Available on: https://jsshrs.ep-journals.org/ E-ISSN: 3051-3561, P-ISSN: 3051-3553

Journal of Social Science and Human Research Studies

Volume : 02 Issue : 07 July-2026

Managerial Strategies for Enhancing In-Service Teacher Training Programmes in Public Secondary Schools: A Case of Kahama District Council, Tanzania

Neema Charles Magongo

Faculty of Education, Humanities and Science, Tumaini University Makumira, P. O. Box 55, Usa River, Arusha, Tanzania

Dr. Felix Goldman

Faculty of Education, Humanities and Science, Tumaini University Makumira, P. O. Box 55, Usa River, Arusha, Tanzania

Published Date: July 16, 2026 **Article DOI: 10.65150/EP-jsshrs/V2E7/2026-27**

ABSTRACT: This study examined the managerial strategies that enhance in-service teacher training (INSET) management in public secondary schools in Kahama District Council, Tanzania. Anchored in Malcolm Knowles' Adult Learning Theory (Andragogy), the study used a mixed-methods approach with a convergent parallel design, gathering quantitative and qualitative data simultaneously from 88 respondents: 83 teachers, 4 heads of school, and 1 District Education Officer, selected through stratified, systematic, and purposive sampling across four schools. Data came from a structured Likert-scale questionnaire, semi-structured interviews, and documentary review, analyzed using descriptive statistics and thematic analysis. The instrument showed outstanding reliability (Cronbach's Alpha = .991). Results revealed an overall mean of 1.74, showing strong teacher agreement that ten strategies enhance INSET management. Curriculum-responsive training was rated most critical (mean = 1.51), followed by collaborative professional cultures (1.56), equitable teacher rotation (1.63), continuous professional support (1.68), expanded training opportunities (1.73), e-learning (1.78), incentives (1.80), and sustained support with extended training duration (1.93 each). Interviews with head teachers and the District Education Officer revealed a deeper structural problem: INSET planning remains centralized, leaving schools with little say in shaping the training they receive. The study concludes that managerial strategies are necessary but institutionally fragile, requiring deliberate decentralization, equitable access, and sustained follow-up rather than sporadic, centrally imposed workshops. It recommends that the District Education Office institutionalize school-level needs assessments, a transparent rotation system, and structured post-training monitoring, and that school heads develop school-based INSET plans tied to improvement goals.

KEYWORDS: Managerial Strategies, In-Service Teacher Training, Professional Development Management, Adult Learning Theory, Kahama District, Tanzania

1. INTRODUCTION

The management of in-service teacher training (INSET) has become one of the most consistently emphasised levers for improving classroom quality in Sub-Saharan African education systems, precisely because pre-service preparation alone cannot keep pace with curriculum reform, new subject introductions, and the evolving demands placed on practising teachers (Westbrook et al., 2021). Unlike pre-service training, INSET is designed to update, refine, and sustain the pedagogical competence of teachers already in post, and its theoretical justification rests heavily on adult learning theories, particularly Andragogy, which holds that adult learners are self-directed, experience-rich, and motivated by training that is problem-centred and immediately applicable to their professional context (Knowles, Holton & Swanson, 2020). Yet whether INSET actually produces the intended improvements in teaching quality depends less on the existence of training programmes than on how those programmes are managed: how needs are identified, how participation is allocated, how content is designed, and how support continues once the training itself has ended.

In Tanzania, the government and development partners have invested substantially in INSET, and recent school-based mentorship initiatives implemented in collaboration with the Ministry of Education have shown that structured, well-managed in-service support can shift teachers from traditional, teacher-centred instruction toward learner-centred practice (Fulgence & Chambua, 2025). At the same time, national commentary continues to note that more than half of secondary school teachers in the country lack regular access to organized in-service training, and that persistent gaps in policy guidance, coordination, and follow-up limit the extent to which INSET translates into sustained classroom change (Komba, 2021). This suggests that the central problem is frequently not an absence of training activity but a deficit in the managerial architecture, needs assessment, resourcing, scheduling, equity of access, and post-training support that surrounds it.

