Teachers Professional Development Needs and its’ Influences on Effective Teaching in Secondary Schools in Babati Town Council- Tanzania

By
Deogratias M. Ami
SAA/MEM/53237

Research Dissertation Submitted to the Faculty of Education in Partial Fulfillment of Requirements for the Degree of Master of Arts in Education Management of St. Augustine University of Tanzania.

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DECLARATION

This dissertation is my original work and has not been presented for an award of a degree or a diploma in any other university or institution.

Name: Deogratias M. Ami

Registration number: SAA/MEM 53237.

Signature_______________________

Date __________________________
SUPervisors Certification

This dissertation has been submitted for the examination with my approval as a University supervisor.

Name of the Supervisor : Dr. Omondi K. Otieno (PhD)

St. Augustine University of Tanzania

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DEDICATION

This research study is dedicated to my Lovely my mom Selina G. Gibere. The inspirations and support from my beloved wife Lidya A. Ambroce for her support that took me to this point. It is my prayer that this dedication will motivate my daughters Selina, Helena, Asumpta and my son Michael Jr. for their greater academic achievements.
ABSTRACT

The study focused on Teachers Professional development needs and its’ influences on effective teaching in secondary schools in Babati town council. The following objectives guided the study: to highlight teacher’s professional development needs for effective teaching in secondary schools, to identify the teachers’ professional development need challenges that hinders effective teaching in secondary schools and to find out the intervention measures on teachers’ professional development need challenges hindering effective teaching in secondary schools in Babati town council. The Study adapted Mixed Methods Research Approach and convergent parallel design was employed where both qualitative and quantitative data were collected simultaneously and analyzed separately. Ten schools were selected for this study. A total of 10 head teachers and one education officer were purposively sampled and 90 teachers were randomly sampled. The study employed questionnaire, interview guide and document analysis as the research instruments to collect data. The research instruments were validated by being presented to the supervisor at St. Augustine University. Quantitative data was analyzed using simple descriptive statistic in the SPSS version 20 and the results were presented in tables of frequency and percentages while Qualitative data were coded, categorized and analyzed into themes. The study findings indicated that first, majority of the respondents valued the teachers professional development needs as it influences effective teaching in secondary schools and improve students’ academic outcomes. Second, teachers’ professional development needs was not yet well invested in all levels right from school, District and to National level in order to bring effective teaching outcomes in secondary schools. Third, Teachers’ professional development programs were poorly coordinated and budgeted for. In addition, the findings indicated that, appropriate intervention measures on teachers’ professional development will contribute to enhance effective teaching in secondary schools. This study recommended that the government and other educational stakeholders to invest in teachers’ professional development by allocating enough funds in every district and school level that will facilitate continuous professional development training for secondary school teachers. This will enhance effective teaching that results into outstanding students’ academic performance. The following suggestions for further studies were made: a research should be conducted in other districts councils to find out the teachers’ professional development needs necessary for effective teaching in secondary schools. Further research should be conducted on teachers training policy to bring effective teaching in secondary schools.
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>CBE</td>
<td>Competence-Based Education</td>
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<td>CMS</td>
<td>Classroom Management Strategies</td>
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<td>CPD</td>
<td>Continuing Professional Development</td>
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<td>EO</td>
<td>Educational Officer</td>
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<td>ESDP</td>
<td>Education for Secondary Development Program</td>
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<td>GDP</td>
<td>Gross Domestic Product</td>
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<td>HM</td>
<td>Head Master/Mistress</td>
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<tr>
<td>ICT</td>
<td>Information and Communication Technology</td>
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<td>INSET</td>
<td>In Service Education Training</td>
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<td>ITE</td>
<td>Initial Teacher Education</td>
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<td>MoEC</td>
<td>Ministry of Education and Culture</td>
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<td>PCK</td>
<td>Pedagogical Content Knowledge</td>
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<tr>
<td>SACMEQ</td>
<td>Southern African Consortium for Monitoring Education Quality</td>
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<tr>
<td>SEDP</td>
<td>Secondary Education Development Program</td>
</tr>
<tr>
<td>TEDM</td>
<td>Teachers Education Development and Management</td>
</tr>
<tr>
<td>TEMP</td>
<td>Teacher Educational Management Plan</td>
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<td>TEO</td>
<td>Town Educational officer</td>
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<td>TPD</td>
<td>Teacher’s professional development</td>
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<td>TRC</td>
<td>Teachers Resource Centre’s</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural Organization</td>
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<tr>
<td>UPE</td>
<td>Universal primary education</td>
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<tr>
<td>URT</td>
<td>United Republic of Tanzania</td>
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CHAPTER ONE

INTRODUCTION

1.0. Introduction

The Chapter presents the background of the study, Significance of the study, Statement of the problem, Objectives of the study, Research questions, Scope and delimitation, Theoretical framework, Conceptual framework and Definitions of key terms

1.1. Background of the Study

Education is an engine of growth and key to development in every society, based on its quality and quantity. In order to make a significant contribution to economic growth and development, high quality education is required, (Almendarez, 2010). Teacher Professional Development is defined as a process of improving both the teacher’s academic standing, acquisition of greater competence and efficiency in discharging his/her professional obligations in and outside the classroom. This view seems to fit the Tanzanian context (Komba & Nkumbi, 2008).

Tanzanian government gained political independence in 1961. Since then, she has been committed to the clarion call for Universal Primary and secondary Education. Several researchers (Omari, 1995; Mosha, 2000; Levira & Mahenge, 1996; Mushashu, 2000; Osaki, 2000; Wort & Sumra, 2001) and Babyegeya, 2006 as cited by Meena, W.E (2009) asserted that teachers are not well prepared, leading to a deterioration of the quality of education in primary and secondary education. However, teacher education has the role of helping student teachers to develop their capability of engaging in expansive learning communities (Cheng, 2009).
The Ministry of Education has encouraged and supported massive upgrading of grade IIIC/B teachers’ under the program of The Teacher Professional Development (Komba & Nkumbi, 2008). Moreover Kwame Akyeampong, Pryor, Jo Westbrook and Lussier (2011), in their study of Teachers Preparations and continuing professional Development in Africa carried out in Sussex University, realized that teacher quality and confirmed the logical conclusion that poor quality of students’ learning correlates strongly with poor quality of teachers’ teaching.

Teacher Professional Development as argued by Rogan & Grayson (2004); Tecle (2006) is described as a process embracing all activities that enhance professional career growth in a formal and informal experiences throughout the teacher’s career. Furthermore, professional development is a process of enhancing the capacity of the teachers to be effective and efficient in their ability to accomplish the predetermined objectives of the school system said Amadi & Anaemeotu (2013).

In another study, Professional development is a critical element that can ensure successful school change and development takes place within school systems. Professional and school development overlap and the common link relates to ongoing continuous improvement on the part of teachers and administrators (Sywelem & Witte, 2013).

Kwaedza (2015) conducted a study in Zimbabwe about Planning to Teach: Interrogating the Link among the Curricula, the Syllabi, Schemes and Lesson Plans in the Teaching Process, employ field observation or experience method to collect data. A successful formal teaching and learning process requires proper selection and arrangement of the teaching items or materials. Selection and sequencing of learning content and methodologies thereof take place in the curriculum, syllabus, and scheme of work and lesson plan stages. The ability to utilize
successfully the professional development tools is the outcomes of well professional developed teacher who can bring the positive student academic performance.

Teacher professional development is a prominent feature in the educational landscapes of both developed and developing countries. Teacher development can be conceptualized as a mechanism for driving change in educational systems and/or as a strategy for empowering teachers to improve their professional knowledge and pedagogy (Masour, 2013).

Experience around the world in developing, industrialized, and information-based countries has shown that professional development is the key determining factor for improved student performance. However, in order to attain quality education, teachers must be committed to and continually engage in pursuing, upgrading, reviewing of their own professional learning and adopting continuous professional development argued Kamkam (2013) as quoted by Kweku Esia-Donkoh & Eric Ofosu-Dwamena, (2014).

Improving Student Learning by Supporting Quality Teaching is another study carried out by Swanson (2011) in USA focused on improving students learning institutions are likely to face several key decision points when refining investment strategies in the area of teaching quality and effectiveness. Identifying programs that specifically target educator training (pre service and in service, alike).

Soko (2014) Look on Professional Development Experiences among Teachers in Tanzania, done in ÅboAkademi Finland show how many teachers lack knowledge of the subject matter to teach and how to teach the subject matter successfully. Continuous teacher’s professional development will improve teachers teaching performance.
Usefulness of Media Resources in English Instruction: A Case of Adventist Secondary Schools is a study conducted by Ngussa (2012) in Tanzania involving students, English teachers and school administrators. The perceptions of different stakeholders’ vary on improvisation of teaching and learning resources. The variation is due to insufficient professional development training provided.

The current global socio-economic and technological context has placed education at the heart of Europe's strategy for sustainable competitiveness and development. Schools, however, face unprecedented challenges. Due to the alarming challenges, strategic framework for education and training (http://ec.europa.eu/eurydice). The Council identifies the quality of education and training as one of the four strategic objectives, stating that there is a need to ensure high quality teaching, to provide adequate initial teacher education, continuous professional development for teachers and trainers, and to make teaching an attractive career-choice’, (Eurydice Report, 2015).

It emerges from and meets the learning needs of participants as well as clearly focuses on improving student learning. Professional Development is a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement (Hirsh, 2009) as quoted by (Sutton, 2017).

Amadi, E.C et al said that the needs for professional development are obvious because; Survival of academic status-quo must be sought through developing a sophisticated academic workforce which can be applied to individual skills and knowledge. According to Avalos (2011) teacher professional learning is a complex process, which requires cognitive, emotional involvement of teachers individually and collectively.
Komba and Mwandanji (2015) investigate on Reflection and implementation of Competence based curriculum in Tanzania secondary schools. Most of the teachers have no understanding Competence based curriculum and it is implementation was in effective Komba further more urged that teachers understanding and ability to prepare competence based curriculum and not application of competence based curriculum. Professional development training for teachers on regular base will improve teaching skill as the curriculums do change too.

Teacher professional development can therefore be viewed as a professional renewal which energizes and strengthens the teacher’s commitment to the teaching career. However, most professional teacher development tends to concentrate on activities rather than on the conditions under which they occur, Opfer & Pedder (2011). Thus, Professional development should provide an important tactic for improving schools, increasing teacher quality, and improving student learning.

A number of Government efforts including ESDP (2001), TEMP (2001), and SEDP (1995) have identified teacher training as a priority and indicated steps that were required to provide for a well-educated, professional and skills teaching force. However, to date much of the required interventions have not taken place (MoEC 2005b).

