

# The Contribution of Teachers' competencies on Enhancing Job Performance in Tanzania's Public Secondary Schools

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**Abstract:** This study investigated the teachers' competencies contribution to enhancing job performance among public secondary school teachers. The study was conducted in four regions in Tanzania mainland which includes Arusha, Coast, Njombe and Singida. It involved 314 respondent drawn using purposive. The resultant quantitative data was analysed using the Statistical Package for Social Science (SPSS) version 20 in data analysis while strategically employing a structured equation model that applied multiple regression analysis. The findings reveal that there is a statistical significant positive relationship between teachers' skills and job performance in Tanzania's public secondary schools. The regression results also indicate that teachers, who had attended the training, acquired relevant competencies that have significantly enhanced their job performance and contribution to the provision of quality education in the country's public secondary schools. Based on these findings, the study recommends that the development of training programmes has to ensure that the contents for delivery are geared towards imparting relevant competencies likely to enhance the teachers' performance of duties and responsibilities in the country's public secondary schools.

**Keywords:** Teachers' competencies job performance, public secondary schools

## I. INTRODUCTION

Generally, the rapid expansion of secondary schools in Tanzania has been disproportional to the quality of education delivered as reflected in the national examination results (Omari, 2012). Strategy-wise, the United Republic of Tanzania (URT, 2005) states that the overall aim of the Secondary Education Development Programme (SEDP 1) in Tanzania had been to enhance the quality of education, specifically by increasing the pass rates for division I-III from 36 percent in 2004 to 70 percent in 2009. In reality, the Ministry of Education and Vocational Training reports that the academic performance of students has been deteriorating (URT, 2012). At the national level, the pass rate for division I-III was as follows: 36.6 percent in 2007, 31 percent in 2008, 17.91 percent in 2009, 11.59 percent in 2010 and 10.05 percent in 2011. In 2011, the National Form Four Examinations results URT (2012) indicate that the best five regions were: Kilimanjaro (16.64%), Dar es Salaam (11.97%), Mbeya (12.04%), Coast (11.92%), and Arusha (11.90%) in descending order. The bottom five regions from the tail-end

were Lindi (4.41%), Mtwara (4.99%), Tanga (5.45%), Singida (6.31%), and Rukwa (6.95%).

Overall, the increase in the number of poor performing public secondary schools amounts to a continued manifestation of poor quality service delivery in the country's mainly public secondary schools. However, the studies on the human resources management dimension of the country's educational system such as Abeba (2013), Ibrahimu *et al.*, (2017), Peter (2017) Stephen (2017) and Mlyuka (2015) have demonstrated a positive link between technical skills and job performance. In other words, the protracted poor performance in Tanzania's public secondary schools raises questions pertaining to whether managerial and in-service training for teachers had translated into imparting of the right skills capable of contributing to enhancement of the quality of teaching and learning for students. It is against this backdrop, that this study investigated the contribution of technical skills to enhancing performance among public secondary school teachers in Tanzania.

Specifically, the study assessed the extent to which classroom management enhance job performance; examined the contribution of lesson plans on the job performance; established the relationship between of students' engagement and their performance; and determined how teacher skills affects students performance. The primary research question was: What is the contribution of teacher skills to enhancing job performance in public secondary schools? This question was supported by much more specific ones, which are: a) How does the classroom management contribute to enhance job performance? B) How is the use of lesson plans influence performance of teachers? C) What relationship exists between students' engagement and their performance? D) How does the teachers' skill affect student's performance?

## II. LITERATURE REVIEW

Ibrahimu *et al.* (2017) has conducted a study on "the effective of soft skills and training methodology on employees' performance in Malaysia". The study applied quantitative research design where questionnaires were administered to managers, executive and supervisors in the private commercial organisation. A sample of 260 of trainees who were selected from the population of 810 employees with 95

percent confidence level within 0.05 risk of sampling error from nine companies. Using the SPSS, the study deployed multiple regression analysis. The results indicate that two predictors' soft skills—acquisition and training—significantly predict employees' performance. Also, Tukunimulongo's (2016) study on-the-job training and its effect on employees' performance in Kenya adopted a descriptive research design with sample size population of 90. The Data was generate using chi-square and presented using frequency tables. The study found show that on the job training are more likely to enhance employees' skills than without training.

