

**ASSESSMENT OF TEACHERS' COMMITMENT IN IMPROVING
STUDENTS' ACADEMIC PERFORMANCES: A COMPARATIVE STUDY
OF PUBLIC AND PRIVATE SECONDARY SCHOOLS IN BABATI TOWN
COUNCIL, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN
ADMINISTRATION, PLANNING AND POLICY STUDIES
DEPARTMENT OF PLANNING, POLICY AND
ADMINISTRATION
THE OPEN UNIVERSITY OF TANZANIA**

2021

CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **“Assessment of Teachers’ Commitment in Improving Students’ Academic Performances: A Comparison of Public and Private Secondary Schools in Babati Town Council, Tanzania”**. In partial fulfilment of the requirements for award of the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.



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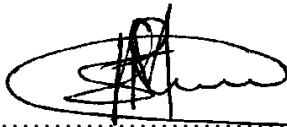
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DECLARATION

I, **Pius M. Shao**, declares that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.


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Signature

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Date

DEDICATION

This dissertation is dedicated to my lovely family, my lovely wife Editha Rogasian my sons Gallen, Izack and Joyce for your tolerance during my study period. You have sacrificed your time and support during my study period.

ACKNOWLEDGMENTS

I am very gratefully to the Almighty God for his blessings and for granting me good health throughout the entire study period. The accomplishment of this task was made possible by the assistance of several individuals. I wish to thank all of them for their valuable time and support.

I am highly indebted to my supervisor, Dr. Sydney Mkuchu, for his enduring tireless effort, assistance, guidance, encouragement and constructive criticisms and ideas, which were extended to me early from developing a proposal to the writing of this dissertation.

Special thanks to the administration of The Open University of Tanzania who granted me a research permit. In Manyara region, Babati Town Council in particular, I would like to extend my sincere thanks to all administrative staffs from regional to the level of the wards.

I would also like to thank all heads of schools which I surveyed for their assistance and cooperation. I am also very grateful to my family for their moral and material support.

ABSTRACT

The study assessed the status and extent of commitment of both private and public secondary school teachers, identified factors influencing commitment levels between private and public secondary school teachers, examined the role of school administrators for both private and public secondary schools towards raising teachers' commitment, investigated the implication of teachers' commitment on students' academic performances and explored measures needed to intensify teachers' commitment in the study area. The study was guided by Meyer and Allen Theory. The study involved a sample size of 194 respondents, comprising 120 teachers, 8 heads of schools, 18 parents and 48 students. The respondents were obtained through random and purposive sampling procedures. The study used mixed method approach. Questionnaires, interviews and focus group discussions were employed to collect data. Quantitative data were analysed using SPSS and Microsoft Excel, while qualitative data were analysed using thematic analysis. The results revealed that teachers from public secondary schools were less committed than those of private schools. The identified factors for low commitment were low salaries to meet monthly living costs, delayed payment of salaries, uncertainty of salary increments as per contract, mismatch between salaries and academic qualifications, absence of additional payments for extra time work and absence of relevant allowances. It concluded that teachers' commitment was generally low particularly in public secondary schools in relation to students' academic performance. It recommends that various measures be taken to motivate teachers 'commitment including the increase of salaries so that the salaries should reflect the actual living costs, timely and regular promotions, payments for overtime work.

Keywords: *Private, public secondary school teachers, commitment levels*

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LIST OF ABBREVIATIONS

BEST	Basic Education Statistics in Tanzania
CEP	Center for Economic Performance
DSEO	District Secondary Education Officer
FGD	Focus Group Discussion
FLE	Family Life Education
FTSEE	Form Two Secondary Education
HSB	Harvard School of Business
MC	Ministry of Education and Culture
MOE	Ministry of Education
NECTA	National Examination Council of Tanzania
NMB	National Microfinance Bank
PPIC	Public Policy Institute of California
TIMSS	Trends in International Mathematics and Science Study
TPP	Trans-Pacific Partnership
TSC	Teachers' Service Commission
TTU	Tanzania Teachers' Union
UBEC	Universal Basic Education Commission
WB	World Bank
WDE	Workforce Development and Education

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter presents the background to the problem, statement of the problem and purpose of the study. It also covers research objectives, research questions, significance of the study, and definition of key terms as they have used in the study, as well as the scope and the organisation of the study.

1.2 Background of the Problem

The strength of any profession depends upon the degree of commitment of its members and teachers are no exception (Cohen, 2003). Teachers' commitment has been identified as one of the most critical factors for students' academic success and school's development in general (Arnold, 2005). In the context of teaching profession, commitment is closely connected to teachers' work performance and their ability to innovate and to integrate new ideas into their own practice, staff turnover, as well as having an important influence on students' achievements and attitudes towards school (Ahuja & Shukla, 2007). In recent years, academic performance of Tanzanian secondary schools has been drawing attention among education stakeholders by due to massive failure particularly in public owned schools (Ndibalema, 2019).

Monyatsi (2012) pointed that improving students' academic performance is the primary goals of every active and responsible school management. This goal can be

achieved through the combination of multiple factors, commitment being one of the key identified factors (Schermerhorn *et al.*, 2011). Thus, studying the commitment of teachers on improving academic performance of the students is indispensable in directing the heads of schools and school administrators toward achieving this goal (Pinder, 2008).

The literature on public and private school teachers' effectiveness is wide and greatly presented globally. Sharma and Bajpai (2011) has provided evidence that teachers in private institutions outperform their public counterparts. Internationally, a number of studies using a variety of methods and data, attempted to test the private effect. For example, in Indonesia, Barth (2009) found positive private school effects on labour market earnings. In addition, policymakers, parents, and other interested citizens often assume that private secondary schools, on the whole, are better academically than public secondary schools.

However, this empirical assumption is not supported by evidence. Decisions by parents or policymakers about private secondary school choice are often rooted in the assumption that, by choosing private secondary schools, families will improve the academic preparation of their children. This notion of a positive for private secondary school effect rests on a body of research that suggests private school teachers' commitment outperforms public school teachers' commitment (CEP, 2007).

In Tanzania, the public-private distinction is relatively straightforward. The public sector in education includes government and community schools, both of which receive full government funding for recurrent costs (some of which are defrayed through the collection of school fees and boarding fees); the only difference between them pertains to the funding of school construction costs. For government schools, such costs are borne by the government while for community schools they are borne by local communities (Thapa, 2011). The private sector of education in Tanzania comprises a great diversity of schools, whose unifying feature is that they all depend almost exclusively on school fees and private contributions to defray both recurrent and capital costs. Although the overwhelming majority of private schools are created by religious and other community organizations, there are now a few new schools which operated by individuals or groups of individuals for profit institutions (Hossain, Shah & Hamid, 2012).

The rapid growth of private secondary schools in Tanzania in the past decades offers some interesting lessons on the impact of government policies toward private education. Excess demand was indeed a major factor motivating the government's decision in the early 1980s to remove the barriers to private sector growth. The government's policy toward private education, particularly before the mid-1980s has been at best ambiguous. Private schools were nationalized in the early 1960s, but the policy was never strictly maintained. In some years, when equity goals dominated the policy agenda, the government would prohibit the opening of new private secondary schools (Sharma & Bajpai, 2011). In other years, the policy would be reversed when the government became concerned about the exploding excess

demand for secondary education. However, in a study of relatively new private schools in Tanzania, Komba, Hizzaa nd Jonathan (2013) found that public students outperformed their private peers in terms of national assessment achievement.

In Tanzania since independence in 1961, education has been financed largely by the central government. During the first half of the 1970s, the share of education in the government budget averaged 17 percent. Over time the share has been dropping, averaging about 15 percent between 1975 and 1980; about 13 percent between 1980 and 1985, and about 11 percent between 1985 and 1994. In subsequent years, however, the share fell to just over 4 percent in the early 1980s and then dropped to below 4 percent by the early 1990s. In general, these trends indicate that public spending for education in real terms has declined over time, with the downward trend being especially pronounced in the second half of the 1980s (Omari, 2011).

In addition, the Tanzanian government's commitment to education as an integral part of its social and economic development started shortly after independence. Before independence, educational access was very restricted. The Arusha Declaration was followed in 1967 by the policy document "Education for Self-Reliance," in which education was assigned a seminal role in the transformation of Tanzania to an African socialist society. Universal primary education (UPE) was emphasized in the Musoma Declaration of 1974 as a way of transforming rural society and agriculture, from which it was acknowledged the vast majority of the population, would derive their livelihood (World Bank, 2010).

Moreover, the government of Tanzania underscores the fact that, the quality of education is the basis for national development. Therefore, the government attempts to create necessary conditions to provide children with high-quality education. However, the policy adopted by the government mainly concerns primary education, with little attention to secondary education and even more less attention of tertiary education (Workforce Development and Education, 2010).

Several researchers in Tanzania use national examination results to make a comparative analysis of academic performance between public and private secondary schools. For example, Mbelle and Katabaro (2003) in their study of the national examination performance observed that the public secondary schools did not perform better compared to private schools in 2000. Students in private schools are most represented at highest divisions (1 and 2) compared to those in public schools in terms of numbers though not as proportion within the group.

Following the positive image portrayed by private secondary schools, many parents and students have been attracted with private schools. This situation has resulted to dramatic increase in the number of private schools reaching to 1,145 schools in 2016 from 1,020 schools in 2012 (URT, 2016). At the same time, the government has also expanded the public sector, adding more than 100 new public secondary schools in the same period. These patterns indicate that the Tanzanian secondary education system is developing with faster rate, with many new schools. Private schools currently enrol about 337,366 students which is nearly 19 percent of all secondary school students in the country (URT, 2016). Looking at the student-

teacher ratio between public and private schools, there is a low variation with 1:18 and 1:14 respectively.

The deviation in academic performance levels between private and public secondary schools in Tanzania has been associated with several factors which influence teachers' commitment. Among the pointed factors including socio-economic environment of teachers in schools which they work as well as accessibility of teaching and learning materials. The presence of conducive socio-economic environment and accessibility of teaching and learning materials among private secondary schools has been associated with higher private secondary school teachers' commitment relative to their public secondary school teachers.

Since commitment is among the key determinants of success in any organization, thus there is a need to scientifically investigate the levels of commitment among secondary school teachers and its implication on students' academic performance. This study therefore intends to explore the levels of commitment between private and public secondary school teachers by making comparison between the categories of teachers in Babati Town Council.

1.3 Statement of the Problem

Despite the government efforts to train and employ number of teachers, still there is an increasing tendency of loss of teaching interest and commitment among public school teachers. Various studies such as Mtana (2003), Bennel (2004), Barth (2009), Omari (2011) hold that there is a direct relationship between teachers' commitment

and their students' academic performance. The substandard academic performance levels in public secondary schools have been associated with teachers' commitment.

Several studies concerning teachers' commitment have been carried out such as Mbwambo (2005), Levacic (2009), Omari (2011) and Hossain (2012) who found that teachers working in public secondary schools are most likely to be low committed which results to student poor performance in their classrooms academic performance. However, some studies counter this position by suggesting that there is no relationship between private secondary schoolteachers' commitment and teachers being in working in public secondary schools with students' academic performance. The former perspective is that teachers from public secondary schools can also be committed in their work.

Studies on the factors causing better teachers' commitment in private secondary schools and low commitment among public secondary schools in Tanzania are still scant. It is becoming apparent that available evidence from Tanzania has not been definite and conclusive in identifying specific factors influencing teachers' commitment in secondary schools that have great impacts on students' academic performance. This study has therefore narrow down and bridge the gap by examining the teachers' commitment through the comparison of private and public secondary schools and its implication on students' academic performance in Babati Town Council.

1.4 Purpose of the Study

The main purpose of the study was to examine the implication of teachers' commitment on students' academic performances through comparative analysis between private and public secondary school teachers in Babati Town Council.

1.4.1 Specific Objectives

Specifically, the study intended to:

- i) Assess the status and extent of commitment for both private and public secondary school teachers in Babati Town Council.
- ii) Identify the factors influencing the commitment levels between private and public secondary school teachers in Babati Town Council.
- iii) Examine the role of school administrators for both private and public secondary schools towards teachers' commitment in the study area.
- iv) Investigate the implication of teachers' commitment on students' academic performance in the study area.
- v) Explore the measures needed to escalate teachers' commitment in the study area.

1.5 Research Questions

This study was guided by the following research questions:

- i) To what extent both private and public secondary school teachers are committed to their works in Babati Town Council?
- ii) What are the factors influencing the commitment levels between private and public secondary school teachers in Babati Town Council?

- iii) What is the role played by school administrators for both private and public secondary schools towards teachers' commitment in the study area?
- iv) How do teachers' commitment levels influence students' academic performance in the study area?
- v) What are the measures needed to escalate teachers' commitment in the study area?

1.6 Significance of the Study

The present study is expected to contribute to the body of knowledge on teachers' commitment in improving students' academic performance in secondary schools. The study is also informing educational planners at different levels on the types and the ways through which several factors influence teachers' commitment in public secondary schools so as to improve their classroom performance and hence students' academic performance. Additionally, the study also acts as a benchmark for further studies on issues related to ways of enhancing commitment components for public and private secondary school teachers in Tanzania and other levels of education. Finally, the empirical results from the field functions as an immediate indicator of what is the situation in private and public secondary schools which can be directly taken to address the situation in case there is a need to do so and utilize the recommendations to further improvements in secondary education in Tanzania.

1.7 Scope of the Study

The study was confined to assess teachers' commitment through the comparison of private and public secondary school teachers and its implication on students'

performance in Babati town council, Manyara region. Eight (8) secondary schools was selected as the sample for the study out of which four (4) schools are public and other four (4) are private schools. The study involved collection of empirical data from the field where both qualitative and quantitative data were collected. Despite the fact that the study was carried out in Babati (urban) as the study area the findings of the study are expected to be valid and helpful not only in Babati town council and Manyara region but also in other areas in the country and outside.

1.8 Definitions of Key Terms

The following are definitions of key terms as used in this study.

1.8.1 Teachers' Commitment

Teachers' commitment refers to the degree to which teachers identify with their school and the managerial goals, and show a willingness to invest effort, participate in decision making and internalize school values (Igbinedion & Epumepu, 2011). On the other hand, Meyer and Herscovitch (2001) pointed that teachers' commitment is a binding force that is experienced as a mind-set or as a psychological state that leads an individual teacher towards a particular course of action. For the purposes of this study, teachers' commitment is defined as psychological bond individual teachers have toward their students' academic performance, characterized by a strong identification with the school and desire to contribute towards attainment of school goals. This definition relates to Allen and Meyer's affective commitment (Meyer & Herscovitch, 2001).

1.8.2 Academic Performance

Academic performance is the extent to which a student has attained his or her short or long-term educational goals (Kapur, 2018). In relation to educational research, academic performance of a student can be regarded as the observable and measurable behaviour of a student in a particular situation (David, 2014). Therefore, academic performance is connected with the observed behaviour or expectation for individual students. Academic performance of students consists of scores obtained from teacher-made test, first term examination, mid-term test and final examinations.

1.8.3 Public Schools

Public schools are schools that derive their support, in whole or in part, from money raised by a general state, county, or district tax (Hendajany, 2016). Thapa (2011) defined public schools as those which are owned managed and financed by the state. In Tanzania context, the public secondary schools include government and community schools, both of which they receive full government funding for recurrent costs (some of which are defrayed through the collection of school fees and boarding fees).

1.8.4 Private Schools

Private schools are schools that are funded, owned and operated by private individuals, group of individuals, organizations, and non-profit institutions such as religious institutions (Hendajany, 2016; OECD, 2012). Garrett-Hatfield, (2013) define private schools as those owned, managed and financed by parents'

associations, businesses, non-profit organizations or religious institutions. The private schools in Tanzania comprises a great diversity of schools, whose unifying feature is that they all depend almost exclusively on school fees and private contributions.

1.9 Organization of the Study

This study has been organized into five chapters; chapter one to chapter five. Chapter one is concerned with the description of the problem that informed the study and its context and defines the need for this study. Chapter two focused on the review of literature relevant to this study. The major concern of this chapter is to identify the knowledge gap. Chapter three is about methodological procedures for the study. Chapter four presents' data analysis presentation and discussion while chapter five presents the summary, conclusion and recommendations for actions and for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature that is related to the study topic. It examines the strategic importance of secondary education, relevant theories related to the study, theoretical framework of teachers' commitment student performance whereby Meyer and Allen theory of commitment guiding the study. It also presents empirical studies conducted previously on teachers' commitment between public and private secondary schools and lastly, the knowledge gap is established.

2.2 Theoretical Framework

The study was guided by Learning Theory of Organizational Commitment proposed by Meyer and Allen (1997). Learning theory of Organizational Commitment holds that commitment is a multi-dimensional concept. The tri-dimensional model discussed in this section focusing on affective, continuance and normative commitments. Meyer and Allen's three component model of commitment are chosen for this study, because it has undergone the most extensive empirical evaluation to date (Allen, Meyer and Smith, 1996).

Learning Theory of Organizational Commitment holds that the commitment binds an individual to an organization and thereby reduces the likelihood of turnover. The key difference is in the mind set presumed to characterize the commitment. The mind-set reflected three distinguishable themes. Affective attachment to the

organization, labelled affective commitment, perceived cost of leaving, labelled continuance commitment and obligation to remain at the organization, labelled normative commitment (Allen & Meyer, 1990). These components of organizational commitment theory are directly related to teachers' commitment towards improving students' academic performance.

