

Levels of Teachers Commitment to the Teaching Profession in Secondary Schools in Kagera Region, Tanzania

Adolphina Mwesiga (Sr.)¹ EVANS OGOTI OKENDO (PhD)²
1.PhD Candidate Mwenge Catholic University (Tanzania)
2.Mwenge Catholic University (Tanzania), Faculty of Education

Abstract

Improvement of schools performance and attainment of quality education in today's global world demands a higher level of commitment in teaching. The main purpose of the study was to investigate the extent to which teachers in secondary schools are committed to their teaching profession. The reviewed literature indicated the important role teachers play in facilitating teaching and learning processes. Respondents were 32 heads of schools, 32 academic masters and 288 secondary school teachers in public secondary schools in Kagera Region, Tanzania. The study employed convergent parallel design from mixed research approach. Probability and non-probability sampling techniques were used to sample participants. Instruments for data collection were questionnaires, interview guide and document analysis guide. The study indicated a high level of teachers' commitment in terms of observing to teaching professional responsibilities. Moreover, the study established that teachers' teaching commitment were limited by several challenges such as; poor training and frequency of seminars, workshops and professional development, ineffective involvement in school decision making, ineffective communication, lack/poor training, incompetent head of schools, low salaries, lack of motivations, lack of security and compensation, poor working environment and government interference in the teaching profession. The study recommended that the Government, heads of schools and the community should handle issues of school headship and teachers commitment effectively.

Keywords: Teachers' profession commitment, teaching profession dimension, Effectiveness of school headship

Introduction:

An effective teacher is a remarkable factor which predicts effective performance and the attainment of quality education. Performance in education put a great demand of teaching commitment; when teachers are able to fulfil the teaching professional responsibilities or achieving the education goals. Committed teachers are determinants of quality education and academic performance of students or schools. Once Nyerere (1975) in Lema, Mbilinyi, & Rajani, R. (2004) said, "Children are, because teachers are." The global world determines teachers as prime movers in implementing curriculum and teaching/learning (Duze, 2012). In this regard, teachers' commitment is a significant aspect for achieving quality education. Thus, the success of education is routed on teaching professional competence and commitment basing on teachers skills, knowledge, attitudes and values, as well as accountability on effective teaching which can be measured in terms of school performance.

However, teachers' commitment in Tanzania has been an issue of discussion due to the reason that the expected results from education or schools are not effectively produced. For example, Poor performance of students and schools experienced in several years (Mkumbo, 2012; Twaweza, 2013; BEST, 2012-2016). Also, there is no significant improvement regarding students' basic skills of reading, writing, and arithmetic (Uwezo, 2010, 2015 & 2016).

Teachers Service Department (TSD), (2007) found that teachers' misconduct was among the serious hindering factor for teachers' commitment and teaching below the expected standard. For example a recent report (Twaweza, 2016), revealed the issue of teachers absenteeism to be high, ranging from 11% to 30% as the attendance rates in schools and class attendance in Kenya, Tanzania and Uganda, while Tanzania's rates being above all three countries with 25% low attendance.

From this fact, several questions were upraised of whether teachers are committed to prepare teaching documents professionally? Are teaching profession standard observed? Are teachers motivated for effective teaching? Regardless of these interrogations, still there was no clear resolution in handling the issues and no adequate research had been conducted in Kagera region to address this problem. In this regard, commitment of teachers to teaching profession was considered important apart from other dimensions. The extent teachers perform their teaching professional responsibilities indicates their level of commitment.

Literature review

Kalagbor (2016) conducted a study on an analysis of factors influencing students' academic performance in public and private secondary schools in Rivers State-Nigeria. The study found that students performance is influenced with many factors like; Student-teacher relationship, student home background, principal-teacher relationship, teacher supervision, teaching periods, teacher discipline, teacher-student relationship positively, infrastructural facilities and teachers' welfare. However, the factor of teachers in school is dominating among all

factors, in influencing students' academic performance. Quality of teachers also was identified as important but this is a challenge especially in private schools, where 70% of public secondary students agreed that the quality of teachers in public schools positively influences their academic performance, while only 18% private secondary students agreed in this. This indicates that teachers in public secondary schools are professionally qualified than those in private secondary schools in Rivers State. The reason for this was observed that owners of private secondary schools cannot engage the services of qualified teachers, due to their higher profit making intentions. But further the study found higher performance in private schools than in public schools regardless of qualified teachers.

