

# The Constraints of Capacity Building Programmes on Teachers' Job Commitment in Tanzania: A Case of Few Selected Public Secondary Schools in Rorya District

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**Abstract:** This research examines the factors that impede the effectiveness of capacity-building programmes in improving teachers' job commitment within public secondary schools, specifically in Tanzania. Employing a pragmatic mixed-methods approach, the study integrates quantitative data from 44 teachers alongside qualitative insights from 15 teachers, 5 headmasters, 5 ward education officers, and 3 district education officers. The primary findings indicate that resource scarcity, difficulties in applying acquired skills, misalignment of programmes with the needs of teachers, inadequate follow-up support, and the lack of systematic evaluations are significant obstacles. Furthermore, the research identifies strategies to address these challenges, such as regular and targeted training, programmes focused on practical skills, enhanced allocation of time and resources, opportunities for peer collaboration, and involving teachers in the design of programmes. These findings are instrumental in informing policies and practices that aim to promote teacher development, enhance educational quality, and boost job commitment in settings with limited resources.

**Keywords:** Capacity Building Programmes, Job Commitment.

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## I. INTRODUCTION

Education is widely recognized as the foundation of social, economic, and political advancement for any nation (SWARGIARY 2025). Teachers, as the primary executors of educational policies and curricula, play an essential role in shaping the knowledge, skills, and attitudes of learners. For teachers to fulfill this role effectively, they require ongoing professional support through well-structured capacity-building programmes (Zindi & Sibanda.2023). These programmes are designed to enhance teachers' pedagogical skills, subject expertise, and professional development, which subsequently

reinforces their commitment to the teaching profession. The commitment of teachers to their jobs is particularly crucial, as it affects their motivation, classroom practices, and overall effectiveness in enhancing school performance (Manla, 2021).

Even though we all recognize how crucial capacity building is, many public secondary schools are still grappling with challenges that hold back the effectiveness of these programmes in boosting teachers' commitment to their jobs (Mahara, 2024). Teacher training programmes often suffer from poor coverage and inconsistency, which makes it tough to successfully roll out capacity-building activities (Yan &

Saguin, 2021). As a result, teachers can feel demotivated, underprepared, or unsupported in their roles, which negatively impacts their job commitment.

Worldwide, the role and the predicament of capacity-building in education, especially in developing nations, have been both highlighted by researchers. For instance, Putra et al. (2024) found in India that time is limited, underfunding, and weak administrative support are gargantuan challenges to the effective operation of such programs. Many studies in Africa also highlighted analogous concerns. A study by Maxwell (2024) in Nigeria noted that insufficient funding, the shortage of teacher training and development, the digital divide, the insufficient implementation and alignment of policies, and a lack of community involvement and partnership all hinder the effective implementation of capacity-building programs.

In Zanzibar, Alawi (2024) observed that financial constraints, lack of teaching materials and equipment, and training needs for facilitator skills were significant challenges for capacity-building facilitation. Rorya Chaula & Mwamlangala (2025) observed the constraint faced while rolling out the School Management Information System (SMIS) among trained teachers, including structural problems like instability of internet and insufficient hardware following the capacity-building programme. On the positive note, Putra et al. (2024) developed a good positive correlation between capacity-building activities and enhanced teaching effectiveness.

From Australia, Bourke et al. (2024) backed this up, showing that capacity-building interventions effectively boost educators' perceived capabilities, knowledge, and attitudes towards promoting physical activity and teaching fundamental movement skills. In Nigeria, it seems that capacity building for teachers has been beneficial, enhancing their competencies in teaching, which in turn improves students' learning achievements in public secondary schools (SO & BOLUWADURO, 2023).

According to Mduma & Mkulu (2021) in Arusha Municipal, training teachers has a significant impact on various aspects, such as improving teaching strategies, reducing burnout, stress, and turnover, and enhancing overall teacher effectiveness. This suggests that existing studies view capacity building not just as a means to enhance teachers' technical skills, but also as a strategy for promoting teacher well-being, retention, and long-term educational reforms that ultimately lead to better student outcomes.

The government of Tanzania, through the Ministry of Education, Science and Technology, has given the green light to the National Framework for Teacher Continuous Professional Development (NF-TCPD). This initiative aims to enhance the coordination and organization of professional development plans for teachers, ultimately improving the quality of learning and teaching (MOEST, 2020). However,

ongoing challenges still hinder the sustainability and effectiveness of these efforts.

