



Factors Influencing the Provision of Professional Development among Primary School Teachers in Kahama Municipality, Shinyanga Region, Tanzania

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Authors' contributions

This work was carried out in collaboration among all the authors. All the authors have read and approved the final manuscript.

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ABSTRACT

Teachers are a way to enact any educational reforms since they have significant power over what is taught in the classroom. According to the research conducted by [1], it has been suggested that; to enhance the effectiveness and efficiency of teachers, it is imperative to recognise the significance of professional development (PD) courses, specifically those focused on in-service education and training for primary school teachers (Inset-PST). The study examined the factors influencing the

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provision of professional development among primary school teachers in Kahama Municipality, Shinyanga Region, Tanzania. Under the mixed research approach, a convergent parallel research design was adopted. A questionnaire and an interview were employed, and a sample size of 112 was used. The results indicated that teachers' competences, development of science and technology, challenges in teaching and learning, academic performance of the learner and employer needs are factors that influence the provision of professional development programmes. According to the study's results, there is a need for professional development programs for teachers in public primary schools because they are influenced by a variety of internal and external influences. To improve the delivery of high-quality education, the study recommended that educational leaders should ensure that public primary school teachers are given access to professional development programmes and actively participate in them.

Keywords: Professional; professional development; professional development programme; public primary teachers; quality education.

1. INTRODUCTION

Teachers are a way to enact any educational reforms since they have significant power over what is taught in the classroom. According to the research conducted by [1], it has been suggested that teachers are the initiators of education reform simply because they involve direct teaching and learning processes. To enhance the effectiveness and efficiency of teachers, it is imperative to recognise the significance of professional development (PD) courses, specifically those focused on in-service education and training for primary school teachers (Inset-PST).

According to [1], it is essential to recognise professional development (PD) programmes, such as in-service education and training for primary school teachers, to assist teachers in becoming more effective and efficient (Inset-PST). Therefore, it is crucial to emphasise the importance of preservice and in-service teacher training programmes at all levels of education.

Teacher professional development is an essential instrument for teachers to hone their abilities, and as a result, competent pupils are produced via the provision of quality education. The terms staff development, in-service training, professional learning, and ongoing education are frequently used. Teacher professional development encompasses ongoing education for educators, including all forms of learning after completing their first training, as defined by [2]. According to [3], the term "professional development" refers to procedures, actions, and activities for teachers to enhance their knowledge, teaching abilities, and teaching attitudes to improve students' learning. This phrase is used to describe procedures, actions, and activities.

Tanzania Development Vision 2025 aims for a civilised and educated society by 2025. To achieve this, the government initiated Education for All, emphasising continuous learning and growth. Schools play a crucial role in societal performance, and professional teacher development is essential for high-quality teaching. The Ministry of Education, Science and Technology [4] oversees professional development and skill mapping, running programs through the Tanzania Institute of Education.

Tanzania's government is enhancing teacher professional development through professional programs and quality assurance in every district. School heads are mandated to support teachers in their professional growth, ensuring the quality of education for the state's development. In 2014, the government and UK aid funded the Education Quality Improvement Program (EQUIP-Tanzania), providing continuous professional development for in-service teachers to enhance literacy, numeracy, and inclusion. The Teachers Development Management Strategy (TDMS) was established in 2008 to support teachers' professional development through in-service education and training. Therefore, this study assessed the factors influencing the provision of professional development programmes to public primary school teachers in Kahama Municipality.

2. LITERATURE REVIEW

A relatively small percentage of programme evaluations, according to [5] from the United States of America, include data on training or staff development, and the staffing data in these assessments are often restricted to hiring requirements and staff-to-child ratios. This could be the result of a number of obstacles, such as

insufficient money, time, and evaluation skills. Teachers and other youth workers frequently express the opinion that staff time is wasted when professional development is evaluated. Evaluation, however, is a crucial step in the professional development process since it reveals which programme components are (or are not) effective, which in turn helps to build more effective and efficient programmes. There are specific characteristics of evaluating professional development programmes and initiatives that are distinct, even though many key elements of evaluation are universal across contexts. Most importantly, and in contrast to many other programme components, it is essential to show how professional development activities have an impact on a range of outcomes.