The study indicated that this performance in private schools is a result of effective management and utilization of teachers in private schools than in public school. When teachers are regularly and directly supervised, teaching/lesson periods are well organized and evaluated, which justifies the high level discipline of teachers, teachers' rate of absenteeism in schools and in the classrooms, truancy, and negligence of duty are averagely minimized, this marks the effectiveness of leaders in managing teachers work. It also accounts positively on their students' academic performance.

The findings of this study are not quite different from what is happening in Tanzania, where students from private schools perform better than most of public schools. Although the issue is different on the quality of teachers, where private schools in Tanzania recruit competent teachers, in terms of good pay for their teachers, making availability of teaching and learning resources, good set control system of SMT, and good students enrollment system (Twaweza, 2014; Mgonja, 2017).

The challenge here is that, it is not clear indicated whether the observed performance in both public and private schools is the result of teachers' commitment. Also the issue of leadership in the management of school activities and their relation to teachers teaching activities were left out in this study. This is critical because if teachers are qualified and not performing well in terms of performance. Is it leadership and management or something else, it was not clearly indicated. The current study examined the relationship of two variables, leadership and teachers' effectiveness and the related factors which influence their performance.

Studies conducted in the context of America revealed a number of incompetent teachers being estimated to 5-10 percent of teacher incapable in teaching (Yariv, 2011). While other countries like Nigeria, and Ghana complaining on the same issue. For example, (Ofoegbu, 2014) state the problem of poor academic performance in Nigeria to be a result of poor teachers' performance. Further, Ofoegbu blamed teachers of having negative attitude on teaching profession, and not accomplishing their teaching responsibilities. While Adusei, Jacob, Manukure, & Cudjoe (2016) claiming of having qualified teachers in Ghana, But having poor performance due to lack of motivation.

A study conducted in Indonesia by Rahmatulla (2016), investigated the relationship between learning effectiveness, teacher competence and performance. The purpose of the study was to compare teacher competence and performance. The findings revealed that teachers are not performing well because of the limited factors relating to learning effectiveness. Teachers indicated that, teaching alone is not enough, it needs the complementarily of learning environment and motivation factors which would lead to teacher commitment and high performance. A study concluded that, improving the teachers performance at school would not be successful without a principal (school leader) guidance, for it is school principal as a leader in schools, provide the guidance and supervision to the teachers on a regular basic and continue as form of repair and teacher performance improvement by promoting the educational achievement purposes in schools.

According to studies above, the inevitability of support from leaders at all levels to ensure that, teachers' competence, capability and willingness in performing teaching profession is a challenge. This study therefore, purposely wanted to investigate the same issue to see whether the same situation prevails in secondary schools in Tanzania or not.

Mkumbo (2012), examined teachers' commitment to, and experiences of, the teaching profession in six regions of Tanzania. The study revealed a low level of teachers' commitment in Tanzania, which was directly associated with experienced poor performance among schools and students. The main factor of this situation was determined as the issue of incompetence in teaching profession. Most of teachers were found incompetent due to various reasons. For instance, teachers are not interested with the teaching profession and it is not their first choice, but they were compelled by the easiness to get the job and lack of qualifications to join other professions of their liking and choice. Other factors include poor working conditions in schools, and low status from community and government accord the teaching profession. Finally, the study recommended that the Government and other stakeholders improve the teachers working conditions, including provision of housing facilities and social welfare services.

The education system of Tanzania like other countries must recognize leadership as a main factor in achieving good performance. Also this factor was left out in this study. Therefore this factor was covered in this study. Meaning that, effectiveness of school headship would be in a position of assuring teachers' commitment in secondary schools by considering all factors affecting teachers' commitment, especially their competencies in

teaching profession.

Currently, education performance has been an issue of discussion from different researchers because of experienced poor performance around the world especially in developing countries. Countries like Kenya, Uganda, Nigeria, Tanzania and others face the challenge of students' poor performance and inequality education.

A study by Adedeji & Olaniyan, (2014), conducted in Sub Saharan African Countries, on improving the condition of teachers and teaching in rural school across African countries. Discussed a big challenge of poor schooling in education system of African countries, they found that about thirty (30) to fifty (50) percent of students leaving primary schools that cannot lead or write confidently. Further, the study found that this is a result of poor quality teaching; hence, it has been difficult or impossible for African countries to achieve the Education for All (EFA) goals.

Although the study based on rural schools and primary schools, still the results can be generalized in all situation of education in many countries at all levels. For instance, the National Examinations Council of Tanzania (NECTA) (2010); Twaweza (2011); BEST, (2012- 2016) reported; less than 50 percent of the candidates passed the Form Four National Examinations, and 50 percent of the candidates fail the National Form Four Examinations 2010. 54 per cent of students tested picked up Division Zero in National Form IV exams in 2011. The results of 789 pupils were nullified for cheating, a drop from the 3,303 who opted to use unfair means. While the Secondary Education Development Plan (SEDP I, II) worried of not achieving the expected goals as poor academic performance is continuously falling and sometimes fluctuating.