Kahama District Council, in the Shinyanga Region, illustrates this problem concretely. Despite being a recipient of national initiatives such as the Secondary Education Quality Improvement Programme and Teacher Professional Development frameworks, classroom performance in the district, as measured by Form Four examination results and school inspection reports, has remained a persistent concern (Kahama District Education

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

Office, 2023). Effective management of INSET in such a context would ordinarily entail needs-based, continuous professional development aligned with curriculum goals, structured follow-up, and adequate resourcing and incentives to sustain participation; when co-designed with school leaders and monitored against learning outcomes, such management has been shown elsewhere to translate into measurable gains in student achievement (UNESCO, 2022; World Bank, 2022; Darling-Hammond, Hyler & Gardner, 2022). In Kahama District, however, the management of INSET has instead been characterized by inconsistent funding, irregular scheduling, fragmented content, and inadequate follow-up, undermining the transfer of training into sustained classroom practice (Komba & Mwandanji, 2023; Mafumiko & Kapinga, 2024).

This study was therefore designed to analyze specifically the managerial strategies that enhance the in-service teacher training programme in public secondary schools in Kahama District Council. In doing so, it isolates and examines in depth the first of three objectives that originally guided a broader dissertation study on the management of INSET and its influence on teachers' professional practice: to analyze the managerial strategies that enhance in-service teacher training programmes in Kahama District Council's public secondary schools. The findings are of direct relevance to district education officers, school heads, and teacher training institutions seeking to redesign INSET management around principles of decentralized planning, equitable participation, and sustained professional support, and contribute to the growing body of African-context literature on the management, rather than merely the content, of teacher professional development.

2. LITERATURE REVIEW

This study was anchored in Malcolm Knowles' Adult Learning Theory, or Andragogy, which holds that adult learners are self-directed, bring a wealth of prior experience to any learning encounter, are oriented toward solving immediate professional problems, and are driven principally by internal rather than external motivation (Knowles, 1970; Allen, Rosch & Riggio, 2022). Applied to INSET management, the theory implies that training programmes succeed to the extent that they are designed around teachers' actual classroom problems, draw on their accumulated experience, and grant them a degree of agency over what and how they learn; conversely, centrally imposed, one-size-fits-all training that ignores these conditions is likely to produce passive attendance rather than genuine professional change (Livingston & Cummings-Clay, 2023). The theory's strength lies in its explanatory power for motivation and engagement, but its critics note that its emphasis on autonomy and self-direction can sit uneasily within hierarchical, centrally administered systems, where learners may expect direction rather than self-management, and that its assumptions are difficult to operationalize as measurable constructs (Matorevhu, 2022; Irielle, 2024). For the management of INSET specifically, Andragogy's most direct implication is that the quality of programme management, needs assessment, contextual relevance, and follow-up support, rather than the mere occurrence of training, determines whether teachers internalize and apply what they learn.

Contemporary research on teacher professional development management consistently frames it as a leadership and governance problem rather than a purely instructional one. Recent work on school leadership in the African context argues that school leaders require distinct managerial competencies, including the capacity to mobilize resources, build collaborative structures, and sustain a vision for staff development, if professional development initiatives are to succeed under conditions of resource scarcity (Uleanya & Naicker, 2024). This resonates with evidence from South Africa, where the quality of school-level leadership and management has been found to determine whether school-based teacher professional development succeeds or stalls, even when national policy formally mandates it (Bush, 2018). A large comparative study of managerial strategies for teacher motivation similarly found that leadership style, resource allocation, and the structure of professional development opportunities are decisive in determining whether teachers experience training as meaningful or as a bureaucratic obligation, with centrally administered, standardized programmes in the public sector producing markedly weaker engagement than differentiated, needs-responsive models (Gao, Hu, Akram, Ul Hassan, Shahzad & Jan, 2025). These findings collectively support the proposition that the managerial strategies surrounding INSET, not merely its technical content, are what convert training investment into classroom change.

Within the specific domain of in-service teacher training management, Pujari (2023) examined strategies for improving the quality of teacher education and identified sustained professional support, incentives for advanced qualification, and the cultivation of collaborative and reflective school cultures as central to strengthening teacher competence, while also stressing the importance of university-school-stakeholder partnerships in aligning teacher preparation with contemporary classroom demands. Although conceptually rich, the paper remained largely theoretical and lacked empirical grounding, a gap the present study addresses through direct measurement of teachers' agreement with specific managerial strategies in a defined district. Grover (2023), drawing on a large stakeholder sample across four districts in Himachal Pradesh, India, found that systematic use of participant feedback, expansion of e-learning opportunities, and deliberate rotation of participants to avoid repeated selection of the same teachers were strongly endorsed strategies for enhancing INSET quality, a finding of direct relevance to the equity concerns raised by teachers in the present study. Haule and Otieno (2025), applying Andragogy in Dodoma City, Tanzania, similarly found that expansion of training opportunities, curriculum adaptation, ICT integration, and the establishment of professional learning communities were the strategies teachers most associated with improved pedagogical practice, though their exclusively qualitative, single-city design limited the generalizability of their conclusions.

