



Public Primary School Teachers' Willingness for Participation in In-Service Training Programmes in Arusha City, Tanzania

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Abstract: *This study assessed public primary school teachers' willingness to participate in in-service training programmes in Arusha City. Specifically, the study examined the extent to which administrative practices influence their willingness to engage in training and how administrative support shape teachers' attitudes towards participation in in-service training programmes in public primary schools. Adult Learning Theory guided the study. Convergent mixed methods research design was employed. The target population involved one City Primary Education Officer (CPEO), 51 head teachers, and 1,504 teachers from 51 public primary schools. A sample size of 105 participants comprised of 94 teachers, 10 head teachers, and 1 CPEO. Teachers were selected by simple random sampling while purposive sampling was applied for the head teachers and CPEO. Quantitative data were collected through questionnaires and qualitative data through interview guide. The instruments were validated by education experts, and a reliability coefficient of $r = 0.921$ was obtained using Cronbach's Alpha. Quantitative data were analyzed using descriptive statistics while qualitative data were analyzed thematically alongside research questions. The findings revealed that teachers' training improved their teaching confidence, classroom management, use of assessment, and learner outcomes. Further, administrative support does not adequately play its role in shaping teachers' willingness to participate in in-service training programmes. In conclusion, teachers' willingness to participate in in-service training contributes to their professional growth and instructional effectiveness. The study recommends that education stakeholders should ensure regular communication, provide logistical and financial support, and implement school-based incentives to promote effective teacher participation in professional development programmes.*

Keywords: *Programmes, Teachers, Participation, In-Service, Training, Tanzania*

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1. Introduction

Teacher professional development plays a vital role in enhancing educational quality and students' achievement

worldwide. In-service training programmes are designed to improve teachers' instructional strategies, subject knowledge, and pedagogical skills, ensuring they remain competent and adaptable to evolving educational demands (Brown and Taylor, 2022). The need for continuous

professional development is particularly crucial in primary education, where foundational skills in literacy, numeracy, and critical thinking are established. However, despite the recognized importance of in-service training, teachers' willingness to participate varies significantly, influenced by factors such as administrative support, workload, financial constraints, and the perceived relevance of training content (Zhao et al., 2023). Furthermore, administrative support is crucial in fostering a conducive environment for professional growth, with teachers showing greater participation when provided with logistical support, adequate resources, and incentives (Mwakapenda and Mtitu, 2020).

Globally, countries like Finland, Singapore, and Canada have institutionalized structured and mandatory in-service training programmes that are directly linked to career advancement and improved teaching effectiveness. These systems emphasize continuous professional learning, peer collaboration, and government-sponsored training, making participation both accessible and beneficial (Darling-Hammond et al., 2020). In contrast, many developing countries, particularly in sub-Saharan Africa, face challenges such as inconsistent implementation, inadequate funding, and insufficient incentives for teachers to engage in professional development (Owusu and Abane, 2022). As a result, participation rates remain low, and the potential impact of these training programmes is often unrealized. At the regional level, Ghana has made significant progress in implementing in-service teacher training programmes through initiatives such as the National Teacher Professional Development Policy and the Transforming Teacher Education and Learning (T-TEL) Programmes. These efforts, led by the Ghana Education Service (GES) in collaboration with the Ministry of Education, have introduced Continuous Professional Development (CPD) ensuring that teachers regularly engage in structured training to enhance their pedagogical skills and classroom management techniques (Antwi et al., 2021).

In Tanzania, the government has prioritized in-service teacher training through initiatives such as the Teacher Education Development and Management Strategy (TEDMS) and programme supported by international agencies like UNESCO and the World Bank. More recently, the government introduced the Mafunzo Endelevu ya Walimu Kazini (MEWAKA) programme, a Sustainable Teacher Continuous Professional Development (TCPD) model aimed at improving teachers' instructional skills through structured, school-based professional learning communities (URT, 2023). Unlike previous initiatives, MEWAKA emphasizes collaborative learning, peer support, and administrative involvement, making it a promising model for sustainable teacher development.

