

The Influence of Training on the Academic Performance of Public Secondary School Teachers in Mwanza Region, Tanzania

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ABSTRACT

This paper assessed the influence of training on academic performance of public secondary school teachers in Mwanza Region, Tanzania. The study was anchored on a Behaviorism Theory of Learning which claims that learning occurs when new behaviors or changes in behaviors are acquired through association between stimuli and response. Therefore the specific focus of this paper was to assess the influence of three learning processes (pre-service training, in-service training and teaching experience) on academic performance of public secondary school teachers. A descriptive survey research approach together with quantitative research approach were used by this paper. A population was 220 public secondary schools in Mwanza Region whereby 22 schools were selected for study using a convenience sampling method. A survey questionnaire instruments was used to collect data and obtained complete responses from 180 teachers in the selected schools. The research data were analyzed by descriptive statistics and Pearson Product Moment Correlation Coefficient. Overall results showed that pre-service training influenced positively academic performance of teachers if measured by regular classroom attendance and coverage of syllabus only. But in-service training influenced positively academic performance of teachers in all measures. Again, teaching experience influenced negatively academic performance of teachers if measured as regular classroom attendance and coverage of syllabus. It was concluded by this paper that training and teaching experience have both positive and negative influence on academic performance of public secondary school teachers depending on the nature of training and how performance is measured. The paper offers useful recommendations for use of pre-service training, in-service training and teaching experience in improving academic performance of public secondary schools in Mwanza Region.

Key words: Academic Performance, In-Service Training, Pre-Service Training, Teaching Experience, Teachers' Training

I. INTRODUCTION

Globally, teachers' training is argued to play significant role in educating and preparing individuals for the better lives. Ikram et al. (2020) view that teachers' training covers fresher or prospective entrants in teaching profession (pre-service teachers) and experienced teachers (in-service teachers) thus, it generally aim at making prospective teachers fit on the teaching jobs as well as improving their academic performance in educative process. This is supported by number of researchers among them (Junejo et al., 2017) who showed that teachers' training involved equipping teachers with the professional skills, knowledge and experience needed to improve present and future academic performances of teachers in lessons delivery among public schools in Karachi, Pakistan. Bellue et al. (2022) added that training program increased the weekly hours of science instruction and number of science experiments which were conducted in classrooms in French Primary Schools. In view of the above, teachers training is unarguably one of the important factors that influence academic performance of teachers in secondary school settings globally.

In the Africa, implementation of teachers' training and its effect on academic performance has been subject to researches, Obiekwe and Obiekwe (2021) claim that teachers' training among secondary schools in Port Harcourt River State in Nigeria was associated by students' academic performance in terms of success in external examinations and learning abilities. Also, Kuluo (2018) explained why teachers among East African countries should be trained. He showed that majority of untrained teachers are vulnerable for poor academic results as compared to the teachers who had undergone training. Also, more experienced teachers were claimed to have better performance compared to teachers who spent lesser years in teaching among secondary schools in Kenya. Based on the above reports, teachers' training may be regarded as one of the best ways of improving academic performance of teachers as far as African continent concern.

In Tanzania as other African countries, as a matter of improving and maintaining good academic performance of teachers and students, all prospective teachers are subject to pre-service training to prepare and enable them to acquire basic skills, knowledge and abilities as well as to meet basic professional qualifications and standards

expected of the teaching job. Meanwhile, there are in-service training which normally is designed to ensure that teachers stay up-date and sharpen their skills, knowledge and teaching practices to meet the changes and new requirements of the contents of the curriculum, syllabus and educations system as the whole as stated under Standing Order G.1 (9) & (11) of the Standing Orders for the Public Service of Tanzania (2009). In specific content, Mwanza Region in the Lake Zone of Tanzania, all public secondary school teachers have been undergoing and successfully completing their pre-service teachers training program as required of teaching profession (Teachers Service Commission -TSC Act No. 25 of 2015). But, academic performance of public secondary school teachers in Mwanza Region at the time of this study continued to be far from the expectations (United Republic of Tanzania [URT], 2022).