The first component of school commitment in the model is affective commitment. According to Meyer and Allen (1997), affective commitment is the teacher's emotional attachment to, identification with, and involvement in the school as an organization. Teachers who are affectively committed to improve students' academic performance continue to work for the school goal because they want to achieve it (Meyer & Allen, 1991). In similar vein, Beck and Wilson (2000) mention that teachers who are committed on an affective level stay with the school as an organization because they view their personal employment relationship as congruent to the goals and values of the school.

Moreover, Davis and Wilson (2000) maintain that affective component is the process by which the goals of the school and those of the teacher become increasingly congruent. On the other hand, Monyatsi (2012) observed that some teachers put effort into their work beyond what appears to be instrumentally required for the expected reward, and attributed this to the affective component of school commitment. Meyer and Allen (1997) further indicate that affective commitment is influenced by factors such as job challenge, role clarity, and goal clarity, and goal

difficulty, receptiveness by management, peer cohesion, equity, personal importance, feedback, participation, and dependability.

The second component of Allen and Meyer's model of teachers' commitment is continuance commitment. Meyer and Allen (1997) define continuance commitment as awareness of the costs associated with teacher leaving the school as an organization. Monyatsi (2012) supports this definition and states that it is the profit associated with teacher continued participation and a cost associated with leaving the school. It is calculative in nature because of the teacher's perception or weighing of costs and risks associated with leaving the current school (Meyer & Allen, 1997). Meyer and Allen (1991) further state that teachers whose primary link to the school is based on continuance commitment remain because they need to do so.

Furthermore, continuance commitment is regarded as an instrumental attachment to the school, where the individual teacher association with the school is based on assessment of economic benefits gained (Beck & Wilson, 2000). Another view to continuance commitment is that it is a structural phenomenon, which occurs because of teacher-school transactions and alterations in side bets or investments over time (Boggie, 2005).

The last component of the teacher commitment model is normative commitment. Meyer and Allen (1997) define normative commitment as a feeling of obligation to continue employment. Internalized normative beliefs of duty and obligation make teachers obliged to sustain membership in the school as an organization (Allen &

Meyer, 1990). The normative commitment is viewed as the commitment that teachers consider morally right to stay in the school organization regardless of how much status enhancement or satisfaction the school firm gives him or her over the years (Cohen, 2003).

The strength of normative teacher commitment is influenced by accepted rules about reciprocal obligation between the school and its members (Smith, 2007). The reciprocal obligation is based on the social exchange theory, which suggests those teachers who receive a benefit is under a strong normative obligation or rule to repay the benefit in some way. Meyer and Allen (1991) argue that this moral obligation arises either through a process of socialization within the society or the school. Teachers consequently feel obliged to repay the benefits from the school by remaining as part of the school workforce.

2.3 Empirical Review

2.3.1 The Strategic Importance of Secondary Education

The Government of Tanzania has set strategic importance for the secondary education which occupies a pivotal role in the functioning of the economy and the education system itself. Experience from Tanzania shows that majority of the pupils are expected to be secondary education leavers. The whole primary education system relies on teachers who are a product of the secondary education system. Candidates for higher and tertiary education and training are products of the secondary education system. This seems like the essence of being pivotal, or the lynchpin (URT, 2010).

The importance of secondary education is increasingly being recognized in family planning, education of the off-springs, political participation and health. Good quality secondary education is a prerequisite for good quality human life, labour skills, and economic productivity. Thus, it is considered that secondary education is necessary for poverty reduction. In fact, a robust and comprehensive secondary education will create the necessary foundation for a vibrant and viable middle class essential for the expected economic growth placing the country among middle-income countries (URT, 2012).

2.3.2 Empirical Studies on the State of Teachers' Commitment in the Global

Context: A Case of United States of America, Nepal and United Kingdom

Number of studies have been conducted in different parts of the world regarding to the teachers 'commitment and its implication on students' academic performance. For instance, Bellei (2005) conducted a study in The United States of America exploring teacher efficacy among novice teachers based on relatively low and high levels of career commitment. The study was exploratory descriptive. The findings revealed that at the initial years of teaching teachers are recognized as being important to one's teaching effectiveness. Moreover, the study findings revealed that 17% of new public-school teachers leave the profession within the first three years and 26% were dissatisfied with teaching or entered another career and that teachers were most dissatisfied with students' motivation and discipline, lack of recognition, and administrative support.

Likewise, 15% of technical teachers quit within their first year and more than half left the profession within six years because of job-related stress; concerns about their own safety; a perceived lack of fairness and support; inadequate facilities and materials, resources; and, time consuming tasks that were perceived as unnecessary. The study, however, was conducted in a foreign academic public institution whose conditions differ greatly from those obtained in Tanzania.

Furthermore, Thapa (2011) conducted a study in Nepal to explore the importance of factors in motivating teachers and making them committed. The study involved 68 teachers and employed quantitative approach using questionnaire as data collection methods. The study concluded that satisfying working environment lead to teacher commitment. While the study attempted to explore the role of working environment on job satisfaction, it does not inform the present study regarding the main nature of psychosocial services provided to teachers and the characteristics of the administrators in such schools.

In addition, Braun, Jenkin and Grigg (2006) conducted a study in United Kingdom aiming at comparing the quality of the care education given between private and public schools in the country. The findings revealed that teachers in schools had high motivation levels and were not subjected to social and professional isolation, no risk personal safety, and challenging living conditions. In addition to that teachers were not exposed to political harassment and to a great deal of complaints and criticism from all parties concerned, difficult working conditions which include large class size, deteriorating or inadequate facilities, shortage of supplies and equipment,

paucity of other resources need to support classroom instruction, low salaries and workload. It concluded that all these have a negative effect on the motivation and job satisfaction of teachers.

2.3.3 The State of Teachers' Commitment in Africa and Its Implication on Students' Academic Performance: A Case of Sub-Saharan Africa

Several studies have been conducted in different parts of the Africa regarding to the teachers' commitment and its implication on students' academic performance. For instance, Adeyemi (2014) conducted a study in Nigeria to explore the Comparative Study of Pupils' Academic Performances between Private and Public Primary Schools in relation to teachers' commitments. The study involved 71 participants and employed quantitative approach using questionnaire as data collection methods. Findings revealed that private primary schools performed better than their counterparts in the public schools due to several key factors one of them being the level of commitment. It is, however, hoped that the public schools could be improved and be brought back to glory and be made competitive with the private ones if the teachers' commitment among the public schools will be promoted. The study further pointed that, public schools must be adequately staffed, enough furniture and schools regularly inspected. Universal Basic Education Commission (UBEC) may be advised to embargo all extravagant spending by its members of staff.

In similar vein, Olaniyan (1999) assessed study habits, self-concept and science achievement of public and private junior secondary school students in Nigeria. The findings show that school teachers and counsellors have the responsibilities of

assisting the students through teaching and training on how to improve their study habit and self-concept. This would be achieved if teachers and counsellors are well committed in their works. Similar findings were also reported by Mphale and Mhlauli (2014) in Botswana who reported that high school teachers' morale and commitment in general are critical for the attainment of high-quality education in secondary schools.

Moreover, Kirumba (2014) conducted a study in Uganda aimed at exploring the Performances-based rewards among private secondary schoolteachers. The study used descriptive and relational statistics with Pearson Product Correlation Coefficient and regression analysis. The findings revealed that the most commonly used types of performance-based rewards in private secondary schools are public appreciation, promotion, packages/presents, duty allowances and overtime pay. The study found that performance-based rewards affect the performance of teachers by motivating them and increase their commitment and hence greater productivity and efficiency.

In similar vein, the study by Mwebaza (2010) conducted in Mahayanistic; Uganda revealed the correlation between teachers' commitment and students' academic performance. The study was quantitative in nature, using descriptive survey research design and used questionnaire as data collection method. The study involved teachers and students. The findings revealed that numerous continuous assessment strategies such as written tests, recap exercises, take-home assignments, check lists, observation, presentations and projects which are effective assessment tools for committed teachers contribute much in final examinations academic performances.

Furthermore, Nyagosia (2011) conducted a study in Kenya aimed at assessing the determinants of disparities of Kenya certificate of secondary education performance and school effectiveness in general. The study was quantitative in nature and used questionnaire as the data collection method. Pearson Product Moment correlation coefficient, t-test and multiple linear regressions were used to analyse the statistical data. The findings revealed that instructional leadership; focus on school mission and vision, safety and orderliness of schools, expectations for success, home school relations, and opportunity to learn. Top performing schools were characterized by teachers keeping updated professional documents, a climate conducive to teaching and learning, keeping students focused on their core business in school, giving students a high expectation for high performance, involving parents in students' discipline, and teacher commitment characterized by regular attendance and punctuality.

Another study conducted in Kenya regarding to teachers' commitment and its implication on students' academic performance is the study by Ochiel (2008) who assessed school-based factors influencing students' performances at Kenya certificate of secondary education. The study participants were educational stakeholders including teachers, students, parents, school administrators and educational planners. The study used both qualitative and quantitative approaches and used questionnaire, group discussions, interviews and observations as data collection methods. The findings revealed that school administration influence students' performance through disheartening teachers' commitment. Many school administrators have not been adequately supervising their teachers in terms of

teaching methodology, preparation of scheme of work, lesson plans and students' progressive reports. The study further mentions that many of the heads of schools have been very permissive and using a detached administration style in school administration thereby affecting students' performances.

2.3.4 General Picture of The State of Teachers' Commitment in Tanzania and Its Implication on Students' Academic Performance

Like in many other Sub-Saharan countries, some studies concerning teachers' commitment and its implication on students' academic performance have been conducted in Tanzania. For instance, Evas (2001) pointed that provision of sufficient exercises, home assignments and feedback which are elements of committed teachers contribute much to learners' academic achievements. Also, Makoye (2014) conducted a study to assess students' academic performances under secondary education development plan (SEDP I) implementation in Nyamagana district, Tanzania. The study design was a cross-sectional and participant involved were 254. The findings showed that the factors which likely contributed to poor students' performance included inadequate teaching/learning facilities such as classrooms, textbooks, laboratory and library and its equipment's/facilities elements which put off teachers' commitment.

2.4 Synthesis of Knowledge Gap

The literature review shows that different studies were conducted in different countries including Tanzania. Most of these studies were done to assess teachers' morale, teaching experience, availability of resources, influence of leadership style,

parental in-evolvement, private tuition, provision of sufficient exercise and feedback. For example, the study by Chediel, Sekwao and Kirumba (2000) Komba et.al (2013) and Mbwambo (2005). The existing literatures further shows that in the early years of the introduction of private secondary schools in Tanzania during 1990s, public secondary school teachers were more committed than private secondary school teachers a situation that was manifested by good students' academic performance among public schools. From early 2000 onwards, the situation changed such that private secondary school teachers became more committed than public secondary school teachers, that was a situation that evidenced by good students' academic performance among private schools. Moreover, the literature review shows that relatively few studies were conducted on assessment of teachers' commitment in improving student academic performances between public and private secondary schools in Tanzania. The present study intended to fill this knowledge gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methodology and procedures that was used in gathering data for the study to fill the identified knowledge gap. More specifically, the chapter described research approach and design; the area of study; target population; sample and sampling techniques. Other aspects include methods of data collection; validation of instruments; ethical issues; and data analysis procedures.

3.2 Research Approach and Design

This study used explanatory mixed approach which is characterized mainly by quantitative data with qualitative data (Fraenkel, Wallen & Hyun, 2012). Understanding the levels of teachers' commitment through the comparison of private and public secondary school teachers requires both quantitative and qualitative approaches. In understanding the levels teachers' commitment, the study sought to explore participants' opinions, views and feelings about their works. For that reason, qualitative data were vital. Moreover, the analysis of society attitudes and behaviour are necessary to determine the extent to which teachers' commitment affects students' academic performance. There was a need to gather numerical data which enhanced the statistical analysis to identify the implication of teacher commitment on the students' academic performance. The need necessitated the use of quantitative approach. Furthermore, the study employed cross sectional research design during collection of data regarding to teachers' commitment on the students' academic

performance at one point in time (Creswell, 2002). The use of cross-sectional research design was vital since it allowed the collection of both qualitative and quantitative data at the sometime. This situation that allowed the comparison and examining the complementarity of the two data sets.

3.3 Area of the Study

The study was conducted in Babati Town Council Manyara region located northern-eastern Tanzania (URT, 2013). It has five districts, namely Kiteto, Simanjiro, Babati, Hanang, and Mbulu. The area was chosen because of its unsatisfactory performance in national examinations especially in public secondary schools compared with private secondary schools for the period of ten (10) years consecutively (2009 to 2019). For instance, from the year 2009 to 2019 the number of students from nine (9) public secondary schools of Babati Town Council who qualify to join further studies after form four has been generally decreasing though with fluctuating trends. On the other hand the students from seven (7) private secondary schools from Babati Town Council who qualify to join further studies after completing form four have been increasing in the same period of time. Therefore, the researcher sought to explore in depth teachers' commitment by comparing private and public secondary schools in the study area.

3.4 Population, Sample and Sampling Techniques

3.4.1 Population and Sample

The target population for the study comprised the total number of all ordinary level secondary school students and teachers of Babati Town Council. There are 16

registered ordinary level secondary schools in Babati Town Council out of which nine (9) are public owned and seven (7) are privately owned. The total number of students for all schools averaged 7400 out of which 4400 students are from public secondary schools while 3000 students are from private secondary schools with variation across schools. On the other hand, the total number of teachers for all 16 secondary schools averaged 410 out of which 260 teachers are from public secondary schools and 150 teachers are from private schools although varying across schools. Therefore, the target population of the study comprise 7810 respondents out of which 4810 were from public secondary schools and 3150 were from private secondary schools.

Thus 120 teachers which is nearly 30% of the main target population of 410 teachers were given questionnaires to respond to. All the aforementioned teachers were randomly selected from eight schools found in Babati town council where each selected school provided 15 teachers. Apart from normal subject teachers, eight (8) heads of schools and 18 parents or guardians were also involved in the study through interviews. Also, a total number of 48 students were involved in the study through focus group discussion.

3.4.2 Sampling Procedures

Stratified sampling procedure was employed in selection of schools. The researcher received a list of schools located in Babati town council with a permit from Babati Executive Director' Office. The schools were then categorized into private and public secondary schools. From the list two categories of schools, every 4th school

was selected as a representative sample. For ethical reasons the selected schools were labelled A, B, C, D, E, F, G and H. Schools A, B, C and D represented government owned schools while schools E, F, G and H represented private schools.

3.4.3 Characteristics Of Respondents and Criteria for Their Selection

3.4.3.1 Teachers from Public and Private Schools

Teachers are the main participants in the study. They were either in private or public secondary schools in Babati town council. They provided the researcher with information regarding their level of commitment, their attitudes towards students' academic performance motivational behaviours. In order to ensure that the selected sample represents the elements of remain population, simple random sampling was applied where 15 teachers from each selected school were randomly selected. The total number of 120 normal subject teachers were surveyed.

3.4.3.2 Heads of School

To obtain more information on the state of teachers' commitment and its implication on students' performance, eight heads of selectee schools were interviewed. Four (4) heads of schools represented public secondary schools and the other four (4) represented privately owned secondary schools. Information from heads of schools is vital since they play vital role towards encouraging or discouraging teachers' commitment as school administrators.

3.4.3.3 Students

Since students are affected by the level teachers' commitment, the study was also including this important group. A total number of 48 students were consulted where

six (6) students were selected from each sampled school. These students were purposively selected from form four classes in all selected schools. These form four students were selected on the basis of their academic trends where two high scores, the two middle score and the two least scores were selected from each form four class. The selection of form four students helped the researcher to grasp detailed information since these students have been at their schools for relatively longer time than the rest of the classes, thus they know much about their teachers and teaching commitment.

3.4.4 Parents or Guardians

A total of 18 parents who have children in selected schools were also involved in the study. Random sampling technique was applied in obtaining these important stakeholders in education. Due to the difficulty of obtaining parents and guardians since some of them are living far from schools especially in border schools the researcher consulted the respective heads of schools and asked the date for parents meeting or visiting day.

After knowing the date for parents' gatherings, the researcher visited the respective schools with the intention of consulting the intended parents. For schools in which the parents gathering failed to comply with the researcher's schedule, the researcher requested parents' mobile phones from school authorities and conducted telephone interview. Therefore, the overall total sample size in this study is 194 individuals as shown in table 3.1.

Table 3.1: The overall sample size

Categories of respondents selected	No. of respondents	Percentage (%)
Teachers from private and public schools	120	62
Heads of Schools	8	4
Parents or guardians	18	9
Students	48	25
Total	194	100

Source: Author (2019)

3.5 Data Collection Methods

A combination of data collection methods including semi-closed questionnaire, focus group discussion, semi-structured interview and documentary review were used in the study for triangulation purpose. According to Cohen et al, (2007) triangulation increases the credibility of the qualitative study as well as increases the reliability of the quantitative study. For instance, by using both FGDs and semi-structured interviews, the researcher recorded participants' direct quotations to provide rich data. The questions were originally prepared in English but they were translated to Kiswahili for easier understanding and respond effectively. Also, the researcher refined research instruments through the advice sought from research's supervisor to get rid of weaknesses of research instruments before going to the actual field for data collection.

3.5.1 Questionnaire

A questionnaire is a data collection instrument used in a survey where participants are requested to complete and return to the researcher a form which contains specific questions (Creswell, 2012). The questionnaire had both open and closed ended questions designed to be completed in 40 minutes. These were administered to both

public and private school selected teachers. Semi-closed questionnaire was used to collect and quantify teachers' responses on their commitment and its implication to students' academic performance. The semi-closed questionnaire comprised of 54 questions. Furthermore, questionnaires were self-administered a situation that enabled the researcher to address the emerged queries or uncertainties immediately. Also, semi-closed questionnaire was appropriate for the sake of receiving quick response rate and saved time in the field. The questionnaires were translated from English to Kiswahili to make respondents understand the questions easily. The questionnaire for teachers is found in appendix I.