The most crucial element that children require to grow toward success, according to [6] research from Europe, is increased professional development for educators. Some studies, such as the European study, claim that the quality of the instructor accounts for 90% of a student's success and performance. Additionally, teachers should be well prepared while imparting knowledge to students and possess the necessary abilities to gauge whether the material is being understood by pupils.

In Ghana, it was discovered that it had a favourable effect on the procedures utilised in their programmes for the vast majority of young workers (over 70%) [7]. The data specifically showed that after the training, the following major changes occurred: youth workers were more likely to incorporate youth development knowledge and theory into their program planning, were more likely to involve program participants in the running of the program, learned a common language of positive youth development that allowed them to communicate more effectively, and had more networking and information sharing experience with other providers.

Research suggests that in many cases, competences are still being specified and assessed too narrowly, and as a result, they can work to hinder education and training. This is especially true if they are used as curriculum documents to teach discrete tasks or to assess superficial aspects using the checklist approach, according to [8] from Malawi. The epistemological basis of one's concepts should be extremely clear to one while constructing

competence-based teacher education. Competency profiling is being increasingly promoted in teacher training programmes and classrooms.

In Hispania, innovative work includes work on development, modification, or new discovery. Examples of this include teachers' contributions to enhancing the standard of the educational process in schools and making contributions to the fields of education, science, technology, and art [9]. To guarantee that all of the material is easily comprehended and remembered by students, teachers should make use of all of their resources. A proactive approach to education will guarantee that pupils acquire the necessary skills. Students in the twenty-first century need a variety of skills, such as the capacity for critical thought and learning, as well as the ability to communicate effectively and express themselves [10]. They also need knowledge of literature, ICT, life skills, entrepreneurship, and participation in society to contribute to the creation of a sustainable future.

It was conceptually defined by Australian researchers [11] as the strength of individual participation in an organisation. It comprised a number of elements, such as trust, backing for organisational objectives, and making sincere efforts to ensure the success of the company. He made a connection between an employee's attitude and loyalty and his or her devotion to his or her task. The 2002 Decree of the Minister of National Education defined work commitment as a person's loyalty to sacrifice and provide all of his or her energy to an organisation. To accomplish organisational goals, there must be a psychological bond and sense of community between people and organisations.

In Cameroon, teacher work commitment is an internal analysis of teachers to determine how they should absorb and interpret their work experience [12]. This argument was supported by Harington et al., who suggested that teachers with high levels of work commitment always perform better. Interestingly, one aspect thought to be necessary for teachers' effectiveness is their dedication to their jobs. Lack of work dedication includes being late to class, displaying disregard for the performance of the students, and continuing to use subpar teaching and learning resources.

Kenyan stressed the need for instructors to invest more time and effort into planning,

carrying out, and assessing students' development [13]. Many additional studies, which concluded that job dedication was crucial for improving performance, had a similar perspective. To help students succeed, professional development provides instructors with regular opportunities to advance their knowledge and abilities.

Burundian discovered that when teachers learn, children learn more. Supporting a cycle of ongoing professional development for educators will be important to anyone concerned about the future of their pupils [14]. To ensure that educators can take part in efficient professional development, everyone has a responsibility. Intense, superior professional development that boosts student achievement and results in greater teaching and school leadership must be demanded and supported by parents and the general public. The goal of professional development is to promote learning for both teachers and their pupils, and school boards must establish regulations that make this apparent. Additionally, boards must hold teachers responsible for accomplishing outcomes.

Rwanda discovered that school system officials must encourage and assist each school in accepting responsibility for professional development and must provide time and facilitation for teachers to acquire what they need to know to manage children's learning challenges [15]. Teachers who plan and lead professional development must be aware of the student learning requirements that teachers find challenging to satisfy. Finally, to build the knowledge and abilities to enhance student achievement, teachers and administrators must consistently engage in professional learning throughout their careers.

In Tanzania, those in charge of coordinating professional development frequently act in ways that undermine rather than uplift and support educators [16]. It is possible that those in charge of planning professional development are unclear about the precise enhancements in educator and student performance that should happen, or they may not have properly considered the procedures necessary to reach the targeted performance levels. Additionally, instructors frequently grumble about having to engage in class.