When we talk about commitment, we're referring to how deeply individuals connect with their organization while fulfilling their roles. It reflects a person's attitude towards their responsibilities, the trust placed in them, and their focus on the tasks at hand (Imron et al, 2020).

In Malaysia, Patwary et al. (2025) found through a study that proper knowledge management practices have a significant and positive impact on the employees' performance. The performance is enhanced through organizational capacity building culture and commitment mediating effects.

Blessing and DIKEOGU (2024) discovered a positive correlation between capacity building training and commitment to work among staff in academic libraries in Ogun State.

Parallel to this, a study by Tunsisa et al. (2025) showed that school principals are emotionally committed to their job to a medium degree. They would opt to quit their schools if they had other options, as the critical value of leadership commitment in improving student academic success and school success suggests. In addition, findings by Abdu and Nzilano (2018) show that there should be strategies developed by the school administrators to accommodate the demands of the less committed and satisfied teachers.

Against this background, the aim of this study is to examine the issues faced by capacity building programs in increasing teachers' commitment towards teaching in public secondary schools. Knowledge of these issues is crucial in that it will help policymakers, education administrators, and stakeholders formulate effective strategies. The strategies ought to not only improve teachers' professional development but also increase their commitment towards teaching.

#### ➤ *Statement of The Problem*

Teachers' job commitment is a critical determinant of quality education. Job-committed teachers are more effective, motivated, and inclined to go the extra mile in assisting students' learning. Capacity building programs are focused on building teachers' professional skills, attitudes, and knowledge, which enhance job commitment. However, despite the many programs rolled out in public secondary schools, such as the SGD-4 agenda, TEDMS, SEQUIP, SEDP, and BRN, various teachers in developing nations, such as Tanzania, still suffer from low commitment to work, expressed through absenteeism, demotivation, and wanting to leave the teaching line of work.

In the Philippines, teachers are beset by the same problems that account for slightly lower dedication, and this necessitates professional development (Pangilinan, 2025). Ideally, capacity building initiatives should respond to such issues, but success is usually derailed by a series of setbacks. In the majority of schools, training programs are irregular, underfunded, and

unorganized. For instance, in Nepal, the teacher training programmes are of utmost importance to ensuring effective teaching and learning, but they are faced with critical problems such as no engagement of qualified experts, lack of resources, minimal motivation, inadequate policies, time management issues, political interference, and financial constraints (Mahara, 2024). These issues diminish the scope of professional development activities being carried out on teachers.

It has also been found that teachers are highly emotionally intelligent and communicatively competent but have low commitment to the organization. This calls for stakeholders to be vigilant and provide befitting training and support to aid teachers in acquiring the required skills, attitudes, and capabilities (Tegegne & Wondimu, 2024). While teacher professional development and performance impact have been studied in Tanzania and other places, there has been little focus on the specific capacity-building programme obstacles that are undermining teachers' job commitment in public secondary schools. Unless these problems are addressed, capacity-building initiatives to enhance teachers may prove futile, leading to teachers feeling uninhibited and less committed to teaching.

This study attempts to fill this gap by exploring the difficulties that capacity-building programmes face in promoting teachers' job commitment in public secondary schools. It aims to provide evidence-based suggestions that can be used to improve teacher professional development and education quality.

## II. RESEARCH OBJECTIVES

The study is guided by the following objectives:

### ➤ *General Objective*

- To explore the constraints of capacity-building programmes on teachers' job commitment in public secondary schools in Tanzania.

### ➤ *Specific Objectives*

- To pinpoint the key constraints of capacity-building programmes affecting teachers' job commitment in public secondary schools in Tanzania.
- To propose potential strategies for tackling the identified constraints of capacity-building programmes to boost teachers' job commitment.

### ➤ *Research Questions*

Aligned with the objectives, the study aims to answer these research questions:

- What are the primary constraints of capacity-building programmes on teachers' job commitment in public secondary schools in Tanzania?

- What strategies can be implemented to overcome the constraints of capacity-building programmes to enhance teachers' job commitment?