While MEWAKA provides a structured framework for training, its success largely depends on school leadership engagement and teachers' motivation. Study by Kilonzo and Wambua (2022) highlight the benefits of school-based professional learning communities, but others suggest that weak leadership structures, inadequate funding, and time constraints hinder the full implementation of such programmes. Therefore, it is under this background that the current study intended to examine influencing factors to teachers' willingness to participate in in-service training and whether their involvement can enhance engagement and long-term professional development outcomes.

1.1 Research Questions

The study investigated the following research questions:

1. To what extent does teachers' willingness to participate in in-service training influenced their professional growth in public primary schools in Arusha City?
2. How does administrative support shape teachers' attitudes towards participation in in-service training programmes in public primary schools in Arusha City?

2. Literature Review

2.1 Theoretical Review

This study was anchored in Adult Learning Theory by Malcolm Knowles which addressed key constructs such as motivation, professional development, and adult learning (Kolb, 1984). Adult Learning Theory, often referred to as Andragogy, refers to the theory that was introduced by Malcolm Knowles in 1960s which emphasizes the unique characteristics of adult learners and how these characteristics should inform the design and delivery of educational programmes for adults.

2.2 Adult Learning Theory

According to Knowles, adults differ significantly from children in their approach to learning. One of the key assumptions of his theory is that adults are self-directed learners (Merriam and Bierema, 2014). As people mature, they take more responsibility for their learning decisions and prefer to be involved in planning and evaluating their instruction. This means that effective adult learning programmes should give learners some control and choice over what and how they learn.

2.2.1 Strengths of Adult Learning Theory

One of the major strengths of Knowles' andragogy theory is that it offers clear and actionable guidelines for designing adult learning programmes, especially in contexts like in-service teacher training. By emphasizing self-direction, the theory encourages adult learners to take responsibility for their own learning, which can increase motivation and engagement. Another strength is the recognition of experience as a valuable learning resource. This validates the knowledge adults bring to the table and encourages interactive, peer-based learning (Snyder, 2019). Furthermore, the theory focuses on problem-solving and relevance, which aligns well with adults' desire for learning that is immediately applicable to their personal or professional lives.

2.2.2 Application of Adult Learning Theory

Knowles' Adult Learning Theory (Andragogy) is highly relevant to understanding the willingness of public primary school teachers in Arusha City to participate in in-service training programmes. As adult learners, teachers are likely to respond positively to training opportunities that recognize and respect their professional experience and autonomy. According to the theory, adults prefer learning that is practical, problem-oriented, and immediately applicable to their roles. Therefore, in-service training programmes that focus on real classroom challenges such as managing large class sizes, implementing curriculum reforms, or improving teaching methods are more likely to attract willing participation.

2.2 Empirical Review

Through the critical evaluation of previous studies, the researcher was able to justify the significance of the investigation and build upon established findings based on the themes generated from research questions.

2.2.1 The Extent to which Teachers' Willingness to Participate in In-Service Training Influence Their Professional Growth

Mensah and Dlamini (2022) investigated the impact of in-service training on instructional practices among primary school teachers in Ghana and South Africa. Using a qualitative case study approach, the study gathered data through interviews with 150 teachers and classroom observations. The results showed that teachers who actively engaged in professional development demonstrated greater effectiveness in lesson delivery, classroom management, and the integration of technology in teaching. Bano and Mehdi (2024) reviewed 12 studies to analyze the structure and outcomes of professional development programmes involving educational robotics

in primary and secondary STEM teaching. Their findings suggest that when training is context-specific and hands-on, teachers show a greater willingness to participate, often reporting increased motivation, improved pedagogical confidence, and enhanced technology integration in classrooms.

Komba and Nkumbi (2021) analyzed the influence of in-service training on teachers' instructional effectiveness and career development in Tanzania. A longitudinal research design was used, involving 180 primary school teachers. The study found that teachers who consistently participated in in-service training demonstrated improvements in their lesson planning, assessment techniques, and classroom management skills. The authors found that integrating in-service training into career advancement frameworks to further encourage teacher participation in professional development programs. Although longitudinal research design has the advantage of enabling the researcher to make follow up on in-service training on teachers' instructional effectiveness and career development, however, it requires more time to establish the influence. The current study filled the gap by adopting a mixed methods approach.