1.1 Statement of the Problem

Despite that most of the secondary school teachers in Mwanza Region must have attended and completed pre-service training before employment, attend various in-service training courses after employment and gain extensive work experience as they employees under permanent term contract, their academic performance in educating students continues to be far below expectations. URT (2022) claimed that most of the secondary school teachers in Mwanza Region failed to motivate students during classroom lesson delivery which in turn accelerated failure of large number of students to complete their secondary school education.

Also, despite being the second leading Region in number of teachers in Tanzania, an average pass rate change among secondary schools students in Mwanza Region in five years period from 2018 to 2022 was generally poor in Secondary Education Examination (SEE) (URT, 2022). A fundamental question which underpinned this study was how pre-service training, in-service training and teaching experience gained by public secondary school teachers in Mwanza Region accounted for the academic performance of teachers in the process of educating students. In order to find answers on the fundamental question above, this study assessed the influence of training on academic performance of public secondary school teachers in Mwanza Region of Tanzania.

1.2 Research Objectives

- i. To determine the influence of pre-service training on academic performance of public secondary school teachers in Mwanza Region.
- ii. To investigate the influence of in-service training on academic performance of public secondary school teachers in Mwanza Region.
- iii. To assess the influence of teaching experience on academic performance of public secondary school teachers in Mwanza Region.

1.3 Research Hypotheses

The put forwards the following alternative hypotheses.

H_{01} : Pre-service training has positive influence on academic performance of public secondary school teachers in Mwanza Region.

H_{02} : In-service training positive influence on academic performance of public secondary school teachers in Mwanza Region.

H_{03} : Teaching experience has positive influence on academic performance of public secondary school teachers in Mwanza Region.

II. LITERATURE REVIEW

2.1 Theoretical Review

Ikram et al. (2020) theorized teachers training as the act of making teachers fit on the teaching jobs and improve their academic performance in educative process. This paper considers teachers' training as either pre-service training or in-service training. Pre-service teachers training refers to a basic training provided to individuals who desires to enter into the teaching profession (Junejo et al., 2017). In-service teachers' training refers to series of training undertaken by teachers after being employed to enable them to stay an up-date and sharpen their skills, knowledge and teaching practices to meet the changes and new requirements of the contents of the curriculum, syllabus and educations system as the whole (Kuluo, 2018).

Mufidah et al. (2021) considered teaching experience as longevity in teaching engagement by the teachers. This paper measured teaching experience as total number of years which individual teacher had worked as professional public secondary school teacher at the time of this research. In Mwanza Region, all public secondary school teachers must have undergone and successfully completed their pre-service teachers training program as required of teaching profession (TSC Act No. 25 of 2015). Also, it was compulsory for all employers, supervisors and

teachers to strive in pursuit of in-service training programme in order to be up-to-date and sharpen their teaching skills, knowledge and gain new job experience in order to improve teaching performance as stated under Standing Order G.1 (9) & (11) of the Standing Orders for the Public Service of Tanzania (2009).

Ige (2013) described academic performance of teachers to manifest into regular and timely attendance in the classrooms for lesson delivery, coverage of the syllabus and administration of the required number and quality standards of the tests and examinations to the students. Therefore, in this paper teachers' academic performance was measured by regular attendance in the classrooms, coverage of the syllabus and regular assessment of the students.

The Behaviorism Theory of Learning is frequently used to explain association between learning process and change in behaviors of individuals (Obiekwe & Obiekwe, 2021). In this paper, learning process is regarded to include training and gaining experience of teachers while change in behavior is used synonymously with academic performance of teachers. The Behaviorism Theory of Learning was developed by B.F. Skinner by experimenting on the effect of external factors (such as training) on individual behaviours (change in teaching behaviour) (Skinner, 2014). Skinner argues that knowledge exist independently outside of the people and considers a learner as a blank slate who must be provided with the experience on the subject matters that need to be understood and mastering (Skinner, 2014).

Building from Skinner's idea on behavior, one may argue that learning occurs when new behaviors or changes in behaviors are acquired through association between stimuli and response. So, Behaviorism Theory of Learning explains that associations between stimuli and responses always lead into change of behavior (Kuluo, 2018). In view of this, Behaviorism Theory of Learning was applicable by this paper to estimate association between knowledge and skills acquired by teachers during pre-service and in-service training as well as teaching experience on the change in teaching performance. The change in teaching behavior is used by this paper to mean regular attendance in the classrooms, coverage of the syllabus and regular assessment of the students (Ige, 2013).

