

Non-Teaching Staff in the Education System of Tanzania: A Review Paper on Training Practices and Service Delivery

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Abstract

The review aims at determining the perceptions of non teaching staff on training and service delivery in education system of Tanzania and to explore the needed trainings for non teaching staff in handling students in education system of Tanzania. This paper is an internet and library-oriented. The study used secondary literature review in which the documentary review applied. Also other data were collected from published articles, books, published documents, magazines, and published dissertations/thesis related to the subject matter to achieve the specific objectives highlighted. The review informs that majority of the studied schools lacked enough non-teaching staff. There is a perception that non-teaching staff are not key players in a school and are just pillars of the school functioning. Also, it was noticed that, school leaders see as if is not the priority for taking non-teaching staff for training and hence giving them less opportunities to attend training as it is done to teaching staff who sometimes attend the in-service training from different stakeholders of education.

It is in this regard that, leaders are not committed to maximize the opportunities for training for non-teaching staff. Even though, non-teaching staff blame that no refreshers course to make them adopt the environment of serving students. The government leaders should look on the priorities of the government and school else well when taking non-teaching staff for further training.

Key: Staff, Non-Teaching Staff, Training, Leaders and Service Delivery

1.1 Background to the Study

Non-teaching staff is fundamental in their contribution towards quality education, as well as safe and positive learning environments. There are wide varieties of non-teaching staff roles and responsibilities that contribute towards the provision of services that have seen to decrease the workload of teachers and administrative burden (Blatchford et al., 2009; Mwaisumo, 2016). The presence of non-teaching staff in schools helps teachers to spend more time on teaching/learning and less time dealing with non-teaching activities such as bursary, store-keeping, or catering(Lawrent, 2019; Mwaisumo, 2016). Among other contributions of the non-teaching staff in schools may be for a self or group that assist in the implementation of their day-to-day activities within the schools (Mwaisumo, 2016).

Non-teaching staff are supposed to cater to the desires of the students as well as to complement teachers' professional duties and responsibilities. The roles dawned by non-teaching staff range in various ways depending on individuals' duties and students' specific desire. A professionally effective relationship between teaching and non teaching staff is essential to meet the diverse needs in the best interest of the students and community. If the schools fail in satisfying the students' needs, the message carried by them may deteriorate the education standard of the school, college and University (Kumar, 2022).

While non-teaching support are reported huge increasing in England and Wales as the massive investment effect in extra support staff in schools constituting to one-quarter of the total workforce (Blatchford et al., 2011), it is different look to most of the developing countries like Tanzania. Blatchford highlights the reasons for the growth in numbers of support staff is schools of England and Wales as to raise pupil standards, tackle teacher workload, and create new support roles. The raise in number of students with unique needs (special) was also the factor of increasing the number of non-teaching staff in developed countries including United

Kingdom (Blatchford et al., 2011). In Tanzania, since the free education was introduced in 2016, huge number of students was reported in pre-primary, primary and lower secondary schools (URT, 2016). It was also reported that the increase of number of students was due to community sensitization as well as a prevailing strong partnership of the government and parents, faith-based organizations (FBOs) and community-based organizations (CBOs) in providing pre-primary, primary and secondary education. Due to the increase in number of students in Tanzania, there is no evidence of the campaign to increase the number of non-teaching staff as it is done to teachers.

Tanzania as other countries in the world like Portugal, Australia, New Zealand, Nigeria, Uganda and Kenya, staff in schools comprises of teaching staff and non-teaching staff (Dina, 2013). United Kingdom, Norway, and Sri Lanka inclusive made decisions about the compulsory educational (pedagogical) skills training of university teachers. In Finland, many universities organize educational (pedagogical) training for their teachers to ensure that every new teacher is having the possibility to participate in an introductory seminar on university teaching to improve teachers' educational (pedagogical) thinking and skills (Ntawigaya, 2021). Few is known with their experiences in training non-teaching staff on how to serve students like those training done to the teachers before and after joining the field in schools, colleges and Universities. The training for non-teaching staff increases working morale, work participation, innovations, availability at work stations, skills and abilities to maximise potential and increase productivity. The continuous professional development is essential in providing the chances and perspectives envisioned in a competitive and quality demanding labour market for each of a country's individuals and for the country itself in an emerging global environment (Dina, 2013).