Failure of students' and poor academic performance as discussed above, it can be concluded that the achievement of education goals, in African countries Tanzania included is still a big challenge. Consequently, teachers are the victim of the challenge being labelled as incompetent, lazy, incapable, ineffective, and inability to teach. As Mkumbo (2012); Yariv (2015) identified several factors for poor performing in education, including: lack of teachers' commitment, problem of attracting and keeping qualified teachers, poor teachers' status, lack of career opportunities, poor training of teachers, poor monitoring of teachers' attitude, behaviour and performance, administrative bottlenecks which make the teachers in rural schools feel neglected and treated unfairly by the authorities; inconsistent and incessant disruption of academic programmes caused by staff strikes and political disturbances. There many factor for poor performance in education nevertheless other factors are beyond the scope of this study, while effectiveness of leadership and teachers' commitment being the main focus of this study.

Teachers' professional misconduct on the other hand is among the important factor that can hamper teacher commitment. Teaching profession is principled with discipline as an important aspect for teachers' professional accountability which demands good behavior inside and outside the classroom. Tanzania teachers' code of conduct for example, requires teachers to be responsible to children under their care, the community in which they live, the profession, the employer and the state, under the URT, Education Act No. 8 of 2002 (URT, 2003). In this regard teachers are entrusted with effective teaching and learning process and compliance to professional code of ethics and conduct. However, several studies indicate unethical issues to be the main problem among teachers today. Issues like corruption, sexual abuse and assaults, examination leakage, unfair to students, selling teaching materials, ghost teachers, fighting and drunkenness, absenteeism, private tuition, unethical dressing codes, sexual misconduct and many others being seriously the issues of the day (Murithi, 2010; Twaweza, 2011; Mgonja, 2017).

For example, Teachers' Services Department (TSD) in Tanzania that deals with teachers' disciplinary issues related to professional misconduct dismisses 200 to 300 teachers every year for various professional misconduct (Betweli, 2013; TSD, 2008 in Songela, 2015; Mfaume & Bilinga, 2016;). However, issues regarding school leaders' responsibility for maintaining teachers' professional code of conducts by observing professional rules and regulation, motivating teachers whether positively or negatively to comply with teaching conducts are not adequately considered, thus, this study was concerned with the extent to which secondary school teachers comply with the professional code of ethics and conduct in secondary school, and its contribution to their commitment.

Mgonja (2017) conducted a study on responding to Workplace absenteeism in Tanzania. Specifically examined the issue of absenteeism in public and private schools in Ilala Municipality and Mkuranga District, whereas factors leading to teachers absenteeism found to be categorized into environmental factors, individual behaviour, and uncommitted to profession. The study revealed that various efforts have been done to resolve the issue, although the challenge still persisting. Meaning that, extra efforts are needed to combat this problem; whereas suggestions given were; school management must deal with teachers' behavior by being strict with school rules and regulations, motivation of teachers in terms of intrinsic and extrinsic motivation to satisfy the needs of teachers.

The study recommended on applying the private models of dealing with teachers' behaviour which was found more effective than that of public schools. Leadership power on the other hand was found an issue to focus on. School leaders must be given power to deal with teachers' service and ensuring disciplinary matters.

For example, power to dismiss teachers for a serious offence, and others which limits them to take measures. Although teachers code of conduct was not the focus of this study but, it was considered to measure the effect of teachers' behaviour on their commitment and how undisciplined teachers affects leadership in the management of teachers. Additionally, leadership power is important even for the purpose of motivating followers to work towards goals.

Secondary school leaders, whether public or private sectors are under a constant pressure of accountability for providing good results around the world (Munir & Khalil, 2016), achieving this there is a requirement of teachers with deep content knowledge, teaching skills, understanding, discipline, and good attitude towards teaching profession and its responsibilities, as well as high level of commitment. When happens that a school has incompetent and uncommitted teachers, immediate and serious measures must be taken. This could be achieve only if school leaders would have opportunity and strategy of reviewing and re-shaping teachers' commitment, knowledge, and skills through professional development or in-service training; whereby conference, workshops, seminars and collaborative learning among members of a work team can be offered. Even the use of informal strategies like; discussions among work colleagues, independent reading and research, observations of a colleague's work, or other learning from a peer can be appropriate (Mette, et al., 2016). In this case, therefore, how heads of schools promotes teachers professional development, and standards received importance focus throughout this study.

