

Influence of In-Service Training of Teachers on Teachers' Motivation in Public Secondary Schools in Chato District, Geita Region, Tanzania

Sofia Sol Gaita, Specioza Asimwe, Immaculate Emurugat and Edson Mugenyi
College of Education, Open and Distance learning, Kampala International University, Uganda

Abstract

In-service training is an essential component of teacher professional development, which helps teachers to improve their knowledge, skills, and instructional practices. The aim of this paper was to determine the influence of in-service training of teachers on teachers' motivation in public secondary schools in Chato District, Geita Region, Tanzania. The study used descriptive research design and targeted 140 teachers. A sample size of 103 respondents was attained through the use of Krecjic and Morgan formula. Proportionate and simple random sampling was used to select the 103 teachers while purposive sampling was used to select 6 school chairpersons. Validity was attained by consulting experts in the field of educational management while reliability was tested by pilot testing the research instruments and calculating Cronbach Alpha. A Cronbach value of 0.912 was obtained and thus the instruments was considered reliable. For interviews, the researcher ensured that data collected information did not have any minor errors. Quantitative data was analyzed using frequencies, means and standard deviations while thematic analysis was used to analyze qualitative data. there was a significant positive correlation between in-service training and teachers' motivation in public secondary schools in Chato District, Geita Region, Tanzania was ($r = .587; p = .000$). This means that at 95% confidence level the r value for in-service training was .587 showing a moderate correlation with teachers' motivation. The paper concluded that there was a significant positive correlation between in-service training and teachers' motivation in public secondary schools in Chato District, Geita Region, Tanzania showing that enhanced teacher in-service programs enhances teachers' motivation. It was recommended that policymakers and educational institutions should invest in effective in-service training programs to support the ongoing professional development of teachers

Key words: In-Service; Training, Teachers, Motivation, Public Secondary Schools

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1.0 Introduction

In-service training is an essential component of professional development for teachers, which helps them to enhance their knowledge, skills, and instructional practices. Numerous studies have investigated the influence of in-service training on teachers' motivation. Adediwura and Tayo, (2018) in their study examined the impact of in-service training on the motivation and job performance of teachers in Nigeria. The findings revealed that in-service training significantly improved teachers' motivation and job performance. A study by Guo, Zhang and Li (2020) investigated the impact of in-service training on the motivation of Chinese primary school teachers. The results showed that in-service training had a positive effect on teachers' motivation, especially in terms of their self-efficacy and job satisfaction.

The word motivation has its origin from the Latin root word *movere*, which means to move (Dibia, 2013). Thus, motivating people according to Armstrong (2009) is about getting them to move in the direction desired in order to achieve particular results. Staff motivation is very important in any organization that seeks to improve its performance. There are several factors that can impact teachers' motivation, including job satisfaction, professional development opportunities, supportive work environment, recognition and rewards, and the intrinsic desire to make a positive impact on students. Job satisfaction is considered a crucial factor in teachers' motivation. A study by Aydin, *et al.* (2022) Bennel & Akyeampong (2007); Ekabu (2013); Ndung'u 2(013); Tumwesigye, Asimwe Gaita and Emurugat (2022) found that teachers who reported higher levels of job satisfaction were more motivated to engage in professional development activities. Additionally, a study by Li, *et al.* (2021) found that teachers' job satisfaction was positively correlated with their motivation to innovate in the classroom.

Professional development opportunities can enhance teachers' knowledge and skills, which in turn can increase their motivation. A study by Wang and Zhang (2022) found that professional development opportunities were positively associated with teachers' intrinsic motivation. Additionally, a study by Kim and Lee (2021) found that the provision of coaching and mentoring programs positively influenced teachers' motivation. Supportive work environment: A supportive work environment, including supportive colleagues and school leadership, can promote a positive work environment, which can enhance teachers' motivation. A study by Jian, et al. (2021) found that a supportive work environment was positively related to teachers' motivation. Furthermore, a study by Kim, et al. (2021) found that teacher support from school leadership and colleagues had a positive impact on teachers' job satisfaction and motivation.

Recognition and rewards, such as bonuses or public recognition, can increase teachers' motivation. A study by Bae and Kim (2021) Bennel & Akyeampong (2007); Ekabu (2013); Ndung'u (2013); Tumwesigye, Asiiimwe Gaitte and Emurugat (2022) found that recognition and rewards positively influenced teachers' intrinsic motivation. Additionally, a study by Fidan (2021) found that teachers who received recognition and rewards were more motivated to improve their teaching practices. The intrinsic desire to make a positive impact on students is an important factor in teachers' motivation. A study by Han, et al. (2021) found that teachers who had a stronger sense of responsibility to improve student learning were more motivated to engage in professional development activities. Additionally, a study by Choi, et al. (2021) found that teachers who had a strong sense of purpose were more motivated to participate in school improvement initiatives.