## III. REVIEW OF THE RELATED THEORY

Human Capital Theory, as outlined by Becker in 1964, is the basis of this study. The theory highlights that investment in people's knowledge, competencies, and skills can significantly boost their productivity, commitment, and motivation. If we look at education, training, workshops, and professional development are seen as imperative investments in teachers' human capital with the expectation that these would enhance their commitment and job performance. However, if these programmes are plagued by issues like insufficient finance, poor planning, or limited resources, we do not reap the benefits we anticipate. This study utilizes Human Capital Theory to describe how these constraints in capacity-development programmes can compromise the effective accumulation of teachers' human capital, which influences their work commitment in public secondary schools.

Human Capital Theory is particularly relevant here as it frames capacity building as a valuable investment in teachers. However, it has the limitation of disregarding the real-world constraints and contextual variables which may weaken the positive impact of such investments on job commitment.

### ➤ *The Review of Related Empirical Studies*

We note that there are significant limitations on capacity-building programs and their influence on teachers' job commitment in state secondary schools. For instance, a study by Putra et al. (2024) in India investigated the influence of capacity-building programs on the performance of teachers through professional development, mentoring, and resource accessibility. Using the mixed-methods design of surveys and interviews, the research found a strong positive relationship between capacity-building programs and teaching efficacy improvement. It also, nevertheless, uncovered constraints in the form of time, financial, and lack of administrative support that can jeopardize the effectiveness of such programmes. The findings emphasize the importance of long-term institutional commitment and cautious mapping of capacity-building activities in inducing long-term change in teaching practice.

Suggestions include that we expand access to individualized professional development, integrate mentoring into capacity-building initiatives, and regularly assess the effect of these activities on teacher performance. While Putra et al. (2024) stressed the positive effects of capacity building on teachers, they did not do enough in investigating challenges to such programmes and how these challenges affect teachers' commitment to work.

Nwarie and Nwakudu (2020) in Nigeria provided a closer look at the availability and issues of capacity-building programmes for enhancing teachers' productivity in Abia State secondary schools. Two research questions and two hypotheses directed their work. The study was conducted on a population of 3,529 teachers in 223 public secondary schools in Abia State. They selected a sample of 765 respondents, which included 51 principals and 714 teachers, using a stratified random sampling method. This was 22% of the principals and 20% of the teachers. They used a questionnaire, the "Availability and Constraints of Capacity Building Programmes for Teachers Productivity Questionnaire (ACCBTPQ)," to gather data.

The findings indicated that teacher capacity-building programmes in Abia State are mainly in-service training and mentoring. However, there are numerous constraints to the programmes, such as a lack of proper incentives to encourage teachers to attend, high registration fees, poor publicity, lack of interest, disorganisation of the programmes, and a lack of time for teachers to take an active part. Based on these results, the study concluded with some suggestions, including the government strengthening the planning of capacity-building programmes and encouraging the participation of teachers by adequate funding, timely payment of salaries, and availability of necessary incentives.

The current study focuses on capacity-building programs' availability and constraints in Nigeria and their alignment with teachers' productivity but stops short of examining the degree to which these constraints influence teachers' commitment to their work. This study aims to bridge this gap by exploring the same phenomenon in Tanzania and its alignment with job commitment, which is vital for teacher retention and school performance overall.

In Rwanda, Nzarugarura and Ndagijimana (2025) examined the impact of professional development programmes on secondary school head teachers' leadership practice in the Rubavu District. They employed a descriptive and correlational design and gathered data from 61 head teachers through interviews and questionnaires that they analyzed using SPSS. The findings indicated that head teachers were exposed to various programmes, including the Diploma in Effective School Leadership (DEL), capacity-building workshops, peer learning communities (PLCs), and leadership forums. There was a very strong positive correlation between exposure to these programmes and effective leadership practice, with PLCs being the most impactful.

Nevertheless, limitations like a shortage of funds, time constraints, logistical issues, and infrequent programme implementation compromised their effectiveness. The study concluded that ongoing and well-planned professional development is key to enhancing leadership effectiveness and recommended increased funding, offering online possibilities, improved scheduling, and follow-up mentoring. Although the study in Rubavu District revealed a strong relationship between

professional development programmes and the leadership practice of head teachers, it left a lot of gaps. It focused solely on head teachers and did not mention how capacity-building programmes affect teachers' job commitment, which is equally crucial for school effectiveness. In addition, the study reported only short-term correlations and did not investigate the long-term effect of professional development on teachers' motivation, performance, or student learning outcome. This study aims to provide some important knowledge gaps on the influence of capacity-building programmes on teachers' work commitment in public secondary schools in Tanzania, particularly in Rorya District. Ngonyani, Galabawa, and Kamando (2024) explored the capacity-building programmes (CBPs) implemented by NGOs in the mentioned schools using a qualitative study design and a case study.

