

HUMAN RESOURCE TRAINING AND DEVELOPMENT: AN INVESTIGATION INTO RELATIONSHIP BETWEEN IN-SERVICE TRAINING AND QUALITY TEACHING PRACTICES IN SECONDARY SCHOOLS

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Abstract: *This study was conducted to examine the relationship between administrative interventions and quality of teaching practices. The study used qualitative and quantitative approach. Quantitative data was collected using questionnaire from 145 respondents while qualitative data was collected using interviews conducted with fourteen respondents. Using Pearson correlation, the study revealed that there was a strong relationship between refresher courses ($r=1.00$, $p=.000$), seminar/workshop ($r=1.00$, $p=0.068$), coaching/mentoring ($r=1.00$, $p=.000$) and teacher teaching quality practices. On the other hand, majority 97.5% respondents interviewed revealed that seminars, workshops, refresher courses, coaching and mentoring were critical in sharpening knowledge and skills of Teachers to improve their quality teaching practices. The conclusion is that administrative interventions were necessary for improving quality teaching practices of teachers in secondary schools to ensure their effectiveness teaching. Therefore, it is strongly recommended that teachers should regularly participate in refresher courses, seminars/workshops, and coaching/mentoring to improve their quality teaching practices in Schools.*

Keywords: *Refresher course, Seminars/Workshop, Quality Teaching Practices, Teachers' performance*

INTRODUCTION

Globally, one of the fundamental role many organisations administrators have is to meticulously increase effectiveness and efficiency of their human resource in the organisations they serve. This is usually done either through on-job skilling (in-service training) where employee are provided with learning opportunity without being sent on study leave but rather are exposed various professional development opportunities or off-job training where employees are granted study leave to further their studies to sharpen their knowledge and skills to grasp aspects of the job. In that regard, organisations place value and importance of human resource training and development as an important aspect for their success. In-service training is a planned process whereby the effectiveness of teachers collectively or individually is enhanced in response to new knowledge, new ideas and changing circumstances in order to improve, directly or indirectly the quality of students' education. Through in-service training, teachers can identify and evaluate critically the culture of the school which can bring changes to the working culture as well

as improving knowledge of the subject, classroom management, teaching method and evaluation of students.

According to Ngirwa (2009) In-service Training (INSET) is a learning process facilitated by experts for a short period of time to help employees to improve and acquire knowledge, skills, experience, competence and attitudes that they need in order to perform their job better for the achievements of their organizational goals. To Sedega et.al. (2018), in-service training is the totality of educational and personal experiences that contribute toward an individual being more competent and satisfied in an assigned professional role. Human resource such as teachers who are provided in-service training improve their knowledge, sharpens their attitude which motivates them to perform effectively (Celen et.al. 2016). Relatedly, in-service training upgrades professional knowledge, skills and competence of human resource in an organisation (Khan, 2017).

In that regard, in Tanzania mainland, INSET is given priority for teachers as a public administration policy to empower teachers. In 2016/17 the Ministry of Education, Science and Technology offered teachers' training on curriculum to 32,015 for standard three and four teachers in all 26 regions and also 519 teachers who teach deaf students in standards one and two. The ministry has also provided INSET to 260 trainers of trainees (ToTs) in all 26 regions on vocational education. They were trained so that they could provide training to secondary school teachers who teach vocational skills in secondary schools (Ministry of Education, 2019). The Ministry of Education Science and Technology has a special department for INSET teachers training. In Zanzibar, INSET for teachers are organized by Teacher Education Department which was established in 2006 from the Department of Curriculum and Examination and Teacher Education. The major role of this department is to coordinate, provide and promote professional services to both pre- and on-service teachers. The director is assisted by three head of divisions, two of them head of division for teacher education and national teacher resource centre are based in Unguja and the head of division for Pemba office coordination is the department leader in Pemba (MoEVTZ, 2019).

According to MoEVTZ (2019), the department of INSET has the responsibilities of supervising the development and sustainability of teacher training and other related fields in Teacher Training Centres, develop in-service training programs and supervise the delivery of the training, coordinate and deliver teacher development programs on current teacher education issues, coordinate and supervise the development of Teachers' Centres (TCs), advise the MoEVT on the changes in teachers training due to policy of education reforms, inform and advise the Ministry of Education on teacher education standards and cooperate and network with other Ministry of Education Departments for the purpose of promoting education in Zanzibar. Despite all the initiatives by the ministry to ensure professional development of teachers through INSET, there has been an increasing rate of poor performance in schools especially in national examination results. Thus, the need to understand the relationship of in-service training in improving quality of teaching in secondary schools of central district of Zanzibar is of paramount importance.