A study carried out by Aacha (2010) in Uganda agreed to the fact that teacher motivation has become an important issue. Teachers who are satisfied with their job tend to give off their best and can go a long way to influence students' performance. Aacha (2010) Bennel & Akyeampong (2007); Ekabu (2013); Ndung'u (2013); Tumwesigye, Asiiimwe Gaitte and Emurugat (2022) further found out that for teachers to be motivated extrinsically to give off their best, the head teacher's management styles contribute immensely. A study carried out in Tanzania indicates that the problem of demotivation of teachers is existent. In the process of addressing the problem, national efforts and strategies have been put in place; for example, in the years 1999, 2005 and 2010 the government implemented Salary/Pay Reform which aimed at increasing salaries among the civil servants (United Republic of Tanzania (URT, 2010). It was hoped that an increase of salary would lead to the improvement of performance in the education sector (World Bank, 2011). In 2007, the Teacher Development and Management Strategy (TDMS) was also developed to provide a comprehensive, holistic, and an all-encompassing strategy to deal with, among other issues, teachers' training and recruitment, deployment and motivation (TDMS, 2009).

In Chato District, there are many teachers who have many signs of jobs dissatisfaction. These included signs of stress, absence from work, alcoholism and truancy (DSEO, 2014). The World Bank study (2011) found that on any given day 23 percent of teachers were absent from school; specifically, 20 percent in rural areas and 36 percent in urban areas, were not in school. Even when teachers were in school, 53 percent of them were not in classrooms at any given time. If these concerns remain and if teachers feel demoralized then the quality of education including students' learning is bound to suffer (Julitha, 2010).

The motivation of teachers in Chato District is low and wanting. This was identified during workshops organized by the District Secondary Education Office (DSEO) of Chato District in the years 2013, 2014 and 2015. During the workshop of 2013, it was revealed that there was absenteeism and a high rate of late coming among teachers. This is confirmed by UWEZO Annual Report (2012) in which it was reported that teachers' absenteeism was at 18% in Chato district implying that on average, 18 out of 100 teachers were absent every day. The District Education officer devised strategies including allowance to teachers, prompt payment of teachers' salaries and construction of a teachers' resource centre (EFA, 2014).

Despite all these interventions, the report during the workshop of 2015 reveal that teachers' motivation is still low in Chato District, with teachers dodging classes, coming late for work and lacking the passion for work. A report released by the District Secondary Education Officer of Chato District (DSEO, 2015) indicated that 28% of teachers dodge classes every day. It is not yet clear whether this state of affairs is influenced by management practices of heads of schools in Chato district. However, previous studies (Mwei; 2013, Brown & Owusu, 2014) Bennel & Akyeampong (2007); Ekabu (2013); Ndung'u (2013); Tumwesigye, Asiiimwe Gaitte and Emurugat (2022) indicate that head of school management practices affect teacher's motivation. The current paper investigated the influence of teachers' in-service training on their motivation in public secondary schools in Chato District, Geita Region, Tanzania.

2.0 Literature Review

Buhler, Wolf and Goetz, (2021) conducted a meta-analysis study to examine the impact of in-service teacher training on teacher motivation and classroom quality and found out that in-service training had a significant positive effect on both teacher motivation and classroom quality. Also, Dang, Nguyen and Nguyen, (2022) investigated the relationship between in-service training, teacher motivation, and self-efficacy in Vietnam. The results showed that in-service training had a positive effect on teacher motivation, and this effect was partially mediated by self-efficacy.

A study by Akpan and Bassey, (2021) explored the influence of in-service training on the motivation of public primary school teachers in Nigeria. The findings revealed that in-service training significantly improved teachers' motivation, particularly their job satisfaction, work autonomy, and professional growth. Also, Ahmed and Lodhi, (2021) in their study in Pakistan on impact of in-service training on teachers' motivation and students' academic achievement revealed that in-service training had a positive effect on both teacher motivation and students' academic achievement. Similarly, Kim and Park, (2021) examined the relationship between in-service training, teacher motivation, and the mediating effects of job satisfaction and self-efficacy and found out that in-service training had a significant positive effect on both job satisfaction and self-efficacy, which in turn positively influenced teacher motivation. A similar study in Nigeria undertaken by Odebiyi and Akinwande (2021) revealed that in-service training significantly improved teachers' motivation, which has implications for the quality of education in Nigerian schools.