According to Tanzanian Researcher, complaints are caused by poorly planned and ineffectively

carried out professional development [17]. Professional development that fails to address the genuine difficulties they encounter in their classrooms and places of instruction. They object to "one-size-fits-all" professional development aimed at a sizable portion of instructors from a wide variety of classes and schools with children who have varying needs. Additionally, professional development cannot take into account the different degrees of motivation, enthusiasm, knowledge, and competence among instructors [18,19]. There are criticisms when professional development is poorly planned and executed. However, there is a wealth of knowledge available regarding educational systems and institutions that efficiently manage professional development and provide noteworthy outcomes.

Tanzanian researchers discovered that when professional development is well managed, educators value it rather than bemoaning it [20]. Every day, educators participate in productive professional learning to ensure that all students succeed. Members of this group are dedicated to continuing their professional development to enhance education and student learning. An excellent organisation offers more details about its events, publications, programs, and services. Members of the public can receive useful information regarding enhancing professional development, including parents, school board members, lawmakers, and citizens.

3. METHODOLOGY

Under the mixed research approach, the study used a convergent parallel research design. A total of 112 participants—comprising 97 public primary teachers, 5 school heads, 5 WEOs, 4 QAOs, and 1 DEO—were selected by stratified selection and purposeful sampling techniques from the target population of 2889. Interviews and questionnaires were utilised by the researcher to gather data. Additionally, the researcher receives a letter of authority approval. The respondents were also informed of the study's goal. Throughout the whole study process, anonymity was maintained. Furthermore, the researcher assured the confidentiality of the respondents' information submitted.

4. RESULTS AND DISCUSSION

The elements affecting the availability of professional development for teachers in primary

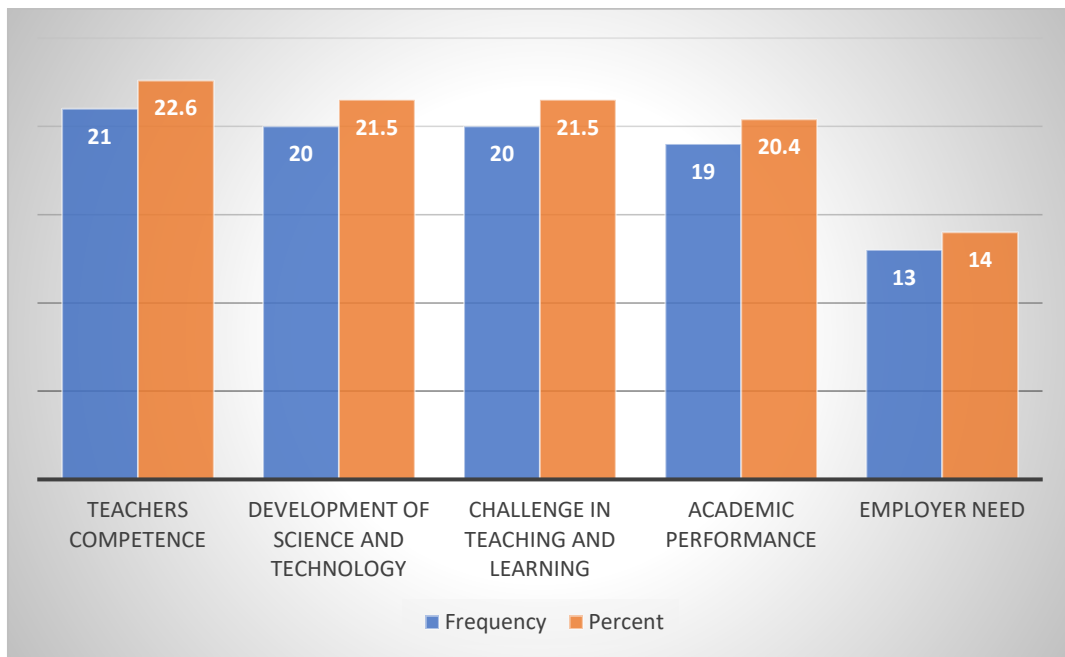


Fig. 1. Factors influencing the provision of professional development among primary schoolteachers (n=93)
 Source: Field Data (2023)

Table 1. Findings on factors influencing the provision of professional development among primary schoolteachers (n=93)