3.5.2 Interview Guides

According to Cohen et al., (2007) an interview is defined as a presentation of views between two or more people on a topic of mutual interest which enables participants to discuss their interpretations of the world in which they live, and to express how they regard situations from their own point of view. The researcher used semi-structured interview because of its flexibility in data collection (Dawson, 2007). Interview guides were prepared for different education stakeholders including heads of schools and parents or guardians. In this group of questions to respondents focused on the role played by administration of schools towards motivating and encouraging teachers' commitment. This group of respondents is vital in this study since they form the group of school administrators. Interview guides for heads of schools was originally prepared in English but was asked in Kiswahili because Kiswahili is more familiar to them rather than other languages. The time consumed

for each interview was between 30 to 45 minutes. The interview guide for heads of schools is found in appendix II.

Additionally, interview guides for parents or guardians to obtain qualitative data regarding to teachers' commitment and students' academic performance was prepared for the interview. Parents or guardians' interviews were conducted through face to face and through telephone after obtaining the parents' telephone numbers from the school administration. The semi-structured interviews were originally prepared in English. However, during the interview the researcher asked parents the questions in Kiswahili to make them understand questions easily because Kiswahili language is common for many people in the study area and Tanzania in general. The interview guide for parents or guardians is found in appendix III.

3.5.3 Focus Group Discussion (FGD)

Focus group refers to a number of people who are asked to come together in a group to discuss a certain issue (Dawson, 2007). Focus group discussions (FGD) were conducted in every selected school and they comprised 6 students for each school making a total of 48 secondary school students. To ensure freedom of expression the students' discussions were organized in absence of their teachers.

The FGDs were used to get a wide range of responses from students. A total of 09 questions were asked in each focus group but also probing questions were asked as the need arose. During FGDs the researcher recorded some of the responses expressed by participants in a notebook while sound recorder was used to

participants consulted to the use of voice recorder. FGDs' questions were in English but in the field, they were presented in Kiswahili to make participants familiar with language asked by the researcher. Each FGD was expected to take 30 to 35 minutes in each selected school. Focus group discussion guiding questions for students are found in appendix IV.

3.6 Validity and Reliability of Research Instruments

Validity in research is defined as the extent to which research findings provide meaningful and appropriate interpretations while reliability is the extent to which findings are consistent over time (Ary et al., 2010). Both validity and reliability are key elements of good research instruments. Qualitative data obtained through interview and focus group has helped the research to ensure validity of the data by interpreting the participants' opinions and views without changing the meaning.

In quantitative data, reliability is concerned with precision and accuracy of information (Cohen *et al.*, 2007). In this study, the researcher used semi-closed questionnaires to measure the participants' knowledge on the teachers' commitment on students' academic performance. Participants' responses have been precisely analysed and presented in tables and graphs to give precise and accurate information. On qualitative data, the researcher has ensured reliability by using semi-structured interview and focus group discussion which altogether gave the participants' experiences on the teachers' commitment on students' academic performance. Therefore, the study is reliable since if it was carried on a similar group of respondents in a similar context was bring similar results (Cohen *et al.*, 2007).

3.7 Data Analysis and Presentation

The study employed an explanatory mixed approach for planning the study both quantitatively and qualitatively. In carrying out explanatory mixed approach, the researcher ought to collect first quantitative data (Fraenkel *et al.*, 2012). Quantitative data was first collected through semi-closed questionnaire and then computed by using Statistical Package for Social Science (SPSS) version 20.0 to get frequency and percentages. Data were then presented descriptively in both graphs and tables. Descriptively, data shows the trends in a single variable on the instruments used (Creswell, 2012). Inferential statistics was done to draw conclusion about teachers' commitment and academic performance. On the other hand, content analysis was used to analyse qualitative data. Such data were coded and interpreted to get the major themes through categorization of data.

3.8 Research Ethical Considerations

Ethical procedures for conducting the research was observed during the process of preparation and conducting field study. Research permits were requested from the offices of the Vice Chancellor-OUT, Other permission letters from Regional Administrative Secretary (RAS) Manyara region, District Administrative Secretary (DAS) - Babati Town Council, Babati Town Council Executive Director (CED) and Babati Town council Education Officers (CEOs) for secondary schools are found in appendix, VI and VII. The Research clearance from OUT is found in Appendix V.

During the process of collecting data, informed consent was sought from respondents after being assured beforehand on the confidentiality and privacy of the information

they would provide. Respondents were not writing their names on the administered questionnaires provided to ensure anonymity. Despite the fact that they wrote their school names on questionnaires provided, the researcher ensured privacy when storing and processing the data. Lastly, all the referred scholarly works have been acknowledged accordingly to avoid plagiarism.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents, analyse and discusses the findings on the assessment of Teachers' commitment in improving students' academic performances through a comparison of public and private secondary schools in Babati Town Council, Manyara region. The chapter draws on data generated through questionnaires, focus group discussion as well as face to face and telephone interviews. In order to gain deeper understanding of the topic understand, analysis of data has been done on the basis of research objectives with respective research questions that has been stated sequentially in the context of cause-and-effect relations. Furthermore, in order to ensure that the data analysed and presented depicts clearly the findings of this study, this chapter is divided into six sections.

The first section presents a demographic profile of the study area. The data in the first section include age and sex of respondents, marital status, educational level, working experience and involvement to other activities apart from teaching. The information is vital since they have an influence on commitment levels among teachers either directly or indirectly. The second section deals with the assessment of the status and extent of commitment for both private and public secondary school teachers. The third section focuses on the identification of the factors influencing the commitment levels between private and public secondary school teachers.

The fourth section deals with examining the role of school administrators for both private and public secondary schools towards teachers' commitment in the study area. The fifth section of this chapter deals with the implication of teachers' commitment on students' academic performance in the study area, while the last section explores the measures needed to escalate teachers' commitment in the study area.

4.2 Demographic Profile of the Study Area

This study dealt with a sample of 120 secondary school teachers in which 15 teachers were selected from eight sampled secondary schools from Babati Town Council. Five demographic characteristics namely age and sex of respondents, marital status, educational level, working experience and involvement to other activities apart from teaching. Understanding of these basic demographic characteristics is vital since they have influence on commitment levels among the teachers.

4.2.1 Age and Sex Distribution in the Study Area

Age and sex are vital information for analysing and describing and demographic and non-demographic information related to commitment levels among works, teachers in particular. The findings show that teachers aged 21-30 years old constituted 29% of the entire population of teachers and 31-40 years old constituted 38% of the entire population of teachers in the study area. Meanwhile teachers aged 41-50 years old constituted 22% of the entire population of teachers and those with 51-60 years constituted 11% (Figure 4.1). The findings further reveal that private secondary

schools had many young and middle-aged teachers compared to public secondary schools with 41% and 26% respectively.

These scenarios of large proportion of young and middle-aged teachers was expected to have a positive implication towards teaching commitment, but the situation found was contrary to researcher's pre-assumptions. Most of these young and middle-aged teachers were found to less be committed than the more aged teachers. The findings further reveal that, most of the young and middle-aged teachers enter the teaching carrier as the second option after failing to inter into other professions. This finding is related with the findings of Dassan and Sima (2017) who found that most of the young teachers entered the profession not because of their choices, rather because they failed to secure other carriers.

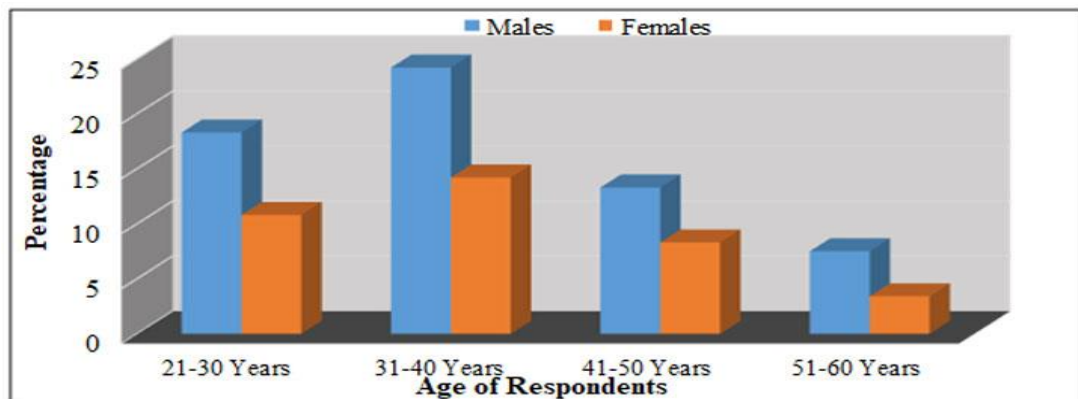


Figure 4.1: Age and sex of respondents

Source: Field Data (2020)

Moreover, the findings revealed that out of 120 respondents, 63.3% were males and the remaining 36.7% were females (Figure 4.1). The findings further reveal that there were almost equal proportion of male teachers between public and private secondary schools. However, unbalanced proportion of female teachers between public and

private secondary schools was noticed. The researcher was interested to know the reason behind that unbalance ratio of female teachers between public and private secondary schools. The explanation associated with that situation was linked to the employment behaviour of private school owners who prefer male teachers than female teachers.

4.2.2 Respondents Working Experience

The researcher was also interested to know the respondents working experience since working experience is associated with the level of commitment among individual workers. The findings show that 33% of surveyed teachers had 1-8 years working experience and 36% of the teachers had 9-16 working experience. Meanwhile 18% of surveyed teachers had 17-24 years of working experience and those with 25 years and above working experience constituted 13% (Figure 4.2). On comparative bases between the two school categories, the findings reveals that teachers of private secondary schools had few years of working experience compared with those of public secondary schools (Figure 4.2).

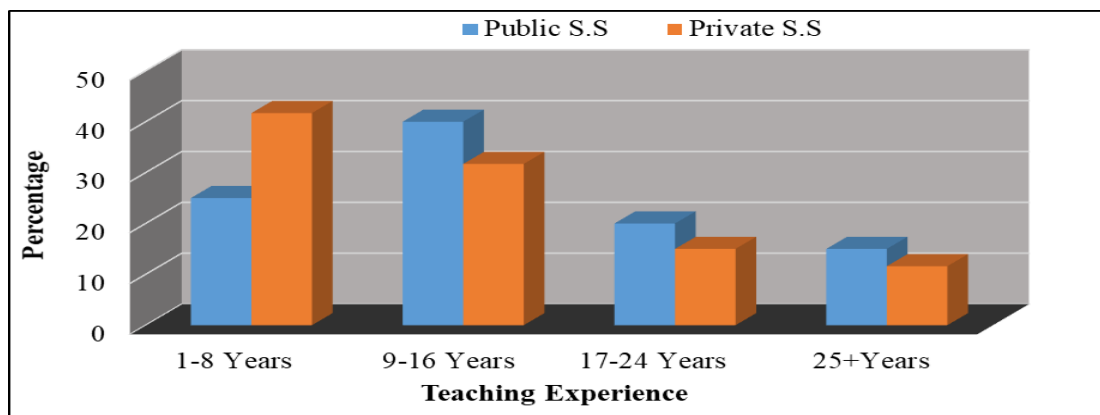


Figure 4.2: Respondents' working experience

Source: Field Data (2020)

4.2.3 Respondents' Education Level

Education is one of the crucial elements for the efficiency of any service provision activity. In relation to this study, education can influence commitment through determining the amount of salary and the teachers' grades or scales. Also, education level influence mastering of the content and methodologies of teaching which in turn influence commitment among individual teachers. In the present study, education level of the surveyed teachers consisted diploma with 28% teachers, undergraduate degree with 62% teachers, master degree with 9% teachers and doctoral degree 1% teachers (Figure 4.3.).

In a comparative basis between the two secondary school categories, government secondary schools were found to have large percent of teachers with higher levels of education than private secondary schools. However, despite the higher levels of education among the public secondary school teachers such that 39% of the surveyed teachers had acquired first degree and 6% had master degree, their levels of commitment were low compared to private secondary school teachers were only 23% of the surveyed private secondary school teachers had acquired first degree and only 3% had master degree. The explanation behind that scenario was associated with the employment structure that does not consider education levels above first degree in the grades and salary scales. This in turn resulted to demoralization of teachers and hence low commitment.

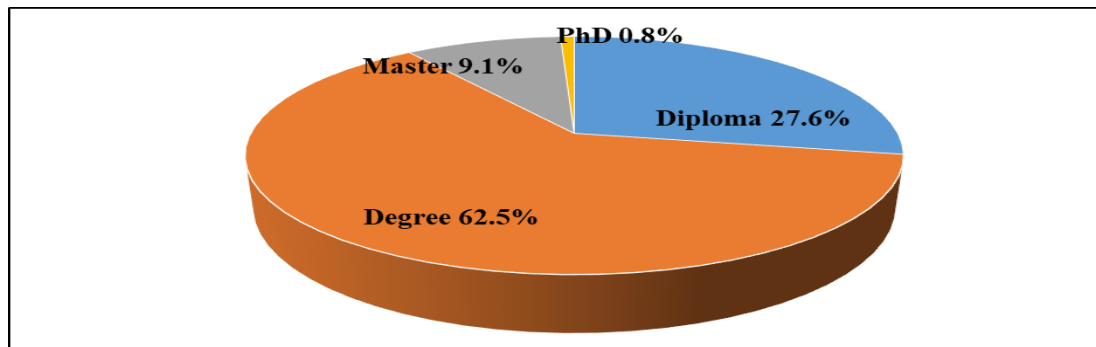


Figure 4.3: Respondents' Education Levels

Source: Field Data (2020)

4.3 The Extent of Teachers' Commitment for both Private and Public Secondary School in the Study Area

With regard to the first objective, the study was intended to assess the extent of commitment among teachers in the study area. Four scales for assessing the commitment levels were established by the researcher as seen in figure 4.4. The findings from the field reveal that only 12% of the total surveyed teachers were very committed. 34% of the teachers informed that they were well committed in teaching. About 48% of the teachers declared to be somehow motivated in teaching while 9% of the teachers reported to be not well committed in their teachings (Figure 4.4). The findings further informed that less than a half of all surveyed teachers were neither very well nor well committed (Figure 4.4). This low level of commitment among the surveyed teachers was also mention by participants during focus group discussion as one public secondary school teacher narrated,

Most of us are teaching but are not committed in our teachings. This work is full of stress and is seems our employer is not real serious to solve the challenges that we are facing. We have many challenges and are increasing day after day without any assistance from the employer.....(One teacher from school "B" as quoted during field survey 2020).

The findings show that almost two third of very well committed teachers were found in private secondary while almost one third of very well committed were found in public secondary schools. On the other hand, the findings reveal that 69% of all low committed teachers were found in public secondary schools while only 31% of all low committed teachers were found in private secondary schools. This scenario has been associated with students' performance levels between private and public secondary schools as presented in Figure 4.9 and Figure 4.10 in page 80 and 82.

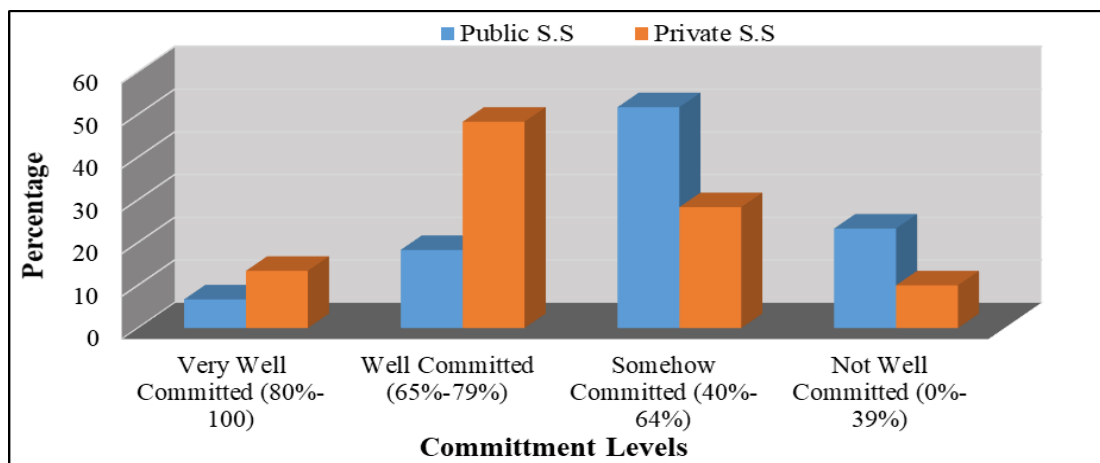


Figure 4.4: Commitment Levels for Private and Public Secondary School Teachers in the Study Area

Source: Field Data (2020)

4.4 Factors Influencing the Commitment Levels between Private and Public Secondary Schools

As far as observation findings are concerned, several factors are responsible for the low level of commitment among teachers in the study area. The factors range from financial factors to non-financial factors. These factors vary across the school categories and individual schools. This means that some factors are more predominant in one category of schools and less influential in other school category.

However, financial factors were mostly pointed to be the major limiting factors for high commitment level among the surveyed teachers. In order to explore in depth, the contribution of each factor towards low commitment level, the researcher categorized those factors into two categories namely financial factors and non-financial factors as discussed hereunder.

