multiple programs, scaling up mentoring remains difficult, reaching all areas, and investing in infrastructure and regular follow-up so that in-service training leads to long-term changes in classroom practice (Simpeze et al., 2022). In Kenya, subsequent to the introduction of the CBC (Competency Based Curriculum), teacher training programs have been implemented, yet teachers persist in citing insufficient support, lack of clarity regarding expectations, high pupil numbers, and low grades teaching materials (Wanyama, 2025).

In Tanzania, the country has adopted competence-based curriculum reforms, requiring teachers to shift towards student-centered learning (Kasuga & Kalolo, 2025). However, studies indicate that many teachers struggle to meet the demands of the new curriculum, particularly in learner-centered and assessment for learning approaches. There is a lack of in-service training tailored for competence-based curriculum implementation, along with challenges such as inadequate learning materials, large class sizes, inconsistent teaching methods, and limited follow-up support after initial training (Assey & Babyegeya, 2022). Disaggregated data for science and mathematics subjects reveal that many teachers have not received training in competency-based pedagogies and still rely on content-based instruction. Research suggests that teachers lack the necessary understanding, preparation, and resources to fully implement competence-based learning, resulting in partial or superficial implementation (Mokoro, 2020).

In Geita District, the situation reflects the national scenario but with unique local characteristics. Evidence indicates that in-service training programs are not consistently planned across all schools or subjects due to budget constraints, often relying on donor or project funding. Teachers report that workshops or seminars lack follow-up mentorship or classroom support, limiting their effectiveness. Local challenges such as teacher shortages, high class sizes, inadequate infrastructure, and limited learning materials further hinder the translation of in-service training into improved student learning outcomes (Lyamtane & Mosha, 2024). There is a significant gap between competence-based learning

and its implementation in Geita, highlighting the need to enhance the scope, design, consistency, and follow-up of in-service training to ensure students acquire the expected competencies. This study aims to assess the impact of teachers' in-service training programs on students' competence-based learning outcomes in public secondary schools in Geita District.

## REVIEW OF LITERATURE

### Theoretical Review

Abraham Maslow's Theory of Human Motivation, introduced in 1943, explains that human behavior is driven by the need to fulfill a hierarchy of needs, starting from basic physiological necessities to self-actualization (Maslow, 1954). The theory assumes that individuals must first satisfy lower-level needs such as food, safety, and belonging before pursuing higher-level goals like esteem and personal growth (Trivedi & Mehta, 2019). One of the strengths of the theory is its clear, practical framework for understanding motivation, particularly in professional settings such as education, where fulfilling teachers' higher-order needs can enhance their performance (Mawere et al., 2016). In relation to this study on the role of teachers' in-service training programs in enhancing students' competence-based learning outcomes, the theory is especially relevant. It suggests that once teachers' basic needs (e.g., job security and fair compensation) are met, they become more motivated to engage in capacity-building initiatives like in-service training, which fulfill their esteem and self-actualization needs (Maslow, 1954; McLeod, 2024). These programs enhance teachers' competence, confidence, and sense of professional growth, ultimately leading to more effective implementation of competence-based learning and improved student outcomes.

### Empirical Literature Review

#### Role of Teachers' In-Service Training Programs in Enhancing Students' Competence-Based Learning Outcomes

Several body of empirical literature reviews have demonstrated the positive impact of in-service teacher training on student academic outcomes. In the USA, Markey et al. (2022) conducted a mixed-methods study in Oregon high schools and found that ongoing professional development for teachers led to improved student engagement and performance on standardized tests. The study emphasized that well-structured training programs enhanced teachers' pedagogical skills, directly benefiting learners. Similarly, in Pakistan, Hafeez (2021) used a pre-test and post-test approach to assess various teaching strategies introduced through training. While all methods improved performance, the demonstration approach was the most effective in boosting student interest and achievement. The study recommended refining instructional techniques through teacher training to promote student-centered learning, though it noted limitations in addressing external influences like prior knowledge.