2.2 Empirical Review

2.2.1 The Influence of Pre-Service Training on Academic Performance

Kuluo (2018) investigated the relationship between teachers training and academic performance among students in Kenyan secondary school at Narok County. The report stated that majority of untrained teachers posted poor results as opposed to the teachers who had undergone training in teaching profession before being employed. Also, most of the students were unsatisfied by the way which untrained teacher delivered teaching contents. The above researcher used the descriptive survey design and a sample was 384 teachers who completed survey questionnaire. A descriptive statistics was used to analyze the data. The argument on the above results is that trained teachers are capable of offering high quality teaching and lesson delivery which meet the needs and expectations of the students that untrained teachers.

Obiekwe and Obiekwe (2021) examined the impact of teachers training on academic performance of secondary school students in Port Harcourt City in the River State of Nigeria. The results showed that teachers' training was associated by students' academic performance in terms of success in their external examinations and learning abilities. The above researchers used a survey research design and sample of 120 teachers were selected using purposive sampling method. The data were solicited using survey questionnaire and analyzed by Pearson Product Moment Correlation Coefficient. This above research was applicable to the current study because it tells that teachers who pursued training not only that they are likely to perform better in lesson delivery in classrooms.

2.2.2 The Influence of In-Service Training on Academic Performance

Jabeen and Khalil (2023) investigated the impact of training on teachers' performance in primary, secondary and higher secondary level in Karachi, Pakistan. The results from inferential analysis revealed existence of positive relationship between in-service training courses and teachers' performance. The researchers explained the above results by stating that in-service training enabled teachers to develop skills and abilities which helped them to perform better in the classrooms. A total of 250 teachers were randomly selected and completed the closed ended questionnaires in the above research. On the above results, one may comment that trainings (whether pre-service or in-service) give teachers the compulsory skills and abilities they use to delivery lessons to students in classrooms.

Junejo et al. (2017) examined the impact of in-service training on performance of teachers among public schools in Karachi, Pakistan. Inferential analysis of the data depicted that there was positive impact of in-service training on performance of teachers. Positive perceptions of teachers towards professional growth through training was found to moderate the relationship between in-service training and academic performance. So, it can be argued that teachers who attend in-service training develop positive perception regarding their professional growth which accelerate their academic performance in lesson delivery. A sample of the above research was drawn from 150 teachers and the data were generated using closed-ended questionnaires. The findings revealed that implementation of

in-service training improved performance of teachers by improving their professional skills, knowledge and experience.

2.2.3 The Influence of Teaching Experience on Academic Performance

Kuluo (2018) as stated earlier reported that more experienced teachers had better academic performance in classrooms compared to inexperienced teachers among Kenyan secondary school in Narok Country. The researcher used descriptive survey design and a sample was 384 teachers who completed the survey questionnaires. A descriptive statistics was used to analyze the data. The argument on the above results is that experience teachers are capable of delivering high quality teaching and lesson which meet the needs and expectations of the students.

Mufidah et al. (2021) determined the impact of teaching experience on teachers; performance among public and private schools in Iraq. The findings supported that teachers' teaching experience had significant impact on teachers' performance. The above researcher used a sample of 100 randomly selected teachers who completed the questionnaires. The data were analyzed using descriptive statistics and inferential analysis. The stated results were applicable by this study because they are specific on teaching experience variable which the researches claimed that was positively and significantly related to teachers' performance as far as public and private schools teachers in Iraq concern.

The above empirical researches manifested geographical research gap because most of them were conducted in the rest parts of the world particularly; France, Pakistan, India, Nigeria, Zambia, Kenya and Uganda. Nkomo and Abdi (2023) argue that teachers' academic performance is affected by personal, social-economic and school administration factors. As such, the findings of the previous researches cannot be used to explain accurately how teachers' training influenced academic performance of teachers in Tanzania more specific in Mwanza Region. In order to cover the above research gap and contribute in solving academic performance problems which characterized public secondary schools in Mwanza Region, this paper assessed the influence of training on academic performance of public secondary school teachers in Mwanza Region of Tanzania. The research variables which were manipulated by this paper and their measurement is shown in Table 1.

Table 1.