4.4.1 Financial Factors

With regard to this research financial factors are those related to the income accrued by the employee (teacher) after provide his or her labour power. The mentioned factors were failure of the salaries to meet monthly living costs, delaying of monthly salaries, uncertainty of annual salary increments as per contract, mismatch between salaries and academic qualifications, absence of additional payments for extra time work and absence of relevant allowances. However, the contribution of these factors towards teachers' commitment varies across school categories and individual schools such that some financial factors were mostly reported in public secondary schools and less reported in private secondary schools and the vice versa (Table 4.1).

The current findings concur with the findings of Bennell and Mukyanuzi (2005) who conducted a survey in Tanzania to investigate teacher motivation crisis in Tanzania. The study cited major factors that affects teachers in their profession in Tanzania. Among the identified factors, economic factors such as low salaries in comparison to other professions like law and medicine was identified as a key factor that demoralize teachers.

Table 4.1: Financial factors influencing commitment levels between private and public secondary schools

Items	Responses					
	Public Schools		Private Schools		Total	
	Frequency	%	Frequency	%	Frequency	%
Failure of the salaries to meet monthly living costs	19	15.8	13	10.8	32	26.7
Delaying of monthly salaries	0	0	23	19.2	23	19.2
Mismatch between salary and academic qualifications	11	9.2	7	5.8	18	15
Uncertainty of annual salary increments as per contract	13	10.8	8	6.7	21	17.5
Absence of additional payments for extra time work	9	7.5	4	3.3	13	10.8
Absence of relevant allowances	8	6.7	5	4.2	13	10.8
Total	60	50	60	50	120	100

Source: Field Data (2020)

However, the study of Bennell and Mukyanuzi (2005) used only public secondary school teachers as the unity of analysis. In order to gain deeper understanding on the factors affecting teachers' commitment, this study included both public and private secondary school teachers for comparative analysis.

4.4.1.1 Failure of the Salaries to Meet Monthly Living Costs

Teachers like other professionals usually depend on salaries as rewards for selling their labour power. The salaries obtained usually used to carter for all family needs and their entire development of the family. The findings of this study reveal that majority of teachers were not satisfied with the amount of their salaries and this factor was pointed to be the major reason for low level of commitment among teachers. About 27% of the surveyed teachers in the study area pointed out that the salaries they get is quite low to the extent of failing to meet the living cost (Table 4.1). This factor was more pronounced among public secondary school teachers who

possess 23.3% of all teachers in a respective school category. On the other hand, 10.8% of private secondary school teachers pointed this impediment towards teachers' commitment (Table 4.1). The response of teachers concerning low number of paid salaries necessitated the researcher to investigate further the actual number of salaries for both public and private sectors (Table 4.2).

Table 4.2: Scales of salaries for both public and private schools

Public Secondary Schools		Private Secondary Schools	
Education Level	Amount (Tshs)	Education Level	Amount (Tshs)
Diploma	450,000 – 650,000	Diploma	500,000 – 750,000
First degree	650,000 – 750,000	First degree	750,000 – 850,000
Master degree	650,000 – 750,000	Master degree	850,000 – 950,000
Doctoral degree	650,000 – 750,000	Doctoral degree	1,000,000–1,500,000

Source: Field Data (2020)

The findings of this study have revealed that the number of salaries paid to teachers are relatively low compared to other professionals such as law and medicine. For instance, public secondary school teachers with diploma were reported to earn between 450,000Tshsand 650,000 Tshstake home salary (Table 4.2). This variation of salaries within the same level of education is due to the variation of subscales caused by the duration of the individual teacher in working years (working experience). The findings further reveal that public secondary school teacherswith first degree received salaries range from 650,000 Tshs to 750,000 Tshs. On the other hand, the results show that private secondary school teachers were receiving relatively higher salaries compared to those of public schools. For instance, teachers with diploma in private secondary school reported to receive a salary ranging from 500,000 Tshs to 750,000 Tshs whileteachers with first degree reported to receive salaries between 750,000 Tshs and 900,000 Tshs(Table 4.2).

The researcher was also interested to investigate whether the salaries received enables teachers to meet all the basic necessities. The findings revealed that with such meagre salaries majority of the teachers were not able to meet smoothly all the required necessities. The study reveals that the living costs in the study area were relatively higher than the received salaries. For instance, most of the surveyed teachers pointed that they are paying house rents ranging from 150, 000 Tshs to 250,000 Tshs per month, buying of foodstuffs with higher prices, paying the service bills such as electricity and water bills, paying school fees to the children and assisting their relatives financially through remittances.

Low level of commitment among the surveyed teachers in the study area was associated with low paid salaries that fail to adequately sustain even monthly living costs. This situation has been associated with several consequences such as overwhelming of debts among teachers, seeking loans from local money lenders who charge high interest rates. All these scenarios were reported to lower teachers' self-motivation and overall commitment toward teaching. The consequence of all these have been observed in the overall school academic performances as shown in Figure 4.9 and 4.10.

4.4.1.2 Delaying of Monthly Salaries

Timely and regular payments of wages or salaries is one of the catalysts towards increasing workers commitment in their work as it enables workers to fulfil their social and economic needs at the right time. Also, timely payments increase assurance of workers on the stability of their institution and become more assured of

their employment. All these scenarios result to higher commitment levels among workers. With regards to this study, the findings revealed that majority of workers particularly the private secondary school teachers did not receive their monthly salaries on time. About 19% of the surveyed teachers in the study area pointed out that they do not receive their monthly salaries timely (Table 4.1). This factor was more noticeable among private secondary school teachers which possess all 19% of all teachers in a respective school category and the entire surveyed teachers. On the other hand, no any public secondary school teacher pointed this impediment towards teachers' commitment (Table 4.1).

The response of private secondary school teachers concerning delaying of monthly salaries necessitated the researcher to investigate further the reason behind that delaying. It was reported by heads of schools that there was a decline of enrolment of students in private secondary schools for the past four years (Figure 4.5). The trend line analysis for form one student's enrolment for all private secondary schools shows the declining trend such that the equation for school "E" reads $y = -12.8x + 152$ with $R^2 = 0.8179$; school "F" is $y = -11.1x + 125.5$ with $R^2 = 0.8796$; school "G" is $y = -12.8x + 117$ with $R^2 = 0.9303$ and the equation of school "H" is $y = -11.9x + 100.5$ with $R^2 0.9361$ (Figure 4.5).

The results tasted by the regression line showed that the students' enrolment for school "E" decreased by the rate of 0.8179 students, while students' enrolment of school "F" decreased by the rate of 0.8796 students. On the other hand, enrolment of school "G" decreased by the rate of 0.9303 students and enrolment at school "H"

decreased by the rate of 0.9361. As revealed in the findings, the decline of students' enrolment for all surveyed private secondary schools was above 0.5 students which indicates statistically significant decrease because the fitted line shows all R^2 values (coefficient of determination) are above 0.5 (figure 4.5)

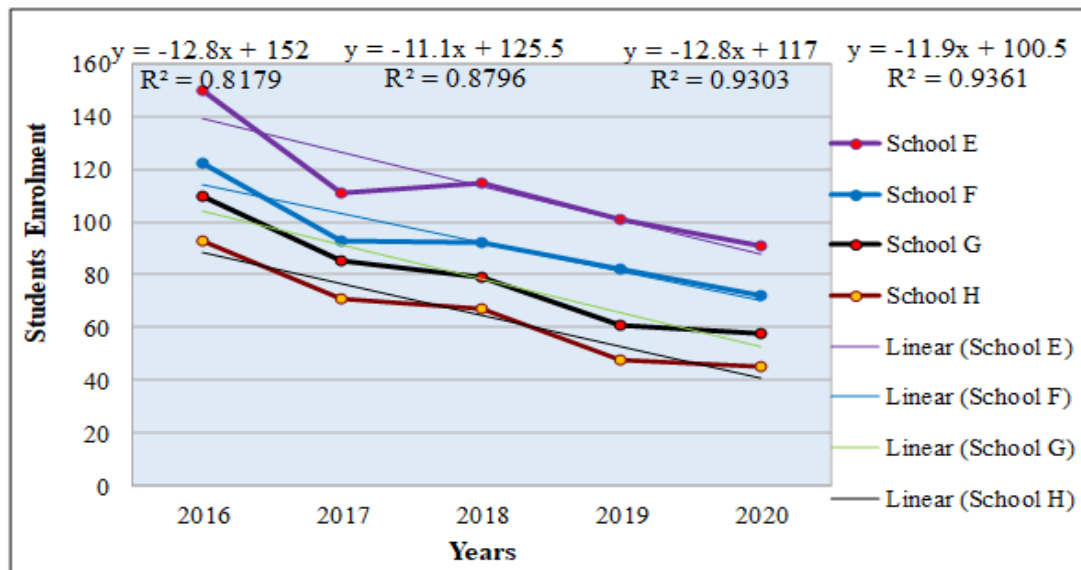


Figure 4.5: Enrolment of students in private secondary schools 2016 - 2020

Source: Field Data (2020)

The decline of students' enrolment as revealed in Figure 4.5 has been associated with the decline of school revenue as it was noticed that students' fee was the only source of revenue to finance all school operational activities including payment of salaries to teachers. In connection to that, the delaying of salaries was also associated with the failure of the parents to pay their school fee on time. Therefore, managers and heads of private secondary school reported to face a challenge on running the school effectively including timely payment of salaries. It was further reported that school owners are currently not realizing substantial profits for their investments as they used to accrue during the past five years.

4.4.1.3 Uncertainty of Annual Salary Increments as Per Contract

Annual salary increments are the percentage increase of the gross salary on yearly basis. This increment is a reflection of the continuous increase of the living cost year after year. Not only reflecting the realities of the increase of living costs, annual salary increments also have the implication on the workers retirement pension since it affects the monthly contribution on pension. All these scenarios result to higher commitment levels among workers. Insights from this study revealed that majority of the teachers were not receiving regular annual salary increments as per contracts. About 17.5% of the surveyed teacher pointed out that they have not received annual increment regularly as stipulated in the contracts (Table 4.1). This factor was more observed among public secondary school teachers who possess 10.8% of all teachers in a particular school category. On the other hand, 6.7% of private secondary school teachers mentioned this impediment towards high commitment (Table 4.1).

The researcher was interested to investigate the extent of uncertainty of annual salary increments and the reasons behind that uncertainty. The findings reveal that public secondary school teachers have not received salary annual increments for the past five years consecutively. And when they were asked whether they are aware of the reasons for such not given their annual increment regularly, most of them responded to be unaware of the reason behind. However, few of them were able to relate the uncertainty of annual increment and the last three years of reforms made by their employer concerning auditing and clearing of the database of the civil servants as one teacher narrated.

The truth is that, we have not received salary annual increments for four years now. And there is no any explanation for that from relevant

authorities though some teachers relate with the employers' (government) action of conduction auditing of all civil servants. But we are not sure if that is a reason or there are other reasons. (One teacher from school "C" as quoted during field survey, 2020).

On the side of private secondary schools, the prevalence uncertainty of annual salary increments as per contract was also noticed though not with similar magnitude as observed in public secondary schools. However, this impediment of teachers' commitment it was varying among the surveyed private secondary schools such that it was more noticed in school "G" and school "H" than school "E" and school "F". The researcher was also interested to investigate further the reason for the variation of the extent of uncertainty of annual salary increments among the surveyed private secondary schools. The reason pointed for the variation was the decline of students 'enrolment as shown in Figure 4.5. It was revealed that there is a direct relationship between students' enrolments and school revenue. Thus, schools with severe decline of students 'enrolment were the ones reported to have more cases of uncertainty of annual salary increments.

4.4.1.4 Mismatch between Salaries and Academic Qualifications

Apart from the forces of demand and supply in the labour market, the number of salaries is also determined by relevant authorities basing on the type of profession and the level of education. For any profession usually, the level of education of an individual determines the amount of salary to be given to the particular individual. This means that, the higher the education level the higher the salary and the lower the education level the lower the salary, if other factors remain constant. With regard to this study, the findings revealed that the mismatch between salaries and academic

qualifications was one of the factors that affects teachers' commitment in the study area. About 15% of the all-surveyed teachers pointed that there is a mismatch between their salaries and their levels of education qualification (Table 4.1).

As a matter of comparison between the two categories of secondary school teachers, government secondary school teachers reported more cases of mismatch between salaries and academic qualifications. As observed in Table 4.2 the salary scales for public secondary school teachers shows the variation only from diploma to first degree but no variation from first degree to master level and doctoral degree level. The researcher was interested to know the reason for the similar levels of salaries among teachers with the first degree, master and doctoral degree. The responses from the respective teachers mentioned that their employer does not recognize the level of education beyond first degree at the level of secondary school teaching. The only recognized qualifications are diploma and first degree. The mismatch between salaries and academic qualifications among secondary school teachers was identified as among the key impediments towards high commitment level among secondary school teachers as one teacher narrated.

Currently I'm holding Bachelor of Arts with Education, with two teachings subjects. I was planning to go back to studies for master degree. But I'm very discouraged since even if I will get a master degree, my salary won't change. For instance, there are tree two teachers I know with master degree in my school, but we are getting the same amount of salary. This is very discouraging.....(One teacher from school "D" as quoted during field survey 2020).

For the case of private secondary schools, the mismatch between salaries and academic qualifications among teachers was less observed compared to public secondary school teachers. As shown in table 4.2 the finding reveals that there was

an element of recognition of education levels beyond first degree among the private secondary school teachers. This has been evidenced by the variation of salaries across the four education levels of education among private secondary school teachers. However, the number of salaries for the level of education beyond first degree was varying from one private school to another depending on the decision made by the administration of the individual school. Just as it was noticed in public secondary schools, similarly in private secondary school the ranges of salaries within the same level of education were caused by the variation of the working years.

4.4.1.5 Absence of Additional Payments for Extra Time Work

Most of the employment contracts have two approaches of wages and salaries payments. The first approach is time rate and the second is piece rate. The former approach put emphasis on the payment of salaries basing the time spent on a particular work. The latter approach comprise on the payment of salaries by considering the piece of work performed by an individual worker. For most of permanent and long-term employment contacts, time rate is mostly used. In reference to this study the findings revealed that the employment contacts between teachers and their employers were long term contacts and thus, the approach used for payments was time rate. The findings revealed that in their contracts, teachers were supposed to work for eight hours per day from 07:30 am to 03:30 pm in five working days per week and payments were made in monthly basis.

Findings revealed that, majority of the surveyed teachers were working more than eight hours per day without receiving any extra hour's payment popularly known as

overtime payments. About 10.8% of all surveyed teachers pointed this factor as one of the factors affecting their commitment to teaching (Table 4.1). This factor was more observed among public secondary school teachers who possess 7.5% of the total surveyed teachers in a particular school category. On the other hand, 3.3% from private secondary school teachers mentioned this impediment towards teachers' commitment though with variation across individual schools (Table 4.1). These findings from questionnaire survey concerning the absence of additional payments for extra time work was also proclaimed during focus group discussion as one teacher was quoted.

However as revealed in table 4.1 some of the teachers agreed to be paid additional payments for extra time works, but they claimed that the amount paid was not reflecting the extra time spend for work. For instance, some of the surveyed private secondary school teachers mentioned that they have been requested to teach after regular hours and some of them were requested to teach during Saturdays but they were paid between 3,000 Tshs to 5,000 Tshs for every extra teaching period. Moreover, the findings revealed that some of the teachers who teaches natural science subjects such as physics, chemistry and biology were the only beneficiaries of overtime payments while arts subject teachers were not beneficiaries of extra time works.

4.4.1.6 Absence of Relevant Allowances

Allowances are the benefits that the employee gets from the employer apart from the salary stipulated in the employment contract. Such allowances may include things

like house allowance, transport allowance, meals allowance, leave allowance and health benefits allowance. These allowances may be included in the employment contract or sometimes may not. Whether they are included in the contract or not, once they are rewarded usually, they have a tendency of motivating works and thus increase commitment and efficiency in work general. With regard to this study majority of the surveyed teachers were not given any allowance a situation that has been associated with low commitment levels and thus unsatisfactory academic performances among students of the respective schools.

The analysis reveals that, 10.8% of all surveyed teachers mentioned that absence of relevant allowance is among the key factors affecting the levels of their commitment to teaching (Table 4.1). This limiting factor was more noticed among public secondary school teachers who occupy 6.7% of the total surveyed teachers in a particular school category. On the side of private secondary school, 4.2% of surveyed teachers identified this impediment towards their commitment (Table 4.1). The researcher was also interested to know the types of allowances received by these few teachers who agreed to receive them. Also, the researcher was interested to know the variation of the types of allowances among the two school categories and across individual schools within each category. The findings of these two scenarios are shown hereunder.

The analysis as presented in Figure 4.6 below it shows that four types of allowances were provided to only 13 teachers out 120 surveyed teachers. 38.5% of 13 teachers reported to receive meals allowance, 38% reported to receive transport allowance

while 23% reported to receive leave allowance and 7.7% of surveyed teachers reported to receive house allowance

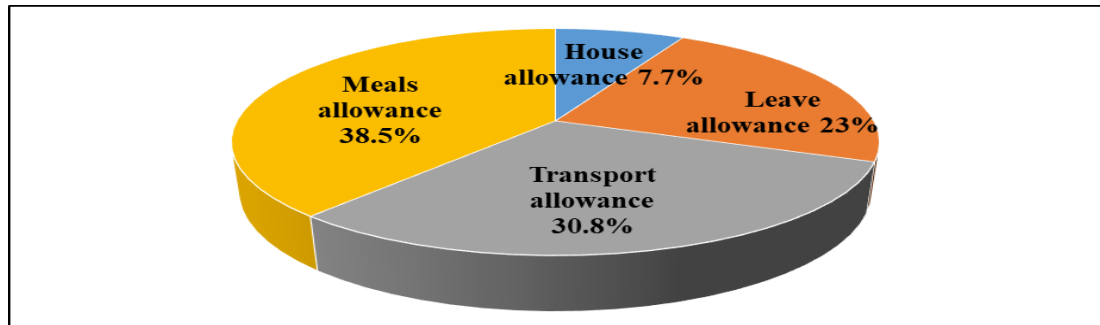


Figure 4.6: Types of Allowances Provided to Some Teachers in the Study Area.