Zanzibar Education and Training Policy (2016) states that, "teacher's development must be viewed as a continuous or nonstop process that should include in-service training". It further shows that, in-service training of teachers shall be regular, well planned and part of teachers' professional development (SAQMEC, 2016). According to the Ministry of Education Zanzibar (2019), there are number of initiatives to provide in-service training to

teachers in Zanzibar as evidenced that, the total of 392 teachers of secondary schools were given training on different areas of teaching and different subjects including Geography, History, English and Mathematics. The training based on methods and techniques of answering national examination questions. A total of 639 science and mathematics teachers, form one and two are still in training of Methods of Teaching, Contents of Teaching and English language skills in Unguja and Pemba. Also, 600 science and mathematics teachers in standards five and six took training on teaching methods in Unguja and Pemba. A total of 55 teacher trainers on science and mathematics subjects were trained on teaching methods in these subjects. These figures show that, the Ministry of Education (Zanzibar) through its department of in-service training, put serious efforts in in-service training to the teachers in order to enhancing quality teaching and upgrade the knowledge and skills to the teachers on the situation of teaching and learning process.

The Ministry of Education expects high students' performance as a result of these trainings. But owing to the efforts and interventions made, there were poor tendencies of performance of students in Certificate of Secondary Education Examination (CSEE) results to the Central District Schools. The evidence of poor performance seen in Certificate of Secondary Education Examination (CSEE) result in 2017, the total of 1050 students who sat for CSEE national examination only 61 students, which is only 5.8% continued to form five level only 24 and other students had qualifications for FTC. In 2018, of the total 1019 who set for CSEE national examination only 72 (7.0%) continued to form five level (MOEVT-Z). The objective of this study is three-fold: to examine relationship between teachers' refresher course trainings and quality of teaching practices; relationship between teachers seminars and quality of teaching practices and; relationship between coaching and mentoring and quality of teaching practices in secondary schools of Central District of Zanzibar. Therefore, our study provides contribution to the existing literature on understanding administrative practical interventions to sharpen the knowledge and skills of Teachers to improve their quality teaching practices. It also highlights the relevance of in-service training as a government administrative public policy intervention to improve teachers' performance.

LITERATURE REVIEW

There are many and several studies that have been conducted to establish the link between INSET and improvement of employee performance output. Thornton (2003) carried out a study of Teacher refresher course and Teacher Profession Development in Newziland and found that in-service professional training of teachers creates change in their knowledge and skills desirable for efficiency of their profession. Relatedly, Musau and Abere (2015) conducted study on Teacher improvement of their training and Students' performance in science, subjects in Kenya and their findings revealed that, majority of the teachers who undertook in-service training or refresher courses improved their teaching practices which led improvement in the students' performance. Similarly, using Ex-post factor research design, Essien et.al. (2016) examined the influence of in-service training, seminar and workshop attendance by social studies teachers on students' academic performance in Cross River State, Nigeria and his findings revealed that there was a positive relationship between of teachers' attendance at in-service training and quality of their duties.

Furthermore, Masehela, and Mabika, (2017) examined the impact of mentoring on teacher teaching quality practices and student performance and their finding was that there was improvement in the teachers' knowledge and skills handling students which enables them to perform better in their studies. In addition, Hamid and Rahman (2011) conducted a study of effectiveness of training and development program of UPSTDC, in India found that in-service training is important in providing skill development to human resource. Ekpoh, et.al (2013); Jahangir, et.al. (2012) in their study found that, teachers who attend in-service training do their work effectively and efficiently.

Junejo et.al (2017); Karia et.al. (2016) too, in their study noted that in-service training enables employees such as teachers to be more systematic and logical in their teaching style as they update their knowledge and skills to advance their career. For instance, Uyar and Karakuş (2017) revealed that social studies teachers in Turkey needed an in-service training that includes basic features of project based learning approach and context-based practices to significantly contribute to their increase in productivity. In addition, Omar (2014) found that in-service training in schools helps teachers to face new challenges in their profession. Udoh (2012) in his study revealed that in Nigeria there has not been any systematic attention to update regularly the knowledge and skills of teachers in the light of curriculum changes and wide society. In Uganda, Nzarirwehi & Atuhumuze (2019) study, revealed that there are significant differences in status of in-service training by number of years of teachers in services. This implies that in-service training can improve teaching and learning. Day (2002) insist that, School-Based INSET is an efficient way of Teachers delivery methods. It is stressed by Bassi et.al. (2019) that institutions that permits their employees to participate in in-service training perform better as they use improved teaching practices. Also the studies of SACMEQ by Mwinyi, Wazir and Salim (2016) and Dominic et.al. (2010) found that, there was significant changes in teachers' services when they participate in INSET.