In South Africa, Ngubane (2024) used a desk review method to explore how teacher training programs influenced the quality of education, particularly in science and mathematics. The findings indicated that while training significantly improved student outcomes, regional disparities in training quality limited national effectiveness. The study recommended curriculum localization and national policy reforms to ensure equitable access to high-quality teacher education. However, it acknowledged the lack of direct engagement with educators as a limitation and suggested integrating fieldwork methods such as interviews for deeper insight. Similarly, in Nigeria, John and Aliyu (2024) employed a quantitative design to assess the role of teacher training in improving learning outcomes. Their findings confirmed that qualified teachers significantly contribute to academic success, emphasizing the importance of program standardization and industry collaboration. Although strong in statistical analysis, the study lacked qualitative depth, which could have provided greater context to teachers' experiences.

Regionally, in Kenya, Maluha (2024) conducted a mixed-methods study in Vihiga County to examine the implementation of the Competency-Based Curriculum (CBC) in relation to teachers' in-service training. The study found a significant correlation between ongoing training and effective curriculum application. It stressed the importance of sufficient teaching resources and targeted government support in ensuring successful CBC delivery. However, the study did not directly measure how training affected learners' competence development, limiting its conclusions about student learning outcomes. This highlights a research gap, which the present study seeks to address by focusing specifically on how teachers' capacity-building efforts such as training, mentorship, and collaboration affect students' competence-based learning outcomes in Tanzanian public secondary schools.

In Tanzania, Alilah and Barong (2024) examined the

influence of teacher training on the performance of secondary school teachers in the Mwanza Region using a descriptive survey design. Their findings revealed that while pre-service training contributed positively to classroom attendance and syllabus coverage, in-service training was more effective in enhancing overall academic performance. Interestingly, teaching experience was found to negatively affect performance in these areas. The study concluded that a balanced approach combining in-service training with experience could improve educational outcomes. However, reliance solely on questionnaires limited the depth of understanding. To address this, the current study incorporates interviews to explore how experience interacts with ongoing professional development, aiming to uncover strategies for maximizing both teacher effectiveness and student competence-based learning outcomes.

## METHODOLOGY

The study adopted a mixed research approach, integrating quantitative and qualitative methods to ensure comprehensive data collection and analysis (Creswell & Creswell, 2023). An explanatory sequential design guided the research, beginning with the collection of quantitative data, followed by qualitative data to provide deeper insights. The research was conducted in Geita District, targeting a population of 1,416 participants, including 1 District Education Officer (DEO), 37 Ward Education Officers (WEOs), 74 school heads, and 1,314 public secondary school teachers (URT, 2024). A sample size of 105 respondents was selected: 93 teachers, 7 school heads, 4 WEOs, and 1 DEO, determined using Yamane's (1967) formula and proportional allocation techniques. Sampling involved both probability and non-probability procedures, using simple random sampling for selecting schools and teachers, convenience sampling for accessible teachers, and purposive sampling for key informants (DEO, WEOs, and school heads).

Data were collected using questionnaires for teachers and semi-structured interviews for educational officers and school heads. Validity was ensured through expert review (content validity), and reliability was tested using the test-retest method, improving the coefficient from 0.65 to 0.70, which falls within the acceptable range (Tavakol & Dennick, 2011). Additionally, Cronbach's Alpha for the teachers' questionnaire was 0.733, confirming internal consistency. Data analysis employed SPSS version 26 for quantitative data using descriptive statistics (frequencies, percentages, tables), while thematic analysis was used for qualitative data. Ethical considerations were strictly observed, including obtaining permission from relevant authorities, securing informed consent, maintaining confidentiality, ensuring voluntary participation, and adhering to academic honesty through proper referencing using APA 7th edition.