Adam *et al.*'s (2016) study on the importance of training and staff development in general and their effect on the performance of public water utilities in Tanzania. The study adopted both descriptive and correlation research design and used a sample of 417 respondents drawn from population of 1355. Using both secondary and primary sources of data, the results found that the training of employees had a statistically positive correlation with the performance of public water utilities by improving behaviours, knowledge and skills.

Along similar lines, Mlingi *et al.* (2012) conducted a study on the relationship between on- the job training and employee performance in courier companies based in Dar es Salaam. The study applied a survey method and questionnaires to collect requisite a data. The sample size of the population was 150. The findings show that on-the-job training contributes

significantly to the upgrading of skills that are particularly important for specific jobs, and specific environment in addition to having a positive effect on the employees' performance.

Overall, the empirical evidence presented thus, particular with regard to the context of Tanzania where the current study was carried out, shows that training does significantly contribute to the imparting of requisite skills among employees to enable them to perform their duties better and more efficiently than in the pre-additional skills acquisition phase (Abeba, 2015; Elnaga and Imran, 2013; Rahman, 2011; Zuhair, 2014; Gupta, 2007; 2011). However, no studies have been conducted in the local context to find out specifically how the teachers' skills influence their job performance in the selected regions (Mbamba, 2013; Mlyuka, 2015). In this regard, most of the related studies reviewed in the context of Tanzania focus either on other trades or other regions and not those where the current study was conducted. This study, therefore, aimed to address that gap on how the skills gained from the training enhanced the performance of public secondary school teachers in the selected regions.

#### *Conceptual model*

The study was guided by the conceptual model, which treats teachers' competencies (classroom management, use of lesson plan and students engagement) as independent variables and Job Performance as the dependent variable.



**Figure 2.2:** Conceptual model

Source: Researcher (2018)

### III. METHODS

The study on how skills gained from training influence the job performance of public secondary school teachers was carried out in four regions of Njombe, Singida, Coast and Arusha. The study applied a cross-sectional survey research design (Mlyuka, 2015) which facilitated the study of a large number of respondents within a short time (Best and Khan, 2006). The focal point of the study were regions selected on the basis of the pass rate of students in national examinations at the ordinary level secondary school. In terms of distribution, two regions—Arusha and Njombe—had high pass rates whereas the remaining two—Coast and Singida—had low pass rates in the National Examination Council of Tanzania (NECTA) results of 2016. The study population comprised

secondary schools teachers drawn from four regions using purposive and simple random sampling procedures, as suggested by (Rwegoshora, 2006; Mlyuka 2011). This study had generated data from a sample of 314 school teachers and heads selected randomly from the schools, districts and regions.

To ensure the validity of the study results, Saunders *et al.* (2009) maintain that pre-testing of research questions is instrumental in refining the questionnaire survey instrument for the respondents to have no problem in answering the questions contained therein. Therefore, a pilot administration of questionnaire was conducted in this study before the actual data collection in the field. This pilot study helped to pre-test, cross-check, and modify the data collection tools where

necessary before they are applied in the field. The questionnaires were piloted with teachers in four secondary schools— Bagamoyo, Dunda, Nzanzale and Kingani—based in Bagamoyo district. In addition, the self-administered questionnaires were distributed to trainers of the Agency for the Development of Education Management (ADEM) also based in Bagamoyo for the same piloting intention. The trainers went through questionnaires and provided comments that were accommodated in the final instrument. Parallel to the trainers, the questionnaires were also distributed to different education experts including quality assurers to check whether the questions measured what they always check for during their school inspections. After making the necessary corrections, the researcher finalised the questionnaires and conducted field work in the selected schools of the four regions.

To ensure reliability, the study used *the Cronbach's Alpha Coefficient* to determine internal consistency of the research instruments. The data analysis involved editing, coding, classifying and tabulating of collected data with the purpose of summarising and organising the data to answer the research questions of the study (Hancock, 2002).