1.2. Statement of a Problem

Tanzanian government has been struggling to educate its teachers so that effective teaching can be experienced in secondary schools. Teacher’s professional development is a dynamic area of constant change, due to globalization and transformation process prevailing in education. The renewal of instructional programs, advancements in educational technologies, expectations and
competitive environment in labor market from schools products requires the renewed professional development (Sağır, 2014).

HakiElimu (2014) reported that student academic performance at form four levels in National examinations has declined to an alarming rate. The report went further to note that in 2012 especially for most of the community secondary schools all over the country, the performance went down to 34.5 percent from 77.4 percent in year 2000 regardless of adequate staffing in many schools in the districts.

Recently, the form four National examinations results report from the past three; 2014 to 2016, in Babati town council, indicates that out of 822 candidates who sat for the national examination within the said years, only 180 (22%) passed the examinations by scoring division one to three. Those who obtained zero scores were 263 (32.8%) of the total candidates who sat the national examination in the year 2016.(Babati Town council Heads of School Offices, 2017). There could be many factors leading to the poor performance, namely poor working environment, student’s entry behavior, low salary, leadership challenges, in adequate teaching and learning materials. However, the current study aimed at focusing on Teachers’ Professional Development Needs as a factor for improving the academic performance in Babati district secondary schools. The study was set to identify the teachers’ professional development needs and to establish if such needs would influence effective teaching that would lead to the improvement of academic performance in the district.

1.3. General Objective of the Study

To assess the teachers Professional development needs and its’ influences on effective teaching in secondary schools.
1.3.1. Specific Objectives of the Study.

i. To highlight teacher’s professional development needs for effective teaching in secondary schools in Babati District.

ii. To identify the teachers’ professional development challenges hindering effective teaching in secondary schools.

iii. To find out the intervention measures on teachers’ professional development need challenges hindering effective teaching in secondary schools.

1.4. Research Questions

i. What are teachers professional development needs for effective teaching in secondary school?

ii. What are the challenges facing the teachers professional development for effective teaching in secondary schools?

iii. What intervention measures should be undertaken to enhance teacher’s professional development needs for effective teaching in secondary schools?

1.5. Significance of the Study

The findings of this study have potential to the Ministry of Education in order to intervene and identify the real teacher’s professional development needs. It is expected to improve the curriculum that brings the effectiveness in teaching and alleviate teaching learning process for students’ academic excellence. The findings of the study is a source of knowledge to policy makers, employers, educators and other educational stakeholders who are interested in the improvement of the quality of teachers. The study will be a source of reference to other researchers in educational management.
1.6. Scope and Delimitation

The current study focused on Teachers professional development needs and its’ influence effective teaching in secondary schools. The study involved all community secondary school teachers, Heads of school and Town Educational Officer from Babati town council.

1.7. Theoretical Frame Work

1.7.1. Human Capital Theory

Human capital theory focus on Labour supply and quality dimension encompassing human capital elements such as education, training, labour market information, mobility, and health.

The concept of human capital theory goes back at least to Adam Smith 1776, later on Jacob Mincer’s 1958 made it more popular after his Journal of Political Economy article “Investment in Human Capital and Personal Income Distribution” and Theodore Schultz in 1961 who demonstrates the importance of the concept of human capital in explaining various economic anomalies in his article in American Economic Association presidential address.

Human Capital Theory is a framework that examines the relationships between education, economic growth, and social well-being. It is an extension of the capital concept and posits that expenditures on education, job training, and health are capital investments that will yield economic and social returns at the individual and societal levels. Education and training are assumed to lead to greater productivity, which is ultimately translated into economic returns such as higher wages and increased GDP.

Human capital theory, workers make a variety of investments in their human capital (set of marketable skills). This perspective is important in understanding both investment incentives, and the structure of wages and earnings (Daron Acemoglu & Bilkent, 2013).
Ball and Forzani (2009) asserted that detailed professional training in teacher education centering on the characteristics of effective instructional practice could bring teacher preparation programs up to par with other professions that embrace demands for professional training. Once teachers are hired and placed, they enter a profession notorious for its sink or swim approach to new teacher development, indifferent to other profession like medics, newly employed took couples of year to be with the competent veteran before being allowed to carry the procedure independently.

Investing in improving the quality of teachers and teaching is a central feature of many current education reform efforts at all levels of the policymaking system, productivity theory and human capital theory in efforts to measure the returns on investments in improving teacher quality (Lee, 2013).

1.7.2. Relevance of Human Capital Theory in Education

Education is crucially important for many of the policy outcomes that citizens and politicians care about. At an individual level, your education affects your earnings, your employability, and your chance of succeeding in life having started in a disadvantaged neighborhood. It also affects your health, future family structure, intellectual fulfillment and other aspects of a good life. At a national level, a country’s stock of skills matters hugely for its prosperity and growth rate.

Teacher effectiveness is by far the most important thing that matters in school. The difference in outcomes for pupils taught by effective or ineffective teachers is huge. More research is needed to better define promising policy options, but the two possibilities are to raise average effectiveness by selecting better teachers by changing hiring, retention and contract structure; or
to raise the average by raising the effectiveness of each teacher through more focused initial 
teacher training and by development once in post (Burgess, 2015).

1.7.3 Strengths of Human Capital Theory

A major strength of Human Capital Theory is that it helps policymakers and researchers evaluate 
the relationships between education and training as inputs and economic and social benefits as 
outputs. This research offers policymakers a lens for evaluating the relative efficiency of public 
investments in programs that encourage more schooling.

Human Capital Theory can be used to answer questions about the optimal levels of 
individual/social investments in education, the kinds (for example, quality) of investments that 
are most productive, and when the investments are best made. It is also useful for answering 
questions about the costs and benefits for individual investments in education and the types of 
policy interventions that reduce individual costs associated with educational investments

1.7.4 Limitations of Human Capital Theory

Limitation of Human Capital Theory is that it assumes education increases productivity in the 
workplace, resulting in higher individual wages, but it provides little insight into the processes 
through which education and training are translated into higher wages. A related limitation is that 
upper-level applications of Human Capital Theory (for example, at the national or state levels) 
treat education as a relatively homogenous input argued Netcoh (2016). These applications 
assume that higher levels of educational attainment and quality will yield greater productivity 
and wages across the board. Such treatment of education is problematic because the process of 
human capital formation varies for individuals and groups. People learn differently, and a 
“quality” education in one context may prove ineffective in another. This replicates the teachers’ 
professional development challenges in secondary school.
1.8. Conceptual Frame Work
A Diagrammatic Presentation of Teachers Professional Development Needs Assessment

Figure 1.8. Conceptual Framework
The conceptual framework assessment above consists of an interrelated network of teachers' professional development needs which provides a starting point in identifying training needs of teachers that converts the identified needs into a teachers training programs. In this study, professional development training needs are all the activities which involve the teaching practices that help in the teaching career growth for Secondary schools teachers to bring effective teaching. The identified training needs are therefore based on the individual teacher’s level of professional qualification, their pre service training and in-service training.

Teachers’ professional development need assessment find out the extent to which the trained teachers’ have improved as a result of the training provided to some the secondary schools teachers. This is important in determining whether the training has worked and there is a significant change of attitude and teaching skills acquisition on the part of the trainees. Teachers’ professional development training needs assessment, therefore, provides a basis for gathering information which is useful in deciding on what kinds of professional development training needs will suit the secondary school teachers to bring effective teaching.

The Conceptual framework above explains both frame work and process that helps and ground the researchers work, (Ravith and Riggan, 2011). Moreover Roger Vaughan (2008) Conceptual framework provides the structure and content for the whole study based on literature and personal experience. Conceptual framework is a tool that can help researchers structure their theorizing and ideas that bring a sense of ‘coherence’ to the research (Leshem and Trafford 2007).
1.9. Definition of the Key Terms

**Teacher** is a person who has specific knowledge and skills over the subject matter and is teaching in Secondary school.

**Professional** is a skillful person, knowledgeable and competent over certain specific field of study. Professional person is expected to accountable and ethical on studied and qualified field.

**Teacher Professional Development** is defined as a process of improving both the teacher’s academic standing as well as –acquisition of greater competence and efficiency in discharging her/his professional obligations in and outside the classroom.

**Professionalism**-The high standard that you expect from a person who is well trained in particular career/job.

**Effective teaching** is the quality of giving instruction which has big impact or output on the achievement of the students.

**Secondary school** is the level of education provided to student after pre and primary education.
CHAPTER TWO
LITERATURE REVIEW

2.0. Introduction

This chapter presents the empirical literature review; Empirical study was from the related study in different areas that bring more understanding of the problem also highlights about the existed gap.

2.1. Empirical Literature

2.1.1. Teacher’s Professional Development Needs Essential for Effective Teaching

Badri, Jihad, Mohaidat, Yang, and Rashedi (2016), examined the perception of teachers’ professional development needs, impacts, and barriers in Abu Dhabi Saudi Arabia. The findings asserted that structure and type of professional development offered in schools can positively affect the degree of teachers’ performance in secondary schools.

In another study, Mitchel (2013) looked on Professional empowerment and student’s performance in United Kingdom. The study points out the efforts to shape teachers’ professional needs to focus on behavioral aspects of practice, while ignoring the phenomenological change. Evers (2016) in his study urged that a teacher to be successful need to be active in learning and be coherent part of other professional development activities.

Mohamed, Sywelem, and Witte (2013) investigated on Continuing Professional Development Perception of Elementary School Teachers in Saudi Arabia. The study revealed that teacher’s development can either play a critical role in meeting teacher’s needs and wants, or it can frustrate teachers and keep them from reaching their full potential. The findings also asserted that
teachers are hesitant about their consideration of the usefulness of Continuous Professional Development activities. The study recommended that the in-service training activities were necessary.

Steyn (2011) on a study about continuing professional development for teachers in South Africa highlights how teachers can play a key role in making a difference in the quality of education. Study finding revealed that it is clear that Professional Development is most effective when it is based on teachers’ needs and is a continuous process if provided in formal, systematically and under thorough follow up.

Kagoda and Ezati, (2014) investigates on Secondary School Teachers’ Perception of “Teacher Professional Development in Uganda. The study was qualitative in nature, the research instrument used was questionnaire and in-depth interview to collect data. The collected data were analyzed according to the themes and guided by the objective. The study findings reveal that most of the teachers perceive professional development as means for acquisition of knowledge and skills.