Other Tanzanian and regional evidence reinforces the centrality of managerial, rather than purely pedagogical, factors in INSET effectiveness. Komba and Mwandanji (2023) and Mafumiko and Kapinga (2024) documented that Tanzanian secondary schools continue to experience inconsistent funding, irregular scheduling, and an absence of structured follow-up in the implementation of INSET, echoing the district-level challenges identified in Kahama. Mgwaya (2022), studying public secondary schools in Njombe Town Council, found that regular, well-organized in-service participation strengthened teachers' subject mastery through collaboration with subject specialists, and recommended that school administrators establish structured internal schedules for in-service activity, a managerial rather than curricular intervention. Bang and Takop (2024), examining INSET within competency-based reform in Cameroon, found that narrowly focused, centrally designed training produced only superficial engagement with reform content and reinforced teacher-centred practice, precisely the risk that decentralized, needs-based planning is intended to mitigate. Recent Tanzanian evidence on school-based mentorship further indicates that shifting the locus of professional development

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

management from centralized, one-off workshops toward continuous, school-embedded coaching and peer mentoring measurably improves teachers' adoption of learner-centred methods (Fulgence & Chambua, 2025).

Across this literature, a consistent and unresolved tension emerges between the managerial ideal of decentralized, needs-based, continuously supported INSET, and the persistent reality of centrally administered, resource-constrained, one-off training events. Several studies document strategies teachers value, curriculum-responsive design, collaborative professional cultures, equitable rotation, continuous support, e-learning expansion, and incentives, but few empirically link teachers' endorsement of these specific managerial strategies, measured systematically, to the concrete governance failures reported by district officers and head teachers within a single, bounded case. The present study addresses this gap by empirically examining, within Kahama District Council, both the managerial strategies teachers themselves identify as necessary for effective INSET and the structural, decision-making barriers, revealed through interviews with head teachers and the District Education Officer, that currently constrain their implementation.

3. METHODOLOGY

The study employed a mixed-methods research approach using a convergent parallel design, whereby quantitative and qualitative data were collected simultaneously, analyzed independently, and integrated during interpretation to provide a comprehensive understanding of managerial strategies for enhancing In-Service Education and Training (INSET) in Kahama District Council. Conducted in Kahama District Council, Shinyanga Region, the study targeted 893 participants (1 District Education Officer, 42 heads of school, and 850 teachers), from which a sample of 88 respondents (83 teachers, 4 heads of school, and 1 District Education Officer) was selected using systematic random, stratified random, and purposive sampling techniques.

Data were collected through structured questionnaires, semi-structured interviews, and document analysis. The questionnaire demonstrated excellent reliability with a Cronbach's Alpha of .991, while quantitative data were analyzed descriptively using SPSS version 28 and qualitative data were analyzed thematically. The findings from both datasets were integrated through a side-by-side comparison to strengthen interpretation and triangulate the results. Ethical standards were observed by obtaining institutional approval, securing informed consent, ensuring participant confidentiality through coding, and respecting participants' right to withdraw from the study at any stage.

4. RESULTS AND DISCUSSION

4.1 Results

Data addressing this study were gathered through the teacher questionnaire, as well as through interview responses from head teachers and the District Education Officer. The questionnaire items on strategies were rated using a four-point Likert scale, where 1= Strongly Agree, 2= Agree, 3= Strongly Disagree and 4= Disagree. According to Creswell and Creswell (2023), quantitative data collected through closed-ended survey instruments such as Likert scales should be analyzed using descriptive statistics, including means and frequency distributions, to identify patterns and tendencies across respondents. Table 1 below presents the rated strategies and their corresponding mean scores.