## RESULTS AND DISCUSSIONS

### Role of Teachers' In-Service Training Programs on Students' Competence-Based Learning Outcomes

The study aimed to assess the role of teachers' in-service training programs on students' competence-based learning outcomes in public secondary schools. The data was collected by using an open-ended question, multiple choice and 5-point Likert scale, including strongly disagree, disagree, neutral, agree and strongly agree. Furthermore, respondents were requested to rate the statements in the Likert scale based on teachers' in-service training programs on students' competence-based learning outcomes. The data based on this study were analyzed using frequencies and percentages generated for each item and narration from open question answers. The researcher collected data from teachers who were given questionnaires. The interview guide question was conducted with the head of schools, WEOs and DEO.

### Attendance of In-Service Training

Teachers were supposed to show if they had attended any in-service training program related to the teaching and learning process. Their responses are presented in Figure 1.

Figure 2 details the frequency of in-service training attendance among the surveyed teachers. It reveals that the largest group of teachers, about 51 out of 93 respondents (54.80%), have attended in-service training once. A smaller but significant portion, 22 (23.7%), attended 2-3 times. Only a small minority, 6 (6.5%), have attended More than three times. Besides 14 of the respondents (15%) reported never attending in-service training. The implication of this data is that although many teachers have been to some form of training, attendance is not very frequent, and many teachers have only attended once. This could manifest in the training offered not being ongoing or easily accessible, causing staff to have uneven levels of up-to-date skills and knowledge. The recurring 15.1 percent deficit in training is an issue of concern, as it indicates some of the staff could be working on

outdated information or without the necessary new pedagogical techniques, which could impact student learning and overall school effectiveness. Therefore, Mugarura et al. (2022) argued that to adequately educate, teachers need access to ongoing professional development. The professional development facilitates teachers to upgrade their education through seminars, workshops, and courses. Similarly, the interviewee added that:

> Ensuring our teachers receive consistent and updated training is a top priority for improving education in all our schools. While many teachers attend training sessions, the challenge lies in the lack of ongoing and in-depth skill development. To address this, my team and I are working on implementing regular and diverse professional development programs. We conduct frequent needs assessments, involve education experts in planning, and collaborate with NGOs to offer continuous, hands-on training focused on a competency-based approach. We aim to empower educators to continuously enhance their skills and create a dynamic learning environment that fosters student success district-wide. (Interviewee D, June, 2025)

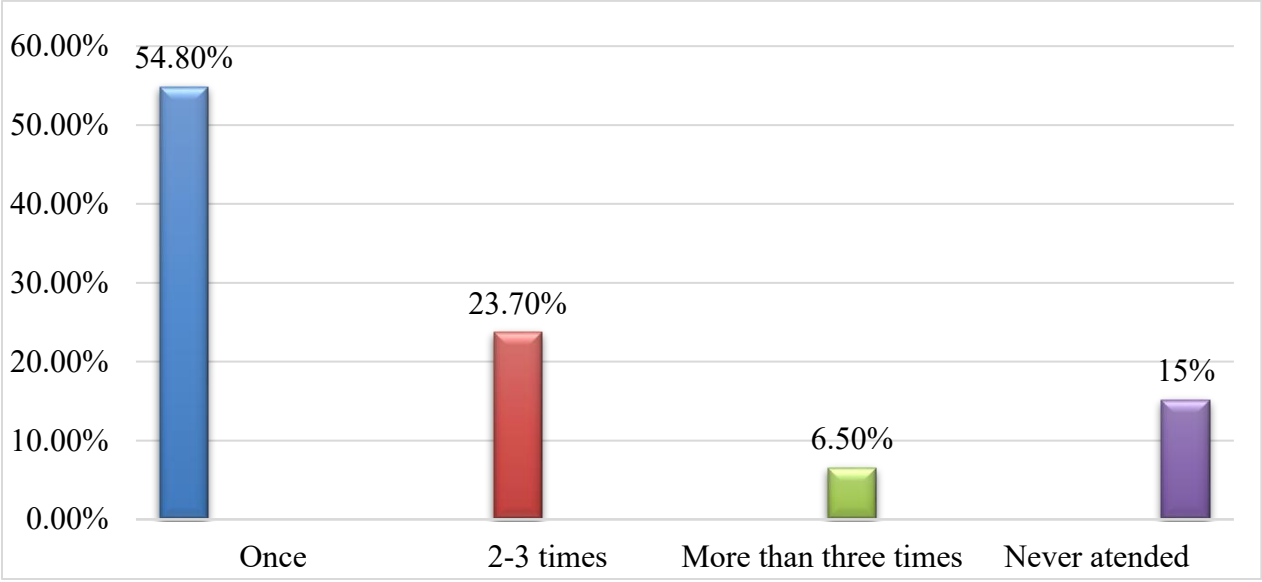



Figure 1. Teachers' responses on frequency of in-service training attendance
Source: Field Data (2025)