THEORETICAL FRAMEWORK

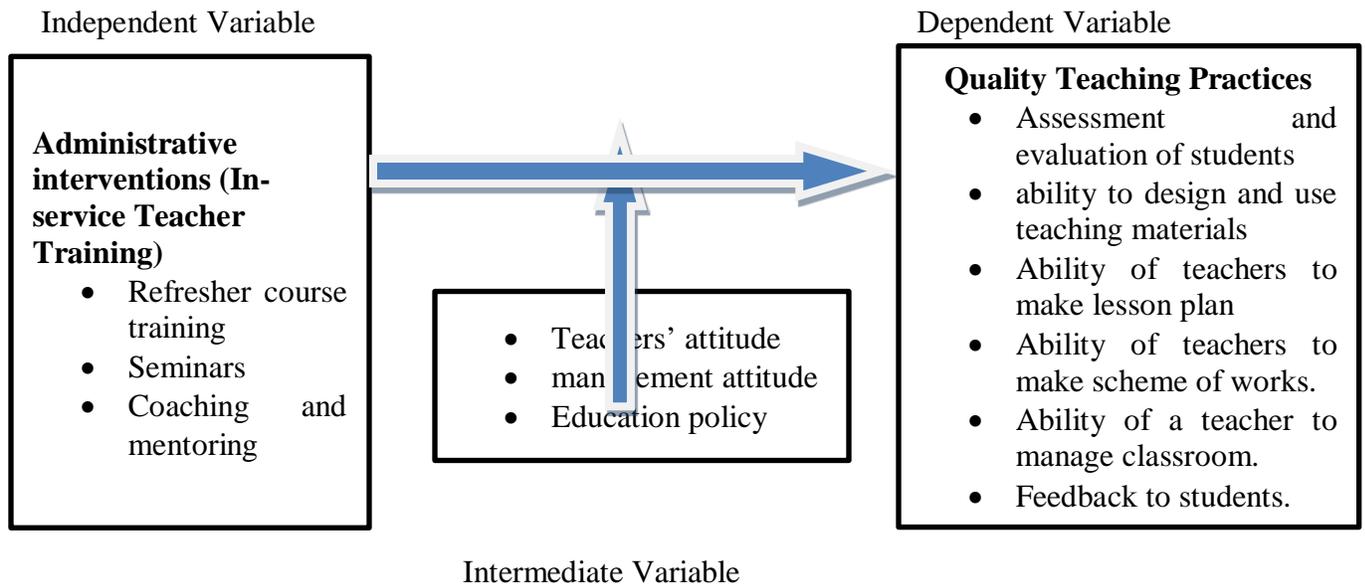
Based on the literature reviewed, the theoretical and conceptual framework adopted in this study is within Human Capital Theory perspective. This theory rests on the assumption that, formal education is highly instrumental and necessary to improve the productive capacity of a population. It emphasizes, education increases the productivity and efficiency of workers by increasing the level of cognitive stock of economically productive human capability, which is a product of innate abilities and investment in human beings. Thus, supporters of this argue that provision of training to employees in an organisation is an investment in human capital and that it is even more worthwhile than investing in physical capital. The theory further empathises that, in-service human resource training is a fundamental aspect that enhances teachers' professionalism. Babalola (2003), argues that rationality behind investment in human capital is based on three arguments: the new generation must be given the appropriate parts of the knowledge which has already been accumulated by previous generations; the new generation should be taught how existing knowledge should be used to develop new products, to introduce new processes and production methods and social services; and People must be encouraged to develop entirely new ideas, products, processes, and methods through creative approaches. Also, human capital theory stresses on the significance of education and training as the key to

participation in the new global economy. The success of any nation in terms of human development is largely dependent upon the physical and human capital stock. Human Capital Theory concludes that investment in human capital leads to greater quality services and high performance in organization. Therefore if the Ministry of Education invests in INSET to improve the quality teaching practices of Teacher, can result into high performance of students.

The implication of this theory to this study is that, it assumes that more efforts given to improve teachers' capacity to deliver high quality services the more high quality product in terms of schools and students performance are likely to occur. Therefore, provision of INSET for teachers is seen as a productive investment in human capital. This imply that, teachers to perform well in schools, they must get adequate and relevant INSET. According to Omar (2014) effectiveness of in-service training are: the roles of administrator: administrators as leaders, establish an atmosphere of support and trust, offer incentives and rewards for participation and provide sustained moral and material support.