Poor performing teachers are described by Yariv, (2015) as chaotic to school leaders, students, parents and their fellow teachers, and they do not only provide expected results but also they have intolerable behaviour. They consume much time of their leaders and students. The only way therefore is to improve their ways of doing, understanding and skilled through the mentioned above strategies. In common with that, the issue of supervision, monitoring and evaluating teachers' work is a good solution in improving teachers' commitment and teaching performance

Methodology:

The study employed the convergent parallel design, the quantitative and qualitative strands were conducted concurrently but independently. The quantitative strand was used to collect data from teachers, on practices of teaching and the actual levels on their commitment as per teaching profession. Qualitative on the other hand was employed to understand the reality of head of schools, on their experiences, and leadership practices in improving teachers' commitment. The target population of the study included head of schools, academic masters and teachers in secondary schools, in Kagera Religion. A sample of 352 participants was drawn from a total number of 3961, which is approximately ten percent of the entire population. A study sample comprised 32 head of schools, 32 academic masters and 288 teachers, with a total of 352 participants. Both probability and non-probability sampling procedures were used to select participants of the study. The study utilized questionnaires, interview guide, and document analysis guide for data collection.

Discussion of findings:

Secondary School Teachers' Commitment to the Teaching Profession

The study intended to find out the extent teachers observe the teaching professional commitment in secondary schools as a result of headship effectiveness in fostering teachers' commitment to their profession and effective performance of education goals. The extent teachers perform their teaching professional responsibilities indicates the level of their commitment. The findings on teachers' commitment on teaching profession were presented in

Table 1 and 2. Table 1: Responses of Teachers on Teaching Profession Commitment (N= 288).

Teachers' profession commitment(Responsible) to:	SD n (%)	D n(%)	U n(%)	A n(%)	SA n(%)
Work hard and approaches	4(1.4)	65(22.6)	-	20(6.9)	199(69.1)
Prepared all the time	-	5(1.7)	-	79(27.4)	204(70.8)
Observe teaching professional rules,	6(2.1)	22(7.6)	-	62(21.5)	198(68.8)
Committed to teaching professional,	3(1.0)	25(8.7)	-	72(25.0)	188(65.3)
Develop a sense of school ownership	-	16(5.6)	122(42.4)	94(32.6)	56(19.4)
Participate in school decision making	4 (1.4)	82(28.5)	39 (13.5)	82(28.5)	81(28.1)
Motivating students to learn	1(0.3)	121(42.0)	18(6.3)	65 (22.6)	83 (28.8)
Collaboration and cooperation	6(2.1)	22(7.6)	-	85(29.5)	175(60.8)
Encourage seminars, and workshops	22 (7.6)	54 (18.8)	92 (31.9)	50 (17.4)	70 (24.3)
Discuss with teachers on our professional development and seeking new knowledge	31 (10.8)	96(33.3)	48(16.7)	72 (25.0)	41 (14.2)

Source: Flied Data 2018

Table 2: Responses of Academic Masters on Teachers Teaching Professional Commitment (N= 32)

Teachers' profession commitment(Responsible) to:	SD n (%)	D n(%)	U n(%)	A n(%)	SA n(%)
Work hard and approaches	4(1.4)	65(22.6)	-	20(6.9)	199(69.1)
Prepared all the time	-	5(1.7)	-	79(27.4)	204(70.8)
Observe teaching professional rules,	6(2.1)	22(7.6)	-	62(21.5)	198(68.8)
Committed to teaching professional,	3(1.0)	25(8.7)	-	72(25.0)	188(65.3)
Develop a sense of school ownership	-	16(5.6)	122(42.4)	94(32.6)	56(19.4)
Participate in school decision making	4 (1.4)	82(28.5)	39 (13.5)	82(28.5)	81(28.1)
Motivating students to learn	1(0.3)	121(42.0)	18(6.3)	65 (22.6)	83 (28.8)
Collaboration and cooperation	6(2.1)	22(7.6)	-	85(29.5)	175(60.8)
Encourage seminars, and workshops	22 (7.6)	54 (18.8)	92 (31.9)	50 (17.4)	70 (24.3)
Discuss with teachers on our professional development and seeking new knowledge	31 (10.8)	96(33.3)	48(16.7)	72 (25.0)	41 (14.2)

Source: Research Field 2018

The findings indicate that 199 (69.1%) of teachers and 23(71.1) academic masters strongly agreed to the statement that teachers observe to teaching profession and work hard to develop approaches or techniques of instructions for students effective learning, understanding and performance. This means that teachers in secondary schools apply various approaches when teaching, which is a best way to govern their subject matters, it may also imply that teachers use various modern techniques which are recommended for the purpose of supporting students learning and mastery of skills, knowledge and critical ones for problem solving. This imply that teachers' must be encouraged to use contemporary approaches in equipping students with appropriate knowledge and skills required for current world changes and discourage spoon-feeding method of teaching students.