2.2.2 The Roles of Administrative Support in Shaping Primary School Teachers' attitude towards participation in in-service training programmes in public primary schools

Brown and Taylor (2022) examined the influence of school leadership on teachers' perceptions of continuous professional development in Australia. The study utilized a longitudinal research design, collecting data from 350 primary school teachers over two years. The findings revealed that teachers working in schools with proactive leadership, mentorship programmes, and well-defined training policies were more likely to participate in in-service training. Banda and Ncube (2020) explored the role of administrative support in shaping teachers' participation in professional training programmes in Zambia and Botswana. Adopting a qualitative case study approach, the study involved interviews with 180 primary school teachers and focus group discussions with school administrators. The results indicated that schools with strong support systems, including incentives, workload adjustments, and mentorship programmes, reported higher teacher engagement in professional development activities.

Mwangi and Karani (2021) analyzed the relationship between school management support and teacher motivation for professional development in Kenya. The study used a mixed-methods approach and a correlational research design, involving 200 primary school teachers. The findings demonstrated that teachers, who received strong administrative support, including financial

sponsorship and time allowances for training had higher participation rates in in-service programmes. Msuya and Kimario (2023) evaluated how administrative attitudes and leadership styles influence teachers' participation in professional development in Tanzania. Using a qualitative grounded theory approach, the study involved 100 primary school teachers and 20 school administrators. The findings suggested that transformational leadership styles in school administration were associated with higher levels of teacher participation in professional training. The authors encouraged school administrators to adopt more supportive leadership practices and provide incentives to promote teacher engagement in professional development. The study's subjective nature and lack of quantitative validation limit its ability to establish measurable trends. Moreover, while the study identifies transformational leadership as a key factor, it does not explore the roles of administrative support in shaping teachers' attitude towards participation in professional development.

3. Methodology

The study adopted a convergent research design, which integrated both quantitative and qualitative approaches. In this design, quantitative and qualitative data were collected and analyzed separately, and the findings were subsequently integrated to provide a comprehensive understanding of the research problem (Creswell and Creswell, 2023). This design was deemed appropriate for the study as it enabled the researcher to examine statistical patterns alongside in-depth narrative accounts, thus enriching the overall interpretation of the findings.

In this study, the target population comprised one City Primary Education Officer (CPEO), 51 head teachers, and 1,504 teachers from 51 public primary schools within Arusha City Council (MoEST, 2025). These participants were essential for the credibility and reliability of the study's findings. Teachers were included because their perspectives on willingness to participate in in-service training programmes was considered vital to the study's objectives. The head teachers and the CPEO were involved due to their roles in managing education policies and overseeing in-service training programmes within Arusha City Council. Their insights were instrumental in identifying both individual and systemic factors affecting participation in professional development initiatives. According to Airasian and Gay (2021), a sample representing 10% to 30% of the population is considered adequate for most research studies. In this study, 10 public primary schools which is representing approximately 20% of 51 public primary schools were selected.

In view of 1,504 teachers, the sample size for teachers was calculated using Yamane's (1967) formula:

$n = \frac{N}{1 + Ne^2}$ where: n is the sample size, N is the population size (1,504 teachers), e is the margin of error (0.1 for a 90% confidence level)

$$n = \frac{1504}{1 + 1504(0.1)^2}$$

$$n = 94$$

Thus, 94 teachers formed part of the sample. Combined with 10 head teachers and 1 City Education Officer, the total sample size for this study was 105 participants.