They especially examined the efforts, impacts, and challenges these NGOs face in helping teachers obtain the skills to more effectively control the learning environment. They held focused group discussions and in-depth interviews with 50 teachers to better understand. The results showed that these CBPs significantly enhanced teachers' abilities to create and manage effective learning environments, form caring classroom relationships, and utilise information and communication technology to enhance learning. The programmes were limited by their short duration and lack of follow-up support, though. The study suggests that NGOs and the government implement proper interventions to render such capacity-building programmes sustainable, with the long-term implication of a lasting positive impact on the capacity of teachers to manage learning environments in public secondary schools. While Ngonyani, Galabawa, and Kamando (2024) identified the benefits of NGO-facilitated capacity-building programmes in boosting the competencies of teachers, the researchers failed to investigate the impact of these programmes on teachers' dedication to work. Additionally, although they listed limitations like the brief duration of the programmes and absence of follow-up support, they did not discuss how these may impact teachers' motivation and long-term dedication to their job. Additionally, the focus on NGO-led programmes omitted other potential influences on teachers' commitment. This study aims to address this significant gap by examining how capacity-building programmes influence teachers' job commitment in Tanzanian public secondary schools, specifically Rorya District.

➤ *With a View to Recommending Effective Strategies for Mitigating Problems Facing Capacity-Building Programmes Aimed at Improving Teachers' Job Commitment*

The research by Iqbal and Ali (2024) in Pakistan explored various opportunities and hurdles that in-service teachers encounter while pursuing ongoing professional development, which is vital for ensuring high-quality education and adapting to the ever-changing demands of the educational landscape.



With new teaching methods and advancements in educational practices, teachers have access to fresh ways to engage their students and enhance learning outcomes. However, the majority of in-service teachers are confronted by severe challenges, such as insufficient time due to their excessive teaching workload, a lack of access to refreshed teaching materials, technology, and professional development. Additionally, the frequent curriculum revisions, shifts in pedagogy, and educational paradigm shifts cause teachers to struggle to keep up, as they must continuously adapt and learn. They can undermine the efficacy of professional development programs and teachers' ability to implement new strategies in their classrooms to their fullest potential. There is a need to understand and address such dynamics in order to build supportive and challenging professional communities that enable teacher growth, strengthen capacity-building initiatives, and ultimately increase teaching quality and student achievement. Though the study recognizes these challenges, it falls short of offering practicable solutions for overcoming the constraints of capacity-building programmes in promoting teachers' job commitment. This limitation highlights the need for further research, including the current study, that aims to offer context-based suggestions for enhancing capacity-building programmes and, by extension, promoting teacher commitment in public secondary schools. While the Anambra State study ascertained that professional development activities like conferences and in-service training play a significant role in improving teachers' commitment to their job, it did not examine factors inhibiting the effectiveness of such activities. Neither did it come up with pragmatic solutions to these problems, which are vital in maintaining teacher commitment in the long term.

The study's focus on "task commitment" was also more specific than the broader concept of job commitment, which encompasses aspects like loyalty, motivation, and retention. Because the study took place in Nigeria, it does not provide much relevance to the Tanzanian context, where systemic and resource issues can be different. This is where the current research attempts to fill the loophole through setting the challenges facing capacity-building programmes in Tanzania and proposing how they can be overcome towards enhancing teachers' job commitment in public secondary schools. Nafuna, Masagazi, and Omona (2025) in Uganda conducted research, "Bridging Motivational Gaps: A Motivational Framework Designed for Teacher Training Institutions in Eastern Uganda," on tutor motivation in Teacher Training Institutions (TTIs). The overall objective was to evaluate the existing motivational strategies and develop a harmonizing framework that aligns tutors' needs with institutional goals.