#### IV. FINDINGS AND DISCUSSIONS

To begin with the study established the demographic characteristics of the respondents to determine the gender, age and educational background in a bid to understand the makeup of the teachers in the public secondary school under review. In terms of gender, male respondents were 172 (55%) whereas their female counterparts were 142 (45%), hence a total of 314 respondents who responded to questionnaires, hence a return rate of (85%) as the target was 370 (100%). Age-wise, the respondents' distribution by age ranged from 20 to 59 years. The data show that 18 (4%) of the respondents aged 20-25; 99 (32%) were aged 26-29; 141 (46%) were aged ranging 30-39; 43 (14%) were aged 40-49; and 13 (4%) were aged 50-59 years. Overall, the majority of the respondents were aged 30-39 years (46%). In other words, the teachers who teach in the public secondary schools of the four regions involved in the study were energetic enough to perform their duties as required. The information also concurs with those by Mlyuka (2015) who found that young teachers are more motivated to work hard than the elderly teachers.

In terms of marital status, 70 (69%) respondents were married, 21 (11%) were separated, three (1%) were divorced and six (3%) were widowed. Generally the majority of the respondents (214; 69%) were married, and to the greater extent had settled lives, which could prove to be positive value in their engagement with their students in the classroom. Finally, with regard to their academic qualifications, six (1%) respondents had a Certificate qualification as their highest academic attainment, 24 (10%) had a Diploma, 107 (85%) had a Bachelor's degree and 17 (5%) had a postgraduate qualification at the Master's degree level. Generally, the majority of the secondary school teachers possessed at least a

Bachelor's degree which is the most determinant for secondary school teachers. Implicitly, they were able to teach all the subjects of their specialisation taught in secondary schools. The Cronbach alpha reliability coefficients for study variables in this research ranged from 0.853 to 0.942, which is quite acceptable. Impliedly, the instruments employed managed to measure the contribution of training to enhancing teachers' job performance in the public secondary schools under review.

#### *Classroom management and Teachers Performance*

For classroom management, the respondents rated the set of variables that measured how the classroom management competencies contribute to a teacher's enhanced performance. These items included in the measure were classroom routine, use of record-keeping, classroom procedures, punctuality of the teacher and daily attendance. The results are presented in Table 1:

Table 1: Classroom Management and Job Performance

Items of Teacher Knowledge	Scale=100% N=314				
	SA	A	M	D	SD
Use of relevant materials and equipments	38	46	12	3	4
Use of record keeping	44	41	12	2	1
Classroom routine and procedures	41	42	14	2	4
Using teaching and learning aids	44	42	11	2	4
Manage instructional time	47	41	9	1	2

Source: Filed Data (2018)

When responding to how they applied new technology to enhance students' performance in the classroom, 41 percent rated such usage as strongly agree, 38% as simply rated agree, 16% as moderately agree. On the other hand, four percent did not agree and eight percent did not strongly agree with the statement. Generally, a good number of the respondents accepted that use of new technology in teaching of students played a role in improving their classroom performance. Scholars such as Blain (2009) also found a positive relationship between technical skills and the performance of employees in the organisation. In this regard, Blain (2009) found that in Europe, 44 percent of employees received job-related training on technical skills and 33 percent received information technology skills training whereas 18 percent got training on sales skills and 25 percent on personnel development skills.

When asked about the use of responsibility of the teacher to maintain classroom routine and procedures, which include providing assignments, punctuality and following the timetable during the class hours, 41 percent strongly agreed, 42 percent simply agreed, and 14 percent moderately agreed with the statement. Conversely, two percent disagreed and one percent rated strongly disagreed with the statement. Generally, a good number of respondents accepted maintaining classroom routine and procedures, which include

giving assignment, punctuality and observing the timetable, as essential factors in building the discipline of students and, subsequently, improve their overall academic performance.