Variables and Measurement

S/N	Variables	Measurement	Citation
1	Pre-service training	Highest education level attained by individual teachers in pursuit of pre-service training course from the recognized College and University.	Nkomo & Abdi (2023)
2	In-service training	Number of short course training (duration of 1 year or less) which individual teachers had participated after being employed as the public secondary school teacher.	Kuluo (2018).
3	Teaching experience	Total number of years which individual teacher has worked as professional public secondary school teacher.	Kuluo (2018).
4	Academic performance	Regular attendance in the classrooms (dummy).	Ige (2013).
		Coverage of the syllabus (dummy).	Ige (2013).
		Assessing students regularly (dummy).	Ige (2013).

III. METHODOLOGY

This paper deployed a descriptive survey research design to ensure extensive inquiry and provision of a general understanding of the research purpose as opposed to other research design (Kuluo, 2018). Besides, a quantitative research approach was used to permits use of quantitative methods of data collection and analysis to establish the detailed and empirical evidences on the research phenomenon (Rahi, 2017). The research area was Mwanza Region in the Lake Zone of Tanzania due to report that academic performance of public secondary schools in lesson delivery was not good in the area (URT, 2022). In view of this, the paper took a population equal to all public secondary schools in Mwanza Region which were 220 in total (URT, 2022). A sample of 22 public secondary schools equal to 10% of all public secondary schools was used by this paper (Kerlinger, 2004). Selection of the Schools was done by means of a non-probability sampling technique particularly convenience sampling method (Ahmad & Moharken, 2018).

The research data were collected through survey method as it preferred for collection of information from a large sample or individuals through their responses to questions (George, 2023). Along the stated method, survey questionnaire instrument was prepared and administered to all teachers among 22 public secondary schools which were selected in a sample. In order to ensure validity and reliability of the instruments, all constructs of the survey

were adopted from previous researches which incorporated pre-service training, in-service training, teaching experience and academic performance of teachers in their analysis.

The obtained data were analyzed using the quantitative method of data analysis namely; descriptive statistics and Pearson Product Moment Correlation Coefficient (PPMCC). Before embarking on data analysis, the data were processed by cross-checking the survey questionnaires to see their completeness. There were 180 complete questionnaires out of 232 questionnaires which were returned by the respondents which represented 77.6% of the complete response rate. The data were coded by assigning numbers as the tags and recorded into the Statistical Package for Social Sciences (SPSS) programme version 25 for of analysis.

IV. FINDINGS & DISCUSSIONS

4.1 Influence of Pre-Service Training on Academic Performance

This paper determined the influence of pre-service training on academic performance of public secondary school teachers in Mwanza Region. A descriptive statistic was used to analyze the data and the Column Chart was used to present the data as shown by Figure 1. Also, the data for the pre-service training was correlated with the data of academic performance of teachers which were into three dimensions; data for regular classrooms attendance, coverage of the syllabus and regular assessment of students using the Pearson Product Moment Correlation Coefficient. The correlation matrix was shown in Table 2.