Using the qualitative case study approach, they gathered data through interviews, focus groups, and document reviews with principals, boards of governors, PTAs, and tutors. The findings indicated that the most common measures are predominantly financial, e.g., supervision and school practice allowances. However, tutors highlighted the value of non-

financial incentives, e.g., recognition, leadership roles, and career advancement. The study emphasizes the necessity of having an equilibrium approach that combines both extrinsic and intrinsic motivators. Against this backdrop, the Integrated Motivational Framework for TTIs (IMF-TTI) was developed. The model aims at achieving a balance in financial and non-financial initiatives, fostering professional growth, and improving tutor satisfaction. The study suggests the adoption of the IMF-TTI framework by institutions to enhance tutor performance and learning outcomes in Eastern Uganda. It had specifically examined motivational strategies for tutors in Teacher Training Institutions and had come up with the IMF-TTI model. However, as far as it added significantly, it did not touch on the matters of challenges confronting capacity-building programmes in secondary schools and their effects on teachers' job commitment. This study fills that gap by proposing solutions to these challenges and how to increase commitment among teachers in public secondary schools in Tanzania. Similarly, Lawrent (2025) examined the effect of Tanzania's expansion policy on teachers' professionalism through a qualitative case study of 36 teachers from four secondary schools that had just been opened. Data obtained from documents, interviews, and focus groups indicated that the lack of focus on teaching quality decreased teachers' enthusiasm, competency, and trust.

The study concluded that there is a need to create favorable environments for teacher professionalism before educational policies are implemented. The previous research on teachers' professionalism in Tanzania determined how expansion policies negatively impacted teachers' enthusiasm and competence but failed to address work commitment. It also fell short of offering pragmatic solutions to enhance teachers' commitment through capacity-building. This study aims at filling the gap by suggesting solutions on how to overcome the shortcomings of capacity-building programmes and enhance teachers' work commitment.

#### IV. RESEARCH METHODOLOGY

For this study, pragmatic philosophy was employed, which favors the use of mixed methods with the aim of solving complex research problems effectively (Fauzia, 2022).

Pragmatism was found to be an ideal choice because it encompasses both quantitative and qualitative approaches, offering a clearer perspective on how capacity-building programs influence teachers' commitment to their profession (Maarouf, 2019).

This philosophy enabled the use of questionnaires to establish the extent of commitment among the teachers and interviews to gather personal experiences. The objective was to develop substantive information and policy recommendations that would enhance the participation of teachers in public secondary schools (Allemang et al., 2022). The research included a sample of five selected secondary schools in various

district councils, which constituted a total of 72 respondents. This comprised 44 teachers providing quantitative information, 15 teachers providing qualitative data, in addition to 5 headmasters, 5 Ward Educational Officers, and 3 district education officers, and presenting summaries in Mean and percentages in tables.

## V. FINDINGS AND DISCUSSIONS

The aim of this study was to identify the constraints that limit the effectiveness of capacity-building programmes in strengthening teachers' job commitment in public secondary schools. The teachers were asked to give their level of agreement with the statements on the potential constraints and the proposed solutions to alleviate them, and the results are given in Tables 1 and 2 below.

Table 1: The Major Constraints of Capacity Building Programmes on Teachers' Job Commitment in Public Secondary Schools in Tanzania.

STATEMENT	SD	D	N	SA	A	Mean
	%	%	%	%	%	
1. A lack of resources (like time and funding) really holds back the effectiveness of capacity-building programmes	4.6	4.6	9.1	38.6	43.2	3.77
2. There are challenges in applying what they learn from capacity-building programmes in their classrooms.	4.5	13.6	13.6	31.8	36.4	4.20
3. The capacity-building programmes available don't really match the actual needs of teachers in the district	9.1	22.7	11.4	38.6	18.2	3.82
4. The absence of follow-up support after training makes it tough to implement what they've learned	2.3	11.4	20.5	38.6	27.3	3.34
5. The constraints of capacity-building programmes on teachers' job commitment is seldom evaluated in a systematic way.	4.5	6.8	18.2	52.3	15.6	3.77

Source: Field Data (2025). Key: DS – Strong Disagree, D- Disagree, U – Undecided, SA – Strong Agree, A– Agree.

Based on the findings shown in Table 1, it's clear that there are significant constraints in capacity-building programmes that affect teachers' commitment in public secondary schools in Tanzania as analyzed below.