Table 1: Strategies Enhancing In-Service Teacher Training Programme (N=82)

Strategy	1	2	3	4	Mean
Sustained support for teachers' professional development	38	24	8	12	**1.93**
Provision of incentives	46	18	6	12	**1.80**
Great emphasis on curriculum adaptation	44	36	0	2	**1.51**
Extending the duration of training programs	38	26	4	14	**1.93**
Enhanced lesson planning	38	28	4	12	**1.88**
Offering continuous professional support	42	32	0	8	**1.68**
Expansion of training opportunities	40	32	2	8	**1.73**
Increasing the focus on e-learning	34	38	4	6	**1.78**
Rotation of teachers in training programs	48	22	6	6	**1.63**
Cultivation of collaborative and reflective professional cultures within schools	42	36	2	2	**1.56**
Overall Mean					**1.74**

Source: *Field data 2026*

Table 1 presents the strategies identified by teacher respondents as enhancing the in-service teacher training programme, along with the frequency of responses across four rating categories and the computed mean scores for each strategy. The overall mean of 1.74 across all managerial strategies

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

indicates that teachers generally agreed that all listed managerial strategies are important for strengthening the in-service training programme. This supports the interpretation of data, where the overall mean of 1.74 and the distribution of individual strategy mean collectively indicate a strong and consistent agreement among teacher respondents regarding the importance of the identified managerial strategies in enhancing in-service teacher training programmes.

The strategy that received the strongest level of agreement was the great emphasis on curriculum adaptation, which recorded the lowest mean score of 1.51. This finding indicates that the vast majority of teachers viewed curriculum adaptation training as the most critically needed strategy for enhancing the in-service training programme. This is understandable given that Tanzanian secondary schools have been undergoing curriculum reforms in recent years, and teachers are expected to implement new subject content and revised learning outcomes with which they may not be fully familiar. This finding aligns with what HT3 shared during the interview, noting that teachers in his school faced significant difficulties in understanding and implementing the new curriculum. HT3 stated that: *"The training we need most is on the new curriculum, because teachers are struggling to understand and implement what is expected of them in their classrooms."*(Interview with Head of School, April, 2026) This response from HT3 highlights the urgency that head teachers feel regarding curriculum-related training, and it suggests that teachers at the classroom level share this concern strongly enough to rate it as the most important strategy.

The District Education Officer also echoed this sentiment in the interview, noting that the demand for curriculum training had grown noticeably since the introduction of new subjects in the secondary school programme. The DEO observed that:

Curriculum adaptation has become one of the most pressing training needs in our schools, especially with the introduction of subjects like Business Studies and Historia ya Tanzania na Maadili. Teachers are looking for guidance on how to teach these subjects effectively, and the in-service training must respond to that need urgently (Interview with DEO, 13 April, 2026).

This response from the DEO reinforces the quantitative finding and adds a district-level perspective, confirming that the call for curriculum-centred training is not limited to individual schools but is a system-wide concern requiring deliberate and organized attention from education authorities.

The cultivation of collaborative and reflective professional cultures within schools received the second strongest level of agreement, with a mean score of 1.56. This finding suggests that teachers highly value opportunities to work collaboratively with their peers and to reflect on their classroom practices as part of professional development. Collaborative learning environments allow teachers to share effective strategies, discuss challenges, and build on each other's expertise, which can significantly enhance the quality of teaching in schools. The strong agreement with this strategy indicates that teachers do not want to engage with professional development in isolation but prefer structured opportunities for teamwork and shared learning. This is consistent with contemporary theories of professional learning communities, which emphasize that sustained teacher improvement is most effective when it is embedded in the day-to-day culture of the school rather than confined to periodic external training events.

The rotation of teachers in training programmes recorded a mean of 1.63, which also reflects a high level of agreement. Many teachers felt strongly that training opportunities should be distributed more broadly, so that a wider range of teachers can benefit from professional development rather than the same small group attending every training session. This finding suggests a perceived inequity in the access to training opportunities, with some teachers feeling excluded or overlooked in the selection process for in-service programmes. By rotating participants, schools can ensure that all teachers, regardless of their subjects or experience levels, have the opportunity to grow professionally through structured training.

Offering continuous professional support received a mean of 1.68, which indicates that teachers saw the value of ongoing professional guidance beyond single training events. Teachers expressed the view that one-time training sessions, however well-designed, are insufficient to bring about lasting changes in classroom practice. They prefer a model of professional support that is sustained over time, providing follow-up coaching, mentorship, and feedback that helps them apply what they have learned in real classroom situations. The expansion of training opportunities had a mean of 1.73, also reflecting a strong need for more diverse and frequent training programmes that address the varied professional needs of teachers across different subjects and grade levels.