Findings is in disagreement with Malunda et al, (2016) who found the problem of teachers using old notes, and unchanged content of subjects that teachers teach for years. Malunda's study related this problem and associated it with ineffective leaders in secondary schools. It could mean that school leaders were not effective in supervising teachers' works or supporting them with effective teaching materials. However, the findings are in agreement with the Tanzania Ministry of educations, policy and programmes which suggest the use of practical ways of teaching. For example, from time of Education for Self Reliance (ESR) of 1967 whereby teaching based on life practices were required. Currently under Competency Based Curriculum (CBC) learner-centered approaches are also demanded. These efforts have been done to encourage quality education and produce critical intellectual students and problem solvers and students who can fit into world demand workforce. These approaches were found as a good practice by Barret (2007), regardless of its challenges as found in a study of Makunja, (2016) as far as CBC's is concern, that; the approaches were constrained with lack of teachers' training, insufficient resources, school infrastructures and students will.

Despite the challenges that teachers might encounter in practicing different approaches in teaching still teachers need to be encouraged to develop new approaches creatively in order to produce competent personnel. The findings further indicated that teachers were committed in preparing teaching document for effective students' learning processes as 204 (70.8%) teachers and 25(7.1%) academic masters strongly agreed with that statement. This is in line with teaching professional requirement where teachers are obliged to prepare before entering classes. For example, preparation of scheme of work, lesson plans, lesson notes, teaching aids and being psychologically and physically fit for effective delivery of those prepared materials to students and classroom management. The findings therefore, indicate that teachers are committed in teaching processes and equip students with the required knowledge and skills. Teaching preparation may also indicate keeping teachers update in coping changes. In this regard the education system needs to think of contemporary education where rapid changes and technological development is always occurring. The importance of teachers' preparation is to relate subject content and setting real examples for students understanding the digital age. Only a committed teacher can meet this goal.

Findings on the statement that teachers observe teaching professional rules and regulations revealed that 198 (68.8%) teachers and 25(78.8) academic masters strongly agreed with the statement. Like other professions, teaching profession is supplemented with its principles or guidelines including rules and regulations which must be observed by members of the profession. Issues like; observing to teaching responsibilities, integrity, competence, behavior, respect, honest and good relationship to education stakeholders need to be adhered to by all teachers (UTR, 2003). The study considered teachers effective preparation documents and classroom management for students' performance as an adherence factor to professionalism, including school rules and regulations. Mckee & McArdle, (2007) state that teachers who observe to professional values and responsibilities are likely to perform better and commitment is the symbols for their adherence to

professionalism. Also, majority of teachers 175 (160.8%) and academic masters 23(71.1%) indicate that encouragement collaboration and cooperation among fellow teachers, staff, school administration and parents. This means that teachers developed positive relationship among themselves and the community around as demanded by their teaching professional.

Considering all responses aforementioned and agreed by teachers show that teachers perform well their duties as they are required to do as per teaching professional. Kunter et al., (2013) noted that the success of education is routed on teaching professional competence and commitment basing on teachers skills, knowledge, attitudes and values, as well as their accountability on effective teaching which can be measured in terms of their school performance. It was believed in this study that; teachers are the most important aspect in determining the effectiveness of school headship and academic performance in general. In agreement with the Tanzania government effort being done throughout years of improving teachers' competent in different training colleges around the country (MoEVT, 2016) aiming at improving their teaching quality and commitment. However, heads of schools remain as a central factor for enforcing teachers' teaching commitment in schools as emphasized by Emmanouil, Osia, & Paraskevi-Ioanna, (2014) that an effective teacher is a remarkable factor which tells the effectiveness of head of school. For this case, from the revealed results shows the effectiveness of heads of schools currently.

However, the above findings are in contrary with the study by Mkumbo (2012) which was conducted in six regions of Tanzania and which found that the commitment of teachers in their teaching profession was very low accompanying with several factors. The commitment of teachers revealed in this study might be the result of government efforts of improving the recruitment and retaining strategic plan from 2010 to 2015, and training effort of secondary school teachers, including teachers for special needs students (MoEVT, 2015). Availability of enough teachers in secondary schools might be the factor for increasing their level of commitment that; the few the workload of teachers in secondary schools the higher the possibility of effective preparations of lesson plans, scheme of woks, lesson notes, attending classes, concentrations and observing to other teaching professional activities as demanded.