### ➤ Lack of Resources (Time and Funding)

The data reveals that 43.2% of teachers agreed, and 38.6% strongly agreed, that a shortage of resources like time and funding significantly hampers the effectiveness of capacity-building programmes. Only 4.6% strongly disagreed, and another 4.6% disagreed, while 9.1% were undecided. With a mean score of 3.77, it's evident that the lack of resources is a major barrier to teachers' participation and the successful implementation of training outcomes. This aligns with the findings of Mulyasa et al. (2022), which argue that insufficient funds and time are key deterrents to effective teacher professional development. This suggests that without adequate resources, the frequency and quality of training events—and their overall effectiveness—can be severely impacted. A teacher who participated in the capacity-building programme emphasized this point during a face-to-face interview, stating, "One of the constraints I have is the lack of resources with which to implement the new ways effectively." (interview with teacher, April 2025). This underscores the reality that even when teachers gain new knowledge and innovative techniques through training, their ability to put these into practice in the classroom is greatly limited if they lack the necessary materials, infrastructure, or financial backing.

### ➤ Constraints in Applying What is Learned

A total of 36.4% strongly agreed, and 31.8% agreed, that they face challenges when trying to apply what they learn from capacity-building programmes in their classrooms. Meanwhile, 13.6% were undecided, 13.6% disagreed, and 4.5% strongly disagreed. This aspect recorded the highest mean score of 4.20, indicating that difficulties in applying acquired skills represent the most significant constraint. This finding is echoed in a conversation with a teacher who attended the training, who shared, "After training, we find it difficult to apply what we learn in the classroom don't have the required tools or resources." (interview with teacher, April 2025).

Kraft & Hill (2021) made a strong point about how professional development really shines when it's closely tied to the actual teaching situations teachers face and when it offers ongoing support. This suggests that building capacity needs to go hand in hand with providing resources; otherwise, teachers might find it tough to put what they learn into practice, which can affect their commitment to their jobs.

### ➤ Misalignment with Teachers' Needs

When it comes to the relevance of these programmes, 38.6% of teachers strongly agreed, and 18.2% agreed that the capacity-building initiatives don't always meet the real needs of teachers in the district. On the flip side, 22.7% disagreed, 9.1% strongly disagreed, and 11.4% were on the fence. With a mean score of 3.82, it's clear that many teachers feel the training programmes aren't really tailored to their professional demands. The Head of School B pointed out that "without a

*systematic way to identify professional development needs, teachers might end up going through generic training that doesn't address their specific classroom challenges"* (Interview by Head of School, April 2025). This echoes Gibson (2020), who argued that professional development is most effective when it aligns closely with a teacher's unique professional growth needs. It also ties back to Human Capital Theory, which highlights that investing in training pays off best when it targets real skill gaps. This underscores the importance of conducting systematic needs assessments to ensure that capacity-building programmes are relevant and impactful for teachers' job commitment.

#### ➤ Lack of Follow-Up Support

Additionally, the findings reveal that 38.6% agreed and 27.3% strongly agreed that the lack of follow-up support after training makes it hard to implement what they've learned. However, 20.5% were undecided, 11.4% disagreed, and 2.3% strongly disagreed. With a mean score of 3.34, it seems that while follow-up support is seen as a challenge, teachers' opinions on this issue are more mixed compared to other areas.

This aligns with the teacher's perspective on face-to-face interviews, where they noted, "Inadequate follow-up support after training is a major challenge." (interview with teacher, April 2025). This suggests that even if teachers receive initial training, the lack of ongoing support hinders their ability to effectively use the skills they've learned. Oluwatosin (2022) also pointed out that without follow-up and continuous support, teachers often struggle to apply new knowledge in the ever-

changing dynamics of the classroom. This highlights that one-off training workshops aren't enough unless they are accompanied by structured mentoring, supervision, and peer collaboration, which help teachers integrate new knowledge into their everyday teaching practices.