This underscores a practical awareness of the teacher professional development within the district. The implication is that the interviewee sees in-service training as not an isolated event but a continuous process vital for educational improvement. Their commitment to pushing to create more regular, varied programs suggests a strategic shift from merely offering training to ensuring its consistent delivery and comprehensive impact. This aims to directly address gaps in teacher skills and ultimately elevate the quality of education provided to students across the district. This perspective reflects the theory of human motivation (1943), particularly the need for growth and self-fulfillment through continuous learning. By promoting regular and varied in-service training, the DEO supports teachers' progression for self-actualization, feeling competent, valued, and motivated to improve their teaching and contribute meaningfully to student success.

**Role of Teachers' In-Service Training Programs on Students' Competence-Based Learning Outcomes**

Teachers were provided with Likert scale statements concerning teachers' in-service training programs on students' competence-based learning outcomes in public secondary schools. Their responses are presented in Table 1.

In-service training helps teachers apply competence-based learning strategies.

According to the data, 34 (36.6%) agreed and 45 (48.4%) strongly agreed that in-service training helps them apply competence-based learning strategies. Only 1 (1.1%) disagreed, and 13 (14%) were neutral. This means that most respondents believe the training has been useful in changing how they teach. Moreover,

one of the interviewees commended that:

> After attending in-service training programs, I have seen real change in how my teachers handle lessons. About 80 percent now use group work, real-life examples, and more interactive methods. These are all part of competence-based teaching. It's encouraging to see students getting more involved (Interviewee SB, June 2025)

This shows that when teachers understand and apply competence-based strategies, students become more engaged and better prepared for real-life tasks. This leads to stronger learning outcomes in public secondary schools and helps meet national curriculum goals. This finding aligns with Hafeez (2021), who noted that the demonstration approach led to the highest levels of academic progress and student engagement, while the traditional lecture method was the least effective. Hafeez recommended that teacher training programs emphasize improving instructional strategies, especially practical and student-centered methods like demonstrations, to boost engagement and academic success.

Table 1. Teachers' responses to teachers' in-service training programs on students' competence-based learning outcomes in public secondary schools

| Statement | SD | | D | | N | | A | | SA | |
|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | F | % | F | % |
| The in-service training programs help to apply competence-based learning strategies. | - | - | 1 | 1.1 | 13 | 14 | 34 | 36.6 | 45 | 48.4 |
| The training sessions I have participated in provided me with practical skills | - | - | 33 | 35.5 | 18 | 19.4 | 23 | 24.7 | 19 | 20.4 |
| Frequent in-service training has not improved my ability to assess students' learning outcomes. | - | - | 31 | 33.3 | 17 | 18.3 | 28 | 30.1 | 17 | 18.3 |
| The content covered in in-service training sessions often does not align with the practical demands of the competence-based curriculum. | - | - | 31 | 33.3 | 16 | 17.2 | 31 | 33.3 | 15 | 16.1 |
| My students tend to be more engaged and perform better when I apply teaching strategies | 2 | 2.2 | 28 | 30.1 | 16 | 17.2 | 30 | 32.3 | 17 | 18.3 |
| Ongoing support and follow-up after in-service training are important in helping me successfully implement competence-based learning. | - | - | 30 | 32.3 | 18 | 19.4 | 29 | 31.2 | 16 | 17.2 |

Key: SD-Strongly Disagree, D-Disagree, N-Neutral, A-Agree, SA- Strongly Agree
Source: Field Data (2025)

**Training Sessions and Practical Skills for Critical Thinking**

Concerning training sessions and practical skills for critical thinking, 23(24.7%) agreed, and 19(20.4%) strongly agreed that training helped them gain practical skills to improve students' critical thinking and problem-solving. However, about 33(35.5%) disagreed, and 18(19.4%) remained neutral. The findings highlight that training on the critical skills had limited effectiveness, as less than half of the teachers acknowledged its positive impact, while more than a third felt it was not helpful.