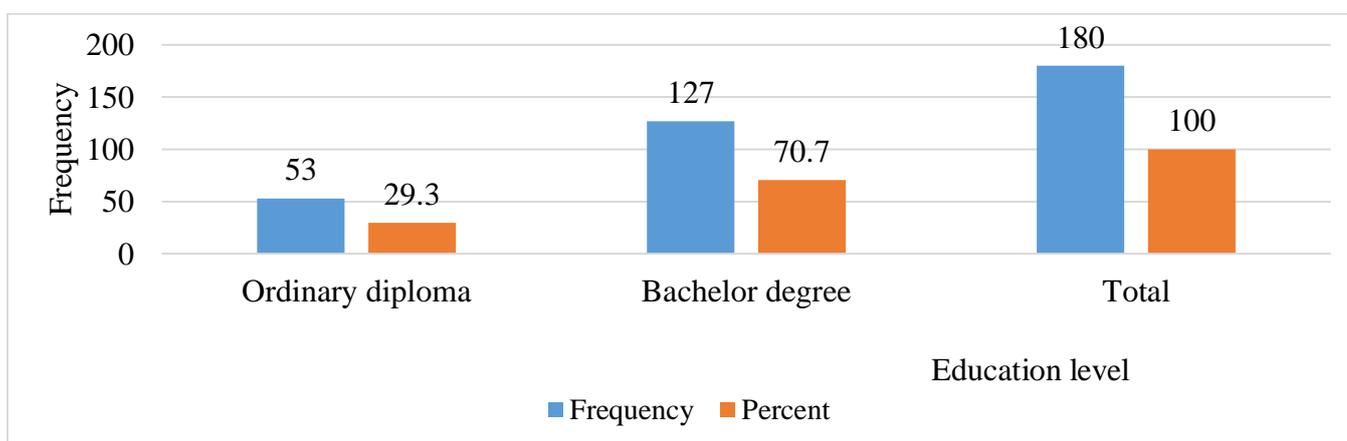


Figure 1
Highest Level of Education Attained by Teachers during in Pre-Service Training

Based on Fig 1, majority of the respondents of this study had Bachelor degrees in teaching (70.7%) and the rest had Ordinary diplomas in teaching (29.3%) which were attained during pre-service training for teaching profession.

Table 2.
Correlation Matrix between Pre-Service Training and Academic Performance

S/N	Variables	Pre-service training	Regular classroom attendance	Coverage of syllabus	Regular assessment of students
1	Pre-service training	1			
2	Regular Classroom attendance	.182*	1		
3	Coverage of syllabus	.124*	.633**	1	
4	Regular assessment of students	-.048*	.309**	.397**	1

*. Correlation is significant at the 0.05 level (2-tailed).
 **. Correlation is significant at the 0.01 level (2-tailed).

Table 2 shows that the correlation coefficients (r) between pre-service training for public secondary school teachers and academic performance measured by regular classroom attendance, coverage of syllabus and regular assessment of students were 0.182, 0.124 and -0.048 respectively at significant level of 0.05. This translated that pre-service training was positively correlated with academic performance of teachers if measured by regular classroom attendance and coverage of syllabus only. Hence, the first alternative hypothesis (Ha₁) was rejected because of negative association between in-service training and regular assessment of students as a dimension of academic

performance. That means that an increase in a level of pre-service training course attained by teachers before being employed could increase academic performance based on regular classroom attendance and coverage of syllabus. Nevertheless, pre-service training was negatively correlated with academic performance of teachers if measured by regular assessment of students. This means that an increase in the level of pre-service training course attained by teachers before being employed was accompanied by decrease in academic performance if measured by regular assessment of students.

4.2 Influence of In-Service Training on Academic Performance

This paper investigates the influence of in-service training on academic performance of public secondary school teachers in Mwanza Region. A descriptive statistics was used to analyze the data for in-service training and finally were presented using Bar Chart shown by Fig.2. Next, the data for in-service training were correlated with the data for academic performance of teachers which were in three dimensions namely; regular classrooms attendance, coverage of the syllabus and regular assessment of students using the Pearson Product Moment Correlation Coefficient. The correlation matrix was shown in Table 3.