Innovation in the Classroom: Design Thinking for 21st Century learning is study conducted by KWEK (2011) in qualitative study aiming to explore how thinking as a new model of learning is used in classroom learning. The study findings is that mastery of academic core content still drives how design thinking is used to intersect with classroom learning. The study recommendations emphasized the need to promote 21st century skills and academic content knowledge as similarly important student outcomes, cultivation of a broader set of skills and dispositions beyond core content knowledge is critical, and they merit the investment of more time in the classroom.
Kate and Kleinhenz (2015) conducted a study in Australia on supporting teachers’ development: Literature review. The study findings were high-quality teacher has the capacity to significantly influence student learning. Quality control mechanisms to be in place to ensure the continuing high quality of teacher pre-service and continuing professional learning programs and establish measures to build the capacity of school leaders and classroom teachers to deliver high-quality teaching and learning.

Joseph (2013) asserted that ICT integration teaching in secondary school at Kisumu Kenya as determinant of effective teaching. The study found out that majority of science teachers is not well equipped with ICT skill and knowledge and how to use ICT in delivery of their lessons.

2.1.2. Challenges Hindering Effective Teaching in Secondary Schools

Liakopoulou (2011) examined about the Professional competence of teachers; which qualities, attitude, skills and knowledge contribute to teachers effectiveness in Greece. Study findings revealed that teachers personality and in depth subject knowledge are essential element of effective teaching. Gonong (2007) presents a study on international summit in England, addressing Teacher Professional Development Issues: Supporting Teacher Quality. The study employ survey to collect data about teacher’s quality on teacher Professional Development Framework based on Professional Standards for Teachers. Gonong recommend the following, Getting the right people to become teachers, Developing them into effective instructors and Ensuring that the system is able to deliver the best possible instruction for every child.

In a Related study, Cannon, Kitchel, & Duncan (2013), looked on the professional development needs of education teachers in USA. The study findings indicated that the provision of grant and funding opportunities help the sustainability of Professional Development programs.
Oliver (2007) carryout a study on Effective Classroom management: Teachers preparations and professional development in USA. The study employed observation method. However the study findings were improving the ability of teachers to effectively manage the classroom behavior requires a systematic approach to teachers’ preparations and ongoing professional development.

The recommendations of the study are to provide teachers candidates with the instructions approach for classroom management through course work. The study addresses the challenges facing the teachers’ candidates and new teachers in creating a positive classroom content.

Makonnen (2014), in a study the factors affecting teacher job performance in public secondary schools of west Hararche in Ethiopia. The research findings show that teachers’ had less participation in professional development.

Hakielimu (2014) relates Effectiveness in Teaching for Tanzania Primary and Secondary with students’ performance outcomes. The findings revealed that the student performance outcomes depends mainly on teachers factors both in quality and quantity. However the study used the sample of only 10 schools to represent thousands schools in the country hence insufficient result of the study. The researcher used both research approaches which is qualitative and quantitative and the instruments like questionnaire and interview guide in the sample of all secondary schools of Babati town council to bring consistent research outcomes.

Kitta and Fussy (2013), unveiled the bottle necks of preparing quality teachers in Tanzania that is affecting effective teaching of secondary school and student academic performance outcomes. The study employed content analysis techniques of research report, books and journal article. Findings of the study contended that students-teacher characteristics, teachers-educator characteristics and language of instructions undermine quality teacher preparations.
Recommendations from the study ask the government to raise the qualification for the candidates joining teaching career.

2.1.3. To Find Out The Teachers’ Professional Development Need Challenges Intervention Measures Hindering Effective Teaching in Secondary Schools.


Teacher Professional Development in Tanzania: Perceptions and Practices, Komba & Nkumbi (2008), is another study stressed on Continuous teachers training Program as the teachers’ professional development need challenges intervention measures hindering effective teaching in secondary schools. Study findings are Teacher Professional Development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals.

Obot (2016), in his study about the Influence of In-Service Training, Seminars and Workshops Attendance by Social Studies Teachers on Academic Performance of Students in Junior Secondary Schools In Cross River State. He focus on, it is in the light of this, the National Policy on Education stated that “Teachers education shall continue to be given major emphasis in all educational planning and development”

A study employ Ex-post facto research design was adopted for the study. Findings there exists a positive and small relationship between the frequency of teachers’ attendance at in-service training, seminars and workshops and students’ academic performance in social studies. It was
recommended that government should make it mandatory for all teachers in both primary and post primary to undergo professional training. As it is the case with other professions like law and medicine among others, the study was grounded on promote workshop seminar as teachers’ professional development need intervention measures on challenges hindering effective teaching in secondary schools.

The Role of Teachers’ Resource Centers in Teachers’ Professional Development and Enhancing Primary Education in Zanzibar was a study carried out by Mosha (2015). The study focused on the contribution of Teachers’ Resource Centres (TRCs) in enhancing teachers’ professional development. The study applied both quantitative and qualitative approaches. Interview schedules, questionnaires, observations, focus group discussion, and documentary reviews were used to collect data. The findings indicated that TRCs played a useful role in teachers’ professional development but encountered with shortage of resources to run teachers’ professional development program effectively and efficiently.

Mizell (2010) conducted a study on why professional development matters. The study focus on how many people may not be aware of their local school system’s methods for improving teaching and student learning. Professional development is the only strategy school systems have to strengthen educators’ performance levels. Professional development is also the only way educators can learn so that they are able to better their performance and raise student achievement. The study support rewards of professional developed teachers as teachers’ professional development need intervention measures on challenges hindering effective teaching in secondary schools.
The foregoing literature indicates that there is mismatch between government intentions stipulated in the Secondary Education Development Program (SEDP, 2010) of providing quality educations to all secondary school student’ by providing enough facilities, infrastructure and teachers in contrary to the existing realities in community secondary schools. The secondary schools are not effective as a number of students are claimed to finish secondary education with low competence (Komba & Nkumbi 2008).

URT (2007) The Teacher Education Development and Management Strategy- 2007/08 to 2010/11, the study employed extensive grey literature, consultations and site visit. The study finding is noticeable absence of a well-articulated philosophy and a vision to guide education sector policy formulation and planning in Tanzania. Strategy recommendations are to form a Teachers” Educators Professional Association, Teachers” Educators Professional Association formed by early 2009 and Regular reviews of professional needs of teacher educators (academic and pedagogical competencies) instituted by 2009.

This reciprocal relationship is creating a quality gap over the teachers professional development needs in secondary school. According to Sumra and Rajani (2006) many student complete secondary education without necessary skill in life. In fact many school were build and many teacher were trained from the colleges and universities but are not fully equipped by Teachers professional needs. The education teachers gained doesn’t prepare them to do what they are supposed to do.
CHAPTER THREE
METHODOLOGY

3.0. Introduction
This chapter presents the study research designs. The target population, sample size and sampling procedures. The research instruments employed are namely questionnaires, interview guide, and document analysis guide. The procedures of determining the validity and reliability of the instruments are discussed, also the data collection procedure and analysis as well as ethical considerations underpinning the study.

3.1. Research Design
According to Nicholson (2011), a research design is defined as a blue print or outline during the conduct of a study to have maximum control over factors which could influence the validity of the study as cited by Alberts (2014). The study employed convergent parallel design where both quantitative and qualitative are collected data, simultaneously analyzed both data set separately and compares the results of both analysis of data set and make interpretations as weather the results support or contradict each other.(Creswell, 2012).

3.1.1. Research Approach.
Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis and interpretation. The current study adapted Mixed Methods Research Approach, This is a procedure of collecting, analyzing and mixing both quantitative and qualitative data in a single study to understand the research problem, (Creswell & Plano, 2011).
3.2. Study Area

The researcher chooses Babati District as a study area due to the reasons that, the challenge of student’s poor academic performance is rampant regardless of high number of teachers. The National examination results for the past three year now indicates that the students are performing very poor.

3.3. Target Population.

This is a group of people whom researcher wants the research results to apply. (Samkange, 2009) argued that target population is the group of elements to which the researcher wants to make inference. The study involved 400 participants these are 389 community Secondary school teachers, 10 Heads of schools from community secondary schools and 1 TEO from Babati town council.

3.4. Sampling Procedures and Sample Size

Sample size of a survey most typically refers to the number of units that were chosen from which data were gathered said Jupp, (2006). The researcher used both probability and non probability sampling. The study Sample size was 101 respondents. Under probability sampling, the simple random selection was used to obtain 90 respondents of teachers from 10 Community secondary schools. Probability sampling mean that, sample has the same composition and characteristics as the universe. Non probability sampling means item in a population has possibility of being included in the sample being used Kothari, (2014). Through Non probability sampling 11 participants were purposively obtained according to their positions, that is 10 Heads of schools and TEO in Babati town Council of the Babati District.
3.5. Research Instruments

The researcher visited the sampled schools for prior arrangements with the school heads for interviews and data collection. Before administering the instruments, the researcher explained the purpose of the study. In this study questionnaire, in depth interview guide and Document analysis were used to collect both Qualitative and Quantitative data. The questionnaires used to collect quantitative data/ information from individual, public organization and even government, the researcher must ensure all respondents reply to the same set of question Kothari (2014, p 97).

In-depth interview guide is an open-ended, discovery-oriented method that is well suited for describing both program processes and outcomes from the perspective of the target audience or key stakeholder. The goal of the interview is to deeply explore the respondent's point of view, feelings and perspectives. [http://www.ivm.vu.nl/en/](http://www.ivm.vu.nl/en/). The use of documentary methods refers to the analysis of documents that contain information about the phenomenon we wish to study (Bailey 1994) as cited by Mogalakwe(2006).

3.6. Validity and Reliability of Research Instruments

Validity and reliability of research instruments that’s questionnaire and interview guide are appropriate measures of truth and accuracy of the tools to be used in quantitative and qualitative data to be collected.

3.6.1. Research Instruments Validity

Defined as the extent to which an instrument measures what it supposed to measure, Winterstein (2008). It is the capacity of an instrument to measure what it was designed to measure. For this study researcher submitted the instrument to the supervisor to check if the instruments are valid to collect the necessary data from the field. For this research study, the content validity was established. Content validity is a non-statistical type of validity. Content validity does the items
included in the measure adequately represents universe of questions that could have been asked (Weiner J, 2007).

### 3.6.2. Reliability of Research Instruments

In this study the researcher used test and re test reliability where by the researcher provide the research instruments to a group of respondent for more than one time in an exclusive group of the study to test and bring the expected results. Reliability means the ability of the instrument to give accurate and consistent result after repeated trials (Creswell, 2009). The complete questionnaire was marked and computed. After couple of two weeks the researcher gave the same questionnaire to the same respondents, again the completed questionnaire was computed. Thereafter, the researcher tested for the reliability of the instrument which was found at Cronbach Alpha value of \((r=0.6)\), indicating that the instruments was reliable.