Increasing the focus on e-learning recorded a mean of 1.78, indicating agreement with the idea that technology-based learning platforms could be used to supplement and expand in-service training. Although access to technology remains a challenge in many Tanzanian schools, the teachers' endorsement of e-learning as a strategy reflects an awareness of its potential to reach more teachers, reduce travel costs, and allow for flexible, self-paced professional development. The provision of incentives had a mean of 1.80, and both sustainable support for teachers' professional development and extending the duration of training programmes recorded means of 1.93. These scores, while still within the range of agreement, suggest that although teachers valued these strategies, there was slightly more variation in their responses compared to those strategies with lower means, possibly reflecting differences in how teachers prioritize material rewards versus professional growth opportunities.

The interview responses from head teachers further enriched the understanding of the strategies needed to enhance in-service training.

HT1 indicated that *"the school needed training in the area of guidance and counseling to help teachers manage classroom behavior more effectively".* (Interview with Head of School, March 26, 2026 HT2 highlighted a broader range of training needs, *including pedagogy, curriculum content, the use of instructional materials, and school management, suggesting that in-service training must be comprehensive and multi-dimensional to address the full scope of teachers' professional responsibilities.* (Interview with Head of School, 14 April, 2026) These diverse perspectives from head teachers underscore the need for a customized and inclusive approach to in-service training that responds to the specific needs of different schools, subjects, and teachers.

The DEO further supported these findings by noting that the current design of the INSET programme was largely centralized and did not always account for the specific training gaps at the school level. The DEO remarked:

One of the things we need to do better is to assess each school's training needs before designing the programme. A one-size-fits-all approach does not work when schools have such different challenges and contexts. We need to decentralize the planning process so that schools have a voice in shaping what training they receive (Interview with DEO, 13 April, 2026).

This observation from the DEO is highly relevant to the overall analysis, as it highlights the structural limitations in how the INSET programme is currently organized and points to the need for a more participatory and needs-based approach to planning professional development for teachers.

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

4.1.1. Hypothesis testing of the Correlation between In-Service Training Strategies and Students performance

Correlation is a statistical technique used to measure the strength and direction of the relationship between two variables. The coefficient ranges from -1 to +1, where values closer to +1 indicate a strong positive relationship, values closer to -1 suggest a strong negative relationship, and a value of 0 implies no linear relationship. Pearson correlation was used to test the hypothesis. A key rule in interpreting Pearson correlation is the significance level (p-value) commonly set at 0.05. If the p-value is less than or equal to 0.05, the correlation is considered statistically significant, meaning the relationship observed is unlikely due to random chance (Gravetter & Wallnau, 2020). Guided by these principles, the hypothesis that there was a significant relation between In-Service Training Strategies and Student performance was tested and results are presented in table 4.6

Correlations			In-Service Training Strategies	Student Performance
In-Service Training Strategies		Pearson Correlation	1	.895**
		Sig. (2-tailed)		.000
		Sum of Squares and Cross-products	93.561	71.659
		N	82	82
Student-Centered Teaching Methods		Pearson Correlation	.895**	1
		Sig. (2-tailed)	.000	
		Sum of Squares and Cross-products	71.659	88.780
		N	82	82

The decision rule states that If P-Value is less than the significance level of 0.05 a null hypothesis is rejected and the alternative hypothesis accepted. The analysis revealed a strong, positive, and statistically significant relationship between in-service training strategies and student performance ($r = .895$, $p = .000$, $N = 82$). Since the p-value (.000) is less than the significance level of 0.01, the null hypothesis is rejected in favor of the alternative hypothesis. The Pearson correlation coefficient of $r = .895$ indicates a very strong positive relationship between the two variables, meaning that as in-service training strategies are improved and intensified, student performance correspondingly improve to a very high degree.

These findings are consistent with the argument of Leithwood, Harris, and Hopkins (2020) who assert that well-structured professional development programmes are among the most powerful predictors of instructional change toward learner-centered approaches. The empirical evidence obtained in this study therefore provides compelling support for the conclusion that strategically managed; multi-dimensional in-service training programmes in Kahama District are significantly associated with improved student-centered classroom performance.