Conceptual Frame Work

Conceptual Frame Work is a diagrammatical description of the relationship between Independent and Dependent Variable. It covers the general framework of the Study. Figure 1 below, show the Conceptual Framework of the study.



Source: conceptualised by the Researchers, 2020.

Figure: 1 the Conceptual Framework.

The Intermediate Variable were used in this study to demonstrate the sense that, the Independent Variable (INSET) to have relationship with Quality Teaching Practices (Dependent Variable) depends on Teachers' attitude and perception to the INSET which implies teachers' readiness and willingness to attend and learn new and put in to useful practices. Also it depends on the positive attitude of the school management to the INSET and teachers' ability to perform their duties. Likewise for INSET to relate to Quality

Teaching Practices can be influenced by Education Policy which guides priority areas for Teachers.

METHODOLOGY

Data was obtained from secondary and primary sources. Primary data were teachers head teachers, teacher training subject advisers, DEO, director of INSET while secondary sources were published literature which included textbooks, journals, and documents from education department such as education policy. Descriptive research design was used, hence the mixed method research approach applied. In analyzing qualitative data the researcher used content analysis method while in analyzing quantitative data researcher was used a Descriptive statistics method and correlation method. A correlation method was used to establish the relationship between INSET and Quality Teaching Practices. A correlation is a statistical test to determine the tendency or pattern for two (or more) variables or two sets of data to vary consistently (Creswell, 2012). The reason for using correlation data analysis method was to provide an opportunity to predict scores and explain the relationship among variables. In correlation method, investigators use the correlation statistical test to describe and measure the degree of association (or relationship) between two or more variables or sets of scores. Creswell (Ibid) argued that, correlation method is used when a researcher seeks to relate two or more variables to see if they influence each other. This design allows you to predict an outcome. It is important to know that this study was conducted in Central District, Zanzibar which is located in South Region of Zanzibar, because of poor performance of students in Certificate of Secondary Education Examinations (CSEE). According to National Census Report (2012), the District has 76,346 people. The choice of Central District due to the fact that, it has reasonable number of trained teachers who underwent INSET (MOEZ 2019). Census Sample Technique was used to this study. Census is a sampling technique where the members of all the population are studied when the population is small and it is reasonable entire population (Lavrakas, 2008). This was due to the fact that, study population identified was small and it was reasonable to select the entire population.

Table 1 Sample and Sample Size by Schools and other categories

Schools and categories of respondents	Population	Sample size	Sample Technique
School A Teachers	31	31	Census
School B Teachers	30	30	Census
School C Teachers	10	10	Census
School D Teachers	34	34	Census
School E Teachers	21	21	Census
Head-teachers and Assistant	05	05	Census
Teacher Training Coordinator	1	1	Census
Teacher Training Subject Advisor	11	11	Census
Director of Teacher Training Department	1	1	Census
District Education Officer	1	1	Census
Total	145	145	

Source: Researcher, (2019)

Both quantitative and qualitative data was collected using closed and open ended questionnaire and semi structured interview respectively. A face-to-face interviews were done with the Head of schools and the District Educational Officer, (DEO), Teacher Training Coordinator, Director Teacher Training Department from Ministry of Education. During interview process, recording was done using Mobile Telephone on the consent of the respondent and notes written in note book. Using triangulation to collect data was instrumental in cross checking the authenticity of the data collected (Kothari, 2005).

RESULTS OF THE STUDY

Demographic Information of Respondents

Table 2 Summary of Demographic Distribution of the Respondents.

Age	Frequency	Percent
20-30	46	35
31-40	62	47
41-50	13	10
51-60	11	8
Gender		
Male	35	26.5
Female	97	73.5
Marital Status		
Single	22	16.7
Married	110	83.3
Education		
Diploma	36	27.2
Advanced Diploma	7	5.3
Degree	88	66.7
Masters and above	1	0.8

Source: Field data, (2020)

The findings from Table 2 show that, most teachers range the age of 20-40 which are 108 (81.8%) respondents which indicating that, the human resource are youths which are located in the field of teaching. This was followed by the respondents who were in the range of 41-50 while 13 (8.3%) of the respondents were teachers range in 51-60 which who were nearing retirement age from public service. This implies that, the ministry should be aware to this circumstances by giving them proper training and care to these teachers and take the measures to employ another main powers in order to fill the gap after retired. It was noted from the data majority of the respondents were female (73.5%) compared to male. This could mean that, women are interested in teaching profession in Secondary Schools of Central District. It was observed from the finding that most of the teachers (83.3%) were married compared to 16.7%e who were single. Majority (66.7%) of the respondents were Degree holder while 27.2% and 0.8% were Diploma and Maters degree holder respectively.