No	Statement	Response									
		SA		A		N		D		SD	
		F	P	F	P	F	P	F	P	F	P
1.	Teachers' competence it's factor which influence professional development on quality education.	40	43.0	30	32.3	0	0	12	12.9	11	11.8
2.	The development of scienc and technology it's a factor which influence profession; development on quality education.	38	40.9	33	35.5	3	3.2	9	9.7	10	10.8
3.	Emerging of different challenges facing students in their learning process.	40	43.0	42	45.2	0	0	7	7.5	4	4.3
4.	The performance of the students it's a factor which influence professional development on quality education.	39	41.9	30	32.3	6	6.5	10	10.8	8	8.6

Source: Field Data (2023)

Keywords: SA-Strongly Agree; A-Agree; N-Neutral; D-Disagree; SD-Strongly Disagree; F-Frequency; P-Percentage

schools were determined. Public primary teachers were questioned about the variables affecting the availability of professional development programs, and the results are shown in Fig. 1. Additionally, the respondents

were asked to rate how much they agreed with the statement that details the variables influencing the availability of professional development programs, and the results are shown in Table 1.

Fig. 1 presents the findings on the factors influencing the provision of professional development. The results show that 22.6 percent of the respondents mentioned teacher competencies as the factors that drive the provision of the development program. Additionally, 21.5% of the respondents said that the development of science and technology is the factor that influences the condition of professional development. Similarly, 21.5 percent of the respondents cited the challenge in teaching and learning as the factor that influences the provision of professional development programs. Moreover, 20.4% of the respondents stated that the academic performance of the learner influences the provision of professional development. Furthermore, 14 percent of the respondents cited that the employer's need is the factor that influences the condition of the professional development program.

Table 1 shows the level of agreement with the statement, which shows the factors that influence the provision of professional development programs. The findings show that 43% of the respondents strongly agreed that teachers' competence is a factor that influences professional development in quality education, while 35.5% of the respondents agreed. Despite the agreement, 11.8 percent of the respondents strongly disagreed with the statement, while 12.9 percent of the respondents disagreed. However, none of the respondents were neutral to the statement.

Additionally, 40.9% of the respondents strongly agreed with the statement that the development of science and technology is a factor that influences professional development in quality education, while 35.5% of the respondents agreed with the statement. Despite the agreement, 10.8 percent of the respondents strongly disagreed with the statement, and 9.7 percent of the respondents disagreed with the statement. However, 3.2 percent of the respondents were neutral to the statement.

Moreover, 43 percent of the respondents strongly agreed with the statement that the emergence of different challenges facing students in their learning process influences the provision of professional development, while 45.2 percent of the respondents agreed with the statement. Although 4.3 percent of the respondents strongly disagreed, 7.5 percent of the respondents agreed with the statement. However, none of the respondents were neutral to the statement.

In addition, 41.9% of the respondents strongly agreed that the success of the students is a factor that influences professional development in quality education. Additionally, 32.3% of the respondents agreed that the success of the students is a factor that influences professional development in quality education. Regardless of the agreement, 8.6 percent of the respondents strongly disagreed with the statement, and 10.8 percent of the respondents disagreed with the statement. However, 6.5% of the respondents were neutral to the statement that the success of the students is a factor that influences professional development in quality education.

The qualitative findings obtained during the interviews revealed that the provision of a professional development program influenced the teachers' competencies. This information was provided when one interviewee asked about the factors that influence the provision of professional development to teachers. The interviewee has said that.

4.1 Teacher Competences

The findings revealed that teachers' competencies are a factor that influences public primary teachers' ability to attend professional development programs. This is proven by the quantitative findings, where 22.6 percent of the respondents proved that the competence of teachers might influence them to undergo further training (Fig. 1). Additionally, in Table 1, the findings show that 75.3% of the respondents agreed that teachers' competence is a factor that influences professional development in quality education. Therefore, in the Kahama district, most primary teachers attend professional development programmes because they need to improve their competencies.