Source: Field Data (2020).

Also, there were greater variation of the types of allowed received across the two school categories and among individual schools within a category. For instance, housing allowance and transport allowances were reported more in private secondary schools than public schools. While leave allowance was reported more in public secondary schools than private schools and meals allowance was almost equally reported in both school categories. However, it should be noted that these percentage of allowances were calculated among 13 teachers only who received these allowances leaving aside 107 teachers who were not receiving any type of allowance.

4.4.2 Non-Financial Factors

Apart from financial factors, there are non-financial factors that may influence commitment of workers and hence greater efficiency. As far as this study is concern non-financial factors are those not related directly with financial gains to the employee (teacher). During filed survey, number of non-financial factors were identified that are directly or indirectly affects teachers' commitment in their

teaching. Those factors include delaying promotion, unsupportive working environment, absence of appreciation for the good work, exclusion in decision making by administration, mishandling of staff conflicts by school administration and low involvements of school authorities in staffs' social affairs. It was further noticed that the influence of these factors towards teachers' commitment was varying across school categories and within individual schools within each category (Table 4.3).

Table 4.3: Response rate on non-financial factors influencing commitment levels between private and public secondary schools

Items	Responses					
	Public Schools		Private Schools		Total	
	Frequency	%	Frequency	%	Frequency	%
Absence of appreciation for the good work	14	11.6	9	7.5	23	19.2
Unsupportive working environment	13	10.8	11	9.3	24	20
Delaying promotion	16	13.3	19	15.8	35	29.2
Mishandling of staff conflicts by school administration	8	6.7	5	4.2	13	10.8
Exclusion in decision making by administration	3	2.6	12	10	15	12.5
Low involvements of school authorities in staffs' social affairs.	6	5	4	3.3	10	8.3
Total	60	50	60	50	120	100

Source: Field Data (2020).

Findings of this study correlates with the findings of Mkumbo (2012) who conducted a survey in Tanzania to investigate teachers' perceptions of their profession and commitment in general. The study cited major factors that affects teachers in their profession in Tanzania. Among the identified factors, non-economic factors such as poor teaching and learning environment, shortage of resources and large class sizes, and low reputation and respect form the society as it was in the past years were

identified as a key social factor that demoralize teachers. However, the study of Mkumbo (2012) used only public secondary school teachers as the unity of analysis. In order to gain deeper understanding on the factors affecting teachers' commitment, this study has included both public and private secondary school teachers for comparative analysis.

4.4.2.1 Delaying Promotion

Promotion is one of the incentives that can be used by employers to encourage commitment among workers in the institution. With promotion, an employee is upgraded from lower rank to the next higher rank. There are several criteria that are used to promote an employee. Such criteria include accomplishment of a certain level of education higher than the previous education level, working experience and outstanding performance. In reference to this study the identified criteria used to promote teachers were accomplishment of studies from diploma to first degree and working experience of individual teachers. Regarding the promotion due to accomplishment of education level, the findings revealed that only teachers who completed degree while they were employed with diploma were legible for promotion. On the other hand, promotion on the basis of experience involved teachers who saved in a particular rank for four years and above.

The analysis revealed that, majority of the surveyed teachers were not promoted despite the fact that they were legible for promotion. About 29.2% of the surveyed teachers posed their complaints of delayed promotion (Table 4.3). This obstruction towards commitment was more lamented among the private secondary schools who

possess 15.8% of the total surveyed teachers. On the other hand, 13.4% of public secondary school teachers mentioned this impediment towards teachers' commitment though with small variation across individual schools (Table 4.3). Although delayed promotion was pronounced much in private secondary schools than public secondary schools but in public schools, teachers complained that there is delaying changes of salaries after promotion.

The researcher was interested to investigate the reasons behind delayed promotion for both private and public secondary schools. For the case of private secondary schools, the delaying of promotion was attributed to two major factors. The first is unclear promotion policy among private secondary schools that could be used to guide the entire process of promoting employees. The second identified factor was associated with the decline of student enrolment in most private secondary schools a situation that went hand in hand with the decline of school revenue. Thus, since promotion went hand in hand with the increase of the salaries. For the case of public secondary school, the reasons for delaying of promotion was not clearly known, though some teachers relate delaying of promotion with the employer 'actions of auditing of civil servants.

4.4.2.2 Unsupportive Working Environment

In order to encourage motivation to workers and commitment at larger, good and supportive environment is indispensable. Supportive working environment involves broad range of aspects such as availability of working resources or materials, presence of good physical infrastructures, presence of hygienic environment and

good security. The presence of such environment in work place, increase commitment among workers as they will be in a good state of doing their work efficiently. In regards to this study unsupportive working environment include the absence of good school physical infrastructures such as classrooms, libraries and laboratories; absence of teachers' houses; shortage of teaching and learning resources or materials; unhygienic environment and security at work. The absence of such working environment for teachers discourages high commitment levels among them hence unsatisfactory academic performance of students.

Findings reveals that, unsupportive working environment was ranked high among the factors influencing commitment to work among secondary school teachers. About 20% of the surveyed teachers mentioned this impediment towards teaching commitment (Table 4.3). In comparative basis between the two school categories, this factor was more observed among public secondary school teachers who occupy 10.8% of all surveyed teachers. On the other side 9.3% of the surveyed private secondary school teachers pointed the prevalence of unsupportive working environment as one of the obstructions towards their commitment to teach through with small variation among individual schools (Table 4.3).

The researcher was also interested to investigate the extent of unconducive working environment for both two school categories. For the case of public secondary schools, the extent of the problem was more severe and included inadequate physical infrastructures such as shortage of teachers' houses, shortage of teachers' offices and shortage of classrooms. Apart from inadequate physical infrastructures, unconducive

working environment was also revealed by the shortage of teaching and learning resources such as shortage of books, laboratory facilities and stationaries materials. On the side of private secondary schools, this problem was not much reported as in public secondary schools.

4.4.2.3 Absence of Appreciation for The Good Work

Studies on motivation and work commitment in general mention that, workers are not motivated with financial rewards only, but also non-financial rewards are effective in motivating workers and increase commitment to work in general. One of the effective non-financial rewards towards workers commitment is appreciation for the good work and effort shown by individual workers. Appreciation for the good work involves an acknowledgment of the employer to the employee for the efforts shown by the employee. The presence of appreciation for the good work, increase commitment among workers as they become motivated of increase their efforts further. In regards to this study, appreciation for the good work involves different forms of acknowledgement such as a letter from the employer to the employee for appreciation, verbal acknowledgments, and excursion for best performers. The absence of such appreciations tends to demoralise workers and hence low commitment.

Results from analysis show that absence of appreciation for the good work was also pointed as one of the key social factors affecting commitment levels among the surveyed teachers. About 19.2% of the total surveyed teachers mentioned this impediment (Table 4.3). In comparison between the two school categories, this factor

was much observed among public secondary schools who possess 11.6% of the total surveyed teachers. For private secondary schools, 7.5% of all surveyed teachers pointed the absence of appreciation for the good work as one of the limiting factors towards teaching commitment though with small variation among individual secondary school (Table 4.3). These findings from questionnaire survey concerning absence of appreciation for the good work was also noticed during focus group discussion as one public secondary school teacher cited.

We are trying to work hard through the environment is not conducive. But it seems that no one appreciate our works. Sometimes you may work hard and the outcome of the hard work revealed in students 'academic performance such that some few students miscarriage A or B in your subject during national examinations but no any appreciation from the authorities.....(One teacher from school "A" as quoted during field survey 2020).

Although the results show that there was absence of appreciation for the good work from both two categories of secondary schools, but the severity of the problem was low in private schools compared to public schools. The researcher was interested to know the reason behind such variation. The pointed reason for such variation was that the decision-making process in private schools concerning all affairs of the school was quick and easier as it involves fewer stakeholders particularly the owners of the school and their school administrators. Therefore, making decision regarding to appreciation of teachers was much easier in private schools than in public school where decision concerning process concerning the affairs of the school involved diversities of authorities ranging from school administrators, local government authorities at the district level, regional level to higher authorities at the ministerial level. Such a long chain of decision making in public secondary schools increase

bureaucracy and hence delaying of decision-making including appreciation for teacher's good work.

4.4.2.4 Exclusion in Decision Making by Administration

Scholars on decision making in an organisation argue that for the efficiency and prosperity and overall development of any organisation, participatory decision making is indispensable. With participatory decision making in an organisation all members are involved in the process of decision making. This approach has been proven to be effective since all members reach the consensus pertaining to a particular matter. This approach of decision making also helps members of an organisation develop an attitude of being part and parcel of an organisation hence become more committed in their works. While, exclusion of some members of an organisation in decision making process results to dissatisfaction of some members hence low commitment to work. In regard to this study exclusion in decision making refers to the marginalisation of teachers by school administrators in the entire process of decision-making pertaining to the development of school and entire achievements of institutional goals.

Findings revealed that show that exclusion of teachers by school administrators in decision making process was also pointed as one of the key social factors affecting commitment levels among the surveyed teachers. About 12.5% of the total surveyed teachers proclaimed this impediment towards commitment in teaching (Table 4.3). The comparative analysis between the two school categories of teachers revealed that this impediment was more reported among the private secondary school teachers

who constitute 10% of the total surveyed teacher. While 2.6% of the total surveyed teachers who reported this impediment were found in public secondary schools though with degree of variation among individual schools (Table 4.3).

The researcher became interested to investigate further the reason behind the variation of the extent of exclusion of teachers by school administrators in decision making process between the two school categories. Persistence of higher degree of exclusion of teachers by school administrators in decision making process among private secondary schools than public school was associated with the nature of ownership of these schools. Since the surveyed private secondary schools were owned by private individuals for both service provision and profit generation, there was more concentration of power and authority among the school owners.

4.4.2.5 Mishandling of Staff Conflicts by School Administrators

Experts of conflicts management and resolution argue that conflicts are inevitable among human societies, but the fundamental question is how such conflicts are managed and resolved. Conflicts are many ranging from intrapersonal, interpersonal to group conflicts. Any type of conflict is subjected to severe effects if not well managed and resolved in its early stage of development before escalating to huge conflict. In the context of working places conflicts are also inevitable and if they are not properly handled, they may grow into bigger conflicts and affects the atmosphere of the working place and lower commitment to work in general. In regard to this study, the mishandling of staff conflicts by school administrators refers to the failure of the school administrators to handle employees' conflict either by not paying

attention to conflicts among teachers or creating conflicts by favouring some of the teachers and ignoring other teachers. This situation reduces commitment among teachers and hence unsatisfactory students' academic performance.

Findings revealed that mishandling of staff conflicts by school administrators was the identified factor affecting commitment level among the surveyed secondary school teachers. About 10.8% of the total surveyed teachers mentioned this impediment towards teaching commitment (Table 4.3). Looking at the comparison between the two school categories, this factor was more reported among the public secondary schools who occupy 6.7% of the total surveyed teachers. On the other side, 4.2% of the total surveyed teachers were found on private secondary school pointed this impediment though with some degree of variation across individual school (Table 4.3). The conflicts among teachers were linked with substandard academic performance among students of the surveyed schools. These findings from questionnaire survey concerning mishandling of staff conflicts by school administrators was also noticed during focus group discussion as one public secondary school teacher reported.

It is true that there are elements of conflicts among teachers. Some of the teachers don't even greet each other because of conflicts among themselves. This situation has reduced greatly cooperation among teachers in their works. Unfortunately, I don't see any effort from the school administration or any other authority towards resolving such conflicts.....(One teacher from school "B" as quoted during field survey 2020)

The researcher was interested to investigate the common types of conflicts among the surveyed teachers. The findings revealed two common types of conflicts namely interpersonal conflict and intergroup conflicts were identified. The former involved

conflict between individual teachers while the latter involved the conflict between groups of teachers. All these scenarios were reported to greatly reduce cooperation among workers and thus low level of commitment among teachers that is reflected by unsatisfactory students' academic performance as shown in Figure 4.9 and Figure 4.10.

4.4.2.6 Low Involvements of School Authorities in Staffs' Social Affairs

Humans are social beings thus they need to interact each other to make their living possible. Similarly, workers, teachers in particular they interact with others in order to make their living possible. Also, workers including teachers they are part and parcel of the society thus they are faced with various social affairs which make them in need of support from other members of the society including their fellow workers. With respect to this study, the staff's social affairs included among others, wedding ceremonies, getting new baby in a family, funeral ceremonies, illness of members of the family or other relatives, faced with criminal cases and other related social affairs.

Findings revealed that low involvements of school authorities in staffs' social affairs was one of the social factors affecting commitment level among the surveyed secondary school teachers. About 8.3% of the total surveyed teachers pointed this impediment towards teaching commitment (Table 4.3). In comparing the situation between the two categories of secondary school, low involvements of school authorities in staffs' social affairs were more reported among the public secondary schools who occupy 5% of the total surveyed teachers. On the other hand, 3.3% of

the total surveyed teachers were found in private secondary schools reported this impediment towards their commitment to teaching though with small variation across individual schools (Table 4.3). Low involvements of school authorities in staffs' social affairs were linked to unsatisfactory students' academic performance in the respective schools due to dissatisfaction of teachers and thus low commitment.

The researcher was interested to investigate the reason for those low involvements of school authorities in staffs' social affairs. The researcher found that there were no strong reasons given for low involvement of school authorities in staffs' social affairs. The identified reasons were related with the individual relations among teachers themselves and the administrators. Apart from being administrators, the heads of schools are social being, so they had friendship with other teachers whom they share their social life. The prevalence of such situations threatens the good students' academic performance and school development in general as depicted in Figure 4.9 and Figure 4.10.

4.5 The Role of School Administrators towards Teachers' Commitment

The success and development of any organisation depends the strength of administrators. Administrators have vital role towards workers commitment. In the context of education, school administrators have key role to play towards increasing teachers' commitment and the entire development of the school. Such roles include shaping vision of academic success for all students, creating a climatic hospitable to education for both teachers and students, cultivate leadership to others, help in improving instruction and managing people, data and processes. During field survey,

teacher from both two school categories were asked whether there is any role played by school administrators in motivating teachers' commitment and to what extent the role played by school administrators motivate teachers' commitment.

The finding revealed that majority of the surveyed teachers were not satisfied by the role played by school administrators towards teachers' commitment. The analysis shows that about 39.2% of the total surveyed secondary school teachers declared that they were not satisfied with the role played by school administrators towards teachers' commitment. In comparative basis, out of 39.2% of unsatisfied teachers, 27.5% were found in public secondary schools and 11.7% were found in private secondary schools (Figure 4.7). The finding further revealed that 32.5% of the surveyed teachers were somehow satisfied with the role played by school administrators towards teachers' commitment. Out of 32.5% of the teachers who were somehow satisfied with the role played by school administrators towards teachers' commitment, 14.1% were found in public secondary schools and 18.4% were found in private secondary schools. While only 28.3% of the total surveyed secondary school teachers admitted that they were satisfied with the role played by school administrators towards teachers' commitment (Figure 4.7).

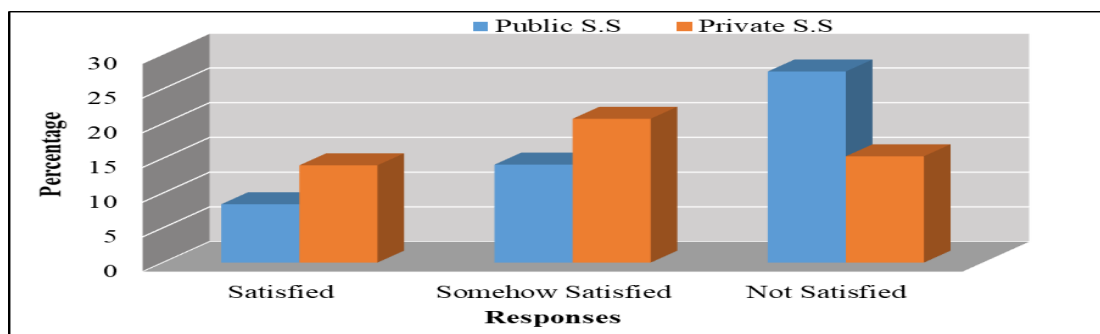


Figure 4.7: Response on the Role of School Administrators towards Teachers'

Source: Field Data (2020).

However, the few teachers who admitted to be satisfied or somehow satisfied with the roles played by school administrators towards teachers' commitment they pointed various roles played by school administrators towards teachers' commitment. The mentioned roles were encouraging, nurture and support teachers in teaching and learning; creating conducive environment for teaching and learning; provide teaching and learning resources; involvement of teachers in decision making and relationships inside and outside the school community. It was further observed that, the roles played by school administrators towards teachers' commitment vary across school categories such that some roles were much reported in public secondary schools while other roles were reported in private secondary school (Table 4.4).