Refresher Course Training in secondary schools of Central District

Respondents were asked if they had benefited from any refresher course training to improve their knowledge and skills so as to effectively deliver to their students. Table 3 presents the summary of the responses.

Table 3: Respondents View on the on Refresher Course Training

Statement	Strong Agree	Agree	Neutral	Disagree	Strong Disagree	Total
Participation In Refresher Courses Training At Least Once A Year	100(75.8%)	13(9.8%)	3(2.3%)	14 (10.6%)	2(1.5)	132(100%)
Refresher Courses Training Improves My Ability to Assessment and evaluation Of Students	90(68.1%)	28(21.2%)	2(1.6%)	9(6.8%)	3(2.3%)	132(100%)
Refresher courses Training Improves My Ability To Design And Use Teaching Materials	88 (66.7%)	30(22.7%)	1 (.8%)	11(8.3%)	2 (1.5%)	132 (100%)
Refresher courses training Improves my Ability To Make Lesson Plan	90 (68.2%)	27 (20.4%)	1 (.8%)	13(9.8. %)	1 (.8%)	132 (100%)
Refresher Courses Improves My Ability To Make Scheme of works	92 (69.7%)	30 (22.7%)	1 (.8%)	8(6 %)	1 (.8%)	132 (100%)
Refresher courses Training Improves My Ability To Manage Classroom	90(68.2%)	30(22.7%)	1(.8%)	8(6 %)	3(2.3%)	132(100%)
Refresher Courses Improve My Attitude And Perception Toward Teaching Profession	91(69%)	29(22%)	2(1.5%)	8(6%)	2(1.5%)	132(100%)
Refresher Courses Training Improves My Ability To Use Participatory Teaching Methods in My Subjects	94(71.2%)	28(21.2%)	-	9(6.8%)	1(.8%)	132(100%)

Source: Data field (2020)

As the first research objectives sought to examine the relationship of Refresher Course Training and quality teaching practices in secondary schools to teachers basing on different types of teaching activities. Respondents were exposed to a five point scale indicating several issues and were asked to indicate the extent to which each of the proposed issue which encouraged them to participate in school-based INSET activities that were offered through Refresher Course and to what extent those contributed to quality teaching practices. Generally, Table 3 shows that, the INSET to teachers are conducted and most teachers in the Schools are benefited. The findings also shows that, few among the teachers are not getting training as shown in the findings that 2.2% of the respondents

replied neutral in the factor of participate in refresher course training which means that they are not even aware of the existence of refresher courses. These teachers who selected neutral it means that they do not have knowledge concerning with the Refresher Course Training. On other hand, from the findings it was found that trainings does have benefits to the attendants, although few of the respondents which is 1.5% responded strong disagree hence claimed that the training does improve teachers' abilities including the ability of conducting and making assessment and evaluation in their teaching duties.

Also findings revealed that, Refresher Course Training does have positive impact to the teachers as most of the respondents 64% in this study replied AGREE that Refresher Course Training improve teachers' ability in design and use teaching materials at school compared to minority as 1.5% responded strong disagree, this mean that, the training helped the teachers while others are attending these courses and achieve nothing. contributed to their way of teaching but not much as expected .The Refresher Courses Training are expected to be the source of high performance to the teachers as these trainings provide a number of important issues concerning with the day to day teaching practices. In addition, the findings revealed that the perception and attitude of teachers towards INSET based on Refresher Course are good as (61%) of the respondents agreed. This means that teachers are willingly ready to improve their knowledge and exchange views with other teachers. This is because of the teachers' intrinsic motivation for performance starting from them in delivering subjects' contents to the academic performance of the students. This is supported by the study of Komba and Nkumbi; Celen et.al. 2016 (2008) found that, teachers who participated in professional development activities relied to a greater extent on interactive activities than those who do not in such activities. Also Klassen and Tze (2014) found that, psychological factors like teachers' sense of self-efficacy and internalization of school goals into personal goals than the current factors had strong effects on teachers' participation in the professional development learning activities. Park and So (2014) argued that unlike current findings, teachers wanted to participate in professional development so as to improve their subject-matter knowledge, enjoy and make fun, enhance their career, while not demanding too much time and effort. Teachers reported a preference for professional development when other teachers in their school were participating and when their principal encouraged them to participate. It was logical to argue that teacher professional development in this study relates to all of these professional development characteristics

Relationship between Teachers' Refreshers Course Training and Quality Teaching Practices

H₁. There is no relationship between teachers' refresher course and quality of teaching practices in secondary schools of Central District, Zanzibar.