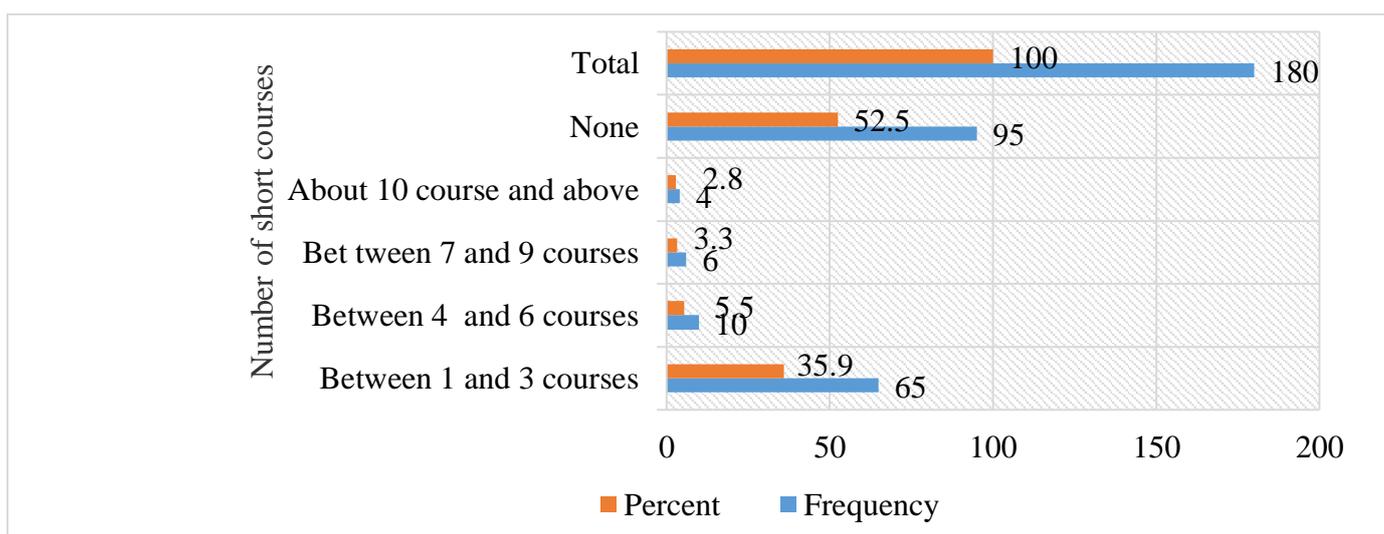


Figure 2
Number of in-Service Short-Course Training Attended by Teachers

According to Fig.2, highest percent of the respondents (52.5%) expressed that none of the in-service training course they had attended. This was followed by 35.9% of the respondents who attended between 1 and 3 in service training courses and 5.5% of all respondents who expressed that they attended between 4 and 6 in-service training courses. There were also 3.3% of all respondents who expressed that they attended between 7 and 9 in-service training courses and about 2.8% of all respondents who expressed that they attended about 10 in-service training courses and above. The implications of the above data is that majority of teachers did not attend any in-service short training course after being employed. Even those attended in-service training courses; most of them had attended between 1 and 3 in service training courses followed by those who attended between 4 and 6 in-service training courses.

Table 3
Correlation Matrix between In-Service Training and Academic Performance

S/N	Variables	In-service training	Classroom attendance	Coverage of syllabus	Regular assessment of students
1	In-service training	1			
2	Classroom attendance	.128*	1		
3	Coverage of syllabus	.017*	.633**	1	
4	Regular assessment of students	.068*	.309**	.397**	1

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

Table 3 expresses that the correlation coefficients (r) between in-service training for public secondary school teachers and academic performance of teachers (regular classroom attendance, coverage of syllabus and regular assessment of students) were 0.128, 0.017 and 0.068 respectively at significant level of 0.01. Therefore, the second

alternative hypothesis (H_{a2}) was accepted because of positive association between in-service training and all dimensions of academic performance of teachers. The above results translated that in-service training was positively connected with academic performance of teachers across the dimensions of regular classroom attendance, coverage of syllabus and assessment of students. That means that an increase of in-service training for teachers was likely to increase academic performance of teachers in all measures (regular classroom attendance, coverage of syllabus and regular assessment of students).

4.3 Influence of Teaching Experience on Academic Performance

This paper assessed the influence of teaching experience on academic performance of public secondary school teachers in Mwanza Region. A descriptive statistics performed to analyze the data for teaching experience variable and the data generated were presented using Pie- Chart shown by Fig.3. Similarly, the data for teaching experience were correlated with the data for academic performance of teachers across three measures (regular classrooms attendance, coverage of syllabus and regular assessment of students) by deploying the Pearson Product Moment Correlation Coefficient. The correlation matrix was shown in Table 4.