When responding to the use of proper record-keeping in schools as part of essential skills teachers need to put the right record in the school, 44 percent of the respondents strongly agreed, 41 percent agreed, and 12 percent moderately agreed with the statement. On the other hand, only two percent disagreed and one percent strongly disagreed with the statement. Generally, a good number of the respondents embraced the idea that the use of proper record-keeping for assignments, tests, and examinations for students played a valuable role in improving their job performance and enhancing their students' academic performance.

The responses also affirmed the value of teachers managing properly the instructional timetable in enhancing job performance. Specifically, 47 percent of the respondents strongly agreed, 41 percent agreed, and nine percent moderately agreed. On the other hand, only a minute number, one percent disagreed and two percent strongly disagreed with the statement. The findings on this aspect generally indicate that the majority of the respondents agreed that the managing of the instructional timetable teachers was part of their responsibility which, in turn, contributed to the improvement of the performance of their students in their final examinations. Similarly, Lezotte (2010) found that effective school teachers allocated a significant classroom time to instruction on essential skills. Across the global context, academic outcomes measured by test and examination results continue to dominate (Gray, 2004; Botha, 2010; Mugo, 2010). All these achievements

#### *Lesson plan and teacher performance*

Table 2 presents results on how the respondents rated a set of variables that measured the skills of teachers in terms of their preparation of the lesson plan and how this contributed to enhancing their job performance. The items included are the use of new technology relevant to the subject, use of materials and equipment, use of record-keeping, using teaching aids, accomplishing lesson plans on time, designing the teaching aids and learning aids. The results of the findings show that the responding school teachers, school heads, academic officer, quality assurance officers and education officials largely agreed that the use of new technology enhanced the students' performance. Specifically, 41 percent strongly agreed, 38 percent agreed, 16 percent moderately agreed. Conversely, four percent did not agree and eight percent did not strongly agree with the statement. Generally, the majority of the respondents accepted the role of the teachers' capacity of using new technology in teaching of students in improving their performance.

The study also found that the majority of the respondents supported the idea that the use of teaching aids and equipment in teaching that are relevant to the students and subject, enhance their job performance and academic performance of

their students. The results show that 38 percent strongly agreed, 46 percent simply agreed, and 16 percent moderately agreed with the statement. On other hand, three percent disagree and eight percent strongly disagree with the statement. Overall,, these results show that the majority of the respondents agreed that the use of relevant teaching materials and equipments are crucial in raising the performance of students in Tanzania's public secondary schools.

Another aspect of interest to the study was determining whether teachers are responsible for designing and the using teaching and learning aids relevant to the subject matter and students as part of a strategy aimed to enhance their job performance. Indeed, teachers are generally responsible for designing relevant teaching and learning aids including acquiring relevant textbooks coupled with the use appropriate case study during teaching hours. In this regard, 44 percent strongly agreed, 42 simply agreed, and 11 percent moderately agreed with the statement. On the other hand two percent disagreed and four percent strongly disagreed with the statement. Generally, the majority of the respondents underscored the value of the using relevant teaching and learning aids, particularly designing relevant teaching aids, sight-relevant books, use appropriate case study during teaching hours in improving the performance of students.

Furthermore, the respondents overwhelmingly highlighted the importance of teachers accomplishing the lesson plan and scheme of work to enhance their job performance and enhance their students' academic performance. Responding, 58 percent strongly agreed, 31 percent agreed, and eight percent moderately agreed. Conversely, only a negligible two percent disagreed and one percent strongly disagreed with the statement. In short, the majority of the teachers agreed that they were worked according to the school timetable and executed their lessons plan and schemes of work on time. The results have been presented in Table 2:

Table 2: Lesson Plan and Job Performance

Items of Teacher Knowledge	Scale=100% N=314				
	SA	A	M	D	SD
Use of new technology	41	38	16	4	8
Use of relevant materials and equipments	38	46	12	3	4
Use of record-keeping	44	41	12	2	1
Using teaching and learning aids	44	42	11	2	4
Accomplishing lesson plan on time	58	35	10	1	2
Designing the relevant teaching aids	44	42	11	2	4

Source: Field Data (2018)