The qualitative findings obtained during the interviews revealed that the provision of a professional development program influenced the teachers' competencies. This information was provided when one interviewee asked about the factors that influence the provision of professional development to teachers. The interviewee stated the following:

In my district, teachers have not attended any professional development programmes. Thus, their competence in teaching declines, and due to the decline in teachers' competencies, it is necessary for them to undergo a professional development

programme. Therefore, due to the scarcity of teachers and lack of sufficient professional development programmes, teachers tend to attend the programme by shifting (D₁, July 2023).

The quotation above means that most of the teachers needed to attend different professional development programmes due to the decline of their competencies. Thus, teachers' competencies influence the education leader to organise professional development for teachers. Similarly, another interviewee asked about the factors that influence the provision of professional development programs. The interviewee quoted the following:

Most of the teachers in the ward whom I saved their competences declined over time. A decrease in teachers' competences influences the provision of professional development programmes. The program provided them with the aim of providing them with updated knowledge and skills to improve the quality of education (W₃, July 2023).

The quotation above means that the provision of quality education depends on teachers' competencies. Thus, the decline of teachers' competencies influences the provision of professional development programs with the aim of ensuring the provision of quality education. Similarly, another interviewee asked about the factors that influence the provision of professional development programs. The interviewee stated the following:

The competencies of teachers who teach primary school declined. A decrease in teachers' competencies influences education leaders to offer professional development. The program offered for them influences them to advance in their practices as well as in the service provision. Thus, the competence of teachers improved with regard to the professional development program provided to the teachers (Q₄, July 2023).

The quotation above means that the practice of teachers influences the provision of professional development programmes. The professional development programme aimed to improve teachers' competencies and advance the provision of quality education. Therefore, in the Kahama district, most of the public primary

teachers lacked enough competencies to ensure the provision of quality education. Thus, they influence the provision of professional development to them.

The findings correspond with the information provided by [6] findings, which indicated that there is a need to provide professional development to educators since the quality of the instructor accounts for 90% of a student's success and performance. Similarly, [6] commented that teachers should be well prepared while imparting knowledge to students and possess the necessary abilities to gauge whether the material is being understood by pupils.

4.2 Development of Science and Technology

Additionally, the development of science and technology is a factor that influences the provision of a professional development program to public primary teachers. This was verified by the quantitative findings, where 21.5% of the respondents mentioned the development of science and technology as the factor that influences the provision of professional development (Fig. 1). Moreover, this was proven by 76.4 percent of the respondents who agreed that the development of science and technology is a factor that influences professional development in quality education. Therefore, changes in science and technology influence the provision of professional development programs with the aim of ensuring that teachers cope with these changes.

The qualitative findings obtained during the interviews revealed that the development of science and technology influences the provision of professional development programs. This was revealed from the qualitative information when one of the interviewees asked about the factors that influence the provision of quality education. The interviewee quoted the following:

Currently, there are changes in science and technology. These changes drive the adoption of new ways of teaching and learning through the integration of science and technology. For public primary teachers to adopt developed science and technology, it is necessary for them to attend professional development programmes (W₁, July 2023).

The quoted information above means that public primary teachers should adopt developed science and technology. The adoption of developed science and technology influences the provision of quality education. Similarly, when another interviewee asked about the factors that influence the provision of a professional development programme to teachers, the interviewee had the following to say:

The provision of quality education depends on the teaching and learning process. To deliver quality education, it is necessary for teachers to adopt science and technology. The adoption of science and technology will be influenced by professional development programs conducted by teachers. Therefore, there is a need for teachers to undergo professional development programmes with the aim of adopting science and technology in their practices (Q₂, July 2023).

The quoted information above means that for the teacher to provide quality education depends on how they integrate science and technology in their teaching process. The teacher's adoption and integration of science and technology in their practices depends on the professional development program acquired. Moreover, in another interview, when asked about the factors that influence the provision of professional development programs, the following can be said:

Currently, science and technology are important aspects of the world. The use of science and technology has become an important aspect of the provision of quality service. To ensure the provision of quality education, it is necessary for teachers to undergo a professional development programme. The programme should aim to equip teachers with skills on how to use science and technology in providing quality services (H₁, July 2023).

The quoted information means that the development of science and technology influences teachers to attend professional development programs. The professional development programme attained will help teachers adopt the use of science and technology for the purpose of providing quality education. Therefore, in Kahama district, changes in science and technology influence the provision of professional development

programmes with the aim of improving their practices.