#### ➤ Rare Systematic Evaluation

In conclusion, 52.3% of respondents agreed, and 15.6% strongly agreed that the limitations of capacity-building programmes on teachers' job commitment are seldom evaluated in a systematic way. Meanwhile, 18.2% were undecided, 6.8% disagreed, and 4.5% strongly disagreed. The mean score of 3.77 suggests that many teachers feel there are limited efforts to monitor and assess the effectiveness of capacity-building initiatives. This concern was echoed by Head of School Y, who stated *that the district should establish a clear monitoring and evaluation system so that after each training, we can measure changes in teacher performance and student learning.* (Interview by Head of School, April 2025). This underscores the importance of having a robust monitoring and evaluation system to ensure that investments in capacity-building lead to tangible improvements in teacher performance, classroom effectiveness, and job commitment. This aligns with the research by Naz, Zafar, & Ullah (2024), which found that an external monitoring and evaluation system is effective in pinpointing and addressing areas needing improvement within schools. This indicates that when M&E systems are properly implemented, they can provide actionable feedback that helps schools identify weaknesses, bolster strengths, and continuously enhance teaching and learning.

Table 2: The Strategies that can be Adopted to Overcome the Constraints of Capacity Building Programmes to Improve Teachers' Job Commitment.

Statement	SD	D	U	A	SA	MEAN
	%	%	%	%	%	
1. The need to implement more regular and focused capacity-building programmes for teachers in Rorya District..	4.5	2.3	6.8	50	36.4	4.25
2. Capacity-building programmes should emphasize practical teaching skills to make them more relevant.	2.5	2.3	2.0	34.1	59.1	4.43
3. Providing teachers with additional time and resources to participate in capacity-building programmes to boost their job commitment..	2.3	2.3	4.5	27.3	63.6	4.48
4. To have more chances for peer learning and collaboration during capacity-building programmes.	4.5	2.3	4.5	38.6	50	4.27
5. Teachers really need to take a more active role in creating and planning capacity-building programmes so that these initiatives truly address their needs.	1.5	3.0	2.3	29.5	63.6	4.48

Source: Field Data (2025). Key: DS – Strong Disagree, D- Disagree, U – Undecided, SA – Strong Agree, A– Agree.

The findings shown in Table 2, exposed the strategies that can be adopted to overcome the constraints of capacity building programmes to improve teachers' job commitment as evaluated below.

#### ➤ Regular and Targeted Programmes

In Rorya District, a significant number of teachers are on the same page when it comes to the need for more regular and

targeted capacity-building programmes. About 50% agreed, and 36.4% strongly agreed that these initiatives are essential. On the flip side, only a small fraction—4.5%—strongly disagreed, while 2.3% disagreed, and 6.8% were on the fence. With an impressive mean score of 4.25, it's clear there's a strong push for enhancing the frequency and focus of professional development. Supporting this, Lewis et al. (2022) pointed out that the effectiveness of training programmes,

particularly in under-resourced learning environments, largely hinges on how often they occur and how relevant they are to what teachers face in the classroom. This sentiment was echoed by the Headmaster of Z Secondary School, who noted, *“Trainings aren’t scheduled consistently. The District really needs a solid annual plan to make sure teachers get professional development on a regular basis.”* (Interview by Head of School, April 2025).

#### ➤ *Practical Teaching Skills Focus*

A significant majority of respondents, 59.1%, strongly agreed, and 34.1% agreed that capacity-building programmes should place a greater emphasis on practical teaching skills to enhance their relevance. Only a small fraction disagreed (2.3%) or strongly disagreed (2.5%). With a mean score of 4.43, this reflects a strong consensus, making it one of the top-rated strategies. The Ward Education Officer, E, highlighted this point by stating, *“Matching training material to real classroom problems”* (interview with Ward Education Officer, April 2025). This underscores the importance of designing capacity-building programmes around the actual challenges teachers face in their classrooms, which can lead to greater relevance, practical application, and lasting impact. This aligns with the study by Anis & Hasan (2025), which argues that professional development programmes for teachers should prioritize hands-on teaching experiences, collaborative learning opportunities, and ongoing training to better equip educators for the evolving challenges they will encounter as effective instructors. This perspective is further supported by Human Capital Theory, which emphasizes that investments in education and training need to be relevant and skill-focused to yield tangible improvements in productivity and commitment.

#### ➤ *Time and Resources Provision*

A significant 63.6% of respondents strongly agreed, and 27.3% agreed that giving teachers more time and resources to engage in capacity-building programmes would enhance their commitment to their jobs. Only a tiny percentage disagreed (2.3%) or strongly disagreed (2.3%). This topic received one of the highest mean scores (4.48), indicating a strong consensus on the necessity of adequate support. A teacher who participated in the capacity-building programmes emphasized, *“Providing necessary teaching and learning resources is the key to overcoming challenges.”* (interview with Teacher April 2025). This suggests that teachers' professional development and job commitment are significantly impacted not just by training opportunities, but also by having the right resources to apply the skills they've learned. Smyth (2022) supports this view, stating that capacity building involves developing and expanding the competencies, capabilities, and resources needed for effective problem-solving and decision-making. This perspective aligns with Human Capital Theory, which argues that investing in individuals' knowledge, skills, and resources boosts their productivity and commitment to the organization.