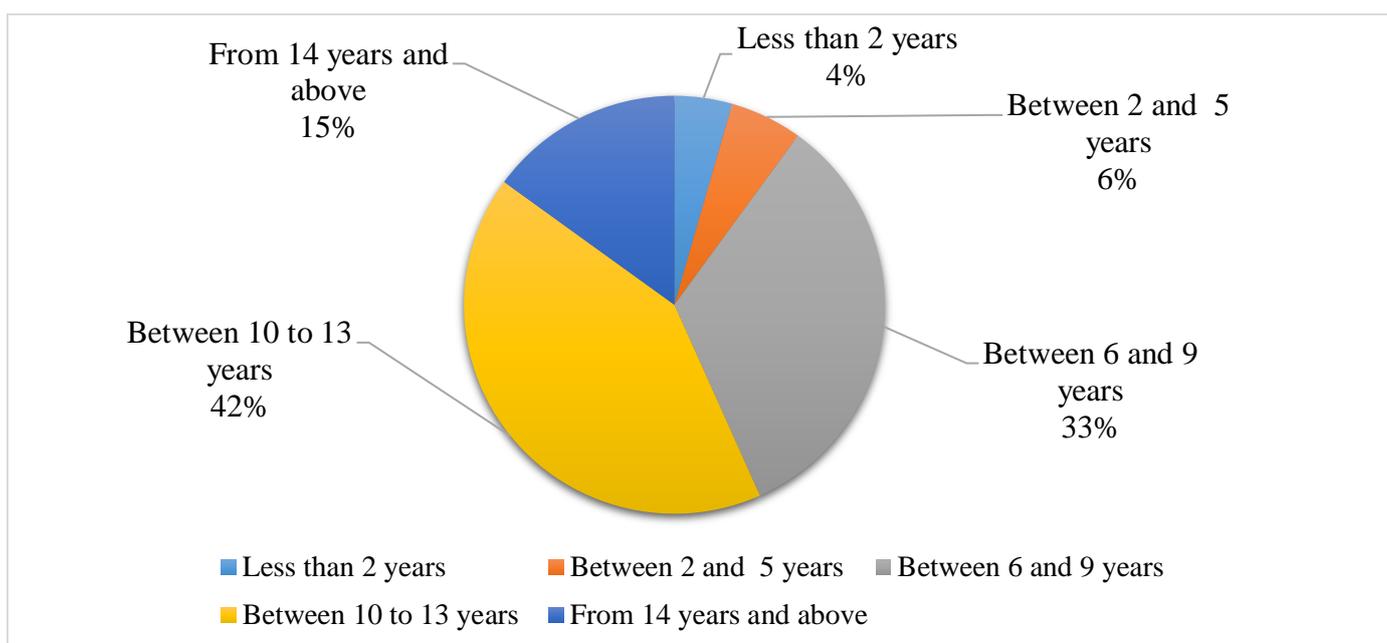


Figure 3
A Pie Chart Showing Teaching Experience of Teachers

According to the data portrayed by Figure 3, highest percent of the respondents expressed that years of experience in teaching profession were between 10 and 14 years (42%). This was followed by 33% of all respondents who indicated that years of experience in teaching profession was between 6 and 9 years. Also, about 15% of all respondents indicated that years of experience in teaching profession was from 14 years and above. Again, there were 6% of all respondents who expressed that years of experience in teaching profession was between 2 and 5 years. Lowest percent comprised of 4% of the respondents who indicated that years of experience in teaching profession was less than 2 years. In line with the data presented, this study established that majority of the respondents of this study (about 90%) had good experience in teaching profession (over 6 years) among public secondary schools.

Table 4
Correlation Matrix between Teaching Experience and Academic Performance

S.N	Variables	Teaching experience	Classroom attendance	Coverage of syllabus	Regular assessment of students
1	Teaching experience	1			
2	Classroom attendance	-.148*	1		
3	Coverage of syllabus	-.298*	.633**	1	
4	Assessment of students	.047*	.309**	.397**	1

*. Correlation is significant at the 0.05 level (2-tailed).

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

Table 4 displays that the correlation coefficients (r) between teaching experience of public secondary school teachers and academic performance of teachers on the aspects of regular classroom attendance, coverage of syllabus and regular assessment of students were -0.148 , -0.298 and 0.047 respectively at significant level of 0.05 . The above values represented that teaching experience was negatively related to the academic performance of teachers if measured by regular classroom attendance and coverage of syllabus. But was positively correlated with academic performance of teachers is measured by assessment of students. So, a third alternative hypothesis (H_{a3}) was rejected because of negative association between in-service training with classroom attendance and coverage of syllabus as the dimensions of academic performance. This means that an increase of teaching experience of teachers could decrease academic performance of teachers with respect to regular classroom attendance and coverage of syllabus. However, an increase of teaching experience of teachers was likely to increase academic performance of teachers if measured by regular assessment of students.