Also, one of the interviewees claimed that:

> Many teachers say the training talks about creativity and thinking skills, but does not show exactly how to teach them. Around 30 teachers in my school struggled to turn the ideas into real classroom activities. They need more examples and classroom-based guidance (Interviewee SC, June 2025)

Therefore, without practical teaching methods, students miss key skills like problem-solving, which weakens their overall competence development. Training programs should focus on providing real, usable

strategies that help students think critically and apply knowledge effectively in public secondary schools. This aligns with the findings of Alilah and Barong (2024), who reported that pre-service training positively influenced teachers' academic performance, particularly in improving classroom attendance and syllabus coverage. However, they also found that while in-service training enhanced academic achievement, teaching experience alone negatively affected performance, suggesting that ongoing, practical training is more impactful than experience without professional development.

**Effectiveness Of Training in Improving the Assessment of Competence**

The results displayed that 28(30.1%) agreed and 17(18.3%) strongly agreed that training had not significantly improved their ability to assess students' competence-based outcomes. Also, 31(33.3%) were neutral, and 17(18.3%) disagreed. This suggests that, although training was provided, its effectiveness in enhancing assessment skills is questionable and inconsistent. Likewise, the interviewee commented that:

> Assessment is where most teachers feel lost. About half of my staff do not know how to judge whether a student is competent. They need more support on tools like rubrics and assessing skills, not just knowledge. Otherwise, we are just guessing (Interviewee SA, June 2025)

This implies that if teachers cannot assess students properly, learners will not receive meaningful feedback, negatively affecting their progress and development. In-service training must strengthen teachers' ability to clearly and accurately measure student competencies, especially in public secondary schools. This connects with Maluha (2024), who found a statistically significant positive correlation between teacher in-service training and the successful implementation of the competency-based curriculum. Maluha emphasized that for this to be effective, teaching and learning resources must also be sufficient, accessible, and well-distributed, highlighting the need for policymakers to prioritize teacher training and resource provision. Linking this to the theory of human motivation (1943), teachers need professional growth opportunities (a form of self-actualization) and access to essential resources (basic and safety needs) to feel competent and motivated. When these needs are met, teachers are better equipped to deliver quality assessments, ultimately enhancing student learning and outcomes.

**Alignment Between Training Content and Practical Classroom Needs**

From the table, 31(33.3%) disagreed, and 15(16.1%) strongly agreed that the training aligns with classroom needs. Another 31(33.3%) remained neutral, and only 16(17.2%) agreed. This suggests that many teachers are unsure about the relevance of the training to their classroom practice, with only a small group finding it beneficial. One interviewee mentioned that:

> We get reports from schools saying the training is too general. Teachers feel that what is being taught does not match their daily challenges, like managing large classes or a lack of materials. For example, a teacher was taught to use digital tools, but her school has no electricity (Interviewee W1, June 2025).

This demonstrated that training content does not match real classroom conditions, teachers cannot apply what they learn, and students miss out. Training must be designed based on real challenges in public secondary schools to improve teaching and learning outcomes. This also concurs with Maslow's theory of human motivation 1943, which emphasizes the importance of meeting basic and practical needs before higher-level growth. If teachers' basic needs, like appropriate resources and manageable class environments, are not met, they cannot fully benefit from training or reach their full professional potential. Tailoring training to real conditions helps teachers feel supported and motivated to apply new skills effectively.