#### ➤ *Peer Learning and Collaboration*

A significant portion of the respondents, 50%, strongly agreed, and 38.6% agreed that there should be more chances for peer learning and collaboration. On the flip side, 4.5% strongly disagreed, 2.3% disagreed, and another 4.5% were on the fence. With a mean score of 4.27, it's clear there's strong support for collaborative methods. This finding echoes the insights of Putra et al. (2024), who pointed out that collaboration among teachers boosts knowledge sharing and accountability. Ward Educational Officer X also weighed in, stating, *“mentorship, peer-to-peer learning, and collaboration should be promoted in schools”* (interview with Ward Education Officer, April 2025). This perspective aligns with the Human Capital Theory, emphasizing that ongoing skill development through shared learning can enhance teacher effectiveness and commitment. It suggests that professional development shouldn't just be about short-term workshops; instead, it should foster continuous mentorship and collaborative spaces where teachers can share their experiences, swap best practices, and support each other in tackling classroom challenges.

#### ➤ *Teacher Involvement in Programme Design*

Teacher involvement in programme design is crucial. A significant majority of teachers—63.6% strongly agreed and 29.5% agreed—believe that they should play a bigger role in creating and planning capacity-building programmes to truly meet their needs. Only a small fraction, 1.5%, strongly disagreed, while 3% disagreed and 2.3% were on the fence. With an impressive mean score of 4.48, this approach was among the top-rated strategies. This perspective aligns with the insights from Hoang et al. (2025), who emphasized that getting teachers and school leaders involved early in the design of professional development programmes is vital. In a face-to-face chat with Teacher C, they reinforced this idea, stating, *“Involving teachers in designing and adapting training ensures that it aligns with their real classroom needs.”* (interview with Teacher April 2025). Such an approach not only enhances commitment and involvement but also ensures effective instruction and facilitates teamwork to maintain capacity-building.

## VI. CONCLUSION

This study has proved that even though capacity-building programs are important in enhancing teachers' professional development and work motivation, their effectiveness in Tanzania's public secondary schools is severely undermined. The factors that undermine their effectiveness are limited resources such as time and money, difficulties in applying the new skills in the classroom, incommensurability of what the programs offer and what the teachers actually need, insufficient follow-up support, and a lack of systematic evaluation.



To solve these issues, the study suggests frequent, targeted training centered on classroom applied teaching, enhanced time and resource management, teacher peer collaboration opportunities, and teacher involvement in capacity-building design and evaluation. These are interventions that can contribute to creating a supportive professional community that not only strengthens teacher commitment but leads to a general rise in education quality, especially in situations where resources are limited.

## RECOMMENDATIONS

Seldom have strategic recommendations been advanced to enhance the effectiveness of capacity-building programs and induce teachers' job commitment in Tanzania's public secondary schools based on what this study has shown.

### ➤ Recommendations for Action and Practice

In an effort to truly support our instructors, the government and education officials should provide them with ongoing, diverse, and context-specific training. This should be a mixture of face-to-face workshops and e-learning modules, especially in order to reach those teachers who are located far away.

### ➤ Recommendations for School Management

School leaders should work hand-in-hand with education authorities and teachers to plan and implement training programmes that genuinely meet teachers' needs. Additionally, school management must pay attention to how resources are allocated, ensuring that teachers have access to the necessary teaching materials, technology, and opportunities for professional growth.

### ➤ Recommendations for Policymaker Suggestions

Policymakers should consider increasing the budget for teacher professional development and ensure that this funding is distributed fairly across schools in Rorya District. Moreover, it would be beneficial to create a framework for a national capacity-building programme that guides the design, implementation, and evaluation of training initiatives.

### ➤ Future Research

Future research should focus on understanding the long-term effects of capacity-building programmes on student achievement. It's crucial to explore how professional development for teachers can positively influence student outcomes.

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