#### *Students' engagement and teacher performance*

This study also used a set of variables to measure how the students' engagement contribute to the teachers' enhanced performance. The items included are engaging students in classroom discussion, engaging students in solving problems,

helping them to solve problems, listening to their problems and motivating students to learn. These items were embedded in questionnaires distributed to teachers, school heads, education officials and quality assurers. Responding, 53 percent strongly agreed, 34 simply agreed, and 11 percent moderately agreed with the statement. On the flipside, only a negligible percent disagreed and four strongly disagreed with the statement. Implicitly, the results show that students' discussion is a crucial factor in improving teachers' job and students' academic performance. With regard to the skills of the teachers in solving students' problems in classroom including dealing with their questions and queries, 45 percent strongly agreed, 45 percent simply agreed, seven percent moderately agreed with the statement. Only two percent disagreed and one percent strongly disagreed with the statement. Generally, the majority of the respondents concurred that the skills of teachers in solving problems of students in the classroom play a significant role in improving their performance. Also, the study found that the majority of the respondents agreed that teachers' motivation of students to learn constituted a significant means of enhancing their performance. In this regard, 52 percent strongly agreed, 38 percent simply agreed, and seven percent moderately agreed with the statement with only two percent disagreeing and one percent strongly disagreeing with it. Overall, the majority of the respondents agreed embraced the idea of teachers' motivating students to learn as a crucial teachers' responsibility that meaningful contributes to enhancing the performance of their students in their final examinations. When considering the issue of teachers' listening to the students' problems to enhance their performance, 52 percent strongly agreed, 35 percent agreed, and 10 percent moderately agreed with the statement. Only one percent disagreed and two percent strongly disagreed with the statement. Overall, the majority of the respondents agreed that listening to the problems of students coupled with providing solutions played a significant role in increasing the students' performances in their tests, exercises and, ultimately, their examinations. Generally, the statistical data indicate a slightly balanced view of the responses on these parameters as evidenced by the Mean Score in Table 3, which shows the Cumulative Mean Scores:

Table 3: Teachers' Engagement of Students and Job Performance

Items of Teacher Knowledge	Scale=100% N=314				
	SA	A	M	D	SD
Helping students with solving problems in the classroom	45	45	7	1	2
Developing students' behaviours	48	40	8	3	8
Listening to problems	52	35	10	1	2
Motivating students to learn	52	38	7	2	1

Source: Field Data (2018)

*Teachers' skills and job performance*

Statistical data indicate a slightly balanced view of the responses on the role of teachers' competencies on enhancing job performance. This can also be evidenced by Mean Score as presented in Table 4, which shows the Cumulative Mean Scores.

Table 4: Statistical Measure of Variability

Subscale	No. of items	α	Mean Score	CI (95%)		Std	Min	Max
				Lower	Upper			
Teachers competencies and students performance	9	0.921	4.28	4.21	4.35	0.618	1.33	5

Source: Field Data (2018)

Table 4 presents the statistical results of the findings on the teachers' skills and students' performance linked to the former's enhanced performance generated using the SPSS output, which indicates that, the scale has a 0.921 consistency measure of Cronbach Alpha. The Mean Score of this subscale is 4.28 and Standard Deviation is 0.618, and the 95% Confidence Interval (CI) is [4.21, 4.35]. The minimum score is 1.33 and maximum score is 5. Statistically, this implies that the majority of the respondents accepted the view that teacher competencies in the classroom management makes a significant contribution to improving the performance of students in the public schools under review. These findings are similar to those of studies by Beshir (2013), Elnaga and Imran (2013), and Macdonald and Saunders (2013). In particular, for example, Akinson (2010), Adeyenu (2008), and Fabunmi (2005) who have found that teaching competencies correlated significantly to the relationship between predicted variable of teachers' competencies and students' performance.