The study utilized purposive sampling to select the head teachers and the Council Education Officer due to their unique administrative roles and relevant experience. Stratified random sampling was employed to select the teachers. A total of 94 teachers formed the sample size in this study. Nine teachers were chosen from each of nine schools, and thirteen teachers were selected from the tenth school to ensure the required sample size. Gender was used as a stratification variable to ensure balanced representation across the sample. Consequently, three male and 7 female teachers from each of nine schools were selected using stratified and simple random sampling techniques. From the tenth school, two male and 7 female were selected using stratified and simple random sampling techniques. However, during data collection, three teachers did not submit their questionnaires. Therefore, the researcher collected 91 questionnaires comprising of 28 male and 63 female teachers. Among the male teachers, one did not return the questionnaire while two female teachers failed to return their questionnaire translating to 91 questionnaires that were used for data analysis.

The reliability of the instruments was assessed through a pilot study in 10% of the population that did not take part in the actual study. The data obtained was inserted in the SPSS version 23 to generate correlation coefficient. The results of Cronbach's Alpha coefficient obtained was $r = 0.920$. According to George and Malley (2003), since the results of the coefficient alpha (α) value were correlated at $r > 0.5$, the instrument was considered reliable for the study. Additionally, triangulation was applied to enhance the reliability of qualitative instruments by corroborating responses from multiple sources. The trustworthiness of the instruments for collecting qualitative data was done by upholding research process and verifying the responses from respondents and checking uniformity to ensure its credibility. Quantitative data collected through questionnaires were coded and analyzed descriptively using the Statistical Package for the Social Sciences (SPSS) programme version 23. Qualitative data from interviews were analyzed thematically by identifying recurring patterns and organizing them into key themes aligned with the research questions. The qualitative findings were interpreted to complement and enrich the

quantitative results, providing a comprehensive understanding of the study phenomena (Creswell and Creswell, 2023). The study also ensured voluntary participation, observed confidentiality, honesty, avoided plagiarism by acknowledging sources of cited works, and maintained academic integrity in all stages of the research process.

4. Results and Discussion

The findings are discussed in accordance with the themes generated from the research questions that the study sought to answer.

4.1 The extent teachers' willingness to participate in in-service training influenced their professional growth in public primary schools

The first research question of this study aimed to assess how teachers' willingness to participate in in-service training influence their professional growth and instructional effectiveness in Arusha City. Teachers were presented with a Likert scale consisting of ten statements and asked to indicate their level of agreement or disagreement with each. Based on the scale, 1= strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree. The interpretation of these findings was based on the scale proposed by Nyutu et al. (2021), in which a mean score between 1.00 and 1.80 represents a very low level, 1.81 to 2.60 indicates a low level, 2.61 to 3.40 reflects a moderate level, 3.41 to 4.20 corresponds to a high level, and 4.21 to 5.00 represents a very high level. Their responses were then quantified to generate frequencies and percentages, as presented in table 1.

Table 1: Teacher's Responses on the Extent Participation in In-Service Training Programmes Influence Their Professional Growth (n=91)

Statements	SA		A		N		D		Mean	
	f	%	f	%	f	%	f	%	f	%
Willingness to participate in in-service training influence their improvement in teaching skills.	24	26.4	47	51.6	8	8.8	9	9.9	3	3.3
Participation in in-service training supports the professional growth of teachers.	28	30.8	38	41.8	7	7.7	16	17.6	2	2.2
Teachers become more confident in classroom instruction through in-service training.	51	56	30	33	2	2.2	4	4.4	4	4.4
Willingness to attend training enhances teachers' instructional effectiveness.	40	44	33	36.3	4	4.4	9	9.9	5	5.5
Teachers who regularly engage in training improve their teaching methods.	29	31.9	51	56	5	5.5	3	3.3	3	3.3
Training participation encourages teachers to apply new knowledge in their lessons.	30	33	53	58.2	5	5.5	2	2.2	1	1.1
Training contributes to improved classroom management among teachers.	35	38.5	49	53.8	3	3.3	3	3.3	1	1.1
Students' academic performance improves when teachers participate in training.	26	28.6	44	48.4	12	13.2	7	7.7	2	2.2
Willingness to attend training enhances teachers' use of assessment and feedback.	35	38.5	32	35.2	15	16.5	7	7.7	2	2.2
Teachers become more resourceful through regular participation in training programs.	37	40.7	45	49.5	3	3.3	3	3.3	3	3.3