Items Response Rate			
Aspects of Commitment	Public Schools Respondent	Private Schools Respondents	Total Respondents
Providing teaching and learning resources.	17 out of 60	29 out of 60	46 out of 120
Creating conducive environment for teaching and learning.	15 out of 60	19 out of 60	34 out of 120
Encourage, nurture and support teachers in teaching and learning.	14 out of 60	17 out of 60	31 out of 120
Involvement of teachers in decision making	13 out of 60	9 out of 60	22 out of 120
Promoting good relationships inside and outside the school community.	8 out of 60	13 out of 60	21 out of 120

Source: Field Data (2020).

The findings of this study are in line with the findings of HakiElimu (2011) who conducted a study in Tanzania on teachers' qualifications, motivation and commitment to teach and their implications on quality education. The study pointed that, despite the number of challenges facing school leaders in Tanzania, these school leaders have been playing a vital role in education achievements at school levels and to the national level at large. Among the identified measure is ensuring consistently

good teaching and learning; managing behaviour and attendance of staffs; managing resources and teaching environment; organising the school as a professional learning community and developing partnerships beyond the school to encourage parental support for learning and new learning opportunities. However, the study of HakiElimu (2011) used only public secondary school teachers as the unity of analysis. In order to gain deeper understanding on the roles played by school administrators towards teachers' commitment this study has included both public and private secondary school teachers for comparative analysis.

4.5.1 Providing Teaching and Learning Resources

Any occupation needs specific resources to assist a worker in performing his or her day-to-day activities at work efficiently. Such tools usually are provided by the employer or by the head of the institution or department on behalf of the employer. In the context of teaching and learning various resources are vital such as text books for teachers and students, laboratory facilities for experiments, specific teaching resources for individual subjects, curriculum documents such as syllabus and other teaching documents such as scheme of works, lesson plans and log books. The provision of such teaching and learning resources to teachers is catalysts towards teaching commitment as they enable teachers to easily assist students in the whole process of learning. Also, the provision of such resources makes the teacher feel that they are recognized and valued by the employer hence they become more committed in their teachings a situation that eventually improves students' academic performance.

Insofar as this study is concerned, the findings reveal that the provision of teaching and learning resources was pointed as one of the roles played by school administrators towards stimulating teachers' commitment. However, it was observed that only 46 teachers out of 120 surveyed teachers which is equal to 38% of all surveyed teachers acknowledged that they were provided with teaching and learning resources by school administrators on time (Table 4.4). On the comparative basis between the two categories of schools, timely provision of teaching and learning resources was more observed among private secondary school teachers where 29 teachers out of 60 private schools surveyed teachers which is equal to 48% of the overall surveyed teachers acknowledged this role. On the other side 17 teachers out of 60 public schools surveyed teachers which is equal to 28% of the overall surveyed teachers admitted to be provided with teaching and learning resources timely (Table 4.4).

4.5.2 Creating Conducive Environment for Teaching and Learning

Conducive working environment is fundamental for efficiency and productivity of an employee. For realisation of the institution achievements and development, employers or managers have the responsibility of creating conducive working environment. In the context of education, secondary school in particular conducive environment for teaching and learning include things like the presence of good physical infrastructures such as classrooms, libraries and laboratories; presence of teachers' houses; hygienic environment and security at work. The presence of such facilities in school acts as catalyst for teachers' commitment towards teaching.

As far as this study is concern the findings reveals that the creation of conducive environment for teaching and learning was mentioned as one of the roles played by school administrators towards stimulating teachers' commitment though with few teachers. For instance, it was observed that only 34 teachers out of 120 surveyed teachers which is equal to 28% of all surveyed teachers accepted that school administrators were creating conducive environment for teaching and learning (Table 4.4).

In comparison between the two categories of secondary schools, creating conducive environment for teaching and learning by school administrators was more observed among private secondary school teachers were 19 teachers out of 60 private schools surveyed teachers which is equal to 16% of the total surveyed teachers revealed this role. On the other hand, 15 teachers out of 60 public schools surveyed teachers which is equal to 12% of the overall surveyed teachers admitted that school administrators were struggling to create conducive environment for teaching and learning (Table 4.4).

4.5.3 Encourage, Nurture and Support Teachers in Teaching and Learning

Workers in any working organisation usually are facing multiple challenges in the course of performing their daily tasks at work. Such challenges may discourage workers and reduce efficiency and productivity and eventually low commitment level among individual workers. Therefore, employers or administrators have greater role to play towards encouraging, nurture and support workers in their daily functions. In the context of education, secondary schools in particular, school

administrators have the duty to encourage, nurture and support teachers in the whole process of teaching and learning.

With regard to this study, findings reveal that encouraging, nurturing and supporting teachers in teaching and learning process was pointed as one of the roles played by school administrators towards promoting teachers' commitment though with few teachers. For instance, it was observed that only 31 teachers out of 120 surveyed teachers which is equal to 26% of all surveyed teachers accepted that school administrators were encouraging, nurturing and supporting teachers in teaching and learning process (Table 4.4). Comparing the two school categories, encouraging, nurturing and supporting teachers in teaching and learning process by school administrators was more observed among the private school teachers were 17 teachers out of 60 private schools surveyed teachers which is equal to 14% of the total surveyed teachers revealed this role. On the other hand, 14 teachers out of 60 public secondary school surveyed teachers which is equal to 11% of the overall surveyed teachers admitted that school administrators were playing a greater role in encouraging, nurturing and supporting teachers in teaching and learning process (Table 4.4).

The researcher was also interested to investigate the nature of encouragement and support of school administrators to teachers. The identified encouragements and support include appreciation for the effort shown by individual teachers through letters and sometimes orally, the provision of rewards and gifts to committed teachers, organising seminars on effective teaching and learning, promote carrier

development among teachers by permitting them to go for further studies and organising outside trips to staff members. Such scenarios were associated with increasing commitment among teachers in some of the surveyed schools.

4.5.4 Involvement of Teachers in Decision Making

One of the factors affecting efficiency and effectiveness of many organisations is low involvement of the organisation members in decision making. There is a growing tendency of the top administrators to make decisions that affects an organisation without involving other stakeholders of the organisation particularly the junior staffs. This challenge is associated with several other related challenges such as occurrence of conflicts in an organisation and the emergence of informal groups which may be powerful to the extent of threatening the statuesque of the formal groups. Also, low involvement of workers in decision making results to demoralisation of workers and make them feel that they are not part and parcel of an organisation. In the context of education, low involvement of teachers by school administration has been pointed as the limiting factor towards teachers' commitment and general students' academic performance. Therefore, school administrators have the responsibility of ensuring that teachers are fully involved in decision making pertaining to school development.

Regarding to the involvement of teachers in decision making as one of the roles played by school administrators towards promoting commitment among teachers the findings revealed that only few surveyed teachers acknowledged this role. For instance, it was observed that only 22 teachers out of 120 all surveyed teachers which is equal to 18% of all surveyed teachers accepted to be involved in decision making

by school administrators (Table 4.4). In comparison between the two categories of secondary schools, involvement of teachers in decision making was more observed among the public secondary school teachers were 13 teachers out of 60 public schools surveyed teachers which is equal to 11% of the total surveyed teachers admitted this role played by school administrators towards promoting teachers' commitment and school development in general (Table 4.1). On the other hand only 9 teachers out of 60 private schools surveyed teachers which is equal to 8% of the overall surveyed teachers approved to be involved in decision making (Table 4.4).

The researcher was interested to investigate further the parameters in which teachers were involved in decision making about their schools' development. Among other parameters, teachers were involved in making decisions on various issues pertaining to day-to-day operation of the school such as students' disciplinary cases, buying of teaching and learning resources, information on school financial status and school development programmes in general. Such scenarios were associated with increasing commitment among teachers in some of the surveyed schools as teachers felt to be considered by school administration in decision making.

4.5.5 Promoting good Relationships Inside and Outside the School Community

The way workers in an organisation relates one other have greater impact in the effectiveness and prosperity of the organisation. This implies that if the relationships among workers is antagonistic relations, workers tend to be suspicious to one another and spend much time in defending against their counterparts a situation that reduces efficiency and productivity of workers. Meanwhile, harmonious relations among

workers in an organisation tends to bind workers together and increase cooperation among themselves for the realisation of organisation's goals and objectives. However, not only inside relations are crucial, but also good relations between the organisation and the outside community is also very important for the development of any organisation.

Findings revealed that only 21 teachers out of 120 surveyed teachers which is equal to 17% of all surveyed teachers accredited that school administrators were promoting good relationships inside and outside the school community (Table 4.4). In comparative basis between the two categories of secondary schools' promotion good relationships inside and outside the school community was more observed among the private secondary school teachers were 13 teachers out 60 private secondary school teachers which is equal to 11% of the total surveyed teachers admitted this role played by school administrators towards catalysing teachers' commitment and school development in general. On the other hand, only 8 teachers out of 60 public schools surveyed teachers which is equal to 7% of the overall surveyed teachers acknowledged the efforts done by school administrators in promotion of good relationships inside and outside the school community as one of the roles towards catalysing teachers' commitment and overall students' academic performance.

4.6 Other Authorities that Supported Teachers Apart from School Administrators

The researcher was interested to know whether there are other authorities apart from school administrators that supported teachers in their teaching carrier. Very few

teachers acknowledged to receive support from other authorities apart from school administrators with significant variation across the school categories. The identified authorities were Tanzania Teachers' Union, district teachers' department, regional quality control office and district quality control office, regional education office, district education office and ward education coordination office (Table 4.5). However, as far as this study is concern these authorities were grouped based on their role played towards prompting teachers' commitment and four groups were identified during discussion.

Table 4.4: Other Authorities that Supported Teachers Apart from School Administrators

Other Authorities Responses	Public Schools Responses		Private Schools Responses		Total	
	Yes (%)	No (%)	Yes (%)	No (%)	Yes (%)	No (%)
Tanzania Teachers' Union	23 (38.3)	37 (61.7)	2 (3.3)	58 (96.7)	23 (19.2)	97 (80.8)
Regional Education Office	21 (35)	39 (65)	4 (6.7)	56 (93.3)	25 (20.8)	95 (79.2)
Regional Quality Control Office	5 (8.3)	55 (91.7)	1 (1.6)	59 (98.3)	6 (5)	114 (95)
District Education Office	13 (21.7)	47 (78.3)	7 (11.7)	53 (88.3)	20 (16.7)	100 (83.3)
District Quality Control Office	8 (13.3)	52 (86.7)	3 (5)	57 (95)	11 (9.2)	109 (90.8)
Teachers' Service Commission	16 (26.7)	44 (73.3)	5 (8.3)	55 (91.7)	21 (17.5)	99 (82.5)
Ward Education Coordination Office	6 (10)	54 (90)	2 (3.3)	58 (96.7)	8 (6.7)	112 (93.3)

Source: Field Data (2020).

One of the identified authorities that were reported to support teachers in their carrier was Tanzania Teachers Union (TTU) were only 23 teachers out of 120 surveyed teachers which is equal to 19% of all surveyed teachers accredited to receive support from the union (Table 4.5). In comparison between the two school categories, public secondary school teachers were reported to receive support from the union than private secondary school teachers with 38% and 3% of all surveyed teachers respectively (Table 4.5). It was reported that the union helped teachers during the

conflicts with the employer as well as demanding some of the rights such as promotion and annual salary increments. The researcher was also interested to investigate the reason for a significant variation between private and public secondary schools regarding the support from Tanzania Teachers Union. The findings revealed that the union was concerned with teachers who were registered and contribute their membership fee on monthly basis, which majority of private school teachers were not registered members of the union.

Apart from Teachers Union, another authority that was reported to support teachers in their carrier was Teachers Service Commission (TSC) at district level. This authority was mentioned by some of the teachers in surveyed schools as one of the authorities that promote teachers in the carrier. This authority was reported to assist teachers in disciplinary cases either with the employer or among themselves. It was pointed out that, the authority acts as the mediator between teachers and the employers during negotiation. However, only 21 teachers out of 120 surveyed teachers which is equal to 17% of all surveyed teachers reported to receive support from Teachers Commission (Table 4.5). The comparison between the two school categories shows that public secondary schools were receiving support from the commission more than private secondary school teachers with 27% and 8% of all surveyed teachers respectively (Table 4.5).

Other authorities that were reported to support teachers in their carrier were quality control education offices at regional and district levels. These authorities were mentioned by some in surveyed schools as among the authorities that encouraged

teachers in their carrier. These authorities were reported to assist teachers in organising and facilitating teaching and learning in classroom setting. Also, these authorities shared with teachers in the preparation of teaching supporting documents such as scheme of works, lesson plans, lesson notes and log books. However, only 34 teachers out of 120 teachers which is equal to 28% of all surveyed teachers reported to receive support from both regional and district education quality control offices (Table 4.5). The comparison between the two school categories revealed that public secondary schools received support from education quality control offices more than private secondary schools with 21% and 7% of all surveyed teachers respectively (Table 4.5).

Moreover, the findings revealed that, teachers in the study area were also receiving support from regional education office, district education office and ward education coordination office. These authorities were reported to play similar role in support teachers with the difference being on the area coverage such that the regional education office was responsible for the whole region, while the district education office was responsible for the district only and ward coordination office was responsible for the ward level. These authorities were overseers of educational affairs each at its respective level. Also, these authorities were responsible for finding solutions to various challenges facing teachers in their working area. Also, it was observed that, these authorities were responsible for organising seminars and short trainings to teachers concerning the teaching carrier. However, only 53 teachers out of 120 teachers which is equal to 44% of all surveyed teachers reported to receive support from both regional, district and ward education offices (Table 4.5). The

comparison between the two school categories revealed that public secondary schools received support from these three authorities than private secondary schools with 24% and 10% of all surveyed teachers respectively (Table 4.5).

4.7 Implication of Teachers' Commitment on Teaching and Learning Process

Teaching and learning are a complex process that involves interaction between different components. For effective teaching and learning to take place there should an interaction between the facilitator and the learner, interaction among learners themselves and interaction between learners and the teaching and learning resources. The coordination of these interactions requires not just a trained teacher with content mastery and pedagogy but also a strong committed teacher. During field survey number of implications of teachers' commitment on teaching and learning were identified which are referred as aspects of commitment in the context of this study. Such aspects of commitment include attending at work regularly as required, preparing teaching and learning supporting documents, timely feedback of learners' assessment and evaluation, close supervision of learners during teaching and learning, timely coverage of syllabus and timely accomplishment of assigned tasks. It was further noticed that the implication of each aspect of commitment on teaching and learning was varying across school categories and within individual schools within each category (Figure 4.8).

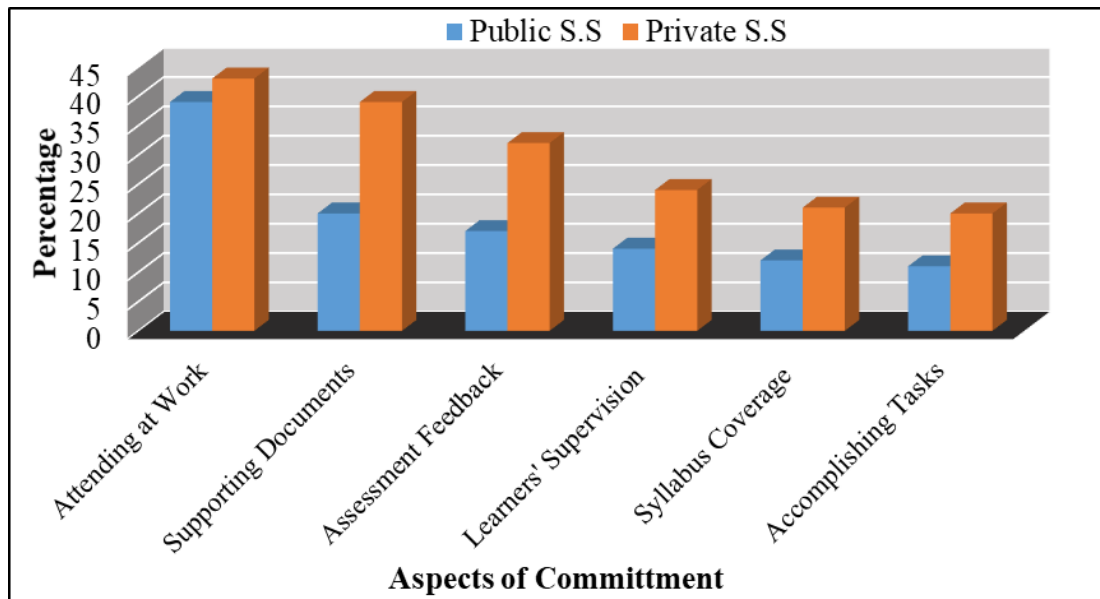


Figure 4.8: Implication of Teachers' Commitment on Teaching and Learning

Source: Field Data (2020).

Findings of this study correlates with the findings of Uwezo (2016) who conducted a survey in Tanzania to investigate teachers' perceptions of their profession and commitment in general. The study cited major aspects of commitment among teachers in Tanzania. Among the identified aspects of commitment that affects effective teaching and learning include Such aspects of commitment include attending at work regularly as required, preparing teaching and learning supporting documents, timely feedback of learners' assessment and evaluation, close supervision of learners during teaching and learning, timely coverage of syllabus and timely accomplishment of assigned tasks. However, the study of Uwezo (2012) used only public secondary school teachers as the unity of analysis. In order to grasp deeper understanding on the aspects of commitment towards teaching and learning this study has include both public and private secondary school teachers for comparative analysis.