Contrary, majority of teachers were not in agreement with the following statements that; teachers develop a sense of school ownership and committed to effective teaching and learning processes, majority of teachers 122 (42.4%) indicated that they were not sure with the statement. This indicated the notion that teachers are missing an important element required for a committed teacher to the teaching profession, and may imply failure of heads of schools in the aspect of teacher management. Teachers' sense of school ownership is something to do with satisfaction of teaching job, for example happiness, recognition, involved in school decisions, professional development and others. Thus, teachers would be devoted not only to teaching but also to all aspect associated with their profession, including issues like; engaging in extra curriculum activities, providing parental care to students, planning, budgeting and performing their duties according to the need of schools. Heads of schools for this case are accountable to achieve this. Mulford (2003) argued that a skilled and supported leadership in schools help to foster a sense of ownership and purpose in the way teachers approach their job.

According to Northouse, (1997) school leaders are expected to have a leader-teacher relations principle as they need to think on several aspects which would make followers comfortable and create a sense of fellowship and belonging. In contrast to teachers response on this statement majority of academic masters 23(71.1%) indicate that they strongly agreed that teachers develop a sense of school ownership and committed to effective teaching and learning processes. The revealed differences between teachers and academic masters might be the result of situation perceptions. Meaning that the situation that teachers experience and what academic masters on the other side are different. For example, academic masters might be involving teachers in school decision but teachers on the other hand might not be satisfied with the implementation of the approved decisions.

The findings obtained on whether teachers participate in school decision making with school leaders and adhere to decisions, revealed different responses as 81 (28.1%) teachers strongly agreed with the statement, while 81 (28.5%) teachers disagreed and 81 (28.5%) agreed respectively. This may imply that teachers are or not effectively involved in school decisions or they are partially involved, which may indicate ineffective of heads of schools on this area. The responses is in agreement with the finding found in the first research question of this research which indicated lack of involvement of heads of department in supervisory roles of teachers teaching. Academic masters on the other side 22 (68.8%) strongly agreed with the statement, which may indicate what have been discussed above on the situation perception which may lead to the differences. The aspect that teachers ensure students are motivated to learn in a conducive and secured environment, 121 (42.0%) teachers disagree with this statement while academic masters 20(62.3%) agreed. In fact students' performance is a result of committed teachers apart from other factors, so teachers are accountable to teach students well, in class, reinforcing students to learn, develop creative approaches, good communication and language, provide parental love and care to students and being role model to students and the society at large.

When teachers observe to teaching professional responsibilities, possibly would stimulate students learn in a conducive environment and ensure performance, hence, teachers' commitment. For this case teachers could be

praised or blamed for any results that affect students, whether positively or negatively. However, the results observed from teachers may imply that our schools also not conducive enough for teachers to ensure students motivation and to learning in a conducive environment. For example it has been observed that mostly schools have no good infrastructures like classrooms, libraries, and laboratories; even overcrowded of classes. Other schools have no teachers' offices, accommodation houses, and transport in case of teachers who are living far from schools, also lack of teaching and learning materials like text books. These situations would not allow teachers realize this obligation. In case of academic masters agreement to the statement may require further debate of why these different perceptions between the two.

On whether teachers encourage and ask for seminars, workshops and regular meetings with fellow teachers on their professional development and seeking new knowledge. The findings indicate that 92 (31.9%) teachers were unsure of asking seminars, workshops and regular meeting as well as 10 (3.3%) academics. 96 (33.3%) teachers disagree with the statement that discuss with fellow teachers on their professional development and seeking new knowledge, 4 (12.5%) academic as well. The reviewed literature in this study indicates the important of professional development among teachers as the foremost aspect for effective teachers' teaching profession and commitment. Either it is also indicated in the education document that, the strategic plan and polity of quality improvement of (2010-2015) planned to raise the pass rate of students by improving in-service courses for up-grading and continuous professional development of teachers. These findings might indicate that the strategic plan of the government was ineffectively implemented. Heads of schools on the other hand are obliged to encourage teachers' professional development and seminars, workshops, and meetings in and outside schools as suggested by Zaka (2013). The findings however, might indicate ineffectiveness of heads of schools on that area as stated by Nisa, et al. (2011) that a transformational leader in education must build competencies of teachers and updating their knowledge and skills.