Again, little is known on the training practices after employment to non-teaching staff in schools, colleges and universities in Tanzania else well. In recognition of the sensitive multiple responsibilities of non teaching staff, numerous researchers and educators worldwide have stressed the need to consider non teaching staff in professional progress for quality service delivery at schools (Mabagala, 2013). This study comes to bridge a gap existing in Tanzanian context on the needs for training of non-teaching staff in education system for quality service delivery.

The current situation in Tanzania is that continuous professional development under the National Development Vision of 2025, National Long Term Development Plan 2011/12 to 2024/25 of the education and training sector, the Education and Training Policy (2014), and pursuant to S.35 (5) of the Public Service Act, Cap.298 of the Training Policy of Public Service in Tanzania (Order, 2009) to all public servants is well known and is sung by managerial to propel academically to school teachers. Few school heads and LGAs encourage non-teaching staff to take the trouble to develop academically for better performances. There is no evidence that non-teaching staff gets training on how to handle students' needs including psychology, skills to live with students, counselling, and guidance courses at their workplaces. This paper, therefore, discusses the significance of training to non-teaching staff for better service delivery to students, staff, and community in the school, college, and university environment.

1.2 Statement of the Problem

Non-teaching staff is a vital group of people in the academic society for worth service delivery. They are accountable for the smooth running of the school and they carry out several administrative activities within the school, college and university. They provide services to staff, the community, students, and any other officials as identified in the background to the study. Non teaching staff like other public servants are entitled to attend several training as highlighted in National Development Vision of 2025, National Long Term Development Plan 2011/12 to 2024/25 of the education and training sector, the Education and Training Policy (2014) and pursuant to S.35 (5) of the Public Service Act, Cap.298 of the Training Policy of Public Service in Tanzania (Order, 2009). However, despite entitlements noticed and the important roles played by this group of staff in the school's surroundings, there is a little number or no anyone non- teaching staff (Mwaisumo, 2016) and no literature on the few existing non-teaching staff attend training after the employment for better service delivery to students, staff and community in school and college settings. Many of the staff in this group lags behind in continuous professional development in specific to school environment if compared to teaching staff group. Lawrent, (2019) in his study highlighted the risks facing teachers in their professionals by entertaining duties of non-teaching staff for the lack of government commitment to employing, deploying, and training of non teaching staff such as "loss of professionalism". To

this end, the study specifically explores the training and service delivery practices of non-teaching staff in the education system of Tanzania to overcome the loss of professionalism of school teachers.

1.3 Objectives of the Study

This paper aims at achieving the following two specific objectives: to determine the perceptions of non teaching staff on training and service delivery in education system of Tanzania and to explore the needed trainings for non teaching staff in handling students in education system of Tanzania.

2. 0 Materials and Methods

The study is purely an internet and library-oriented. The study used secondary literature review in which the documentary review applied. Also other data were collected from published articles, books, published documents, magazines, and published dissertations/thesis related to the subject matter to achieve the specific objectives highlighted. It is noticed that library oriented research approach includes a review of various policies, laws, articles, text books and printed papers elaborating about that topic of study (Ndunguru, 2015). In this research approach the author consults both printed and online sources of information to justify the study. Other scholars noticed that a library research approach is a qualitative study, and hence analysis of information is on logical reasoning appended with conceptualization (King et al., 2015). Being qualitative in nature, this approach articulates experiential and factualism of the current settings of the education systems in different countries, Tanzania being the example. This research approach adopts secondary data analysis which analyses documented information (Ntawigaya, 2021).

3. 0 Findings and Discussion

3.1. Unit I: The Perceptions of Non-Teaching Staff on Training and Service Delivery in Education System of Tanzania

This unit explores the findings from several literatures in relation to the perceptions of non teaching staff on training for quality service delivery in education system of Tanzania. Richards, (2018) informs on perceptions of non-teaching workload for teachers in high technology that teachers often see as detracting from students' classroom experiences or the instructor's own classroom efficacy. He further argued that, the experiences identified often were having de-motivating effect on teachers and frequently resulted in negative feelings towards administration and administrative practices at each institution. Richards continues arguing that the non-teaching workloads can result in a lack of intrinsic motivation and job satisfaction for faculty in high technology areas where non-teaching workloads are especially high and performed by teachers.