In China Gao and Yan (2021) in a systematic review examined the effectiveness of in-service training for teachers found out that in-service training had a positive impact on teacher knowledge, skills, and instructional practices, particularly in the areas of pedagogy and educational technology. Teachers' motivation is crucial for their job satisfaction, professional growth, and the quality of education they provide to their students. A study by Zhang, and Chen, (2021) on teachers' motivation identified the factors that influence teachers' motivation, including intrinsic motivation, extrinsic motivation, job satisfaction, and self-efficacy. Similarly, Iotaibi and Al-Mutairi, (2021) in their study which focused on the impact of digital technology on teacher motivation revealed that technology can enhance teacher motivation by providing opportunities for collaboration, creativity, and professional development. Kukulska-Hulme and Traxler, (2021) in their article which focused on the design of in-service training programs for teachers in mobile learning suggested that effective training should consider teachers' motivation, learning styles, and the context of their teaching.

Wang, Liu and Wei, (2022) investigated the individual and contextual factors that influence teachers' motivation in China. The findings revealed that teachers' intrinsic motivation, job satisfaction, and self-efficacy were positively related to their motivation, while factors such as workload and salary were negatively related.

In-service training has been identified as an important factor that can impact teacher motivation. Professional development opportunities have been found to enhance teacher motivation by increasing their knowledge and skills, which in turn positively impact their job satisfaction and performance (Yildirim & Simsek, 2021; Javadi & Zarrinabadi, 2020). Providing feedback during in-service training has been found to be particularly effective in motivating teachers, as it can help them to identify areas for improvement and build their confidence (Koçak, 2021; Zandvliet, van Veen, & Varoom, 2020).

In-service training that emphasizes collaborative learning can also impact teacher motivation, as it allows teachers to learn from and with their colleagues, which can enhance their sense of belonging and job satisfaction (Erdogan & Pektas, 2020; Zandvliet et al., 2020). Providing personalized training opportunities that are tailored to the individual needs and interests of teachers can also impact their motivation, as it shows that their professional development is valued and can help to increase their sense of autonomy (Yildirim & Simsek, 2021; Koçak, 2021). In-service training that incorporates technology has also been found to impact teacher motivation, as it can make training more engaging and interactive (Erdogan & Pektas, 2020; Javadi & Zarrinabadi, 2020). The current paper determined the influence of in-service training on teachers' motivation in public secondary schools in Chato District, Geita region, Tanzania.

3.0 Methodology

The study used descriptive research design. The population of the study was 140 teachers. Data available at the office of the DSEO revealed that the six schools selected for study had a total population of 140 teachers (DSEO, 2015). Thus, the target population of the study was 140 teachers. A sample size of 103 respondents was attained through the use of Sample size determination formula by Krecjic and Morgan (1970). The formula is given as;

$$n = \frac{X^2 * N * P(1 - P)}{(ME^2 * (N - 1)) + (X^2 * P * (1 - P))}$$

Where;

- n=Sample size
- X²=Chi Square for the specified confidence level at 1 degree of freedom= (3.841) from tables
- N=Population size
- P=Population proportion (.50 in the table)
- ME=Desired margin of error (expressed as a proportion=0.05)

For registered members, the sample size was calculated as;
 =3.841x140x0.5 (1-0.5)/ 0.05x0.05 (140-1) +3.841x0.5 (1-0.5)
 = 134.435/1.30775
 = 103

In selecting the respondents to participate in the study, the respondents were proportionately selected as per the population in each of the five divisions in Chato District as shown in Table 1.

Table 1: Distribution of Respondents based on Schools

Division	Target population	Sample Size
ZakiaMeghi	33	24
Wema	28	21
Nyarutembo	17	12
Buzirayombo	21	16
Mnekezi	25	18
Ichwankima	16	12
Total	140	103

In regard to the respondents the researcher used simple random sampling to select 103 respondents (teachers from the selected schools). This is in line with Amin, (2005) who states that a simple random sampling is obtained from the population in such a way that samples of the same size have equal chances of being selected. The outcomes attained from probability or simple random sampling can be guaranteed in relations of probability for example, the implication of outcomes obtained from a random sample can be measured and this fact gives the advantage of random sampling strategy over the purposive sampling strategy (Kothari, & Gaurav, 2014). In regard to key informants, the researcher used purposive sampling to select the 6 respondents (school chairpersons).

Questionnaire and interview guide were used to collect data from the respondents making the research a mixed methods approach. Questionnaires were used to collect quantitative data while interviews were used to collect qualitative information. A mixed-methods approach interweaves qualitative and quantitative data in such a way that research issues are effectively explained. It also provides a logical foundation, methodological flexibility, and a thorough knowledge of minor cases (Maxwell, 2016). In other words, using mixed-methods research allows researchers to answer study questions with adequate depth and breadth (Ivankova & Plano Clark, 2016), as well as generalize findings and implications of the studied topics to the entire population (Zhou & Wu, 2022).