In line with teachers and academic masters' responses concerning teachers' teaching commitment, heads of schools were interviewed concerning teachers' level of commitment to teaching processes and students' performance. Although findings from teachers indicated high level of commitment, results from interview with heads of schools indicate that some teachers are committed to teach and they work hard to ensure students' performance but some of teachers are forced to work, they need a close eye to them most of the time. One head of school had this to say about that;

In my working experience as a leader I have met all kinds of teachers; those who are willingly to work hard and those I am supposed to force them work. They do not want to prepare for teaching, sometime they make stories in classes instead of teaching, and actually being slandered in school, even disappointing others. I normally get complains from students or teachers about those teachers.

From this response the researcher was interested to know if heads of schools have reasons of why some teachers are not willingly to work hard. Responses revealed that there many reasons for that but most of teachers who are not committed to teach are incompetent in preparing, and delivering materials to students.

I used to have teachers here at my school who could not compose even a single sentence in English. One day I supervised one to compose exam on a subject he was teaching, totally he did not make it, and from that day I did a process of getting rid of him from my school. But there many teachers of this kind in our schools, we have incompetent teachers who cannot master subjects they teach.

Further, findings from heads of schools also indicated that many teachers are not dedicated to their teaching profession. For example one head of school said;

"We have teachers who are not teachers"

However, the standpoint of unwillingly teachers in teaching was only among four heads of schools while other schools seem not the have this problem. Thus, from this point it cannot be generalized that teachers are uncommitted or unwillingly to teach unless further investigation is carried out.

This is in line with Mkumbo (2012) in a study on teachers' commitment to, experiences of, the teaching profession in Tanzania. The study revealed that teachers were not committed because teaching was not their choice but alternative for profit making in terms of employment and qualification. For the case of incompetent teachers in schools, heads of schools were asked on what they are doing to help teachers who are not mastering their teaching subjects. Findings revealed that not all schools have a program or specific strategy of helping incompetent teachers, majority of heads of schools blame the government for not having good system of training teachers. One head suggested that the government need to change the routine used to employ teachers, instead of basing on their certificates, they would base on teachers' competence, by conducting interviews before recruiting teachers so as to understand their determination and ability of teaching students, also this technique might improve teaching effectiveness and commitment. Normally the government recruits teachers directly from colleges or universities basing on certificates. This is not a good technique to acquire sufficient and qualified teachers for effective teaching. Therefore, what was suggested by one head of school could be the best solution for maintaining committed teachers in secondary schools.

Moreover, heads of schools were asked if they consider the important of professional development of

teachers for improving their competent. All respondents agreed with the concept that professional development to teacher is something important to help teachers update their knowledge and skills as one stated;

Many things are changing even the education system itself. For teachers to cope with these changes they need further studies, seminars, or workshops.

On the aspect whether professional development to teachers had something to do with teachers' commitment, all participants agreed that professional development makes teachers competent and feel comfortable to teach. On head of school had this to say;

In school when you have teachers who manage their subjects it is easier even to organize and monitor them. This is because they know and they are sure of what they are doing.

They were also asked on what they do to ensure teachers' profession development, in terms of workshops, seminars, short course and further studies.

Responses was that, teachers are allowed to go for further studies once they ask permission, the problem is fund that teachers are not able without government support, and the government is no longer supporting or giving loans as it used to be previously. The issue of seminars, workshops and short courses, they also used to be planned by the government but currently teachers have no such opportunity regardless of its important to this profession.

The researcher asked if seminars could be organized at a school level. Also insufficiency school income was a concern of participants, that to organize seminars or workshops for their teachers is expensive compared to schools income. One head of school said;

We used to have inter-school presentation programme we stopped it because of not having funds to run such programme." The same on school seminars we cannot organize seminars without money. Even teachers are ignoring seminars or workshop if they are not paid even though it is for their own benefit.

Heads of schools were asked if they spend time to orient new teachers because it is the responsibility of head of school. Most of the participants admitted not having enough time to orient new teachers; only two respondents said they assign academic masters or second head-teachers to do so.

The above findings indicate the contradictory information from teachers who indicated that they are highly committed in all measured aspect and responses from heads of schools who indicated few elements of lack of commitment among teachers. This could be the reason that teachers are not recognizing their own weakness easier as their leaders do. Heads of schools are indebted with teachers' performance, therefore it is easier for them to tell the kind of teachers they have. As indicated in Path Goal Theory that a leader must have a clear understanding of followers' path towards the achievement of goals (Bass & Stodill, 1990). Either, Redmond, (2010) state that the importance of school leaders' understanding teachers in and out, is to find ways of guiding them to achieve their teaching profession with a high level of commitment.