	Teacher Refreshers Courses Training	Improvement of quality teaching practices
Pearson Correlation	1	1.00
Sig. (2-tailed)		.000
N	132	132

Improvement Of Quality Teaching Practices	Pearson Correlation	1.00	1
	Sig. (2-tailed)	.000	
	N	132	132

Source: Field data (2020).

From analysis done using Pearson correlation reveals that method that since Pearson r varies between $+1$ to -1 and Pearson correlation result shows that R is 1 , this implies that there is a strong relationship between teacher refresher courses ($r=1.00$, $p=.000$) and the quality teaching practices. Therefore, it can be concluded that that INSET for teachers is important in providing with modern teaching practices as they are subjected to refresher courses in their subject discipline. This makes them productive in their academic performance. This finding corroborates with Musau & Abere (2015) study findings, that majority of the teachers of SMT subjects who were graduates and attended in-service or refresher courses improved on their teaching practices which led improvement in the students' performance in SMT subjects; he also further indicated that more regular in-service refresher training of SMT subject teachers enabled them embrace and conform to the new emerging technologies in pedagogy.

During interview with the respondents, they were asked whether refresher course training was necessary for teachers in secondary schools. The responses obtained were that; For example, DO 1 replied;

Refresher Course Training is very important as it enables teachers to share experience, makes teachers dynamic with the changing technological world and enhances creativity on the part of teachers.

Also Heads of schools were interviewed concerning the Refresher Course Training and after careful data analysis the following findings were revealed;

For example, B3 revealed that;

Refresher Course Training is very useful in preparation of teaching materials, it exposes teachers to share experience with other teachers especially on laboratory chemical preparation, learning and teaching activities. Also Refresher Course Training adds values to teachers who attended compared to those who do not, which consequently improves performance. It also leads to improved teaching methodology and strategies.

Also B4 added another comment as follow concerning Refresher Course Training;

Refresher Course Training motivates teachers to do better as they strive to show the difference in their teaching compared to that before attending Refresher Course programmes. During Refresher Course Training programmes, difficult topics are discussed, experience shared through discussion to those attending teachers to master their areas of specialization which lead better performance to the students.

This means that, refresher Course Training are necessary to teachers in developing their profession in teaching and learning process. Through refresher courses teachers get chance to meet with their fellow teachers hence exchanging ideas and skills which are very important for the academic development of students and this country in general.

Also apart from the head teacher also the interview was conducted to DO1 was interviewed hence he responded that;

Refresher Course Training are one among the primary duty (role) to my department and each year we provide numbers of trainings to teachers concerning the refresher Course to

different subjects and different Classes of Secondary Schools through Teacher Training Centre (TC). The Refresher Course Trainings that my department is conducting enable teachers to cope in their teaching and learning process. Also enable teachers to have confidence in teaching process and mastered the subject content due to have enough knowledge, skills and experiences after training.

Therefore, this means that INSET to teachers particularly Refresher Course Training is unavoidable and sustainable process to the teachers to the purpose of updating their knowledge and enhancing performance to the Students results in Schools. This was supported to the study done by Thornton (2003), Teacher Refresher Course improved professional development of teachers in teaching and learning process.

Opinion on Teachers’ Seminars to Improve Quality Teaching Practices

Respondents were probed on whether their engagement in teacher seminars improved their quality teaching practices. Table 4 presents the summary of the responses.

Table 4: Opinion on Teachers’ Seminars to Improve Quality Teaching Practices

Statement	Agree	Strong Agree	Neutral	Disagree	Strong Disagree	Total
I Attend Seminars at least Once a Year.	74 (56%)	8(6%)	10 (8%)	32(24%)	8 (6%)	132 (100%)
I Learn Pedagogical Issues in Seminars	84 (63.6%)	9(6.8%)	6 (4.6%)	23 (17.4%)	10(7.6%)	132 (100%)
Seminars Improves my Teaching Style	80 (60.6%)	16 (12.1%)	3 (2.3%)	22 (17%)	11(8%)	132 (100%)
Seminars Help me to Select and Design Issues that Students Regard as Important in a Subject	84 (63.6%)	14 (10.6%)	4 (3%)	20(15.2%)	10 (7.6%)	132(100%)
Seminars Improves my Ability to Apply Questioning Skills During Teaching Process	81 (61%)	16 (12%)	5 (4%)	21 (16%)	9(7%)	132(100%)
Seminars Improves my Ability to Design, Administer and Asses Group Work to Students	85 (64%)	11 (8%)	6 (5%)	21(16%)	9(7%)	132 (100%)

Seminars Improves my Ability to Apply Effective Motivation Techniques to Students During Teaching	80 (61%)	15 (11%)	5 (4%)	21 (16%)	11 (8%)	132 (100%)
Seminars Improves my Subject Knowledge	78 (59.0%)	16(12%)	5 (4%)	25 (19%)	8 (6%)	132 (100%)

Source: Field data (2020).