The study of Richards shows the alarming situation of the needs for non teaching staff. Non teaching staff in school and college environment plays a central role to support the school community including teachers. Barreto, (2020) supports that non teaching staff as human resources in public administration still play a central role by providing the basic services to the client at schools and colleges, such counselling and guidance services, library services, hostel services, food services, environmental services, driving services, safeguarding the surrounding services, repairing the teaching and learning facilities, bursary services, procurement services, decision making, regulation services, health services, record keeping services and policy making services. Services that are of such importance will be successful when the human resources provided have adequate abilities to understand and solve problems in society as a whole through trainings (Barreto, 2020).

Non-teaching staff in Tanzania context perceive the training differently in regards to the service provided to the clients, some of them perceive as they are not key players of the school duties while others perceive as they are also key players in relation to their duties and responsibilities. Due, the findings reveals that most of them see as a forgotten group in terms of training and professional development which may increase their work skills. Alhazmi, (2020) in the study on job satisfaction among non-teaching employees of universities in India, complement that, key role players for the existence of a school, college and University and its functioning are students, teaching and non-teaching employees. While the students form primary part of the school and colleges, the teaching employees are regarded as key players. Conversely, the non-teaching employees are pillars of the school and college functioning. Alhazmi, (2020) indicates deeply that job satisfaction is the important aspect of effective and efficient management system. Then, it would be necessary

to make sure that the non-teaching staff employed in the schools and colleges are satisfied with their jobs and the working conditions so that they can give their maximum output for the betterment of the organization including trainings.

The findings also indicates that, non-teaching staff assume that are left behind for training due to that are not key players in organisation and perceive as only support staff. Then, further to that, training to non-teaching staff is not the priority of the leaders, although are public servants. It portrays the image that opportunities for non-teaching staff in many schools are hidden and displayed to school teachers as key players. Wanjiku, (2016) in Western Australia (2006), through Human Resource Policy (HRP) indicated that staff development is a commitment of leaders to optimize opportunities for all staff to improve their levels of skills and knowledge to improve the quality of workforce productivity, capability, confidence and staff satisfaction. Mcilroy, (2017) identified that building staff capability and confidence through professional development is more likely to be successful if fully supported by school leadership and if programmes are embedded slowly and build on acknowledged good workplace practices.

Furthermore, Mcilroy, (2017) in “the myth of inability” exploring children’s capability and belonging at primary school through narrative assessment” described limited access to practical support through meaningful professional development (Education Review Office, 2010, 2015a, 2015c; Guerin, 2015; McIlroy & Guerin, 2014). For non-teaching staff to feel supported, professional development that is timely, responsive and practicable can have positive outcomes for quality service delivery.

According to (Anietie et al., 2020) in Bernard and Goodyear (2008) concurs with (Mcilroy, 2017) that when non-teaching staff in the school are placed to work, they are commonly put in place to serve as a full complimentary workforce to the administration in the school. While the teaching and learning are going on, it is the non-teaching staff that works on the background to ensure that the actual teaching-learning process goes smoothly, under a clean, secure and serene environment. More so, the non-teaching staff put in their best and at times work overtime to make sure that the school and college remain habitable the next day. This is achieved only when they are committed to the assigned job in the school.

According to (Wanjiku, 2016) in Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution. Training and development is a process that attempts to provide employees with information, skills and understanding of the organization and its goals. Additionally training and development aids an employee to continue to make the necessary positive contribution to the success of employing organization in terms of his / her good performance on the job. To start this whole process is orientation and socialization of employees into the organization.

The perceptions of non teaching staff on service delivered also are of different kind due to different positions and nature of the jobs and assignments given to each. (Alhazmi, 2020) grouped the services as cited in Lovelock (1983, 1991, and 1994) into three categories. First, services concerned with people-processing that require customers’ presence, such as health care. Second, services of possession-processing that include duties performed on physical objects without customer intervention, such as auto repair. Third, information-based services, which are activities that create value related to data, such as fee receiving and receipts delivery to the customer. He also defines services as value-creating activities offered to customers.