The data in Table 1 show that a total of 26.4% of the teachers strongly agreed and 51.6% agreed that in-service training improves teaching skills, with a mean score of 3.88. Meanwhile, 8.8% were neutral, 9.9% disagreed, and 3.3% strongly disagreed. This relatively high mean indicates a general perception that training enhances instructional competencies. However, the presence of 13.2% who disagreed suggests that not all training experiences meet teachers' expectations, possibly due to content irrelevance or delivery quality. These findings echo Johnson and Smith (2021), who observed that structured professional development enhances teachers' content knowledge and pedagogical techniques, particularly in systems with supportive frameworks.

On the contribution of in-service training to overall professional growth, 30.8% of respondents strongly agreed and 41.8% agreed, yielding a mean of 2.2. A smaller segment (7.7%) was neutral, while 17.6% disagreed and 2.2% strongly disagreed. Although the mean suggests a positive trend, the relatively high disagreement (19.8%) may reflect gaps in training accessibility or a lack of perceived career progression following training. These findings are in line with Komba and Nkumbi (2021) who emphasized the importance of linking professional development to tangible career advancement in order to sustain teacher motivation and participation.

Regarding the effects of in-service training on classroom confidence, the highest level of agreement was recorded, with 56% strongly agreeing and 33% agreeing, leading to a mean score of 4.4. Only 2.2% were neutral, while 8.8% disagreed or strongly disagreed. This suggests that training plays a vital role in boosting self-efficacy a core principle of humanistic education that fosters teacher autonomy and confidence. The findings are in agreement with Mensah and Dlamini (2022) who reported that teachers who regularly engaged in training demonstrated stronger classroom presence and instructional clarity.

During interviews with head teachers, one participant stated:

Teachers who show readiness to attend in-service training normally gain better teaching techniques, which they apply in their classrooms. I have observed improvements in how they plan, explain concepts, and interact with pupils after training. Willingness increases their level of attention and seriousness (*HT8, 15th May, 2025*)

This was further supported by another participant who added:

I believe when a teacher participates willingly, they take the training seriously and try to apply what they learn. They improve the way they prepare lessons, and pupils also benefit more. A positive attitude towards training always improves teaching practice (*Personal interview with HT4, 13th May, 2025*).

Responses from the head teachers imply that they see voluntary participation in training as a driving factor for improved teaching quality. They stressed that training improves classroom delivery when teachers are genuinely willing to learn. They explained that teachers who engage voluntarily tend to gain more from the programmes. These findings are in agreement with what was indicated by the teachers in their questionnaires whereby most of them acknowledged that willingness leads to better classroom skills. The agreement between head teachers and teachers implies that willingness to participate in training is considered to be directly linked to professional growth. These findings concur with Adult Learning Theory that emphasizes self-direction. The theory encourages adult learners to take responsibility for their own learning, which can increase motivation and engagement. Another strength is the recognition of experience as a valuable learning resource (Merriam and Bierema, 2024).

Willingness to attend training was also linked to perceived improvement in instructional effectiveness, with 44% strongly agreeing and 36.3% agreeing. A mean of 3.3 was observed, while 4.4% remained neutral and 15.4% expressed disagreement. The findings noted that attending training instils confidence which comes from exposure to new strategies and being supported to try them out. Despite the overall positive perception, some respondents (13.4%) questioned the consistency of training outcomes. Johnson and Smith (2021) noted that the effectiveness of training is often influenced by its relevance, duration, and follow-up support.

When the head teachers were interviewed, this was made evident by one respondent who pointed out that:

Teachers who attend training without being forced usually come back more confident. They try new ways of teaching and even share ideas with others. They stand in front of the class with more command and are not afraid of handling different learning needs (*Personal interview with HT1, 14th, May, 2025*).

Similar responses were given by another participant who added:

When teachers go to training willingly, they feel genuinely encouraged and gradually gain more belief in their professional abilities. They consistently apply what they learn and become bolder in handling complex classroom challenges. It really boosts their instructional self-assurance in daily teaching activities (*Personal interview with CPEO, Arusha on 22nd May, 2025*).