4.4 Discussions

Pre-service training influenced positively academic performance of teachers measured by regular classroom attendance and coverage of syllabus. On the other hand, pre-service training was found to influence negatively academic performance of teachers if measured by regular assessment of students. This supported major assumptions of Operant conditioning of the Behaviorism Theory of Learning if performance was measured by regular classroom attendance and coverage of syllabus but also refuted the same Theory if performance was measured by regular assessment of students. Besides, the paper was in agreement with Kulo (2018) who found out that untrained teachers posted poor results as opposed to the teachers who had undergone training in teaching profession before being employed in Narok Country, Kenya. Also, the paper supported Ogunbayo and Mhlanga (2022) who portrayed that teachers' training improved job performance and students' academic performance as a result of increased recognition and sense of personal satisfaction among teachers in public secondary schools in Nigeria.

In-service training influenced positively academic performance of teachers in all measures, that is; regular classroom attendance, coverage of syllabus and regular assessment of students. That is to say, an increase in number of in-service short courses attended by teachers after being employed was likely to increase academic performance of teachers measured by regular classroom attendance, coverage of syllabus and regular assessment of students as far as public secondary schools in Mwanza Region concern. The above findings were in agreement with the Operant conditioning of the Behaviorism Theory of Learning which suggests that change of behavior (teaching performance) is influenced by external environment factors only (teacher's training) (Skinner, 2014). Besides, this paper was in agreement with Bellue *et al.* (2022) who revealed that in-service training program increased the weekly hours of science instruction and number of science experiments which were conducted in classrooms among Primary Schools in France. Weekly hours of science instruction and number of science experiments in the above research are similar to regular classroom attendance and regular assessments of students respectively as used by the current study to measure academic performance of teachers in public secondary schools in Mwanza Region. Also, the current study support research by Jabeen & Khalil (2023) which highlighted existence of positive relationship between training and teachers' performance as a result of improved skills and abilities among primary, secondary and higher secondary level in Karachi, Pakistan.

Teaching experience had negative influence on academic performance of teachers based on regular classroom attendance and coverage of syllabus. On the other hand, teaching experience demonstrated positive influence on academic performance of teachers if measured by regular assessment of students. The above results disagreed with Behaviorism Theory of Learning if teachers' academic performance was measured by regular classroom attendance and coverage of syllabus but agreed with the postulates of a Classical conditioning of Behaviorism Theory of Learning if performance was measured by regular assessment of students. Also, the paper was in disagreement with Kulo (2018) who revealed that more experienced teachers had better academic performance in classrooms compared to inexperienced teachers among Kenyan secondary school in Narok Country in Kenya. As claimed by Nkomo and Abdi (2023) different results could be caused by differences in personal, social-economic and school administration factors between teachers in Narok County, Kenya and in Mwanza Region, Tanzania.

V. CONCLUSIONS & RECOMMENDATIONS

5.1 Conclusions

Training has positive and negative influence on academic performance of public secondary school teachers depending on training variables and how academic performance is measured. As this paper, pre-service training of teachers influences positively academic performance of teachers if is measured by regular classroom attendance and coverage of syllabus but not measured by regular assessments of students in which negative results are recognized.

But, in-service training for teachers was proved to be important tool of influencing academic performance of teachers in all measures (regular classroom attendance, coverage of syllabus and regular assessment of students).

Again, teaching experience influences positively academic performance of teachers only if performance is measured on regular assessment of students but not measured by regular classroom attendance and coverage of syllabus in which case there is existence of negative influence of teaching experience on academic performance (regular classroom attendance and coverage of syllabus). So, poor academic performance that prevails among public secondary schools in Mwanza Region is more explained by pre-service training and teaching experience both which if they increase caused academic performance of teachers to decrease if measured by regular assessments to students (with respect to increase in pre-service training) and regular classroom attendance and coverage of syllabus (with regards to increase in teaching experience).

5.2 Recommendations

Thus paper recommends for immediate action by employers and immediate supervisors of teachers in public schools in Mwanza Region to control carefully teachers who joined teaching profession with high education levels. Also, the Government, employers and immediate supervisors of teachers in public schools should provide more opportunities of short course training for teachers. Again, the employers and immediate supervisors of teachers in public schools should supervise closely more experienced teachers by reminding them the duty of attending classrooms regularly and coverage of syllabus.

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