According to (Tasie, 2017) quality delivery service is of paramount importance in organizations particularly now that competition is becoming very intense and aggressive. Organizations of all kinds record a very low customers’ loyalty due to lack of quality delivery service. Quality service delivery is one of the key building blocks in any education system. Only if services are delivered with certain quality, will customers access and use them and ultimately improve their understanding.

3.2. Unit II: The Needed Trainings for Non-Teaching Staff in Education System of Tanzania

In matching with the demand of vision and mission of Tanzania Education and Training Policy (2014), few seminar and workshops conducted in or outside the school and college to improve the non-teaching staff service delivery have only yielded little or no results. It is said that if this trend continues, it may affect the students who are always at the receiving end as (Anietie et al., 2020) cited in (Agu, 2003; Leigha, 2010 & Ezeocha, 2000). It has become necessary to find out the various ways the school heads and college principals

in collaboration with the Local Government Authorities (LGAs) to ensure that the non-teaching staff do their work comfortably and well services being delivered after attending training for their capacity building (Anietie et al., 2020).

The study done by (Asgar, 2020) on assessing training needs of non-teaching employees of Indira Gandhi National Open University (IGNOU), he focused towards finding out the training needs of non-teaching employees of IGNOU. The specific objectives included (i) finding out the number of non-teaching employees of IGNOU who have never been attended training programme, (ii) to identify the training needs of different categories of non-teaching employees, (iii) to ascertain duration of the training programme preferred by the employees; and (iv) to suggest specific areas for training. When the participants of study were asked whether they have attended any training, the response to an item, around 35% reported that they have never attended any training programme, around 44% attended training programme earlier, around 21% did not respond to the item. In this study, it was identified that more than 50 per cent respondents expressed their willingness to attend training programmes in the different areas.

Research done by Anietie et al., (2020) investigating the principal's supervisory role and non-teaching staff work improvement in public secondary schools in Rivers State in Nigeria. The study revealed that the principal supervisory roles that can be harnessed to ensure non-teaching staff work improvement in public secondary schools in Rivers State does not include accountability role and hence concludes that the non-teaching staff is asset of employees that are very crucial in the smooth running of the school and hence recommended that principal and other senior members of the school should find out ways to ensure that the appropriate supervisory methods are adopted in the supervision of the non-teaching staff within the scope of their duties. Kuluchumila, (2014) concurs with the study of Anietie that the education administrators/heads of schools should be advised with sufficient information that will assist in developing best choices of hiring, training and professional development of non-teaching staff so as to successfully accomplish their working plans. It is so, because it is clearly understood that, many of public and community secondary schools do not have enough non-teaching staff that can work collaboratively with the teaching staff.

Non-teaching staff needs further training after getting the profession from universities and colleges for serving the school and college, due to that the society to be served has much attention on the school progress. (Asgar, 2020) in his study identified the training needs of different categories of non-teaching employees like various innovations and interventions in terms of knowledge and technology. He also checked the willingness of attending training related to administration/office management, finance and accounts related themes, technical area like IT/ICT training. It was generally noticed that majority of personnel showing unwillingness towards training in finance and accounts and IT/ICT related themes were those who presently not dealing with financial and ICT matters. Some of them had already attended training programmes in these areas while others have not and were not willing to attend training simply because they are not used to work in the mentioned areas.

Tanzania is still facing the same problem to non-teaching staff in training as refreshers courses to their duties and responsibilities. No any study done to address this problem as identified to several universities, colleges and schools of other developing countries like Tanzania as well. As (Asgar, 2020) noticed several miscellaneous training areas in which responses from the study found that majority of respondents were more interested in attending training programmes which may be helpful in enhancing their communication skills and other soft skills. (Mwaisumo, 2016) advised the government of Tanzania to hire the staff who are multi skilled to reduce the costs wherever possible. In this regard educational governing bodies may recruit non-teaching staff that can fulfil more than one role.

Tanzania has a severe problem on the non-teaching staff in education system (Komba, 2017) and due to the severe shortage of non-teaching staff, the teachers are required to perform some non-academic activities, like accountancy, storekeeping and acting as laboratory technicians. This evidences that, it is difficult to few employed non-teaching staff to attend training. It real noticed that shortage of non-teaching staff reduces the time available for teachers to spend on performing their key functions and may affect their ability to teach effectively.