4.2 Discussion

The overall mean of 1.74 across all ten managerial strategies is theoretically consistent with Andragogy's central claim that adult learners engage meaningfully with professional development when they perceive its direct relevance to their work (Knowles, 1970). Rather than expressing indifference, teachers in Kahama District demonstrated a coherent, professionally grounded understanding of what effective INSET management requires, distinguishing the strategies they endorsed most and least strongly according to the urgency of the underlying classroom problem. This pattern aligns with recent African evidence that school leadership and management quality, rather than the existence of training per se, is what converts professional development investment into classroom-level change (Bush, 2018; Uleanya & Naicker, 2024). Critically, this theoretical reading is no longer merely descriptive: the strong, statistically significant positive correlation between in-service training strategies and student-centred teaching methods ($r = .895$, $p = .000$, $N = 82$) established in this study provides convergent, quantitative confirmation that the same managerial conditions teachers endorse as important are empirically associated with the pedagogical shift Andragogy predicts. Well-managed INSET is therefore not only subjectively valued by teachers; it is measurably linked to the classroom outcomes it is meant to produce.

The near-universal endorsement of curriculum adaptation training corroborates Haule and Otieno's (2025) finding in Dodoma City that curriculum-focused INSET was among the most urgently needed strategies as Tanzanian schools absorb new subjects and revised learning outcomes, and is consistent with Pujari's (2023) broader argument that professional development must be responsive to the evolving content demands educators face rather than driven by fixed, top-down priorities. The convergence of teacher-level survey data, head teacher testimony, and district-level confirmation in the present study strengthens the claim that curriculum-adaptation training is a professional necessity in Kahama District, not merely a stated preference. Read alongside the correlation result, this convergence takes on added weight: because curriculum adaptation was the most strongly endorsed strategy within the very variable found to correlate strongly with student-centred practice, it is plausible that curriculum-responsive training is among the specific mechanisms driving that association, a reading consistent with Leithwood, Harris, and Hopkins' (2020) argument that well-structured, content-relevant professional development is among the most powerful predictors of instructional change toward learner-centred approaches.

The strong endorsement of collaborative professional cultures and equitable teacher rotation reflects a sophisticated recognition, consistent with Andragogy's experiential learning principle, that professional growth is social and cumulative rather than solitary (Livingston & Cummings-Clay, 2023). Grover's (2023) large-scale Indian study similarly found that peer learning and the avoidance of repeated selection of the same participants were central to sustaining engagement with INSET, a finding that resonates directly with HT2's account of subject-based inequity in training access in Kahama District. The comparative study by Gao et al. (2025) reinforces this interpretation at a broader theoretical level, finding that centrally administered, standardized professional development in the public sector produced markedly weaker teacher engagement than

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

differentiated, collaboratively structured models, precisely the contrast between the current centralized INSET design and the decentralized, needs-based model that teachers and the District Education Officer in this study both called for. Because collaborative culture and teacher rotation were rated the second and third most important strategies within the same instrument whose overall strategy score correlated so strongly with student-centred outcomes, the discussion strand and the correlation strand of the data point toward the same conclusion from two different analytic angles: it is precisely the socially distributed, equitably accessed dimensions of INSET management, not training volume alone, that appear to matter most for classroom-level change.

The demand for continuous professional support, rather than single training events, is consistent with Heriel's (2025) finding in Tunduru District that sustained follow-up was essential to prevent newly acquired skills from fading or being superficially applied, and with Mgwaya's (2022) recommendation that school administrators establish structured internal schedules for ongoing in-service activity. At the same time, the District Education Officer's acknowledgment that INSET planning remains centralized, and HT3's account of the resulting policy vacuum for Arts subject training, together illustrate Bang and Takop's (2024) finding from Cameroon that centrally imposed, narrowly designed training tends to reinforce superficial, compliance-oriented engagement rather than genuine competency development. This suggests that the managerial strategies teachers endorse most strongly, curriculum responsiveness, collaboration, equitable rotation, and continuity, are currently constrained less by teachers' motivation than by the district's planning architecture itself, a structural rather than attitudinal barrier. This structural reading also tempers how the correlation result should be interpreted: a correlation coefficient, however strong, describes an association observed under the current, still partly centralized management regime, and cannot by itself guarantee that the relationship will hold, or strengthen, once planning is decentralized. It is equally plausible that the association would grow stronger still, as Leithwood et al. (2020) would predict, once the structural barriers identified by the DEO and HT3 are addressed, since teachers would then be receiving the very strategies, curriculum adaptation, collaboration, rotation, and continuity, in a more consistently and equitably delivered form.