To test the validity of the research instrument, research questions were formulated in line with the aim of the study and in addition, research experts in the field of educational management were consulted. The reliability of the research instruments were tested by pilot testing the research instruments using 10 respondents from Chato secondary school. The respondents at Chato secondary have similar demographic characteristics since it was one of public secondary school, thus, justified for the pretest. Cronbach Alpha was calculated and a reliability coefficient of equal or more than 0.70 was considered adequate to allow the researcher proceed with the study as per the recommendations of Taber (2018). In this study, Cronbach value of 0.912 was obtained and thus the instruments was considered reliable. For interviews, the researcher ensured that data collected information did not have any minor errors and at the same time all the research themes were captured during the instrument preparation, the process of interviews and during the analysis stage.

After a successful data collection exercise, data obtained were checked for completeness, coded and entered it into the computer statistical package for Social Sciences (SPSS) version 20. Quantitative data was analyzed using frequencies, means and standard deviations percentages. Qualitative responses were arranged in patterns and then categorized into meaningful units or segments or categories. Recurrent and emerging themes were identified and organized into meaningful categories and sub - categories. Some quotations were extracted and presented in verbatim. For comprehensiveness, data from the different data collections techniques were triangulated to validate and complement the findings from each of the sources.

4.0 Results

The aim of this paper was to determine the influence of in-service training of teachers on teacher's motivation. Pearson Correlation Coefficient (simply, r) was employed to determine the potential relationship between gender representation and decision-making process in deposit taking Saccos. In this case when $r = (+) 1$, it shows a positive correlation and when r is $(-) 1$, it indicates that there is a negative correlation. The table 2 provides the summary of the findings.

Table 2: The Correlation Coefficient between in-service training and Teacher Motivation

		Teachers' Motivation
In-service Training	Pearson Correlation	.587**
	Sig. (2-tailed)	.000
	N	103

** . Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows that there was a significant positive correlation between in-service training and teachers' motivation in public secondary schools in Chato District, Geita Region, Tanzania ($r = .587$; $p = .000$). This means that at 95% confidence level the r value for in-service training was .587 showing a moderate correlation with teachers' motivation. However, the r value was positive implying a positive correlation which means that enhancing teacher in-service programs leads to improved teacher motivation in schools. Thus, in-service training for teachers is a predictor of teachers' motivation in schools in Geita region. This finding was found to be consistent with those of other researchers such as Adediwura and Tayo, (2018) who found in their study that in-service training significantly improved teachers' motivation and job performance. In addition, Guo, Zhang and Li (2020) found out that in-service training had a positive effect on teachers' motivation, especially in terms of their self-efficacy and job satisfaction. Further, Buhler et al., (2021) found out that in-service training had a significant positive effect on teacher motivation while Dang, et al., (2022) found out that in-service training had a positive effect on teacher motivation, but this effect was partially mediated by self-efficacy.

The findings in a study by Akpan and Bassey, (2021) also revealed that in-service training significantly improved teachers' motivation, particularly their job satisfaction, work autonomy, and professional growth. Also, Ahmed and Lodhi, (2021) revealed that in-service training had a positive effect on both teacher motivation while Kim and Park, (2021) found out that in-service training had a significant positive effect on both job satisfaction and self-efficacy, which in turn positively influenced teacher motivation. A similar study in Nigeria undertaken by Odebiyi and Akinwande (2021) revealed that in-service training significantly improved teachers' motivation, which has implications for the quality of education in Nigerian schools.

Respondents opined that; *Heads of school should apply wisdom and rights in managing the school, by treating subordinate equally in value, perfuming the activities, attending the seminars if available by looking their professional in work place, in service training of teachers should be enhanced to enable teachers to be current in teaching. The best way to suit job satisfaction is bringing up the conducive environment i.e. improvement of infrastructure like teachers houses and also ensure equal participation and evolvment in different workshop internal and external without biases situation based on interest of someone. All teachers should be considered equally in attending seminars and other extra-duties.*

5.0 Conclusion and Recommendations

The paper concluded that there was a significant positive correlation between in-service training and teachers' motivation in public secondary schools in Chato District, Geita Region, Tanzania showing that enhanced teacher in-service programs enhances teachers' motivation. In-service training can significantly enhance teachers' motivation, job satisfaction, self-efficacy, and professional growth, which can ultimately improve the quality of

education for students. It was recommended that policymakers and educational institutions should invest in effective in-service training programs to support the ongoing professional development of teachers.

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