Responses from the head teachers and other interview respondent imply that they view willingness to attend training as important for boosting teachers' confidence. These findings are in agreement with what was indicated by the teachers in their questionnaires whereby most of them believed that training enhances confidence. The agreement between head teachers and teachers implies that willingness to participate is regarded as important in strengthening professional growth.

On the item assessing whether regular participation improves teaching methods, 31.9% strongly agreed and 56% agreed, with a high mean of 4.09. Only 5.5% were neutral, while 6.6% disagreed. These findings align with the view that continued professional development enables teachers to refine their methodologies and incorporate new approaches, thus enhancing learner engagement. Mensah and Dlamini (2022) also reported similar outcomes, where training helped teachers adopt innovative instructional practices.

Finally, 40.7% strongly agreed and 49.5% agreed that training helps teachers become more resourceful in their teaching. A small number of 9.9% (3.3% were neutral while 6.6% expressed negative views). The mean score of 3.3 indicates broad consensus that training enhances creativity and adaptability both essential qualities for professional growth in a dynamic educational landscape. These insights align with Adult Learning Theory (Andragogy). According to the theory, adults prefer learning that is practical, problem-oriented, and immediately applicable to their roles. As adult learners, teachers are likely to respond positively to training opportunities that recognize and respect their professional experience and autonomy. Merriam and Bierema (2024) weighs in by suggesting that well-designed training empowers teachers to generate context-specific solutions and adopt learner-centered approaches. This reflects the importance of maintaining regular training as a way of strengthening teachers' ability to meet diverse classroom challenges.

During interviews with head teachers, one respondent stated:

Teachers who regularly attend training become more proficient at managing different situations in the classroom. They often find innovative ways to simplify complex topics and use instructional materials creatively. I have witnessed teachers invent new strategies for explaining lessons when resources are limited, and learners significantly benefit (*Personal interview with HT3, 12nd, May, 2025*).

This was further supported by another participant who said:

In my school, the teachers who attend training frequently show more flexibility and resourcefulness. They help colleagues, modify teaching methods when needed, and manage learning with or without books. Their problem-solving abilities grow with every training they attend (*HT6, 15th May, 2025*).

Responses from the head teachers imply that they regard willingness to attend regular training as a factor that fosters flexibility and creativity among teachers. These findings are in agreement with what was indicated by the teachers in their questionnaires whereby most of them reported becoming more resourceful through training. The agreement between teachers and head teachers implies that regular participation in training is perceived to build professional growth through enhanced adaptability and creativity.

4.2 The Administrative Roles and Support in Shaping Primary School Teachers

The second research question of this study aimed to assess the roles of administrative support in shaping primary school teachers' willingness to participate in in-service training programmes in Arusha City. Responses from teachers on a Likert scale were quantified to generate frequencies and percentages as presented in table 2. From the scale, 1= strongly disagree, 2= Disagree, 3=Neutral, 4=Agree, and 5=Strongly Agree. The interpretation of these findings was based on the rate of percentage described as less or equal to 20 = extremely minority; 21-49 = minority; 50-59 = moderate; 60-69 = majority; 71-89 = greater majority; 90-99 = extremely majority; 100 = overwhelming majority (Taherdoost, 2019).

Table 2: Teacher’s Responses on the Administrative Roles and Support (n=91)