**Impact Of Training on Student Engagement and Performance**

About 30(32.3%) agreed, and 17 (18.3%) strongly agreed that their students perform better when implementing teaching strategies learned from in-service training. However, 28(30.1%) disagreed, 16(17.2%) were neutral, and 2(2.2%) strongly disagreed. This suggests that training has a noticeable but varied impact on students. One interviewee expressed:

> Some teachers have managed to use what they learned, and they say students are asking more questions and participating more. But others did not see changes. I think the key difference is who gets follow-up help. Training is not enough without support after it ends (Interviewee SD, June 2025).

This citation suggests that some trainers are applying the knowledge gained from seminars and workshops.

They have observed that students are actively participating in discussions. The success of training largely depends on how well teachers can implement new skills. Effective implementation of these skills leads to increased student engagement and better learning outcomes. Continuous classroom support is crucial to ensure that training benefits all students in public secondary schools. This aligns with the findings of John and Aliyu (2024), who demonstrated that highly qualified educators have a significant impact on student achievement and education quality. According to the 1943 theory of human motivation, teachers require ongoing support and opportunities for growth to achieve self-actualization. Meeting their professional development needs and providing a sense of competence and support can motivate teachers to apply training effectively, ultimately enhancing student engagement and achievement.

**The Role of Follow-Up and Ongoing Support After Training**

The data indicate that 29 (31.2%) agreed and 16(17.2%) strongly agreed that ongoing support is crucial. In contrast, 30(32.3%) disagreed, and 18(19.4%) were neutral. This suggests that while some teachers value ongoing support, it is not consistently recognized. Additionally, one interviewee remarked that:

> We have realized that one-off training sessions are not enough. Teachers need follow-up visits, coaching, and refresher sessions. I have had teachers say they remember only a few things from a workshop unless someone checks in and helps them apply it in real lessons (Interviewee D, June 2024).

This implies that, teachers may struggle to apply what they have learned from in-service training without ongoing support, leading to a lack of improvement in teaching quality and student outcomes. Ngubane (2024) highlighted the importance of continuous support in enhancing student competence-based learning in public secondary schools. Improved teacher preparation programs have been shown to significantly boost student achievement, especially in science and mathematics. However, regional disparities in training quality can impact the overall effectiveness of these programs. To elevate educational standards, it is essential to standardize high-quality training nationwide and provide sustained support to teachers for the consistent implementation of acquired skills and strategies. This underscores the significance of post-training support in helping teachers effectively utilize their knowledge, ultimately resulting in long-term enhancements in teaching quality and student performance.

## CONCLUSION AND RECOMMENDATIONS

The study concluded that in-service training plays a critical role in improving teachers' ability to implement competence-based learning strategies in public secondary schools. A significant number of teachers acknowledged that such training has enhanced their instructional practices, particularly in fostering student-centered learning, engagement, and motivation. However, the findings also highlighted several challenges, including infrequent training attendance, limited alignment between training content and classroom realities, inadequate practical skill development especially in assessment and a lack of ongoing support after initial training. These gaps hinder the full realization of training benefits and compromise the quality of competence-based education. The integration of Maslow's theory of human motivation illustrates that without meeting both the basic and professional development needs of teachers, effective teaching and improved student outcomes remain limited. Therefore, while in-service training has potential, its effectiveness depends on sustained support, relevance to teachers' real-world challenges, and hands-on application of pedagogical strategies.

The study recommended that in order to strengthen the impact of in-service training on student competence-based learning outcomes, educational authorities should establish a structured, continuous professional development framework that includes regular follow-up, coaching, and mentoring. Training programs must be tailored to the practical realities of classroom environments, with a focus on actionable strategies such as effective assessment techniques, student-centered methods, and the use of low-cost, adaptable teaching tools. Additionally, training should involve needs assessments to ensure relevance and address gaps in teacher confidence and skills. Collaboration with NGOs, local education stakeholders, and digital platforms can help expand access and standardize training quality across regions. Ultimately, creating a system of continuous support and contextualized training will empower teachers to effectively deliver competence-based education, thereby enhancing student engagement, performance, and long-term learning outcomes.

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