4.7.1 Attending at Work Regularly as Required

Attending at work regularly as required is the key obligation of an employee in any organisation. This is based on the assumption that, when employees are at work, they real work that is why employers or managers always make close follow-up of employees' attendance by introducing signing books or electronic machines for signing. In the context of teaching and learning, teachers attending at work regularly as required is of vital importance since the contents to be covered in each subject has been assigned a time frame that is why each topic and sub topic has specific duration stipulated in terms of hours. Therefore, failure to attend at work regularly as required may results to inadequate coverage of the topics and subtopics as stipulated in the syllabus. Also, the failure of teachers to attend at work regularly as required makes students failing to get assistance from teachers pertaining to difficult issues arise in the course of learning. This situation in turn hinders effective learning among learners and hence unsatisfactory students' academic performance.

Findings of this study revealed that majority of teachers attended at work regularly as required. For instance, 98 teachers out of 120 surveyed teachers which is equal to 82% of all surveyed teachers attended at work regularly as required (Figure 4.8). On comparative basis between the two school categories, private secondary school teachers reported to attend at work more regularly as require were 51 teachers out of 60 private school surveyed teachers which is equal to 43% of the overall surveyed teachers reported to attendant work regularly as required. On the other hand, 47 teachers out of 60 public secondary schools surveyed teachers which is equal to 39%

of the overall surveyed teachers admitted that they were attending at work regularly as required (Figure 4.8).

The researcher was interested also to know why satisfactory number teachers attended at work regularly as required but students' academic performance among the surveyed schools were unsatisfactory. The reason pointed for such situation was that, teachers attended at school but classroom instructions were not effectively conducted due to low commitment among teachers. Moreover, the findings revealed that teachers were attending at work regularly not because they were well committed but because of fear of being punished by school administrators as one public secondary school teacher narrated during focus group discussion.

These days the school administrators are very serious on absenteeism at work. For instance, it was just last week, one of my officemates received a letter from the headmaster directing him to give reasons for not attending at work for two day consecutively without permission.....(One teacher from school "C" as quoted during field survey 2020).

4.7.2 Preparing Teaching and Learning Supporting Documents

Any academic related task needs close supervision and monitoring. Teaching and learning processes are academic related tasks that needs close supervision and monitoring. One of the mechanisms to monitor teaching and learning is through preparation of the required supporting documents. Such documents include scheme of works, lesson plans, lesson notes and subjects log books. These documents are prepared by teachers or facilitators to enable effective teaching and learning. With these documents, teachers or instructors disintegrate the curriculum document (syllabus) and narrow it down to implementable parts basing on the levels of

learners. The preparation of these documents does not only assist instructors to systematically organise their teachings, but also such documents acts as evidences of how learning is organised in classroom settings. Thus, school administrators as well as education quality control officers and other authorities use such documents to monitor teaching and learning. Moreover, the preparation of teaching and learning supporting documents helps a teacher who will take off the subject from another teacher for whatever reason to know what has been covered and what has not yet covered. Failure to adequately prepare teaching and learning supporting documents distorts the entire process of teaching and learning and makes difficulty to monitor the teaching and learning process.

Findings from this study revealed that satisfactory number of teachers were preparing teaching and learning supporting documents. For instance, 71 teachers out of 120 surveyed teachers which is equal to 59% of all surveyed teachers reported to prepare teaching and learning supporting documents as required (Figure 4.8). On comparative basis between the two school categories, private secondary school teachers reported to adequately preparing teaching and learning supporting documents than public school teachers. Such that, 47 teachers out of 60 private school surveyed teachers which is equal to 39% of the overall surveyed teachers reported to adequately prepare teaching and learning supporting documents. On the other hand, only 24 teachers out of 60 public secondary school teachers which is equal to 20% of the overall surveyed teachers admitted that they were adequately preparing teaching and learning supporting documents (Figure 4.8).

The researcher was also interested to know the reason to unsatisfactory students' academic performance despite the fact that satisfactory number of teachers reported to prepare teaching and learning supporting document. The identified reason was that, teachers were preparing such documents not for the sake of make use of the documents but in order to please the administrators and other authorities. Therefore, no wonder that satisfactory number of teachers prepared teaching and learning supporting documents but commitment level was low this is because preparing teaching and learning supporting documents was one thing, but make effective use of the documents was another thing.

4.7.3 Timely Feedback of Learners' Assessment and Evaluation

Assessment and evaluation are part and parcel of teaching and learning process. Assessment and evaluation can either be done at the beginning of the course or programme, during the course or programme as well as at the end of the course or programme. Through assessment and evaluation particularly continuous assessment and evaluation teachers or instructors are informed on the academic progress of their learners. Also, through assessment and evaluation learners identify areas that are challenging to them and thus pay special attention to such areas or topics. Nevertheless, for effective assessment and evaluation timely feedback is essential. With timely feedback, learners are informed instantly on their academic progress and thus take initiatives to improve without delaying. Delaying feedback of learners' assessment and evaluation such as monthly tests, midterm tests, terminal and annual examinations demoralize learners in learning process eventually results to unsatisfactory academic performance in national examinations.

Findings from this study revealed that almost half of surveyed teachers mentioned to delay giving feedback to learners' assessment and evaluation. For instance, 59 teachers out of 120 surveyed teachers which is equal to 49% of all surveyed teachers reported to delay giving feedback to learners' assessment and evaluation (Figure 4.8). In comparing the two school categories, private secondary school teachers reported to provide timely feedback of learners' assessment and evaluation than public secondary school teachers. Such that 39 teachers out of 60 private school surveyed teachers which is equal to 33% of the overall surveyed teachers reported to timely giving feedback to learners' assessment and evaluation. On the other hand, only 20 teachers out of 60 public secondary school teachers which is equal to 16% of the overall surveyed teachers admitted to provide timely feedback to learners' assessment and evaluation (Figure 4.8). Therefore, findings reveal learners in the study area were not receiving feedback of their assessments and evaluation at the right time. These findings from questionnaire survey concerning delaying feedback of learners' assessment and evaluation were also noticed during focus group discussion as one public secondary school student narrated.

We are given tests and examinations several times ranging from monthly tests, midterm tests, terminal to annual examinations. The problem comes on the feedback of those tests and examinations. The results and reports are not released on time. For instance, when we were in form tree. We did terminal examinations at the end of May and the school was closed without given reports..... (One student from school "C" as quoted during field survey 2020).

4.7.4 Close Supervision of Learners During Teaching and Learning

Close supervision of learners during teaching and learning is essential for any approach of teaching whether is participatory or non-participatory teaching. Learners

needs to be guided during teaching and learning. Learners should be guided on what they should learn at a particular level they belong. This needs adequate skills of classroom management among facilitators or teachers. In the context of secondary school level, close supervision of learners during teaching and learning is even of great importance due to the age of learners. At the level of secondary school most of the students are at the age of adolescence ranging between 13 to 20 years, the age in human development that is featured with many changes of an individual such as changes of behaviour associated with the influence of peer groups, lack of clear vision on what an individual wish to be in the future and failure to link the education they are struggling for with the future life. Such circumstances necessitate the need for close supervision and follow up during learning process among secondary school students. Such supervisions and follow ups include, ensuring that learners complete all their classroom tasks such as doing, assignments, exercises, tests and examinations. Also, instructors or teachers have the responsibility of ensuring that learners attend classes regularly as required.

Findings from this study revealed that less than a half of surveyed teachers were making close supervision of learners during teaching and learning while the majority were not making close supervision. For instance, 45 teachers out of 120 surveyed teachers which is equal to 37% of all surveyed teachers were making close supervision of learners during teaching and learning (Figure 4.8). However, there was greater variation on the levels of supervision of learns during teaching and learning between the two categories of secondary schools such that private secondary

school teachers were making close supervision of learners during teaching and learning than public secondary school teachers.

It was revealed that 28 teachers out of 60 private secondary school teachers which is equal to 23% of all surveyed teachers were making close supervision of learners during teaching and learning. On the other hand, only 17 teachers out of 60 public secondary school teachers which is equal to 14% of the overall surveyed teachers were reported to make close supervision of learners during teaching and learning (Figure 4.8).

4.7.5 Timely and Adequately Coverage of Syllabi

Syllabus is a curriculum document that shows what learners should cover in a particular level of learning. In fact, it is a guideline that shows the direction on what should be covered in particular level of learning. Each subject has the syllabus showing the contents to be covered each class level arranged in from main objectives, competences to be covered, topics to sub topics. From the syllabus a teacher extracts the contents and put them in small parts to be covered in a particular class level. The documents prepared from the syllabus are scheme of works, lesson plan and lesson notes that are used by the teacher in the course of teaching and learning.

Timely coverage of syllabus is very important since learners will acquire all the required content on time and have more time to make their revisions for adequate mastering of the content and skills. Also, adequate and timely coverage of syllabus enables students to be in a good position of performing well in their national

examinations since such examinations are composed from the topics and subtopics stipulated in the syllabus. Timely and adequate coverage of syllabus is possible if teachers are well committed in their teachings. Low commitment levels among teachers results into irregular attendance of classes and thus failing to cover the syllabus adequately and timely a situation that results to unsatisfactory students' academic performance.

Findings from this study revealed that majority of the surveyed teachers were not covering the syllabus adequately and timely a situation that was associated with unsatisfactory students' academic performance in the surveyed schools. For instance, only 40 teachers out of 120 surveyed teachers which is equal to 33% of all surveyed teachers reported to cover the syllabi adequately and timely. However, there was greater variation on the timely and adequately coverage of the syllabus between the two categories of secondary schools such that private secondary school teachers were reported to cover the syllabus adequately and timely than public secondary school teachers. The analysis showed that 25 teachers out of 60 private school teachers which is equal to 21% of all surveyed teachers were reported to cover the syllabi adequately and timely (Figure 4.8). Conversely, only 15 teachers out of 60 public secondary school teachers which is equal to 12% of the overall surveyed teachers were reported to cover the syllabi adequately and timely (Figure 4.8). These findings from questionnaire survey concerning inadequately and untimely coverage of syllabi was also noticed during focus group discussion as one public secondary school student narrated.

Adequacy and timely coverage of syllabi is a challenge in our school. Some teachers are not covering the syllabus adequately and timely. For instance, when we are making revision by solving questions from national examinations past papers, we find some of the questions asked from the topics of previous classes which we have already passed, but the questions appear to be new to most of us..... (One student from school “D” as quoted during field survey 2020).

4.7.6 Timely Accomplishment of Assigned Tasks

Timely accomplishment of assigned tasks is one of the elements of commitment of an employee in any organisation. Timely accomplishment of assigned task implies that a worker is knowledgeable in his or her profession. Also, timely accomplishment of assigned task implies that an employee can work independently under minimum supervision. In the context of education, teaching and learning in particular timely accomplishment of assigned tasks is of greater importance since teaching involves number of tasks which all together contribute to directly or indirectly to students’ academic performance and overall mental and physical development of students. Teachers or instructors usually are assigned different tasks apart from teaching but those tasks have either direct or indirect impacts on students’ academic performance. Such tasks include among other things, preparation of academic reports, organising study tours, make follow ups on students’ attendance, handling various students’ indiscipline cases. Timely accomplishment of these tasks gives a chance for other programmes at the school to be accomplished on time with desirable outcomes. The accomplishment of assigned tasks at the right time needs a teacher who is committed in his or her work with ambition to assist learners in their learning process.

Findings from this study revealed that majority of the surveyed teachers were not accomplishing assigned tasks timely a situation that has been associated with

substandard students' academic performances. The analysis revealed that only 37 teachers out of 120 surveyed teachers which is equal to 31% of all surveyed teachers reported to accomplish assigned tasks timely (Figure 4.8). However, in comparison between the two categories of secondary schools, private secondary school teachers were reported to accomplish assigned tasks timely than public secondary school teachers. For instance, 24 teachers out of 60 private school surveyed teachers which is equal to 20% off all surveyed teachers were reported to accomplish assigned tasks timely. On the other hand, only 13 teachers out of 60 public secondary school teachers which is equal to 11% of all surveyed teachers were reported to accomplish assigned tasks timely. (Figure 4.8).

Failure to accomplishing the assigned task timely among the majority of surveyed teachers was a sign of low commitment levels among teachers a situation that was associated with unsatisfactory students' academic performance among the surveyed schools.

4.8 Implication of Teachers' Commitment on Students' Academic Performances

As far as the fourth objective is concern, the study was intended to investigate the implication of teachers' commitment on students' academic performance in the study area. As findings revealed that majority of the surveyed teachers were not well committed in their teachings though with variations across the two school categories and between individual schools (Figure 4.4). Similarly, students' academic performances in the surveyed secondary schools followed the similar pattern such

that performances were generally unsatisfactory among the surveyed schools though with variation across the two categories of schools and between individual schools. As revealed by the findings, private secondary school teachers were somehow committed than public secondary school teachers. Correspondingly, the academic performances of private secondary schools were somehow better off than those of public secondary schools. Therefore, the findings depict that there is a direct relationship between the levels of teachers' commitment and students' academic performances as shown in Figure 4.9 and Figure 4.10.

4.8.1 Implication of Teachers' Commitment on Students' Academic Performance Among the Surveyed Private Secondary Schools

As revealed by the findings, there is a direct relationship between the levels of teachers' commitment and students' academic performance in the surveyed schools. Private secondary school teachers were rather more committed than public secondary school teachers (Figure 4.4). This commitment level was reflected by students' academic performance levels among the surveyed private schools. The grade point average referenced as average GPA for each school was extracted from form four national examinations for the period between 2015 and 2019 to establish the performance trends. The coefficient of determination (R^2), a number that indicates how well the data fit a statistical model (Holger & Shinichi 2013) was run in the excel trend line analysis tool to investigate the rate at which students' performances were decreasing or increasing. The results revealed different equations for each school, such that the equation for school "E" reads as $y = -0.0365x + 3.5258$ with $R^2 = 0.1166$; school "F" reads as $y = -0.1306x + 0.7048$ with $R^2 = 0.5257$; school "G" is

$y = 0.0013x + 3.555$ with $R^2 = 0.0002$ and the equation for school “H” is $y = -0.0152x + 2.9495$ with $R^2 = 0.0274$ (Figure 4.9).

The average GPA as used by the National Examinations Council of Tanzania (NECTA) ranges from 1 to 5 with the interpretation that the increase of GPA implies the decline of performance since the lower the GPA the good the performance and the higher the GPA the lower the performance. Thus, the results tested by the regression line showed that the GPAs for school “E” were decreasing though with fluctuating trends by the rate of 0.1166, while GPAs of school “F” decreased by the rate of 0.5257. On the other hand, the GPAs of school “G” increased by the rate of 0.0002 while the GPAs of school “H” decreased by the rate of 0.0274 (Figure 4.9). With the exception of school “G” whose GPA show the increasing trend which implies the decline of performance though it is statistically insignificant decrease since the rate of decline was above 0.5 the rest of three private schools shows the decrease of GPA which implies the increase in performances.

However, the increase of performance was statistically significant only in school “F” whose rate of increase was above 0.5, while the remain two school “E” and “H” shows the increase of performance was statistically insignificant decline because the fitted line shows all the R^2 values (coefficient of determination) are below 0.5 (Figure 4.9). Nevertheless, though the performances of most of the surveyed private secondary schools in the study area showed an increasing trend with fluctuations, their performances were still below average such that their GPAs for the period between 2015 and 2019 were ranging from 2.8 to 3.6 (Figure 4.9). This status of

academic performances among the surveyed private secondary schools were reflected by the levels of commitment among the surveyed private secondary schools as shown in figure 4.4.

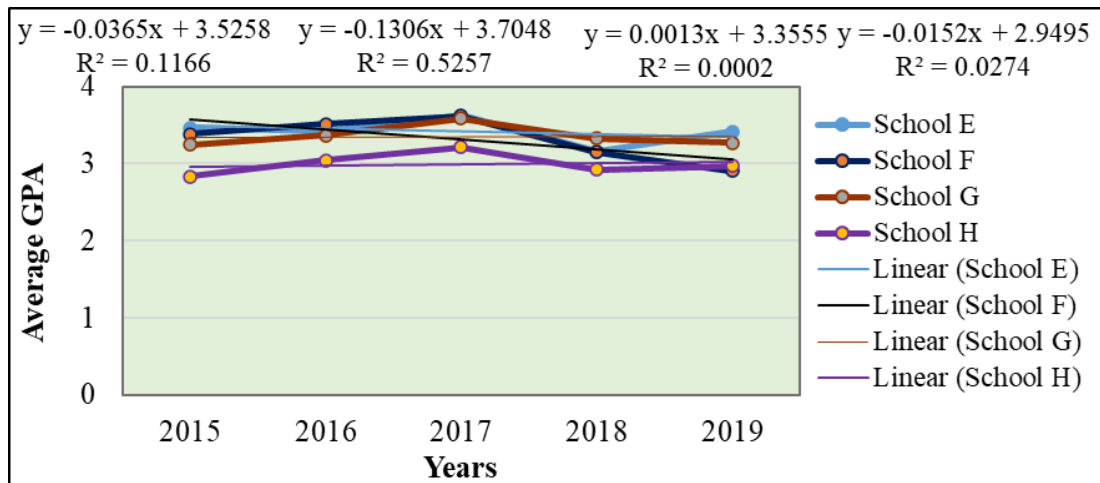


Figure 4.9: Performance trends of selected private secondary schools in the study area between 2015 and 2019 in grade point average

Source: Field Data (2020)

4.8.2 Implication of Teachers' Commitment on Students' Academic Performances Among the Surveyed Public Secondary Schools

Analysis of the findings shows that there was a direct relationship between the levels of teachers' commitment and students' academic performance in the surveyed schools. Public secondary school teachers were less committed compared with private secondary school teachers (Figure 4.4). This commitment levels were reflected by students' academic performances among the surveyed public secondary schools. The grade point average referenced as average GPA for each surveyed public secondary school were extracted from form four national examinations for the period between 2015 and 2019 to establish the performance trends. The coefficient of determination (R^2), was run in the excel trend line analysis tool to investigate the rate

at which students' performances were decreasing or increasing. The results revealed different equations for each public secondary school, such that the equation for school "A" reads as $y = 0.1767x + 4.8026$ with $R^2 = 0.8097$; school "B" reads as $y = -0.17x + 0.5138$ with $R^2 = 0.3484$; school "C" is $y = 0.1985x + 4.5373$ with $R^2 = 0.7421$ and the equation for school "D" is $y = 0.2366x + 4.4684$ with $R^2 = 0.7998$ (Figure 4.10).