Issues were raised from respondents about the qualification and professional development as a main hindrance to teachers' commitment. However, apart from teachers even heads of schools suffer the same consequences especially on leadership training and in-service professional development. When asked if they attend leadership course before resuming into school headship position, participants revealed that they are normally appointed among teachers depending on experience and their efficient, and immediately after the appointment they start practicing the position. One head teacher said;

Previously after the appointment letter the appointed heads worked under probation for months not more than five months, later would be given full appointment and undertaking management and leadership training, which was prepared by ADEM. But currently there is no such a thing. From 2005 up to now appointed heads do not get any kind of training, we start working using experience and individual ability. Even in-service training as it was previously; issues like seminars and workshops are no longer there. "Normally we attend meetings for instructions from above leaders instructing us to implement what they have planned, but not leadership courses, seminars or workshops.

One participant gave an example of the meeting he attended in 2010 in Dodoma when 'Big Results Now' was introduced. *"We were just required to perform highly every school, while the means of "how" remain in bracket.*

Such contested findings may reflect the fact put forward by various researchers including Weinstein, & Hernández, (2016) argues that effectiveness of education leadership without training is almost impossible. This may imply the fact that lack of leadership training in the education system can intimidate the effectiveness of heads of schools in fostering teachers teaching commitment. The same applies to teachers' professional development through seminars, workshops and further studies, need attention for building competent teachers. The issue pointed out about teachers' qualification, need government effort to improve the training system of teachers-students in colleges and universities.

Hypothesis Testing

Ho: There is no a significant difference in commitment mean scores of teachers with different levels of education.

Table 3 Descriptive Statistics of Perceptions on Teachers Level of Education (N=288)

Education Level	N	Mean	Std. Deviation
Diploma	71	4.25	.592
Bachelor degree	209	4.27	.684
Master degree	8	4.19	.356
Total	288	4.26	.654

Source: Field Data 2018

The findings on Table 3 indicate that the mean scores of teachers' level of education in relation to their teaching commitment is above average with small different as all groups have a mean score of 4.2. One way ANOVA was tested to find out the significant statistically different between groups and the findings are summarized below.

Table 4: One-way ANOVA to Test the Statistical Significance Difference between Means of Teachers' Teaching Commitment across their Education Level

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.050	2	.025	.058	.943
Within Groups	122.776	285	.431		
Total	122.827	287			

Source: Field Data 2018

Table 4.11 revealed that there were no significant differences across two variables [F (2, 285=.058, P=.943)], which indicate that P-value is greater than 0.05. Therefore, the null hypothesis was not rejected.

The results indicate that teachers' education qualification has nothing to do with their teaching commitment. This indicated that the education level of teachers is not a major factor that influences teachers' commitment, instead other factors might be required for complementarily. The findings of the present study concur with those of Abdul Raheem (2009) who found no significant differences between in level of school commitment of secondary English teachers due to qualifications. This is to say that teachers holding master degree, bachelor degree and those holding diploma did not differ significantly in their commitment, and their differences might be due to other factors such as; teaching experiences, type of school, age and gender. Teachers' commitment further could be influenced by economic factors, social factors, pedagogy and teaching knowledge and skills, and individual commitment are important in determining teachers' commitment, in which the head of school need to contextualize these factors and find the ways out on how to deal with teachers' commitment in secondary schools.

However, the study established that teachers' teaching commitment were limited by several challenges such as; poor training and frequent seminars, workshops and professional development, ineffective involvement in school decision making, ineffective communication, lack/poor training, incompetent head of schools, low salaries, lack of motivations, lack of security and compensation, poor working environment and government interference in the teaching profession.

Conclusion

Every teacher is professionally responsible to undertake the profession responsibilities, rules and regulations in order to increase their level of commitment. Therefore, teachers must performing their teaching duties according to their personal capability, knowledge, skills, values and determinations with help of necessary factors that might influence their teaching commitment. Apart from that, to improve and enhance the teaching commitment of teachers in secondary schools, the observed challenges and heads of schools effectiveness in fostering teaching commitment in schools should be the areas of concern. The study further found out that There is no a significant difference in commitment mean score of teachers with different levels of education. F (2, 285=.058, P=.943)], which indicate that P-value is greater than 0.05.)

Recommendations

Basing on the findings and conclusions of the study, the following recommendations were made for improving teachers teaching commitment in secondary schools.

- i. The study recommended that heads of schools need to find out the most important factor (s) which motivates teachers in increasing their level of commitment.
- ii. The study recommended that the ministry of education is required to support heads of schools in increasing their ability financially in order for them provide essential teaching materials for effective teaching in schools.
- iii. The entire leadership and education system, like; policy makers, ministry of education, REOs, DEOs

and school leaders should work together and consider teachers' needs for their commitment.

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