THE INFLUENCE OF TEACHERS' PARTICIPATION IN PROFESSIONAL DEVELOPMENT ON PUPILS' ATTAINMENT OF NUMERACY SKILLS IN PUBLIC PRIMARY SCHOOLS IN ARUSHA CITY

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ABSTRACT

It is widely accepted that teachers' professional development (TPD) is a hallmark for the successful attainment of educational goals including the provision of quality education in schools. Realizing the potential of TPD in promoting quality education, TPD is mandatory in most countries including Tanzania. This study examined the influence of teachers' participation in professional development programmes on the provision of quality education in public primary schools. Specifically, it established the relationship between the frequency of teachers' attendance in TPD and pupils' attainment numeracy performance. This is a quantitative research approach that employs a correlation research design. The sample size of 1992 (30 teachers and 1962 pupils) respondents from 30 publicly-owned primary schools were involved in this study. The samples were obtained through stratified and simple random sampling techniques. A stratified sampling technique was used to categorize primary schools considering ownership, while simple random sampling was used for selecting 30 primary schools and 30 teachers. Thus, the primary data were collected using questionnaires and numeracy tests. The study found a positive correlation ($r = 0.390$, $p < 0.05$) between the frequencies of teachers' participation in TPD and pupils' numeracy performance. This indicates that the more teachers engage in TPD, the higher the pupils' numeracy performance. The study recommends that teachers be encouraged and supported to attend workshops, seminars, or trainings related to their areas of specialization to update their knowledge and pedagogical skills as they positively influence pupils' numeracy performance.

Keywords: Professional Development Programmes, Numeracy, Teachers, and Tanzania.