### 3.7. Data Analysis Procedures

Descriptive statistics were used to analyze numeric data into table and frequency by the support of statistical package for social science (SPSS) version 20.0 to process the data. Descriptive statistics include the numbers, tables, charts, and graphs used to describe, organize, summarize, and present raw data (Garth and Hallam, 2008).

Qualitative data were analyzed through open coding categories; describing the themes and presenting the findings through narratives to bring a meaningful results, (Creswell, 2012). Qualitative data analysis was an ongoing and iterative process, implying that data collection processing, analysis and reporting are intertwined, and not necessarily a successive process in short, as (Gibbs 2007):vol. 6/ 1.
3.8. Ethical Considerations

In order to ensure the credibility of the study and minimize the fear and daughts of the respondents, a prior permission from the University and government is obtained. An introductory letter from the St. University explaining the details of the study was submitted to Regional administrative secretary office that introduce the researcher to district administrative secretary office who authorize the permission to carry out research work in the organizations of a particular district. The introductory letter was submitted to the school authorities and also provided to the respondents. The respondents were informed that research report will readily be available on their request when completed and their participation in the study is purely at their own will (Creswell, 2013).

Confidentiality of all respondents was assured; they were requested not to write their names or identifying their organizations where they are working on any instruments document, to avoid reporting the respondents’ personal background.

During the analysis participants names were coded as HM referring the head masters or head mistress, EO representing the Educational officer to hide their really characters. The study participants were informed that the information they provide was for the research purpose only and for the future educational policy improvement.
CHAPTER FOUR
DATA PRESENTATION

4.0. Introduction
This chapter presents Questionnaire return rate, Demographic information, study objectives, that’
is to highlights teacher’s professional development needs for effective teaching in secondary
schools, to identify the teacher professional development challenges that hinders effective
teaching in secondary schools and to find out the intervention measure undertaken towards
teacher’s professional development needs that will enhance effective teaching in Babati
secondary schools.

4.1. Questionnaire Return Rate
The number of community secondary school was ten (10) and all were involved in the study.
TEO from Babati town Council, 10 heads of school and 90 teachers from community secondary
schools took part in the study to make 100% questionnaire return rate.

4.2. Demographic Information of the Respondents
The introductory part describes the profile of the respondents involved in the data collection.
Tables provide illustrations of the data on the findings throughout the chapter. Age of the
respondents and teachers’ professional level of qualification are captured. Table 4.1 presents the
summary of distribution of the respondents as per their age and table: 4.2 provide the summary
distribution of the respondents as per their professional qualification.
Table 4.1 Summary of Distribution of Teachers per Their Ages (n=90)

<table>
<thead>
<tr>
<th>Respondents Age</th>
<th>Total f (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>26 year and below</td>
<td>6(7%)</td>
</tr>
<tr>
<td>27 year -35 years</td>
<td>69(77%)</td>
</tr>
<tr>
<td>36 years -46 years</td>
<td>10(11%)</td>
</tr>
<tr>
<td>47 years -55 years</td>
<td>4(4%)</td>
</tr>
<tr>
<td>55 years and above</td>
<td>1(1%)</td>
</tr>
<tr>
<td>Total</td>
<td>90(100%)</td>
</tr>
</tbody>
</table>

Table 4.1 shows the age of the respondent who participated in the study. The participants were asked their ages as an important administrative factor of employment for teachers.

The table: 4.2 provide the summary distribution of the respondents as per their professional qualification who took part in this research study. Basing on the findings, it implies that the participants for the current research study were of high level of education and thus, are expected to elucidate the information required from them.

Table 4.2 Summary of the Distribution of Teachers’ Professional Qualifications (n=100)

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Diploma</th>
<th>Degree</th>
<th>Masters</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers</td>
<td>22(24%)</td>
<td>64(71%)</td>
<td>4(5%)</td>
<td>90(100%)</td>
</tr>
<tr>
<td>Headmasters</td>
<td>6(66%)</td>
<td>3(33%)</td>
<td>1(1%)</td>
<td>10(10%)</td>
</tr>
</tbody>
</table>
4.3. Summary of Distribution of the Participants’ Years of Experience as School Teachers and Heads of Schools.

Table 4.3 presents the summary of distribution of the participants’ years of experience as school teachers and heads of schools in Babati town council. The indicated teachers’ years of experience were significant requirement in this study for professional development needs. The year of experience helped the researcher to know which group were majority in the study and the necessary professional development needs to be administered for each group.

<table>
<thead>
<tr>
<th>Experience Value</th>
<th>Headmasters f (%)</th>
<th>Teachers f (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 5</td>
<td>4(40%)</td>
<td>49(54%)</td>
</tr>
<tr>
<td>6-10 year</td>
<td>3(30 %)</td>
<td>24(27%)</td>
</tr>
<tr>
<td>Over ten year</td>
<td>3(30 %)</td>
<td>17(19 %)</td>
</tr>
<tr>
<td>Total</td>
<td>10(100 %)</td>
<td>90(100%)</td>
</tr>
</tbody>
</table>

4.4. Summary of Trained Teachers and Headmasters based on Professional Development

Table 4.4 shows the summary of respondents who participated in teachers’ professional development training after employment. The table illustrates the summary distribution of the teachers as per their training participation based on professional development. The statistical inference indicates group of who attend professional development training
Table 4.4: Summary of Distribution of Teachers Professional Development Training Attained. (n=100)

<table>
<thead>
<tr>
<th></th>
<th>Teachers</th>
<th>HM</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n=90 f(%)</td>
<td>n=10 f(%)</td>
<td>n=100 f(%)</td>
</tr>
<tr>
<td>Trained</td>
<td>36(39%)</td>
<td>08(80%)</td>
<td>44(44%)</td>
</tr>
<tr>
<td>Untrained</td>
<td>54(56%)</td>
<td>02(20%)</td>
<td>56(56%)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>90(100%)</td>
<td>10(100%)</td>
<td>100(100%)</td>
</tr>
</tbody>
</table>

KEY; HM - Headmaster

4.5. Teachers Professional Development Needs

In order to highlight teacher’s professional development needs for effective teaching in secondary schools, table 4.5 below captures the views of the respondents. The table expresses the teachers professional development needs findings from the secondary school teachers and heads of schools of Babati Town Council. These needs are identified in objective one of the study which will be discussed in the next chapter.
Table 4.5: Teachers’ Professional Development Needs (n=100)

<table>
<thead>
<tr>
<th>Teachers Professional Development Needs</th>
<th>TR n=90</th>
<th>HMR n=10</th>
<th>TOTAL n=100</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formal and informal training</td>
<td>73(81%)</td>
<td>6(60%)</td>
<td>79(79%)</td>
</tr>
<tr>
<td>Mentorship program</td>
<td>61(68%)</td>
<td>9(90%)</td>
<td>70(70%)</td>
</tr>
<tr>
<td>ICT skills</td>
<td>62(68%)</td>
<td>6(60%)</td>
<td>68(68%)</td>
</tr>
<tr>
<td>Departmental team work</td>
<td>63(69%)</td>
<td>7(70%)</td>
<td>70(70%)</td>
</tr>
<tr>
<td>Teachers appraisal</td>
<td>66(73%)</td>
<td>8(80%)</td>
<td>74(74%)</td>
</tr>
<tr>
<td>Teachers creativity and innovation</td>
<td>50(56%)</td>
<td>6(60%)</td>
<td>56(56%)</td>
</tr>
<tr>
<td>Discipline and Integrity</td>
<td>49(54%)</td>
<td>4(40%)</td>
<td>53(53%)</td>
</tr>
<tr>
<td>Teachers professional ethics</td>
<td>51(56%)</td>
<td>6(60%)</td>
<td>57(57%)</td>
</tr>
<tr>
<td>Classroom management ability</td>
<td>69(76%)</td>
<td>7(70%)</td>
<td>76(76%)</td>
</tr>
<tr>
<td>Teachers promotions</td>
<td>71(78%)</td>
<td>7(70%)</td>
<td>78(78%)</td>
</tr>
</tbody>
</table>

KEY: TR=Teachers Resources, HRM=Heads Masters/Mistress Responses

4.6. Teachers Professional Development Challenges

Table 4.6; hold the views of the respondent on professional development challenges faced by secondary school teachers’ in Babati town council that affects the effective teaching while in their working stations. The professional development challenges affect negatively the students’ academic performance. These identified professional development challenges found in objective two of the study which will further be discussed in next chapter.
Table 4.6 Teachers Professional Development Challenges (n=100)

<table>
<thead>
<tr>
<th>Teachers professional development</th>
<th>TR (n=90)</th>
<th>HMR (n=10)</th>
<th>TOTAL (n=100)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f (%)</td>
<td>f (%)</td>
<td>f (%)</td>
</tr>
<tr>
<td>Entry qualification</td>
<td>49(54%)</td>
<td>7(70%)</td>
<td>56(56%)</td>
</tr>
<tr>
<td>Teachers training approach</td>
<td>37(41%)</td>
<td>6(60%)</td>
<td>43(43%)</td>
</tr>
<tr>
<td>Lack of professional Development</td>
<td>45(50%)</td>
<td>6(60%)</td>
<td>51(51%)</td>
</tr>
<tr>
<td>Recruitment/employment approach</td>
<td>51(57%)</td>
<td>7(70%)</td>
<td>58(58%)</td>
</tr>
<tr>
<td>Teachers awareness</td>
<td>63(70%)</td>
<td>6(60%)</td>
<td>69(69%)</td>
</tr>
<tr>
<td>Inadequate training centre</td>
<td>56(62%)</td>
<td>8(80%)</td>
<td>64(64%)</td>
</tr>
<tr>
<td>Professional development trainers</td>
<td>54(58%)</td>
<td>5(50%)</td>
<td>59(59%)</td>
</tr>
<tr>
<td>Willingness of teachers</td>
<td>61(68%)</td>
<td>9(90%)</td>
<td>70(70%)</td>
</tr>
<tr>
<td>Time for professional development</td>
<td>57(63%)</td>
<td>8(80%)</td>
<td>65(65%)</td>
</tr>
<tr>
<td>Distance to the centre</td>
<td>66(73%)</td>
<td>6(60%)</td>
<td>72(72%)</td>
</tr>
<tr>
<td>Inadequate funds.</td>
<td>65(72%)</td>
<td>10(100%)</td>
<td>75(75%)</td>
</tr>
<tr>
<td>Minimum financial return</td>
<td>70(78%)</td>
<td>7(70%)</td>
<td>77(77%)</td>
</tr>
</tbody>
</table>