Statements	SA		A		N		D		SD	
	f	%	f	%	f	%	f	%	f	%
Teachers are more willing to attend training when supported by the school administration.	3	3.3	10	11.0	8	8.8	46	50.5	24	26.4
Authorities actively solve logistical challenges that prevent teachers from attending training.	5	5.5	17	18.7	7	7.7	37	40.7	25	27.5
Authorities provide clear guidance and updates on in-service training opportunities.	7	7.7	8	8.8	2	2.2	30	33.0	44	48.4
Education authorities encourage teachers to participate in available in-service training.	9	9.9	17	18.7	3	3.3	30	33.0	32	35.2
Education management ensures financial support is available for teacher training activities.	6	6.6	7	7.7	5	5.5	45	49.5	28	30.8
Lack of transport or accommodation allowances from authorities limits teachers’ attendance.	21	23.1	48	52.7	3	3.3	12	13.2	7	7.7
School management supports teachers by allocating school funds for training purposes.	3	3.3	6	6.6	5	5.5	44	48.4	33	36.3
Teachers receive allowances from authorities to cover costs associated with in-service training.	2	2.2	6	6.6	12	13.2	45	49.5	26	28.6
Teachers receive encouragement from education management to join training sessions.	9	9.9	21	23.1	14	15.4	23	25.3	24	26.4
The school management provides teachers with adequate time to attend in-service training programmes.	10	11.0	24	26.4	6	6.6	26	28.6	25	27.5

Source: Field data (2025)

The data presented in Table 2 offer critical insights into the administrative roles and support in influencing primary school teachers’ willingness to participate in in-service training programmes in Arusha City. When asked whether school administration normally support teachers to attend training, only 3.3% strongly agreed and 11.0% agreed (extremely minority were in agreement), while a significant proportion either disagreed (50.5%) or strongly disagreed (26.4%) that is, 76.9% - greater majority disapproved this idea. These results suggest that most teachers in Arusha public school perceive school administrative support to be minimal or ineffective, which negatively affects their motivation to engage in training. This is inconsistent with the findings by Brown and Taylor (2022), whose research in Australia demonstrated that strong leadership and well-defined policies enhanced teacher participation in professional development. The observed discrepancy may stem from contextual differences in administrative capacity and leadership style

between high-income and low-resource educational settings.

When asked about administrative efforts in supporting teacher training during the interviews, the following was made evident as one of the participant said;

Teachers feel more motivated to attend training when the administration supports them. But many times, we operate within budget constrain due to limited capitation grants from the government that hinder our ability to support teachers’ professional training. Without visible support or follow-up from school heads, they assume the administration is not interested in their professional development (*Personal interview with HT9, 19th May, 2025*).

Another respondent added;

I have observed that when we, as heads, encourage and recognize teachers after training, they feel genuinely valued. But when continuous support is absent, most assume that professional development is not a priority. Teachers need regular support and assurance that the administration consistently backs their growth and professionalism (*Personal interview with HT2, 12th, May, 2025*).

Also, another head teacher responded that

As a head teacher, I actively promote and support in-service training by ensuring professional development is a strategic priority within our school. We identify training needs collaboratively, allocate time during the academic year for CPD activities, and provide financial support if available for relevant workshops and courses. Teachers are encouraged to share their knowledge with colleagues, fostering a collaborative culture of continuous improvement. By recognizing professional development as a vital investment, we create an environment where teachers feel supported and motivated to grow, ultimately enhancing the quality of teaching and learning across the school (*Personal interview with HT5, 16th May, 2025*).

Responses from the interview imply that school administration support plays a critical role in motivating teachers to attend training. The head teachers see that encouragement and recognition from school leaders enhance teachers' willingness to participate. These findings are in agreement with what teachers indicated in their questionnaires whereby the majority of them disagreed that they feel supported. The agreement between what was reported by teachers and head teachers indicates that administrative encouragement is viewed as an essential factor by both teachers and school leaders. The findings are supported by Adult Learning Theory that guided this study. The theory advocates for self-directed learning by adults. As mature people, they take more responsibility for their learning decisions and prefer to be involved in planning and evaluating their instruction (Merriam and Bierema, 2024).

Regarding the resolution of logistical challenges by authorities, only 5.5% of teachers strongly agreed and 18.7% agreed, while the majority either disagreed (40.7%) or strongly disagreed (27.5%). This indicates that logistical barriers remain a major hindrance to training participation. This implies that logistical concerns such as transportation, training locations, and time management are not

sufficiently addressed by authorities in Arusha public schools. These findings are consistent with Banda and Ncube (2020), who emphasized the significance of institutional support, including travel allowances and workload adjustments, in improving teachers' attendance at training sessions. The findings underscore the necessity of addressing operational constraints to ensure equitable access to professional development.