The second research objective sought to examine the relationship of Seminars and quality teaching practices secondary schools to teachers in different type of teaching activities. Generally, the findings revealed out that, basing on the school INSET on Seminars, the majority of teachers are attending, participating in seminars programs and the seminars provides helpful different activities required by the teachers in their teaching profession like questioning skills, designing teaching learning materials, effective motivation techniques, pedagogical issues and others related to the quality teaching process. Most teachers in the Schools are benefited from these seminars as 61.2% of the respondents agreed. Also, the findings revealed that, the seminars provided to the teachers tends to improve the teaching practices as majority of the responded in which 56.2% of the respondents revealed their views by responded AGREE option. This means that, Seminars are necessary for improvement of teachers’ profession.

Furthermore, findings revealed that, some teachers are not getting training as 8.3% of the respondents replied NEUTRAL which means that they do not attend seminars even once in a year, this also means that teachers that do not have even knowledge concerning with the existence of Seminars. For the respondents who responded DISAGREE from the findings it means that, the trainings are not helpful to teachers and they are not contributing in their teaching practices which is the same as those who responded strong disagree which also means that the Seminars are not helpful to the teachers.

4.3.1 Relationship between Teachers’ Seminars and Quality Teaching Practices

H₂. There is no relationship between teachers’ seminars and quality of teaching practices in secondary schools of Central District of Zanzibar.

	Teacher Seminars	Quality Teaching Practices
Teachers Seminars	Pearson Correlation	1
	Sig. (2-tailed)	.068
	N	132
Quality Teaching Practices	Pearson Correlation	1
	Sig. (2-tailed)	.068
	N	132

Source: Field data, (2020)

The Pearson Correlation the findings revealed that there is strong relationship between teachers’ seminars($r=1.00$, $p=0.068$) and quality teaching practices since Pearson

r varies between +1 to -1 and Pearson correlation result shows that R is 1, this implies that there is a strong relationship between seminars/workshops and the quality teaching practices. This means that teachers benefited from attending various seminars/workshop aimed at improving their quality teaching skills provided by schools or other authorities. This strongly suggests that INSET for teachers is important in providing modern teaching practices as teachers were subjected to seminars in their subject discipline. This seems to make them productive in their academic performance. This finding corroborate with Obot (2016) The result revealed that there exist a positive relationship between the teachers' attendance at in-service training, seminars and workshop on teaching practices which led students' academic performance in social studies.

During interview with the respondents, they were asked whether seminars course training was necessary for teachers in secondary schools. The responses obtained were that; For example, DO2 replied concerning the relationship by saying that;

“Seminars are conducted when there are major changes in the areas of teaching process such as the new syllabus, Curriculums change, new content and new topics are established in the subject’s matters in Secondary education. Most of the time these seminars is conducted through my TC which is found in Dunga.

This means that seminars are conducted by the authority responsible with the provision of education whenever something new in the education systems occurs. When there is curriculum changes the need for seminars existence occurs which means that the teacher must be assembled together in order to learn techniques, hence it is proved that the seminars are conducted in most of the time to teachers.

Also DO 2 added that;

The seminars helps teachers to be able to do their work efficiently as they are given various techniques of teaching including how to design teaching materials, using new syllabus and mastering of the content which are very helpful for the teaching development.

This means that teachers are given opportunity to attend the seminars in order to be able learn new experience which help them on improving education quality and this is because the formulation and structural changes of education curriculum is because of the improving the quality of teaching in secondary schools.

Coaching and Mentoring Teachers in Secondary Schools

Table 5 presents a summary of the responses of the respondents on coaching and mentoring of Teachers in Secondary schools in Central District Zanzibar.

Table 5: Coaching and Mentoring Teachers in Secondary Schools

Statement	Agree	Strong Agree	Neutral	Disagree	Strong Disagree	Total
I have been assigned a Senior Teacher as my Coach and Mentor in my Teaching Subject.	74(56.0 %)	12(9.0%)	4 (3.0%)	37 (28.0%)	5 (4%)	132 (100%)
I get full Support from my Mentor.	72 (54.5%)	12 (9%)	7 (5%)	35(27%	6 (4.5%)	132 (100%)

I learn about Lesson preparation, Lesson Plan, Scheme of work and Assessment Techniques from mentor.	69 (52%)	18 (14%)	8(6%)	28 (21%)	9 (.7%)	132 (100%)
School Management Support mentoring and Coaching activities in Schools	80(61%)	21(16%)	11(8%)	17(13%)	3(2.0%)	132(100%)

Source: Field data (2020).