KEY TRV=Teachers responses, HMR=Head Masters/Mistress Responses

4.7. Intervention Measures on Professional Development Challenges to Enhance Effective Teaching.

The table 4.7; Presents the respondents views on intervention measures on teachers’ professional development need challenges hindering effective teaching in secondary schools. Professional development intervention measure comprised the items from objective three of the study that when adopted will bring effective teaching in secondary schools in Babati Town Council. Further details to the above measures will be discussed in chapter five here below.
Table 4.7 Professional Development Measures to Enhance Effective Teaching. (N=100)

<table>
<thead>
<tr>
<th>Effective teaching measure</th>
<th>TR n=90</th>
<th>HM n=10</th>
<th>TOTAL n=100</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f (%)</td>
<td>f (%)</td>
<td>f (%)</td>
</tr>
<tr>
<td>Improve Teaching entry criteria</td>
<td>71(78%)</td>
<td>8(80%)</td>
<td>79(79%)</td>
</tr>
<tr>
<td>Practical oriented teachers training</td>
<td>69(77%)</td>
<td>6(60%)</td>
<td>75(75%)</td>
</tr>
<tr>
<td>Continuous teachers training programs</td>
<td>61(67%)</td>
<td>9(90%)</td>
<td>70(70%)</td>
</tr>
<tr>
<td>Recruit screened and vetted teachers</td>
<td>62(68.8%)</td>
<td>6(60%)</td>
<td>68(68%)</td>
</tr>
<tr>
<td>Promote seminars and workshop training</td>
<td>61(67%)</td>
<td>6(60%)</td>
<td>67(67%)</td>
</tr>
<tr>
<td>Establish TRC in every district</td>
<td>49(54%)</td>
<td>4(40%)</td>
<td>53(53%)</td>
</tr>
<tr>
<td>Recruit qualified teacher trainers</td>
<td>32(35%)</td>
<td>5(50%)</td>
<td>37(37%)</td>
</tr>
<tr>
<td>Rewarding performing trained teachers</td>
<td>64(71%)</td>
<td>7(70%)</td>
<td>71(71%)</td>
</tr>
<tr>
<td>Restructure school training program</td>
<td>41(45%)</td>
<td>5(50%)</td>
<td>46(46%)</td>
</tr>
<tr>
<td>Establish more teachers training centre’s</td>
<td>61(68%)</td>
<td>8(80%)</td>
<td>69(69%)</td>
</tr>
<tr>
<td>Allocate more funds to Teachers training program</td>
<td>66(73%)</td>
<td>10(100%)</td>
<td>76(75%)</td>
</tr>
<tr>
<td>Increase package of trained &amp; performing teachers</td>
<td>63(69%)</td>
<td>7(70%)</td>
<td>70(70%)</td>
</tr>
</tbody>
</table>

KEY- TR=Teachers response, HRM=Head Masters/Mistress Responses


Table 4.8, indicates the three years secondary school National Examinations results performance report of Babati town council. The poor academic performance of students is reflecting in effective teaching in secondary schools. The table here below presents the statistical field data of the students who sat the national examination, those who passed the examinations and ones who failed as the results in effective teaching due poorly professionally developed teachers.
### Table 4.8. Students’ Academic Performance Distribution in Three Years (2014-2016)

<table>
<thead>
<tr>
<th>YEARS</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f(%)</td>
<td>f(%)</td>
<td>f(%)</td>
</tr>
<tr>
<td>Total registered</td>
<td>n=711</td>
<td>n=875</td>
<td>n=822</td>
</tr>
<tr>
<td>Total passed</td>
<td>122(17%)</td>
<td>141(16%)</td>
<td>187(23%)</td>
</tr>
<tr>
<td>Division four score</td>
<td>334(47%)</td>
<td>423(48%)</td>
<td>365(44%)</td>
</tr>
<tr>
<td>Zero scores</td>
<td>255(36%)</td>
<td>311(35%)</td>
<td>270(33%)</td>
</tr>
<tr>
<td>Total failed</td>
<td>589(83%)</td>
<td>731(83%)</td>
<td>635(77%)</td>
</tr>
</tbody>
</table>

### 4.9. Coding for Qualitative Data

Table 4.9 presents the summary of the responses from the qualitative data that will add more value to the study findings. The professional development verbatim codes of the interview guide help to maintain the ethical consideration of the study by concealing the identity of the respondents.

#### Table 4.9. Coding for Qualitative Data

<table>
<thead>
<tr>
<th>Verbatim</th>
<th>Theme</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum implementation is essential for effective teaching in secondary schools. Hm₁, Hm₁, Hm₁</td>
<td>Curriculum implementation</td>
<td>CI</td>
</tr>
<tr>
<td>Lack of Funds for paying teachers professional development is not available, Hm₁, Hm₁, Hm₁.</td>
<td>Lack of funds</td>
<td>LF</td>
</tr>
<tr>
<td>Willingness of teachers to attend professional development without financial gain is very low, Hm₁, Hm₁</td>
<td>Willingness of teachers</td>
<td>WT</td>
</tr>
<tr>
<td>Direct recruitment approach leads to employ under qualified and incompetent teachers, EO₁</td>
<td>Recruitment approach</td>
<td>RA</td>
</tr>
<tr>
<td>Lack of mentorship programs for newly employed teachers by the employer or by the supervisors in the working contribute to in effective teaching Hm₁, Hm₁</td>
<td>Mentorship program</td>
<td>MP</td>
</tr>
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</table>
CHAPTER FIVE
DISCUSSION OF THE FINDINGS, SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0: Introduction
This chapter presents the Discussion of the findings, summary, conclusions and recommendations. The study aimed at investigating teachers professional development needs and its’ influence in effective teaching in secondary schools of Babati Town Council. The objectives of the study are, to highlights teacher’s professional development needs for effective teaching in secondary schools, to identify the teachers’ professional development challenges that hinders effective teaching in secondary schools and To find out the intervention measures on teachers’ professional development need challenges hindering effective teaching in secondary schools.

5.1: Discussion of the Findings

5.1.1: The Teachers’ Professional Development Needs for Effective Teaching
The study highlighted teacher’s professional development needs which enhance effective teaching in Babati secondary schools. To address this, Table 4.5 presents the responses from the respondents. Formal and informal teachers training is an item in objective one of a study as teacher’s professional development need. The field findings show that (79%) of total respondents admitted that training is one of the teachers’ professional development need for the secondary school teachers that improve the effectiveness of their teaching practices. Cole (2012), supports the findings by urging that Professional training is a necessary experience to be undertaken by teachers and school heads in order to improve their individual professional practice and the
school’s collective effectiveness as measured by improved student engagement and learning outcomes.

Other studies also agreed with the finding. For instance, Osamwonyi (2016), said that In-service education is designed for the manpower development of the school system and the educational enterprise as a whole. If teachers are to perform their functions effectively and efficiently, it becomes imperative for them to require training in new skills and modern methodology. The higher the level of educational attained by teachers, the higher the level of educational standard in the country. No wonder the national Policy on Education (2014), asserted that no level of education can rise above the quality of its teachers. To meet the growing needs of education in a global economy it becomes imperative to provide sound in-service education for teachers to update their skills, knowledge and experience.

Departmental team work in objective one is a professional development practice where by the departmental team members train and help each other on the challenging issues within the department by sharing experiences. Tables 4.5 presents field data and the findings are (65%) of respondents’ agreed that departmental team work enhances effective teaching. A study conducted by Constantin (2011), elucidate about how team work in the working place is essential, most people want to learn and grow their skills at work, discuss career objectives with team members and how the organization can help them reach their professional goals.

Mentorship program for newly employed staff is another item of this study. Table 4.5 indicated that (57%) of teachers and heads of schools agreed on the importance of mentorship program and how it brings effective teaching in secondary schools. The interview response from EO1 on an
interview guide; what are the teachers professional development needs challenges that are commonly faced by your teachers?

mentorship program for newly employed teachers professional development is not provided, however during the first appointment newly employed teachers are mentored basically on employment code of conducts and not on teaching professional development needs and is delivered within a very short time. (EO$_1$, EO$_2$)

The National Mentoring Partnership and Open Society Foundations (2015), supported the above research findings by observing that organizations are creating formal mentoring programs for various reasons. From increased morale to increased organizational productivity and career development. From the above facts it is obvious that mentorship program enhance effective teaching and also promotes student academic performance for the secondary schools.

Creativity and innovative spirit is an item in Table 4.5 indicating that basically, a successful teacher is supposed to be creative and innovative in subject matter as well as in teaching approach in order to ensure what is being taught will be understood by the student. In the study findings, (53%) of the respondents agreed on it is potential to bring effective teaching. Design Thinking is an approach to learning that focuses on developing children’s creative confidence through hands-on projects that focus on empathy, promoting a bias toward action, encouraging ideation and fostering active problem-solving skills (Kwek, 2011). Therefore the research findings and other studies are in agreement that creativity and innovative spirit brings effective teaching.

Teachers’ appraisal is a professional development need from the items of objective one of this study as presented in table 4.5. The study field findings revealed that (74%) of the total study participants suggested the need of teachers appraisal as a means towards effective teaching. Teachers’ set their term or annual work objectives, plan for the responsibilities and are accountable for their responsibilities. Appraisal of teachers and subsequent feedback can also
help stakeholders to improve schools through more informed decision making (OECD, 2005). Such improvement efforts can be driven by objectives that consider schools as learning organizations which use evaluation to analyses the relationships between inputs, processes and to some extent, outputs in order to develop practices that build on identified strengths and address weaknesses that can facilitate improvement efforts (OECD, 2009).

Teaching Professional ethics is among the valuable professional development needs that identify and differentiate teaching from other fields. The field results from table 4.5 show that (57%) of the total respondents shows the significance of Professional ethics that enhance effective teaching in secondary school. A study done by Nuland (2009), asserted that a teacher is always a teacher and may be held accountable for in- and out-of-school behaviors that have an impact on student learning or the teacher’s employment role.

Students require ‘good teachers’, teachers who are ‘good’ because of their education, training and experience. Therefore it is obvious that good and ethical teachers have to be well professionally developed. Fredriksson (2004), cites three ways in which teachers can improve their quality, that is through quality awareness, through professional ethics and through responsible professional freedom.

The use of information and communication technology (ICT) skill in accessing teaching and learning resources is an item in objective one as presented in table 4.5 which is a vital teacher’s professional development needs that will enhance effective teaching in secondary schools. The study conducted in Babati town councils secondary schools reveal that (68%) of the respondents admitted that ICT is an important teachers’ professional development need to enhance effective teaching. Bouza (2011), comply with the study findings and urged that, the real potential of
Information and Communication Technology (ICT) changes learners to become autonomous in their learning process. Its importance lies in the fact that people are finding that e-learning makes a remarkable change in teaching or learning: quick mastery of a skill, easy studying and enjoyable learning. Due to global technological advancement and expansion of education development the ICT application is professional development need for secondary school teachers which can reduces the cost, time and other resources for implementing their teaching obligations.

