

**The effectiveness of in-service training in improving teachers' academic and management competences in public secondary schools in Butiama, Tanzania**

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This study was aimed to explore the Effectiveness of In-Service Training (INSET) in improving teachers' academic and management competences in public secondary schools in Butiama, Tanzania. It involved four objectives which included to: identify in-service teachers' needs for knowledge and skills in academic and management competences. Determine the capacity of the current INSET programmes in reaching teachers. Examine the effectiveness of practices in INSET programmes in enhancing teachers' academic and management competences. Lastly, identify areas of improvement for INSET programmes to be more effective. The study employed a qualitative approach with multiple-embedded case study design. Data were collected through interviews, focus group discussions and documentary review. Qualitative data collected were analyzed thematically. The study involved 58 respondents, constituent of 1DSEO, 6 heads of school and 51 teachers from six public secondary schools in Butiama district. It was found out that teachers in Butiama district have numerous needs for in-service training so as to update their knowledge and skills in order to improve their academic and management competences hence enhance good performance in schools. Teachers' needs for academic competences include; subject content mastering, emerging issues in education, competency based assessment and evaluation, project design and supervision and integration of information technology in teaching. On the side of management teachers stated they needed to be trained on; guidance and counseling, records keeping, convening meetings, time management and classroom management. The findings also showed that the capacity of INSET in reaching teachers in Butiama district was low (below 25%) as just only few teachers attended the trainings and most of them were science subjects teachers while many teachers especially who taught social science and language subjects lacked opportunities for INSET due to some obstacles such as absence of TRCs, scarcity of funds and specific plans. Thus INSET programmes lacked coverage capacity. It was also found that when teachers attended INSET programmes they became effective that their teaching competences improved much; hence they practiced what they had learnt in the training. This

include; preparation of practical learning, designing teaching aids, preparation of schemes of work and lesson plans, project design as well as sharing experiences. Moreover, the findings revealed that available INSET programmes enhanced teachers' academic rather than management competences because INSET programmes were based much on academic issues. The study concludes that needs assessment, training and evaluation are the factors which enhance the effectiveness of the INSET programmes. Appropriate budgets for the trainings, presence of TRCs and proper time location for the training, knowledgeable trainers, fairness training for all teachers and follow-ups also are areas that need improvement in order to enhance the INSET programmes to be more effective. Finally, the study findings recommended that INSET programme planners should assess in-service training needs for secondary school teachers and be confined to all subjects. The training also should be conducted during school first term and annual holidays to ensure no interferences in active schools' timetables