These findings correspond with the findings of 4 Hispania, who reported that innovative work includes works of development, modification, or new discovery. Examples of this include teachers' contributions to enhancing the standard of the educational process in schools and making contributions to the fields of education, science, technology, and art.

4.3 Challenges in Teaching and Learning

Moreover, the challenges in the teaching and learning process encountered by different primary teachers influence the provision of professional development. This was proven by the quantitative findings, where 21.5% of the respondents cited the presence of different teaching and learning challenges as influencing the provision of development. Additionally, the findings in Table 1 show that 48.2% of the respondents agreed that the emergence of different challenges facing students in their learning process drives the provision of professional development. Therefore, professional development is provided with the aim of helping teachers develop skills and knowledge to solve different emerging challenges.

The qualitative findings obtained during the interviews revealed that different challenges raised in the process of teaching and learning influence the provision of professional development programs. This was revealed from the findings during the interviews when one of the interviewees asked about the factors that influence the provision of the professional development program. The interviewee revealed that,

Primary public teachers face different challenges in the teaching and learning process. Due to the challenges they face, they fail to provide quality education. Thus, it is necessary for teachers to participate in professional development programs with the aim of improving the quality of education. The program attained with different teachers enables them to solve the challenges they face and improve their practices in education (W₄, July 2023).

The quotation above means that for the teacher to solve the emerging challenge in the teaching

and learning process, it is necessary for them to undergo a professional development programme. Similarly, another interviewee asked about the factors influencing the provision of a professional development programme. The interviewee said that most of the teachers in my school encounter different challenges in the teaching and learning process, but they fail to solve these challenges. Therefore, there is a need for them to undertake professional development programmes to acquire skills and knowledge that might help them solve the emerging challenge (H₃, July 2023).

Similarly, another interviewee asked about the factors influencing the provision of a professional development programme. The interviewee quoted the following:

Teachers have an opportunity to solve the emerging challenge in the teaching and learning process. Most of the teachers fail to solve the emerging challenge and thus influence the provision of the development program. The programme aims to equip teachers with skills and knowledge on how to solve the emerging challenge with the aim of improving their practices in the education sector (Q₃, July 2023).

The quotation above means that teachers should have skills and knowledge on how to solve the emerging challenge in the teaching process. Thus, it is necessary for teachers to undergo a professional development programme with the aim of having skills and knowledge to solve the emerging challenges in the teaching process.

4.4 Academic Performance of the Learner

The performance of the learner might drive the provision of the professional development program. This was verified by the quantitative findings, where 20.4% of the respondents cited that the performance of the learner motivated the provision of professional development to public primary teachers. This is also confirmed by the findings in Table 1, where 74.1 percent of the respondents agreed that the performance of the students is a factor that influences professional development for the aim of ensuring the provision of quality education. Therefore, learner performance creates an environment for the provision of professional development.

The qualitative information obtained during the interviews revealed that the academic

performance of the learner influences the provision of professional development to the teachers. This can be traced from the information provided during the interviews with different interviewees. For example, one of the interviewees, when asked about the factors influencing the provision of a professional development programme, stated the following:

Public primary teachers attend professional development programmes to improve their practices in education. This influenced the poor performance of the learner. As the learner performs poorly, it is an indicator of poor practices in the education sector. This influences teachers to attend professional development programmes to improve learner performance (Q₁, July 2023).

The quotation above means that the poor performance of the learner influences teachers to undergo the development program. Thus, the development programme equips teachers with skills for improving their practices. Another interviewee, when asked about the factors that influence the provision of professional development programs, said the following:

In my ward, sometimes learners perform poorly due to different factors, including those related to teachers' practices. Thus, teachers need to undergo a professional development programme with the aim of improving the performance of the learner. The performance of the learner is influenced by the teacher's practices. The practices of different teachers based on the professional development program attained during their work (W₅, July 2023).

The above information revealed that teachers contribute to learner performance. The performance of the learner depends on the way teachers integrate the teaching process. Similarly, another interviewee asked about the factors that influence the provision of professional development programmes. The interviewee said,

In my schools, sometimes the learner performs poorly, and the performance of the learner is influenced by the teacher's practices. This influences us to schedule the professional development of teachers with the aim of improving their teaching practices. The improvement of these practices might

trigger the performance of the learners in schools (H₄, July 2023).