Teacher’s integrity and discipline as shown in table 4.5 was identified as teachers’ professional development need that enhances effective teaching in secondary school. The study findings revealed that (53%) of the total respondent completely comply with the facts that teachers integrity and discipline is basic need for secondary schools teachers that results to outstanding performance in their daily teaching duties hence high students academic performance. Other researchers came up with the related findings; Herbert(2009) in his study suggest that effective schools demonstrate sound inclusive practices, which includes emphasizing school rules and regulations, collaborative leadership and their good practice. The school rules and regulations therefore prescribe the standard of behavior expected of the teachers and the students.

The item teachers promotion in table 4.5 addresses teachers’ professional development needs in secondary schools. The findings from the fields indicate that (78%) of the study participants accept teachers’ promotion as significant teachers’ professional development need for the secondary schools effective teaching. Adedotun (2013), agreed with the findings; teachers` promotion based on in-service training has a significant effect on student academic performance.

Within most of the education systems, given a relatively fixed pay structure, teacher promotion is still a more important factor in motivation. Recently, many policymakers proposed merit-pay
programs that link teachers’ salaries directly to their apparent impact on student achievement. They are concerned that the current rewards system makes it difficult to retain talented teachers and provide teachers with new incentives to raise student achievement (Jacob & Lefgen, 2006).

The sub item teacher’s classroom management ability is one of the professional development needs that enhance effective teaching for secondary school teacher. The research findings show that a total of (76%) of research respondents admitted that it is important for a teacher to manage the classroom in order to carry his or her teaching role successfully. The facts established on field data supported by Otor (2015), who argued that, classroom management is the process of creating favorable conditions to facilitate instructions as well as that of regulating social behavior of students. Therefore the above facts findings affirmed that classroom management is a teachers’ professional development need that enhances effective teaching in secondary schools.

5.1.2: Teachers Professional Development Challenges.

Teacher’s professional development needs enhances effective teaching in secondary schools. However, there are number of challenges hindering effective teaching. In many developing countries, professional development of teachers has been neglected because of budget constraints and heavy emphasis on pre-service education, but when it is provided, the approach is popular for reaching many participants in a short time said (Karalis, 2016).

The study second objective has also identified the teacher professional development challenges that hinder effective teaching in secondary schools. Minimum financial return on time and money spent for teachers’ professional in-service training is a challenge compared to the return teachers get in their own investment. The findings on an item minimum financial return for teachers’ professional development training indicates that (77%) of respondents submitted that
teachers attending professional development training have minimum financial return. Petrushenko (2017), in his article carefully described human capital investment as a determinant of qualitative characteristics of human resources. He identified improvement of knowledge, skill and similar attributes that affect particular human capabilities to do productive work.

The sub item funds to pay teachers professional development training from objective two was among the identified challenges affecting effective teaching. The study findings show that (75%) of respondents agreed that lack of funds for teachers’ professional development is a challenge. According to Gonong (2007), Utilization of budget allocated for human resource training and development is often low, amounting to only 57 percent of the budget. Moreover, lack of funds to pay teachers professional development fee take a central position for all research participants. Hm1 and EO1 on an interview question; Is there any teachers professional development challenges hindering effective teaching?

I don’t have funds and budget for teachers professional development training because the available funds is not enough even for other basic school activities (Hm1, EO1).

The teachers’ response, heads of school and EO interview guide response justified that lack of funds is teachers professional development challenge affecting effective teaching in secondary school of Babati town council.

The sub item on distance to the centre for professional development training, the study findings showed that (72%) of the respondent supported that distance of professional development centre from working station is challenging for the teacher to attend training hence affects effective teaching. Other studies agreed with the findings, for instance, Gulamhussein (2013), argued that the Center for Public Education is a national resource for credible and practical information about public education and its importance to the well-being of the nation hence should be
strategically located. Therefore, the study found that Babati town council urgently need teachers professional development centre where teachers will attend the training like INSET seminar program which is closer to their working stations.

Willingness of teachers to attend teachers professional development training is another challenge identified. The respondents (70%) who participate in the study agreed that teachers’ willingness towards professional development training is a challenge and this affect their capacity to teach effectively. However, this is due lack of awareness on the importance of teachers professional development training. The interview guide response with the Hm1 on; what are the teachers professional development needs challenges commonly faced by your teachers?

         Willingness for teachers to attend professional development training without financial gain is poor that is why there is no feedback on the progress of what they have learnt and no reflection on student academic performance outcomes of entire subjects’ (Hm1, Hm1, Hm1)

The field data from table 4.6 explore statistical result and Town educational officer interview response affirmed that willingness of teachers on professional development is a challenge that hinders effective teaching in secondary schools.

Awareness of teachers about professional development was mentioned as a challenge for effective teaching. From the study findings, majority (69%) of respondents agreed that teachers awareness is a challenge towards professional development training which later on affects teaching effectiveness and eventually poor student academic outcomes.

Direct recruitment/employment approach of teachers limits screening process that sorts out the poorly trained teachers from well trained. Therefore, the employer fails to differentiate who is competent and capable to teach secondary school students effectively and who is not. Data from Table 4.6 on this item indicates that (58%) of respondents agreed that direct recruitment
approach is among the teachers professional development challenge that hinder effective teaching in secondary schools. Interview guide response from EO1 on the item; what is an impact of teachers direct recruitment approach in effective teaching in secondary school.

Direct recruitment approach leads to employment of incompetent and incapable teachers due to lack of screening thereby affecting effective teaching in secondary schools which leads to poor academic performance outcomes of our students. (EO1, EO1)

According to Swanson (2011), recruiting qualified applicants into teaching is often a priority for effective teaching. This approach can reduce the prevailing challenge of effective teaching in secondary school.

Entry qualification in teaching profession was identified by (56%) of respondents as a challenge. Other research findings on Teachers professional development challenges comply with the findings; TEDMS (2007), teaching is attracting the poor performers academically, and even then, they hardly remain in the teaching profession as they exit on the first opportunity. For example, the UPE program for form six levers allowed to undertake four week course to teach in secondary schools. Moreover, the enrolled students for this program are the least qualified in form six secondary examinations. The research findings shows that these group of teachers need the professional development training in order to teach effectively and bring the outstanding student academic performance.

5.1.3: Professional Development Needs Intervention Measures

The objective three of the study sought to find out intervention measures on teachers’ professional development need challenges hindering effective teaching in secondary schools in Babati town councils. To address this study objective, Table 4.7, presents the responses through questionnaires by the teachers and heads of schools.
Teaching entry criteria was identified as a leading intervention measure among other, such that 100% of heads of schools and (79%) of teachers agreed that teacher’s entry grade is of necessity to bring effective teaching in secondary school. A study conducted by Wang (2003), in United States, observed that there is wide variation across U.S. states and higher education institutions in entry standards for undergraduate mathematics and science education programs and in their enforcement. In general, the majority of teachers’ education programs now require a minimum college GPA, recommendations, interviews, and experience working with children as requirements for entry.

In Tanzania, the case is almost similar. General Minimum Admission Entry Qualifications for 2017/2018 Admission; Completed A Level Studies from 2016 Two principal passes with a total of 4.0 points from Two Subjects (where A=5; B=4; C=3; D=2; E=1) while Medicine courses (MD/MBBS) requires three principal passes in Physics, Chemistry, and Biology with minimum entry of 8 points whereby one must have at least C grade in Chemistry and Biology and at Least D grade in Physics.

The minimum entry qualification may probably lead to poor teaching workforce due to their background. Therefore, it is important to improve entry qualification for teaching profession as an intervention measure to enhance effective teaching in secondary schools in Babati as it enhances effective teaching which will improve students’ academic achievement.

Practical oriented teachers training program is another important intervention measures that can bring effective teaching in secondary schools. Such that a total of (75%) of the respondents indicated that it is a useful professional development intervention measure as it positively affects effective teaching in secondary’s schools. This is due to the fact that the current university mode
of teaching does not prepare teachers on practical mode of training. The study findings are in alignment with Roseveare (2012), who asserted that new paradigms for Quality Teaching are fundamental to employment over the past 50 years. This implies a rise in the demand for non routine cognitive and interpersonal skills hence a decline in the demand for routine cognitive and craft skills, physical labour and repetitive physical tasks (OECD, 2012).

The field data from table 4.7 indicated continuous teachers training program as professional development intervention measures. It shows that (70%) of the respondents realize its necessity. The formal teaching and learning process demand an equipped teacher in all aspect of teaching. Komba & Nkumbi (2008), in their study urged that teacher is the heart of classroom instruction. The effectiveness of the teacher depends on her competence (academically and pedagogically) and efficiency, (ability, work load, and commitment), teaching and learning resources and methods; support from education managers and supervisors (Rogan 2004; Van den Akker & Thijs 2002; Mosha 2004). Teacher Professional Development provides opportunities for teachers to explore new roles, develop new instructional techniques, refine their practice and broaden themselves both as educators and as individuals.

The study findings on Recruitment of screened teachers indicate that (68%) of the respondents believed that it is an important teachers’ professional development intervention measures. The current employment characteristic for teachers does not encourage them to put extra effort on achieving high standards in his /her career that put him/her in better position to win the employment market. This is due to the fact that just after graduating he/she will be posted in working station without considering his/her competence in the field. Other research findings related with the study conducted by Dobbie (2011), recruitment and selection of candidates upon
entry into teaching profession have not been topics of critical concern to education a creditors. The 2011 Gallup Phi Delta Kappan education poll reported on recruiting and retaining great teachers. It found that 76% of the U. S. adult public agreed that “high-achieving” high school students should be recruited to become teachers. Some 74% said they would “encourage” “the brightest person you know” to be a teacher.

In Tanzania, teaching is the job that that does not command respect. Even those who train for teaching job are mostly the least qualified. They just enter the teaching profession as their last resort. It is important to determine if the people called teachers really love that job. Did they perform well and decided to join the teaching profession or they joined the teaching profession as implies the teaching job is regarded to be the least in the order of priorities (Zombwe, 2008).

Promotion of teachers’ professional development seminars and workshop is another item in objective three, where the majority (67%) of the respondents agreed on it is importance. This is due to dynamism of content and approaches teachers are supposed to apply in carrying out teaching roles in their classes. Obot (2016), in his study noted that it is in this light that the National Policy on Education (NPE, 2008:54) stated that “Teachers education shall continue to be given major emphasis in all educational planning and development”.