Taken together, the findings indicate that effective INSET management in Kahama District Council cannot be achieved by isolated training events, however well received, but requires a coordinated shift toward decentralized, needs-based planning, equitable access, and sustained follow-up, echoing recent Tanzanian evidence that school-based, mentorship-embedded models of teacher professional development produce more durable pedagogical change than centrally scheduled workshops (Fulgence & Chambua, 2025). The correlational evidence reinforces rather than substitutes for this managerial reading: a strong statistical association between training strategies and student-centred teaching ($r = .895$) confirms that the strategies examined in this study are not peripheral preferences but are tied to the outcome the INSET programme exists to produce, while the qualitative evidence explains why that association remains vulnerable to the district's current centralized planning architecture. Read together, the literature, the descriptive strategy data, and the correlation result converge on a single interpretation: managerial strategies matter empirically as well as theoretically, but their capacity to sustain and strengthen this statistical relationship over time depends on how deliberately and equitably they are managed.

5. CONCLUSION

This study set out to analyze the managerial strategies that enhance the in-service teacher training programme in public secondary schools in Kahama District Council. The findings show that teachers hold a strong, coherent, and professionally grounded view of what effective INSET management requires: curriculum-responsive training, collaborative professional cultures, equitable rotation of training opportunities, continuous professional support, expanded and flexible delivery through e-learning and meaningful incentives. However, the qualitative evidence reveals that the realization of these strategies is currently constrained by a centralized planning architecture that does not systematically account for school-specific or subject-specific training needs. The study concludes that managerial strategies are a necessary but institutionally fragile condition for effective INSET: teachers' endorsement of these strategies will continue to translate poorly into classroom practice unless the district's planning and governance structures are reformed to decentralize needs assessment, distribute training opportunities equitably, and sustain support beyond the point of initial training.

6. RECOMMENDATIONS

Based on the findings, the study recommends that the Kahama District Education Office institutionalize a systematic school-level training needs assessment before each INSET cycle to replace the current centralized, one-size-fits-all planning model. It also recommends implementing a transparent and equitable rotation system for teacher participation in training, with particular attention to historically underserved subject areas such as arts and languages. Furthermore, heads of school should develop annual school-based INSET plans that identify the specific professional development needs of every teacher and align these with school improvement goals. The District Education Office should also establish structured post-training monitoring mechanisms that include direct classroom follow-up to assess the application of acquired knowledge and skills rather than relying solely on paper-based reports. Finally, future research should examine the comparative effectiveness of decentralized and centralized INSET planning models across multiple districts in Tanzania to develop a more comprehensive and evidence-based framework for managing teacher professional development.

REFERENCES

1) Allen, S. J., Rosch, D. M., & Riggio, R. E. (2022). Advancing leadership education and development: Integrating adult learning theory. *Journal of Management Education, 46*(2), 252-283. https://doi.org/10.1177/10525629211008645
2) Bang, N. C., & Takop, F. N. (2024). Situating in-service teacher training in reform community of developing holistic competence to engage practice. *Forum for Education Studies, 2*(4), 1621. https://doi.org/10.59400/fes.v2i4.1621
3) Boone, H. N., & Boone, D. A. (2012). Analyzing Likert data. *Journal of Extension, 50*(2), 1-5.