From the findings which were obtained from last objective which is relationship between coaching and mentoring and quality teaching practices in Secondary Schools of Central District of Zanzibar revealed that, Coaching and Mentoring is taking place in Secondary Schools as 52.9% of the respondents agree that, they have been assigned as Coach and Mentor in teaching subject. This means, the Schools support Coaching and Mentoring System. Also it was found that Coaching and Mentoring is helping teachers to learn about working experiences such as Lesson preparation, Lesson Plan, Scheme of work and Assessment Techniques from mentor as 51.2% of respondents agreed during data collection process.

Relationship between Coaching and Mentoring and Quality of Teaching Practices

H₃ There is no relationship between coaching and mentoring and quality of teaching practices in secondary schools of Central District of Zanzibar.

	Coaching and mentoring	Quality of Teaching Practices
Pearson Correlation	1	1.00
Coaching and Mentoring Sig. (2-tailed)		.000
N	132	132
Pearson Correlation	1.00	1
Quality of Teaching Practices Sig. (2-tailed)	.000	
N	132	132

Source: Field data, (2020)

From Pearson correlation results, there was a strong relationship between coaching/mentoring (r=1.00, p=.000) and quality teaching practices. This means that at the time mentors in various schools do coaching and mentoring to teachers during their day to day duties to improve their quality of teaching practices. This also indicates that INSET for teachers is important in providing with modern teaching practices as they are subjected to coaching and mentoring courses in their subject discipline. This makes them productive in their academic performance. This finding collaborate with Smith and Lynch (2014), findings which indicated that the improvement in the beginning teachers' AIMS scores

from fall to spring was greater for the experimental group than for the comparison group of teachers.

During interview with the respondents, they were asked whether coaching and mentoring was necessary for teachers in secondary schools. The responses obtained were that;

DO1

“In my opinion and from my experience coaching and mentoring help in the improvement of quality and teaching practices in the secondary school, as you see the new and fresh from college teachers does not know how to work and prepare teaching materials as the curriculum says but when you implement mentoring it become helpful as they get to know how to conduct the work properly”

This means that coaching and mentoring does have relationship with the quality of teaching practices in the secondary schools level as the teachers spread their experience from one another in order to make sure that everyone is doing the work as supposed to be done.

CONCLUSION AND RECOMMENDATIONS

Generally, the findings revealed that; school-based INSET is effective towards improving teachers on teaching and learning activities. The INSET based on Refreshers Course Trainings has relationship with quality teaching practices in Secondary Schools in Central District of Zanzibar. Also, the findings revealed that, there is strong correlation which is (1.00) which means positive correlation to INSET and the same findings were found in Quality Teaching Practices which is (1.00) which means positive correlation. Findings also revealed that, there is correlation between Refreshers Course Trainings and quality teaching practices in secondary schools, the INSET are very important and sustainable to teachers in their teaching process and their professions. Most Teachers in the findings emphases, the needs and values of Training particularly Refreshers Course in their activities of teaching process in improvement of teaching practices in a day to day activities. Lastly, the findings revealed that INSET based on Refreshers Course improve teachers' ability to performance in the teaching practices, hence achieving high performance in delivering content knowledge, participatory methods, involvement of students to the lesson, sharing and exchanging views with others and other issues related to the teaching. Based on this conclusion, the study recommends that Secondary Schools Administrators together with Ministry of Education should give opportunity to every teacher to attend the refresher course program intended to sharpen their knowledge and skills to improve their quality teaching practices to make their students perform better. Second, the department of in-service training should organize regular seminars and workshops for teachers aimed at empowering teachers to acquire required quality teaching practices to improve academic performance of students in secondary schools. Furthermore, School management should in collaboration with Ministry of Education should make these seminars more attractive by ensuring that there is conducive climate that exist in their schools for teacher to effectively attend. The employer, Ministry of Education through INSET department should also create a situation whereby teachers can get Refreshers Courses, seminars or workshops in their working areas which could empower them to perform their teaching job well. When teachers are re-educated they can manage to deliver the relevant materials to their learners, hence increase performance. Third, The Ministry of Education and Vocational Training Zanzibar (MoEVT) should strengthen coaching and

mentoring in secondary schools as an in-service training strategy to continue solving inadequacies between/among teachers teaching practices.

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