He continued that government should make it mandatory for all teachers in both primary and post primary to undergo professional training. As it is the case with other professions like law and medicine among others. From the above facts it is obvious that Promotion of teachers’ professional development seminars and workshop is crucial teachers’ professional development intervention measure for effective teaching in secondary schools.
Teachers’ resources centres should be establishment. The study findings released that there is no teacher’s resource centre in Babati town council to improve teachers capacity. In this aspect (53%) of the respondent observed that there is need for Teachers Resources Centre’s to improve teaching ability of teachers. Mosha (2015), supported the research findings and argued that the contribution of Teachers’ Resource Centres (TRCs) in enhancing teachers’ professional development is fundamental.

Recruitment of qualified teacher trainers for secondary schools teachers’ is another teachers professional development intervention measure. The responses of the study participants were (37%). The minimum percentage proportion is worth for teacher development and enhancing effective teaching in secondary schools. This is due to the current situation were by teachers of the same level with the trainees are used to conducted professional development training to un trained one.

Rewarding performing trained teachers is another professionally development needs intervention measure for effective teaching. The findings revealed that (71%) of respondents showed the importance of rewarding teachers who performed their professional duties effectively. However, professionally developed teachers are expected to have extra input as opposed to those who are not professionally developed. Therefore, Professional development intervention measures is needed for teachers to be effective in teaching in order to bring outstanding student academic performance in secondary schools. Mizell (2010), asserted that Professional development is a strategy school systems need to strengthen educators’ performance levels. Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close
attention to how we train and support both new and experienced educators. 

https://www.edutopia.org/.

Restructuring of the school teaching program is another necessary professional development needs intervention measure to bring effective teaching in secondary school. The study finding comes up with this result. (46%) responses of study participants indicates minimal requirement of the intervention measure. However, the school time table is challenging in service training program whereby once teachers is required to attend professional development training at the same time is supposed to attend his teaching class. Related studies have note the same, Getting into seminars is difficult because we are expected to be at school to teach and guide students at all times. Taking units for MA or attending training will mean that students will be left unattended as there is no system to cover for teachers who aren't around for official business


Another Professional development needs intervention measure is to establishment of more TRC in the district. The study field findings data is (69%) of the study participants show the interest of having the teachers resource centre in the district to support their professional development needs which will improve effective teaching among the teachers. Many Teachers Resource Centres should be established to provide in-service training, mentoring and peer support. Upgrading of teachers tends to be an ‘ad hoc’ basis and is often used by teachers as a device to help them to move upwards within the system or out of it altogether (Woods, 2007).

The study findings on the allocation of more funds for professional development indicates that (75%) of the participants admit on the necessity of the allocating enough funds for teachers’ professional development as intervention measures to enhance effective teaching. This higher
proportion of percentages on sub item indicates it is importance to bring effective teaching in secondary schools. World Bank (2014), it just hard for me to attend some training because of financial problems. The World Bank report identified how availability of funds is a challenge for teacher’s professional development.

The increase of package for trained performing teachers is an important teachers’ professional development needs intervention measure aspect in the study. The findings of the study revealed that (70%) of the respondents agreed that it is an important teachers’ professional development intervention measure. Related studies by Ikurite (2017) suggested that management of secondary schools should make use of correct motivational strategies such as attitude motivation, incentives and recognition. There should be regular training for teacher’s through workshops to motivate teacher for higher productivity.

5.2. Summary of the Findings

Recently in Tanzania the struggle to attain quality education to meet the dynamic educational industry through effective teaching was most challenging area in educational sector. The intricacy necessitates the appropriate measure to remedy the prevailing students’ poor academic performance as results of in effective teaching.

The aim of the study is to investigate on teachers’ professional development needs in secondary schools of Babati Town councils and if there is a relationship on effective teaching and students academic performance. Teachers’ professional development is the important pillar for the wellbeing of teaching workforce and students’ academic performance to make a nation with a sound community, academically, socially and economically. Teachers’ professional development
needs are all the practices that help in the teaching career growth which is provided in a formal or informal throughout the teachers’ careers life.

The study finding realized that, Teachers professional development needs is essential for efficient implementation of their daily duties. The area of formal and informal training, departmental team work, and mentorship program for newly employed teachers and teachers’ creativity and innovative spirit was stressed highly by the respondents as contributing to improve capacity of teacher to teach effectively. In addition ICT skills, teachers’ professional ethics, discipline and integrity of teachers, Classroom management ability and teachers promotions are professional development needs leading to effective teaching. The highlighted professional development needs will render to outstanding student academic performance for Babati town councils secondary schools.

The study finds out that, teachers’ professional development challenges were hindering effective teaching in Babati town councils secondary school. There are number of teachers’ professional development challenges hindering effective teaching to secondary schools teachers. The majority of respondent identified minimum entry qualification of teachers in teaching courses, direct recruitment approach of secondary schools teachers, willingness and awareness of teachers on teacher’s professional development as most challenging professional development hindering effective teaching. The Lack of funds for professional development, minimum financial return on teachers’ professional development and time to attend teacher’s professional development are also hindering effective teaching professional development challenges.

Through teachers’ professional development teachers’ attitude, skills and knowledge of subject matter will be improved. The researcher realized that teachers’ professional development
challenges are some of the contributing factor to in effective teaching of most of teachers’ and which later on lead poor academic performance of the students.

Professional development needs intervention measures are strategies employed to overcome the poor performance of teachers in fulfilling their teaching responsibilities, either intentionally or without their knowledge in secondary school. The study findings revealed that most of the teachers ignore the identified measure above and therefore lead poor academic performance of students in the recent years.

The following are teacher’s professional development intervention measure needed to be undertaken to enhance effective teaching in secondary schools of Babati town councils; These are improving teaching entry criteria, practical oriented teachers training, continuous teachers training programs, Recruit screened and vetted teachers and Promote seminars and workshop training are immediate professional development intervention measures to bring effective teaching in secondary schools of Babati town councils and later on improve student academic performance.

Moreover, establishment of TRC in the district, recruiting qualified teacher trainers, rewarding professionally trained teachers, restructure school training program, allocate more funds to teachers training program, provision of incentive to teachers and establish more teachers training centre are identified significant teachers’ professional development intervention measures for effective teaching in secondary schools and results to outstanding students’ academic performance.
5.3. Conclusions

This study revealed that most of teachers over fifty percent in secondary schools of Babati town council did not attend Teachers professional development training after being employed and posted in their working stations. This was reflected by poor academic performance of students’ in recent year in Babati secondary schools. The study concluded that teachers professional development needs and its’ influence on effective teaching in secondary school is a significant element to improve the capacities of teaching work force who will positively bring impact on students academic performance outcomes.

Based on the study findings above, the researcher realized that there was very partial official mentorship program to newly employed teachers, in adequate funds provided for professional development for almost all secondary schools and over fifty percent of teacher did not attend professional development in service training. The critical teachers’ professional development needs rest on formal and informal teachers training, departmental team work, mentorship program for newly employed teachers and teachers’ creativity and innovative spirit, teachers’ appraisal which contributed to high capacity of teacher to teach effectively. In addition ICT skills, teachers’ professional ethics, teachers’ discipline and integrity, Classroom management ability and teachers promotions were also ranked high professional development needs to bring effective teaching in secondary schools.

Professional development challenges hindering effective teaching in secondary schools are numerous. The study findings revealed that minimum financial returns of teachers’ professional development, Lack of funds for facilitating teachers’ professional development and distance of professional development centre from the schools being the most challenging factors for
secondary school effective teaching resulted to poor students’ academic performance in recent years.

The study concluded that teacher professional development intervention measure will enhance effective teaching in secondary school. The significant intervention measure was improve teaching entry criteria, practical oriented teachers training, continuous teachers training programs, recruit screened and vetted teachers and promote seminars and workshop training, Allocate more funds to teachers training program are valuable professional development interventions measure to enhance effective teaching in secondary school that will bring effective teaching and improve student academic outcomes indifferent from the poor existing academic performance of secondary schools in Babati town council.

5.4. Recommendations

Basing on the findings of the study, the following are the recommendations;

i. The Government to ensure Provisions of continuous professional development training for the secondary school teachers to enhance effective teaching in secondary schools.

ii. Government and other educational stakeholders to invest on teachers’ professional development by allocating enough funds and other resources in the district councils and school level in order to overcome the teachers’ professional development challenges.

iii. The Government should introduce the mentorship program for newly employed teacher done by the employers and heads of institutions in the working stations before newly employed teachers signing the contract.

iv. The Government to establish educational board that will ensure the quality of teachers, where all qualified teachers must be registered by the board and are certified to teach in secondary schools after meeting the requirements.
5.5. Recommendations for further Research

i. The study recommends conducting more research on the impact of direct recruitment approach towards effective teaching in secondary schools.

ii. A study suggests further research to be conducted on the effectiveness of the current professional development programs.
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Dear Respondent;

I understand how occupied you are in the challenging responsibilities of teaching in your school. However you have been selected to fill this questionnaire aiming to determine the Teacher’s Professional Development Needs as It Influence the Effective Teaching in Secondary Schools of Babati Town council.

This research project is a partial requirement for award of Degree of Masters in Educational Management (MEM). I kindly ask you to fill the questionnaire and giving your honest opinion of teachers professional development needs. It will take not more than fifteen minutes of your time. Be assured of confidentiality for any information given it will only be used for the purpose. Thus do not write your name nor the name of your school.

May I take this chance again to thank you for the anticipated help and willingness to give exercise your special consideration and time.

Yours Sincerely

……………………

Deogratias M. Ami

MEM- Student.
The instrument has questions and questionnaire statement about teacher’s professional development. Please express your opinion as freely as possible and with honesty by putting a tick mark the options provided.

**PART 1. Demographic information**

1. (a) What is your gender (i) Male ( )
   (ii) Female ( )

   (b) What is your age?
   (i) 26 year and below ( )
   (ii) 27 year -35 year ( )
   (iii) 36 year -46 year ( )
   (iv) 46 year -55 year ( )
   (v) 56 year and above ( )

2. Working experience put a tick mark in space provided for the appropriate answer.
   - Less than 5yr ( )
   - Six (6) yr and above ( )
   - Over 10 yr ( )

3. What is your highest level of professional qualification?
   - Diploma ( )
   - Degree ( )
   - Masters ( )

4. After your initial training from the college did you attend any teacher’s professional development training to improve your effective teaching?
   - YES ( )
   - NO ( )
### PART II – Likert scale

In this part, kindly express your opinion as freely as possible and with honesty by putting a number in a space provided one of five response according to your choice. All answers are acceptable and appropriate according to your understanding and opinion.