V. CONCLUSION

This study assessed the extent to which teachers' competencies such as classroom management, using new technology in teaching, teaching aids and equipment, proper record-keeping, strategic classroom routines and procedures enhances the job performance of teachers in addition to engaging their students in subject discussion. Ultimately, the goal was to determine how enhanced job performance among teachers influences the academic performance of students. From a statistical point-of-view the Cronbach Alpha Coefficients of 0.255 pertaining to the teachers' skills indicate a significant positive bearing on the teachers' job performance. In other words, when teachers were trained professionally and subjected to training that sharpened their skills, they deployed their acquired skills to enhance their job performance and, finally, the academic performance of their students. As this study focused on randomly selected public secondary schools in on Tanzania Mainland a similar study, this time comparative, could be undertaken to compare and contrast public and private secondary schools in terms of the

effect of the teachers' skills on job performance and students' academic performance. In addition, future studies should also consider including variables such as teacher attitudes vis-à-vis their contribution to teacher job performance in Tanzania's secondary schools teachers. On the whole, it is apparent that enhanced skills among teachers have an exponential link to enhanced job performance and their students' academic performance, something that the authorities should take note of.

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**APPENDIX:****QUESTIONNAIRE FOR SCHOOL HEADS AND SCHOOL TEACHERS****Introduction**

This questionnaire which you are being requested to complete is on *An investigation of the Contribution of Training to the enhancement of Job performance in Tanzania's Public Secondary School Teachers*. I welcome this opportunity to ask you participate in the study by answering the questions in this questionnaire for me. Be assured that the information given is strictly confidential and will not be associated with your identity. They will also not in any way affect your teaching career adversely. Your honest and constructive opinion will be very useful in the success of this study. Please take your time and carefully provide information on the various issues raised in this questionnaire.

**Part 1: Demographic Information**

Please respond by putting a tick in the appropriate box that applies to you.

1. Sex     a) Male [  ]     b) Female [  ]
2. Age a) 20-25     b) 26- 29     ( c ) 30-39     ( d ) 40-49     ( e ) 50-59     F ) over 60
3. Marital Status
  - a) Single     [  ]     c) Separated [  ]     e) Widowed [  ]
  - b) Married     [  ]     d) Divorced [  ]
4. Position: a) School Head [  ] b) Academic Master [  ] c) School Teacher [  ]  
d) District Official [  ] e) School Quality Assurer [  ]
4. Education qualifications
  - a) Certificate [  ]     c) University Degree [  ]     e) any other (specify) [  ]
  - b) Diploma [  ]     d) Master's Degree [  ]
5. For how long have you been in the teaching profession?
  - a) Less than 5 years [  ]     d) 16 to 25 years [  ]
  - b) 5 to 10 years [  ]     e) 26 to 30 years [  ]
  - c) 11 to 15 years [  ]     f) above 30 years [  ]
6. Location of school     a) Urban [  ]     b) Rural [  ]
7. District where school is located     a) Urban [  ]     b) Rural [  ]
8. Type of the subject taught in school
  - a) Science [  ]     b) Mathematics [  ]     c) Languages [  ]
9. Type of a training attended a) Professional Training [  ] b) Managerial Training [  ]
10. Duration of the training a) 1 Week [  ] b) 1 Month [  ] c) More than 1 Month [  ]
11. Source of financing the training a) Government [  ] b) Donors [  ] c) Self [  ]

**Part 2: Teacher skills and enhancement of Job performance for secondary school teacher's relationship**

Please put a tick mark in the box which you think it presents the relationship of items that contribute to enhance teacher performance following in-service and managerial training. The interpretation of the number is as follows: 1=strongly Disagree, 2=Disagree, 3=Moderate, 4=Agree and 5=strongly agree.

<b>II: Teacher Skills</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Management of classroom					
2	Use of new technology					
3	Use of materials and equipments					
4	Proper record keeping					
5	Establishing classroom routine and procedures					
6	Engaging students in discussion in the classroom					
7	Using teaching and learning aids					
8	Solving problem in the class					
9	Developing students' behaviours					
<b>V: Teacher Job Performance</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	Finished syllabus on time					
2	Accomplishment of scheme of work and lesson plan					
3	Motivate students to learn					
4	Management of instructional time					
5	Performance of students in final examinations					