The quotation above means that most of the teachers are under a professional development program with the aim of improving their practices. The improvement of teachers' practices increases learner performance. Therefore, in Kahama district, learner failure motivates teachers to participate in professional development programs, which might improve learner performance.

The findings concur with the findings provided by [13] from Kenya, who argues that there is a need for instructors to invest more time and effort into planning, carrying out, and assessing students' development. To help students succeed, professional development provides instructors with regular opportunities to advance their knowledge and abilities. Thus, good learner performance depends on the instructor's knowledge and skills.

4.5 Employer Need

Another factor that drives the provision of professional development programs is the need for an employer. This was observed in the quantitative findings where 14 percent of the respondents mentioned the need for employers to influence the provision of professional development programs. Therefore, the employer has an opportunity to force employees to attend professional development programs with the aim of improving the quality of education.

Similarly, in the qualitative information, it was observed that the interviewee cited that the employer needs to influence the provision of the professional development program. This was rectified during the interview when one of the interviewees asked about the factors influencing the provision of the professional development programme. The interviewee quoted the following:

Most employers want to see their employees develop professionally. Thus, most employers set conditions for their employees to attend different programmes after a time. The programs attended by employees can help them obtain more knowledge and skills to integrate into their institutions. Hence, it will improve the institution's practices (H₅, July 2023).

The quotation above means that the condition set by the employer influences the employee to attend different professional development programs. Similarly, another interviewee asked about the factors that influence the provision of professional development programmes. The interviewee stated the following:

Our employer recognised that the provision of quality education depends on the quality of the employee. The quality of employees depends on their competencies, which are influenced by their knowledge and skills. This influences employers to demand professional development from their employees to develop their competencies with the aim of improving their practices (H₅, July 2023).

The information quoted above means that most employers need their employees to develop their competencies through the professional development program provided for them. Similarly, another interviewee asked about the factors influencing the provision of the professional development program. The interviewee stated the following:

Most employers need competent employees, and despite the recruitment of them with different criteria, they still need them to advance their careers through the professional development programme. Thus, employers need employees to attend different professional development programmes with the aim of improving the provision of quality service to people. The programme has become a condition for different employers regardless of the way they support employees in attending these professional development programmes (W₂, July 2023).

The quotation above means that employers demand that employees attend professional development programs to develop their own competencies. Therefore, in Kahama district, the employer demands that public primary teachers attend professional development programs without regarding the way they support employees.

The findings concur with the information provided by [11], who commented that the employee is the strength of individual participation in an organisation. It comprised a number of elements, such as trust, backing for organisational

objectives, and making sincere efforts to ensure the success of the company. He made a connection between an employee's attitude and loyalty and his or her devotion to his or her task. Moreover, the findings supported the action theory that guided the study. The theory revealed that the learning process is influenced by different circumstances, which are the factors that motivate professional development programmes.

Generally, the findings of this objective indicate that there are different factors that influence the provision of professional development programmes, including the teacher's competencies, the development of science and technology, the challenges in teaching and learning, and the academic performance of the learner and employer. This means that the provision of a professional development programme depends on various factors. Thus, the provision of quality education is one of the factors that influences the provision of professional development to primary teachers. Therefore, the provision of a professional development programme triggered the provision of quality education in Kahama and, generally, in Tanzania.

5. CONCLUSION AND RECOMMENDATIONS

From the findings of the study, it can be concluded that there are different factors that influence the provision of professional development programmes, including teachers' competences, the development of science and technology, challenges in teaching and learning, the academic performance of the learner and employer needs. This implies that in the provision of a professional development programme, there are different causes that influence the situation. The influential factor on the provision of a professional development programme to teachers depends on the extent to which the mentioned factor shows the need to have a professional development programme for teachers.

The study recommends that the educational leader should ensure that public primary schoolteachers are provided with a professional development program and are involved effectively in the program for the aim of improving the provision of quality education. Additionally, it is recommended that the government support the provision of a

professional development program for public primary teachers to support teachers in their profession.

COMPETING INTERESTS

The authors declare that no competing interests exist.

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