When asked whether authorities provide clear guidance and timely updates about in-service training opportunities, only 7.7% strongly agreed and 8.8% agreed, whereas 33.0% disagreed and 48.4% strongly disagreed. This implies that in public primary schools in Arusha, access to timely and reliable information on training opportunities remains limited. Poor communication reduces awareness and limits the ability of teachers to plan for and engage in meaningful professional learning. This reflects the absence of a structured communication framework, a factor Mwangi and Karani (2021) highlighted as essential for effective teacher development planning. Poor dissemination of training information is likely to diminish teachers' readiness and contributes to low participation rates.

The encouragement from education authorities also appeared to be minimal, with just 9.9% strongly agreeing and 18.7% agreeing that such encouragement is consistently provided. A considerable portion of respondents, 33.0%, disagreed and 35.2% strongly disagreeing suggested a lack of motivational leadership, with majority (68.2%) holding contrary opinion. The data suggests that most teachers disagreed with the statement. This implies that many teachers in public primary schools in Arusha do not receive the administrative encouragement needed to support their participation in training. The absence of such motivation may reduce teachers' engagement with professional development even when opportunities exist. This is misaligned with the findings of Msuya and Kimario (2023), who reported that supportive, transformational leadership correlates positively with teacher motivation to engage in professional development. The gap implies that the prevailing leadership approaches in Arusha city may be more transactional or passive, thus failing to stimulate teacher growth.

When interviewing the head teachers, it was frequently mentioned that:

We hardly receive visits or letters from the district office encouraging teachers to attend training. When no one reminds or urges them, they forget. Without official encouragement, teachers feel that attending training is a personal choice, not a system priority (*Personal interview with HT7, 15th May, 2025*).

Another head teacher also supported this by saying;

Most teachers need verbal and written encouragement from educational authorities. If the top leadership remains silent, it becomes difficult to foster genuine engagement. Institutional follow-up and active communication from authorities would make professional training feel important rather than just an optional activity (*Personal interview with CPEO, Arusha on 22nd May, 2025*).

Responses from the interviews imply that encouragement from education authorities is rarely experienced by teachers. The head teachers see that a lack of formal support and follow-up reduces teacher motivation to attend training. These findings are in agreement with what teachers indicated in their questionnaires whereby the majority of them disagreed that they receive encouragement from authorities. The agreement between what was reported by teachers and head teachers shows that support from higher authorities is taken as a necessary motivation by both groups.

5. Conclusion and Recommendations

5.1 Conclusion

The study concluded that teachers' willingness to participate in in-service training contributes to their professional growth and instructional effectiveness. This is supported by the findings from both teachers and head teachers that willingness to attend training enables teachers to improve their teaching techniques, build confidence, adopt innovative strategies, and become more consistent in their responsibilities. This high level of willingness is likely to increase teacher engagement in training activities and result in more refined lesson delivery, stronger classroom control, and improved interaction with learners.

The study further concluded that administrative support does not adequately play its role in shaping teachers' willingness to participate in in-service training programmes. This is supported by the findings from both teachers and head teachers that support in the form of communication, financial facilitation, and encouragement was largely absent or inconsistent. This low level of administrative support limits teachers' willingness to participate, as many of them remain uncertain, discouraged, or unable to attend due to lack of proper arrangements. Without consistent backing from school leadership and education authorities, teachers are less likely to engage fully in available training opportunities.

5.2 Recommendations

Based on the findings of the study, the researcher recommended the following:

1. The government should increase funding for in-service training programmes so as to enable equitable teacher participation across all schools.
2. Education authorities should improve communication and coordination with schools so as to ensure timely and clear dissemination of training opportunities.
3. Head teachers and education managers should actively encourage and monitor teacher participation so as to create a supportive environment for continuous professional development.
4. Teachers should take personal initiative to register and attend in-service training programmes so as to enhance their professional competence and instructional practices.

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