In response to the demand of training needs to non-teaching staff, some of the scholars suggest some of areas in which non-teaching staff of Tanzania may attend too. These being themes/topics/areas for conducting

training for non-teaching staff on the school and colleges: printing and publishing process, calculation of NSSF and PSSF at the time of retirement, ethics and conduct rules, employees rights, corporate social responsibility, orientation on roles and responsibilities of staff, examination procedures, admission procedures, learners support services, diary dispatch, employee benefits & allowances, file management, reservation policy, preparation of roster, hardware (computers), computer assembling, computer language, tally etc., programming in fox pro/fox base, programming in MS Access, issues relating to IPR, role of private secretaries, challenges for personal secretaries, records management, human resources and financial issues, working norms for all cadres, administrative, technical training and window installation, network connection (LAN and WAN) and Installation of printer.

There is no any training course trying to address issues of students handling, counselling and guidance for students at different levels. Tanzania has to take initiatives of designing the courses/training which may be direct for non-teaching staff with students care and handling apart from their professionals acquired at the colleges and universities.

3.3. Unit III: The Relationships between “Training” with “Service Delivery” in School Setting

This unit describes the relationships between the two terms as used in different areas especially in education environment and working environment. Several scholars define them differently basing on the situation at the workplace. According to (Masadeh, 2012) highlighted different definitions of “training” like that of training is a planned process to modify attitude, knowledge or skills and behaviour through a learning experience to achieve effective performance in any activity or range of activities. He then explained the purpose in the work situation “is to develop the abilities of the individual and to satisfy current and future manpower needs of the organisation”. Also it is said that by other scholars that training endeavours to impart knowledge, skills and attitudes necessary to perform job related tasks. It aims to improve job performance in a direct way (Truelove, 1992). Due to several definition gathered from different sources, generally training can be viewed as a necessary approach/technique to increase awareness, behaviour and altitude change on a certain profession, job or activities assigned in any content based intervention leading to desired output. Though, the opinions may differ as to whether a ‘changes of attitude’ should be included in the definition of training, other scholars like Wills (1994) argued against such a definition, because attitudes are notoriously difficult to quantify.

Several terminologies may be used in different scenarios like training which can be associated with ‘learning by doing’ whereas education is more synonymous with ‘learning by thinking’; development involves learning thinking, doing and feeling, absolutist definitions are not really helpful in understanding the role of training alone. Thus, the training refers to the process of increasing the knowledge, skill, attitude, abilities, aptitude and potentials of the employee to increase and sharpen the job performance. The training ensures better performance of the job.

Furthermore, “Service delivery” is of paramount importance in organizations particularly now that competition is becoming very intense and aggressive if quality is observed and maintained. Many scholars tried several times to give the meaning of service and not service delivery in which service delivery can be defined as the action of providing what is required to a right person, to a right time of a pre defined standards. In this context, controlling and measuring quality service in education is difficult and problematic since it involves high customer contacts and high customer interactions during service delivery. This undoubtedly makes productivity and quality both the responsibility of the service provider and the customer.

Then, some scholars have been trying to link between training and quality service delivery, as identified in this study that, due to involvements of high customers in schools and high customers’ interactions during the service process, training cannot be only the way to improve quality service delivery to high standards if other factors will remain constant(Antiado et al., 2020) in *Managing Professional Development Activities for Non-teaching Staff: For Professional Growth* highlights that training needs analysis can assist in determining what professional development activities to be given. To ensure its sustainability, professional development programs must focus on and benefit the institution which includes both teaching and non-teaching staff. Nonteaching staffs play vital role in the academic environment because they are in the technical and support side of the educational institution. It is very important that nonteaching staffs should also be knowledgeable with their role and participation in the process.

A study done by (Caroline, 2015) at Thiba secondary school in Kirinyaga county on the role of non-teaching

staff in promoting effective teaching and learning in secondary schools, the study found out that non teaching staff plays an important role in promoting effective teaching and learning in any education system, although it does not indicate whether non teaching staff needed training to adhere to their potentiality in school. Thus, (Ogunbodede & Ambrose, 2020) recommends that since universities have significant number of non-teaching staff compared to schools and colleges, there should be a provision of regular training program on information literacy skills, provide awareness services and encourage them to make regular use of the multiple information sources available in the library for effective service delivery.