<table>
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<tr>
<th>None</th>
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</table>

### The areas where teacher’s professional development is needed to improve effective teaching in secondary schools

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<table>
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<td>Student assessment practices</td>
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Put a number of response according to your choice in the space provided. All answer are acceptable and appropriate according to your understanding and opinion.

<table>
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<tr>
<th>Strongly agree</th>
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**Teachers Professional Development Needs challenges in Secondary schools**

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**Professional Development Needs Intervention Measures Hindering Effective Teaching**

1. Improve Teaching entry criteria
2. Practical oriented teachers training
3. Continuous teachers training programs
4. Recruit screened and vetted teachers
5. Promote seminars and workshop training
6. Establish TRC in every district
7. Recruit qualified teacher trainers
8. Rewarding performing trained teachers
9. Restructure school training program
10. Establish more teachers training centre’s
11. Allocate more funds to Teachers training program
12. Increase package of trained & performing teachers
PART III- Short answer question for Teachers.

1. Explain why Teacher Professional Development is required after your employment

..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................
..................................................................................................................................................

2. What are challenges of effective teaching associated with Teachers Professional Development

Development
APPENDIX: II- QUESTIONNAIRE FOR HEAD OF SCHOOLS

ST. AUGUSTINE UNIVERSITY OF TANZANIA,
DEPT OF EDUCATIONAL FOUNDATION,
P. O. BOX. 12385.
ARUSHA - TANZANIA.

Dear Respondent;

I understand how occupied you are in the challenging position of Heads of school. However you have been selected to respond on interview questions aiming to determine the Teacher’s Professional Development Needs as It Influence the Effective Teaching in Secondary Schools of Babati Town Council.

This research project is a partial requirement for award of Degree of Masters in Educational Management (MEM). I kindly ask you to respond on the interview questions and giving your honest opinion of Teachers Professional Development Needs. It will take not more than 30 minutes of your time.

Be assured of confidentiality for any information given it will only be used for the purpose. Thus do not write your name nor the name of your school.

May I take this chance again to thank you for the anticipated help and willingness to give exercise your special consideration and time.

Yours Sincerely

…………………………………………
Deogratias M. Ami
MEM- Student.
In this part, kindly express your opinion as freely as possible and with honesty by putting a number in a space provided one of five response according to your choice. All answers are acceptable and appropriate according to your understanding and opinion.

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**The areas where teacher’s professional development is needed to improve effective teaching in secondary**

1. Formal and informal teachers training
2. Student assessment practices
3. Teachers classroom management ability
4. ICT skills in accessing teaching and learning material
5. Teachers appraisal
6. Teachers creativity and innovation spirit
7. Teachers departmental team work training
8. Teachers professional ethics
9. Mentorship program for newly employed teachers
10. Teachers promotions
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**Effective teaching factors in secondary school**

1. Improve Teaching entry criteria
2. Practical oriented teachers training
3. Continuous teachers training programs
4. Recruit screened and vetted teachers
5. Promote seminars and workshop training
6. Establish TRC in every district
7. Recruit qualified teacher trainers
8. Rewarding performing trained teachers
9. Restructure school training program
10. Establish more teachers training centre’s
11. Allocate more funds to Teachers training program
12. Increase package of trained & performing teachers
APPENDIX III - INTERVIEW GUIDE FOR HEADS OF SCHOOL AND TEO

Demographic information

i. How many teachers are in the school  -----------------------

ii. What is Teacher Students Ratio (TSR)?  ----------------------

iii. Is there any TRC nearby your school? YES (  ),NO (  )

iv. How long have you been as the head of school?

Less than 5 (  )
6-10 yrs (  )
Over ten years (  )

v. After your appointment for the position did you attend Teachers Professional development course to support you teachers?

PART II

1. What are professional development needs for your teachers to result effective teaching outcomes in your school?

2. Is there any teaching professional development challenges hindering effective teaching at your school

3. Intervention measures like INSET under BRN program on TPD particularly for science and language subjects does it have impact towards effective teaching I secondary schools

4. In this school what is a typical carrier development for teacher?

5. As a leader of this school what are your Professional Development Plan in the next two year?
PART II

INTERVIEW GUIDE FOR TEO

1. What are TPD needs challenges for your Secondary teachers?

2. What is contribution of direct employment approach in effective teaching for Secondary schools teachers?

3. Is there any TRC in the council and how does it contribute in TPD for your secondary school teachers.

4. What are the challenges of Intervention measures like INSET under BRN program coordinated by REOs office on Teachers Professional Development particularly for science and language subjects?

5. What is the role TRC for enhancing effective teaching and combating teachers professional development challenges.
APPENDIX IV: INTRODUCTORY LETTER FROM SAUT

TO: TOWN EXECUTIVE DIRECTOR,
BABATI TOWN COUNCIL,
P.O BOX 383,
BABATI.

UFS: DISTRICT EDUCATION OFFICER,
SECONDARY SCHOOL SECTION,
BABATI TOWN COUNCIL.

UFS: HEAD OF SCHOOL,
SIGINO SECONDARY SCHOOL.

Dear sir/ Madam,

RE: REQUEST FOR EXTENSION OF STUDY LEAVE FOR DEOGRATIAS M. AMI

Refer to the heading above. Deogratias M. Ami is our students pursuing Master of Arts in Education Management (MEM). The programme was scheduled to run from March 2015 to March 2017 as was indicated in the joining instructions.

However, due to unavoidable circumstances, the programme will now run to August, 2017. It is on the above premise, that my office humbly requests your esteemed office to consider the above named student for extension of study leave to August 2017. This will enable him accomplish his endeavor. I hope that this request receives favourable consideration.

Sincerely,

Kamau Stephen K.
Deputy Director Academic Affairs
SAUT – Arusha Centre

Tel. +255 753 310 084   E-mail: ddaa@sautarusha.ac.tz   Website: www.sautarusha.ac.tz
APPENDIX V: INTRODUCTORY LETTER FROM RAS OFFICE

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOJA NA SERIKALI ZA MITAA

Simu Na: 027-2510066,
          027-2510075,
          027-2510060,

Ofisi ya Mkuu wa Mkoa,
Mkoa wa Manyara,
S.L.P. 310,
BABATI.

Fax Na: 027-2530294,
E.mail: rasmanyara@manyara.go.tz
Website: www.manyara.go.tz
Unapojibu tafadhali taja:-

Kumb. Na FA.262/347/01/'F'/98

27 Machi, 2017

Kutibu Tawala Wilaya,
Ofisi ya Mkuu wa Wilaya- Babati,
S.L.P 11,
BABATI.

Yah: KIBALI CHA KUFANYA UTAFITI KATIKA ENEO LAKO LA UTAWALA.

SAUT/FOED/RES/03/2017/01 ya tarehe 21 Machi, 2017 kutoka chuo kikuu cha
Saint Augustine kinachomwombea mwanachuo wake kufanya utafiti katika eneo
lako la Utawala. Kimsingi Kutibu Tawala Mkoa amevidia ombe hilo. Utafiti huo
unakusudiwa kuanza Machi hadi Juni, 2017.

Utafiti unahuusiana na "The Teachers Professional Development Needs as it
Influence Effective Teaching in Secondary Schools of Babati District
council".

Ninapenda kumtambulisha kwako Mr. Ami Deogratius M, mwanachuo kutoka St.
Augustine ambaye atahusika katika utafiti huo.

Aidha Unaombwa kumpa ushirikiano ikiwa ni pamoja na Kumtambulisha kwenye
Mamlaka za Serikali za Mitaa ili aweze kufanikisha utafiti huo ambao ni muhimu
katika Masomo yao.

M.G. Kyoma,
Kny: KATIBU TAWALA (M)

Nakala: Mr. Ami Deogratias M
✓ St. Augustine Arusha Centre
  S.L.P 12385,
  Arusha.
APPENDIX VI: INTRODUCTORY LETTER FROM DAS OFFICE

JAMHURI YA MURINGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKAlI ZA MITAA

Simu No. 027 2531035
027 2531071
Fax No. 027 2530705

Unapojibu tafadhali taja:
Kumb. Na. AB.34/370/01/A/119
Mkurugenzi wa Mji,
Halmashauri ya Mji wa Babati.

29 Machi, 2017

YAH : KIBALI CHA KUFANYA UTAFITI.

Namtambulisha kwenu Bw. Ami Deogratius M. Mwanachuo kutoka Chuo Kikuu cha Saint Augustine Arusha aliyepewa kibali cha kufanya utafiti katika Halmashauri ya Mji wa Babati.

Utafiti wake utahusu ‘THE TEACHERS PROFESSIONAL DEVELOPMENT NEEDS AS IT INFLUENCE EFFECTIVE TEACHING IN SECONDARY SCHOOLS OF BABATI TOWN COUNCIL’


Mnaombwa kumpa ushirikiano ikiwa ni pamoja na kumtambulisha kwenye maeneo yenu ili lengo lake liweze kufikiwa.

P.P. Salum Issa
K.n.y. KATIBU TAWALA WILAYA BABATI

Nakala : Bw. Ami Deogratias M.
APPENDIX VII: PERMIT LETTER

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
MKOA WA MANYARA
HALMASHAURI YA MJi WA BABATI
(Barua zote ziandikwe kwa Mkurugenzi wa Mji)

Simu Na: +255 - 027- 2510065,
Nukushi Na: +255 - 027- 2510095,
Tovuti: www.babatitc.go.tz,
Barua pepe:td@babatitc.go.tz,

Ukumbi wa Mji,
S.L.P 383,
BABATI.

Unapojibu tafadhali taja:-
Kumb. Na. BTC/A.40/16 VOL.II/365

Mkuu wa Shule,
Shule ya Sekondari Komoto,
Bagara, Kwaraa, Sigino, Babati Day,
Kwaang, FT. Sumaye, Bouga,
Nangara na Mutuka,
Halmasauri ya Mji,
BABATI.

Ofisi ya Afisa Elimu,
Idara ya Elimu Sekondari,
Halmasauri ya Mji,
BABATI.

YAH: KUMTAMBULISHA BW. AMI DEORATIAS M. KUTOKA CHUO
KIKUU SAINT AUGUSTINE ARUSHA

Tafadhali husika na mada tujwa hapa juu.


Aidha, utafiti huo utafanyika katika Idara ya Elimu Sekondari Halmasauri ya Mji wa Babati kuanzia mwezi Machi hadi Juni, 2017.

Kwa barua hii, namtambulisha kwako ili apewe ushirikiano wa kutosha.

Nawataki kazi njema.

Kny. MKURUGENZI WA MJi
BABATI

Nakala: Mkurugenzi wa Mji,
BABATI. – Aione kwenye Jalada.