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/

4) Braun, V., & Clarke, V. (2022). *Thematic analysis: A practical guide*. SAGE.
5) Bush, T. (2018). School leadership and management in South Africa. In T. Bush, L. Bell, & D. Middlewood (Eds.), *Principles of educational leadership and management* (2nd ed.). SAGE.
6) Creswell, J. W., & Plano Clark, V. L. (2023). *Designing and conducting mixed methods research* (4th ed.). SAGE.
7) Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2022). *Effective teacher professional development* (2nd ed.). Learning Policy Institute.
8) Fulgence, K., & Chambua, R. (2025, June 17). Innovative teacher development is transforming classrooms in Tanzania. *Global Partnership for Education Blog*. https://www.globalpartnership.org/blog/innovative-teacher-development-transforming-classrooms-tanzania
9) Gao, Z., Hu, G., Akram, S., Ul Hassan, M., Shahzad, M. F., & Jan, S. A. (2025). Comparative analysis of managerial strategies for enhancing teacher motivation in public and private schools. *Scientific Reports, 15*, Article 6272. https://doi.org/10.1038/s41598-025-90900-9
10) Grover, N. (2023). Suggestive measures for the quality enhancement of in-service teacher training programmes. *IJCRT, 11*(1), 877-884.
11) Haule, G., & Otieno, M. (2025). The influence of in-service training on pedagogical practices of primary school teachers in Dodoma City, Tanzania. *Journal of Research Innovation and Implications in Education, 9*(3), 415-424. https://doi.org/10.59765/pfr53p9
12) Heriel, M. (2025). Effects of in-service teacher training on literacy and numeracy outcomes in Tunduru District, Tanzania. *Tanzania Journal of Education Research, 12*(1), 45-63.
13) Irielle, C. (2024). *An exploration of the experiences of Nigerian adult learners utilizing smartphones and associated apps to access learning* [Doctoral dissertation, Capella University]. ProQuest Dissertations & Theses.
14) Kahama District Education Office. (2023). *Annual education report, 2022/2023*. Kahama District Council.
15) Knowles, M. S. (1970). *The modern practice of adult education: Andragogy versus pedagogy*. Association Press.
16) Knowles, M. S., Holton, E. F., & Swanson, R. A. (2020). *The adult learner* (9th ed.). Routledge.
17) Komba, S. C. (2021). Continuous professional development for secondary school teachers in Tanzania: Practices and challenges. *Journal of Education and Practice, 12*(4), 33-42.
18) Komba, S. C., & Mwandanji, M. E. (2023). Challenges in the implementation of in-service teacher training programmes in Tanzanian secondary schools. *Journal of Education and Practice, 14*(2), 45-59. https://doi.org/10.7176/JEP/14-2-06
19) Livingston, M., & Cummings-Clay, D. (2023). Advancing adult learning using andragogic instructional practices. *International Journal of Multidisciplinary Perspectives in Higher Education, 8*(1), 29-53. https://doi.org/10.32674/jimphe.v8i1.3680
20) Mafumiko, F. M., & Kapinga, O. S. (2024). Workshop-based teacher development and its impact on classroom practice: A study of secondary schools in the Lake Zone, Tanzania. *African Educational Research Journal, 12*(1), 22-35. https://doi.org/10.30918/AERJ.121.24.003
21) Matorevhu, A. (2022). Teacher educators' nature of understanding of adult learning theories application in pre-service teachers' classes. *Electronic Journal of Education, Social Economics and Technology, 3*(1), 15-23. https://doi.org/10.33369/ejeset.v3i1.50
22) Mgwaya, M. (2022). Contribution of in-service training on teaching and learning performances of teachers in public secondary schools in Tanzania. *GSJ, 10*(10), 2600-2608.
23) Ndalichako, J. L. (2023). *Assessment and learning outcomes in Sub-Saharan Africa*. SAGE.
24) Pujari, A. (2023). Strategies for improving the quality of teacher education in the 21st century. *International Journal of Teacher Education and Professional Development, 6*(1), 1-15. https://doi.org/10.4018/IJTEPD.316394
25) Siregar, T. (2025). Mixed methods research approach. *SSRN*. https://doi.org/10.2139/ssrn.5837862
26) Tesfaye, A., & Mengistu, D. (2024). Reliability thresholds and instrument dependability in educational research: Evidence from secondary school studies in East Africa. *International Journal of Educational Methodology, 10*(3), 201-215. https://doi.org/10.12973/ijem.10.3.201
27) Uleanya, C., & Naicker, S. R. (2024). Future-fit and innovative school leadership in the African context: Lessons for sustainability in underdeveloped and developing countries. *Leadership and Policy in Schools, 24*(1). https://doi.org/10.1080/15700763.2024.2335618
28) UNESCO. (2022). *Teacher policy development guide*. UNESCO Publishing.
29) United Republic of Tanzania [URT]. (2023). *Education Sector Development Plan 2021-2026*. Ministry of Education, Science and Technology.
30) Westbrook, J., Durrani, N., Brown, R., Orr, D., Pryor, J., Boddy, J., & Salvi, F. (2021). *Pedagogy, curriculum, teaching practices and teacher education in developing countries*. Education Rigorous Literature Review, Department for International Development.
31) World Bank. (2022). *Realizing the future of learning: From learning poverty to learning for everyone, everywhere.* World Bank Group.

License: This is an open access article under the CC BY 4.0 license: https://creativecommons.org/licenses/by/4.0/