(Komba, 2017) in the study titled as Tanzanian Head Teachers' Coping Strategies in Situations of Critical Shortages of Teaching and Non-Teaching Staff identified that the government effort to expand secondary schooling in Tanzania resulted in a tremendous increase in the number of secondary schools. However, the positive achievement results in a critical shortage of both teaching and non-teaching staff. Yet, despite the shortage, schools continue to operate and many students are attending and completing their secondary education. The findings of this study suggest that, there was an severe shortage of teachers and non-teaching staff and hence, overloading the existing staff by assigning them multiple responsibilities, leaving some duties neglected, assigning roles to staff members who are unqualified to perform them and recruiting form six graduates to serve as part-time teachers. Evidence of severe shortage of non-teaching staff hinders them to have training and then poor service delivery in the school and college setting.

When an employee leave some duties neglected and assigning roles to staff members who are unqualified to perform them increases the queries from the clients on the poor service given. Tanzania faces this great challenge of the few qualified employees at the school and college settings, eventually lack of training which probably may in one way or another affect the improvement of delivering the services in school and college setting.

3.4. Unit IV: Factors Affecting Non-Teaching Staff Development in Educational System of Tanzania

Tanzania faces several factors that affect non teaching staff in professional development like that of severe shortage of this group (Komba, 2017) un willingness to continue with further studies, budget problems, unknowing of what to proceed for, changing of the career and job for finding work motivations, work station motilities and many other related factors. These factors come enclosed with the neighbouring country Kenya of East Africa like Tanzania. (Wanjiku, 2016)in the study of factors affecting non teaching staff development in Kenyan Universities identified several factors like work environment facilities, technology development, policies and systems of work infrastructure, staff training and development and lastly size of non teaching staff in a school and college.

On the factor of staff training and development, Wanjiku noticed that non teaching staff experienced the challenges to needed additional skills and readiness of the employees to go for further training if offered the opportunity. He also investigated the additional skills acquired on personal effort, and how the employer's recognized them, any further training undertaken after employment and how the employer contributed to the training. The study sought to find if there was challenge due to needed additional skills by non teaching employees and majority of the participants 60% stated that they found their jobs challenging due to needed additional skills. The researcher advises that there is a need to address training needs in order to improve the productivity, performance and job satisfaction among their employees.

4.0. Conclusion and Recommendations

4.1. Conclusion

The documents reviewed from different scholarly works indicated that the majority of the studied schools lacked enough non-teaching staff and the few schools with them had attended few trainings /or not attended even a single training. They have different perceptions of the training as well as services they deliver at their work stations. Some, perceive as they are not key players and are just pillars of the school functioning. Also, it was noticed that, school leaders see as if is not the priority for taking non-teaching staff for training and hence giving them less opportunities to attend training as it is done to teaching staff who sometimes attend the in-service training from different stake holders of education.

It is in this regard that, leaders are not committed to maximize the opportunities for training for non-teaching staff. Even though, non-teaching staff blame that no refreshers course to make them adopt the environment of

serving students. The government leaders should look on the priorities of the government and school else well when taking non-teaching staff for further training.

4.2. Recommendations

1. The government of Tanzania through responsible ministries should sit down and think about creating the policy that will adhere to the call of the need of recruiting, deploying and training the non-teaching staff in schools and colleges as recommended by Lawrent in 2019 in his research of teachers' multiple roles and perceived loss of professionalism in Tanzanian secondary schools, Komba in 2017 in the study of Tanzanian head teachers' coping strategies in situations of critical shortages of teaching and non-teaching staff and that of Mwaisumo in 2016 in the recruitment of support staff in Tanzanian secondary schools.
2. There are several areas that non-teaching staff need to be trained like innovations and crosscutting issues in education system of Tanzania
3. The government in collaboration with other stakeholders of education should prepare the refreshers course to make non-teaching staff adopt the environment of serving students, staff and community.
4. School leaders should be committed to maximize the opportunities for training non-teaching staff in Tanzanian Education system
5. The government should initiate the capacity building programme that may assist non-teaching workers to develop professionally and remove different perceptions of the training as well as services they deliver at their work stations.
6. Non-teaching staff must perceive positively as they are key players like teaching staff and work harder.
7. Training and service delivery go together, the government should emphasise on training so as to get better service and reduce factors affecting non-teaching staff in school setting

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