As the average GPA used by the National Examinations Council of Tanzania (NECTA) ranges from 1 to 5 with the interpretation that the increase of GPA implies the decline of performance and the decline of GPA implies the increase of performance. Therefore, the lower the GPA the good the performance and the higher the GPA the lower the performance. The results tested by the regression line showed that the GPAs for school "A" were increasing by the rate of 0.8097, while GPAs of school "B" decreased by the rate of 0.3484. On the other hand, the GPAs of school "C" increased by the rate of 0.7421 while the GPAs of school "D" increased by the rate of 0.7998 (Figure 4.10). With the exception of school "B" whose GPA show the decreasing trend which implies the increase of performance though it is statistically insignificant increase since the rate of increase was below 0.5, the rest of three public secondary schools shows the increase of GPAs which implies the decrease in performances.

Moreover, the decrease of performance in the remaining three public secondary schools ("A", "C" and "D") were statistically significant because the fitted line shows all the R^2 values (coefficient of determination) were above 0.5 (Figure 4.10).

Nevertheless, the performances of public secondary schools were far below average such that their GPAs for the period between 2015 and 2019 were ranging between 3.2 and 4.6 (Figure 4.10). This status of academic performances among the surveyed public secondary schools were reflected by the levels of commitment among the surveyed public secondary schools as shown in figure 4.4. Therefore, it was revealed that the levels of performance among the surveyed public secondary schools were low compared to those of private schools. Similarly, the commitment levels among the public secondary school were low compared to those of private secondary schools. Due to this variation on performances between the two categories of schools, interesting facts were reported during field survey were some of the public secondary school teachers were reported to send their children in private secondary schools who were admitted in public schools. This situation implies that public secondary school teachers were not trusting even the schools they were teaching.

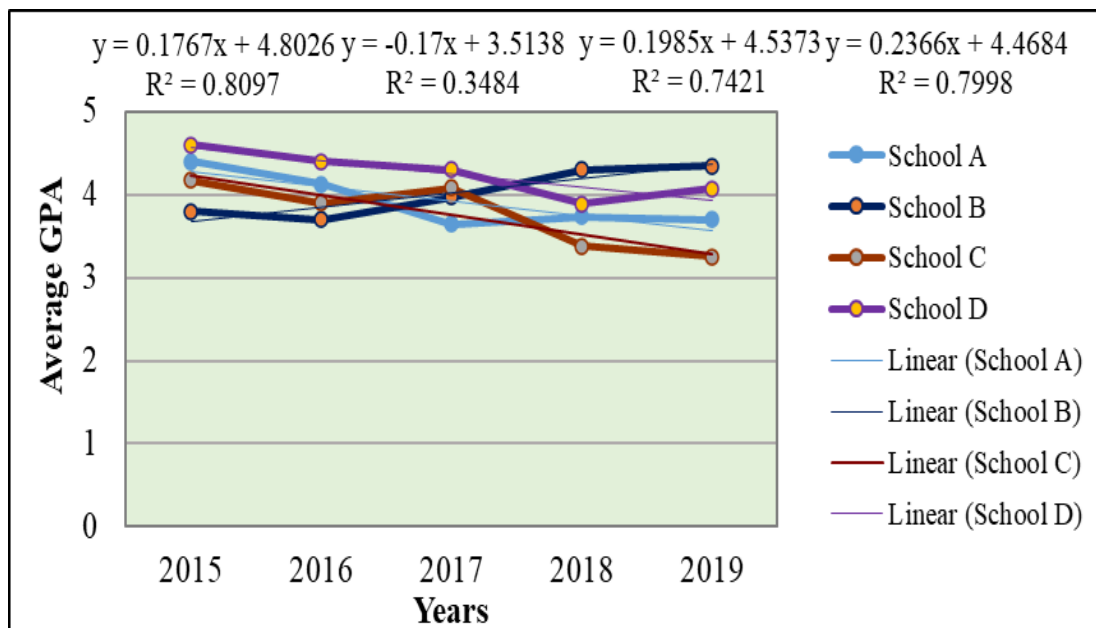


Figure 4.10: Performance trends of selected public secondary schools in the study area between 2015 and 2019 in grade point average

Source: Field Data (2020)

4.9 Measures Needed to Escalate Teachers' Commitment in the Teaching Carrier

The present study found that, the commitment levels among the surveyed teachers were generally low with variations across the two categories of schools and between individual schools. Such situation influenced the students' academic performances such that the performance of surveyed schools was below average. Such situation threatens the students' academic performances and schools' development in general in the near future and in the long run. The low level of commitment is associated with several factors as stipulated in Table 4.1 and Table 4.3 which was followed by the detailed discussion of the underlying factors. Therefore, in order to escalate commitment among teachers in their teaching carrier so as to increase students' academic performance and school development in general there is a necessity of undertaking important measure to overcome the situation. Such measures were categorised as financial measures and non-financial measure as discussed hereunder.

4.9.1 Financial Measures Needed to Escalate Teachers' Commitment in The Teaching Carrier

From the analysis of the data, 94 teachers out of 120 surveyed teachers which is equal to 78% of the total surveyed teachers suggested that there is a need for employers to increase salaries so that the salaries should reflect the actual living costs, 85 teachers out of 120 surveyed teachers which is equal to 71% of the total surveyed teachers said that timely and regular promotion should be provided to teachers. Either 79 teachers out of 120 teachers which is equal to 66% of the total surveyed teachers commented that payments for overtime works should be provided,

69 teachers out of 120 surveyed teachers which is equal to 58% of the total surveyed teachers pointed that payment for basic allowances for teachers is necessary and 61 teachers out of 120 surveyed teachers which is equal to 51% of the total surveyed teachers said that the amount of salaries should reflect the levels of education (Figure 4.11).

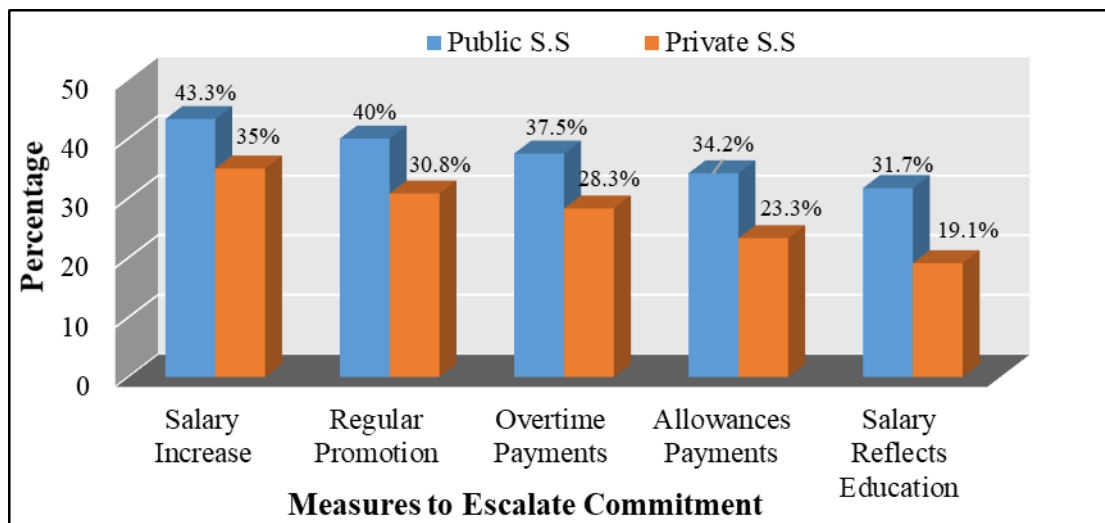


Figure 4.11: Financial Measures Needed to Escalate Teachers' Commitment in the Teaching Carrier (%)

Source: Field Data (2020)

4.9.1.1 Increase of Salaries to Reflect the Actual Living Costs

The findings of this study revealed that majority of teachers were not satisfied with the amount of their salaries and this factor was pointed to be the major reason for low levels of commitment among teachers in the study area. The surveyed teachers in the study area pointed out that the salaries they get is quite low to the extent of failing to meet the living costs. In order to increase commitment among teachers, it was commented that there should be an increase in salaries among teachers to reflect the actual living costs. Either, 94 teachers out of 120 surveyed teachers which is equal to

78% of the total surveyed teachers suggested that there is a need for employers whether the government, or the private individuals and organisations who owns schools to increase salaries so that the salaries should reflect the actual living costs which are high and are increasing continually (Figure 4.11).

However, the need for salary increase was more proclaimed among the surveyed public secondary school teachers were 52 teachers out of 60 surveyed public secondary school teachers which is equal to 43% of the overall surveyed teachers mentioned this need. While, 42 teachers out of 60 surveyed private school teachers which is equal to 35 % of the total surveyed teachers demanded the increase of salaries (Figure 4.11). These findings reflect the variation of salaries between the two categories of secondary schools such that private secondary school teachers were paid relatively higher than public secondary school teachers as shown in table 4.2. However, it was further observed that there was a variation of salaries between individual schools among the private secondary schools. Therefore, the increase of salaries is expected to help teachers to cater for their living costs and thus makes them out of overwhelming debts, avoid seeking loans from local money lenders who charge high interest rates. This in turn will help teachers to concentrate in their teachings and eventually the improvement of students' performance and school development in general.

4.9.1.2 Timely and Regular Promotion

The analysis revealed that, majority of the surveyed teachers were not promoted despite the fact that they were legible for promotion. About 29% of the surveyed

teachers posed their complaints of delayed promotion (Table 4.3). In reference to this study the identified criteria used to promote teachers were accomplishment of studies from diploma to first degree and working experience of individual teachers. Regarding the promotion due to accomplishment of education level, the findings revealed that only teachers who completed degree while they were employed with diploma were legible for promotion. On the other hand, promotion on the basis of experience involved teachers who saved in a particular rank for four years and above. Nevertheless, the promotion of teachers was not done regularly and it was not time a situation that demoralised teachers. The findings show that 85 teachers out of 120 surveyed teachers which is equal to 71% of the total surveyed teachers said that there is a need for timely and regular promotion of teachers (Figure 4.11).

However, the claim for timely and regular promotion of teachers was more reported among the private secondary school teachers were 48 teachers out of 60 surveyed public secondary school teachers which is equal to 40% of the overall surveyed teachers mentioned that timely and regular promotion is necessary towards escalating teachers' commitment. On the other hand, 37 teachers out of 60 surveyed private secondary school teachers which is equal to 31% of the total surveyed teachers pointed that timely and regular promotion is vital. Timely and regular promotion will also stimulate teachers to go for further education since one of the criteria for promotion is advancement of education particularly from diploma to undergraduate. The advancement of carrier development among teachers will further increase knowledge and skills for teachers a situation that will increase efficiency in teaching.

4.9.1.3 Payments for Overtime Work

Findings revealed that, majority of the surveyed teachers were not given overtime payments despite of working more than eight hours as stipulated in the employment contracts particularly the public secondary school teachers. The absence of overtime payments was mentioned as one of the key limiting factors that affected teachers' commitment. With regard to measures needed to escalate teachers' commitment in the study area, the findings show that 79 teachers out of 120 surveyed teachers which is equal to 66% of the total surveyed teachers proclaimed that there is a need for overtime works payments (Figure 4.11). The provision of overtime works will help teachers to engage much on activities related to teaching and learning rather than engaging much on non-teaching and learning activities.

Findings further revealed that the need for overtime payments was more mentioned among the public secondary school teachers were 45 teachers out of 60 surveyed public secondary school teachers which is equal to 38% of the overall surveyed teachers mentioned that the provision of overtime payments is necessary towards escalating teachers' commitment. On the other hand, 34 teachers out of 60 surveyed private secondary school teachers which is equal to 28% of the total surveyed teachers pointed that provision of overtime payments is essential. This variation on the needs for overtime payments between the two categories of schools emanates from the fact that, some of the private secondary school teachers were given overtime payments than public secondary schools. The provision of overtime payments will motivate teachers to spend most of their times in school and assisting learners in learning process. Also, the provision of overtime payments will make

teachers feel that they are recognized and respected by employers. This will also help to change the society's perceptions on teaching profession as the low paying profession and thus teachers become more respected by the society.

4.9.1.4 Payments for Basic Allowances

Furthermore, the study observed absence of payments for basic allowances such as house allowance, transport allowance, meals allowance, leave allowance and health benefits allowance as among other key impeding factors for high commitment levels among surveyed teachers. With the intention to address this constrain, it was mentioned that there is a strong need for employers, weather the government or private individuals and organisations who owns schools to provide teachers with payments for basic allowances. With regard to measures needed to escalate teachers' commitment in the study area, the findings show that 69 teachers out of 120 surveyed teachers which is equal to 58% of the total surveyed teachers proclaimed that there is a need for payments for basic allowances (Figure 4.11). The provision of basic allowances will help teachers to reduce the living costs such as the provision of house allowances, transport allowances and meals allowances will cut off teachers' daily expenditures and thus rise their real income.

Findings further revealed that the need for payments of basic allowances was more mentioned among the public secondary school teachers were 41 teachers out of 60 surveyed public secondary school teachers which is equal to 34% of the overall surveyed teachers mentioned that payments of basic allowances is indispensable towards increasing teachers' commitment. On the other hand, 28 teachers out of 60

surveyed private secondary school teachers which is equal to 23% of the total surveyed teachers pointed out that payments of basic allowances is important. This variation on the needs for payments of basic allowances between the two categories of schools originate in the fact that, some of the private secondary school teachers were given payments for basic allowances than public secondary schools. The provision of overtime payments of basic allowances will motivate teachers to spend most of their times in school and assisting learners in learning process. Additionally, the provision of payments of basic allowances will make teachers feel that they are recognized and respected by employers. This in turn will increase teachers' commitment in their teachings and thus raising of students' academic performances and schools' development in general.

4.9.1.5 Payment of Salaries According to The Levels of Education

As revealed from the field survey, mismatch between salaries and academic qualifications is one of the factors influencing commitment levels among teachers. It was mentioned that some teachers were not receiving salaries that reflects their education levels. For instance, the highest level that was recognised by employers was undergraduate degree level. Education levels beyond undergraduate degree was not recognised by employers particularly in public secondary schools. With regard to measures needed to escalate teachers' commitment in the study area, the findings show that 61 teachers out of 120 surveyed teachers which is equal to 51% of the total surveyed teachers proclaimed that there is a need for payments of salaries according to the levels of education (Figure 4.11). The provision of salaries according to the levels of education will motivate teachers to undergo further studies in their carrier

and thus increase efficiency in their works. Also, the provision of salaries that reflects the levels of education among teachers will help teachers with higher levels of education to earn more income and thus become more committed in their works.

Moreover, the findings revealed that the need for payments of salaries according to the levels of education was more mentioned among the public secondary schools' teachers were 38 teachers out of 60 surveyed public secondary schools teachers which is equal to 32% of the overall surveyed teachers mentioned that payments of salaries should reflect the education levels of teachers just like in other professions is requisite towards increasing teachers' commitment. On the other hand, 23 teachers out of 60 surveyed private secondary school teachers which is equal to 19% of the total surveyed teachers pointed that payment of salaries according to the level of education is important. This variation on the needs for need for payments of salaries according to the levels of education between the two categories of schools originate from the fact that, some of the private secondary school teachers were given salaries that reflected education levels. Either, it was revealed that some of the private secondary schools recognised education levels above undergraduate degree and included them in their salary payment schemes contrary to public secondary schools.

4.9.2 Non-Financial Measures

Apart from financial measures, number of non-financial measure were pointed to be the catalysts towards teachers' commitment. These measures were not related directly with financial gains to teachers but they were pointed to be among the important measures towards the increase of teachers' commitment. The analysis of

data revealed that 87 teachers out of 120 surveyed teachers which is equal to 73% of the total surveyed teachers pointed that improvement of working environment is essential towards improvement of teacher's commitment, 74 teachers out of 120 teachers which is equal to 62% of the total surveyed teachers said that the provision of teaching and learning resource is necessary. Either, 64 teachers out of 120 surveyed teachers which is equal to 53% of all surveyed teachers commented that motivation to committed teachers through incentives is important, 57 teachers out of 120 surveyed teachers which is equal to 46% of all surveyed teachers narrated that effective cooperation between school administrators and teachers is necessary. Additionally, 49 teachers out of 120 surveyed teachers which is equal to 41% of the total surveyed teachers proposed that encouraging on job training to update teaching methods and skills is of vital importance and 39 teachers out of 120 surveyed teachers which is equal to 33% of the total surveyed teachers pointed that the provision of long-term contracts to ensure working security is necessary towards increasing teachers' commitment (Figure 4.12).

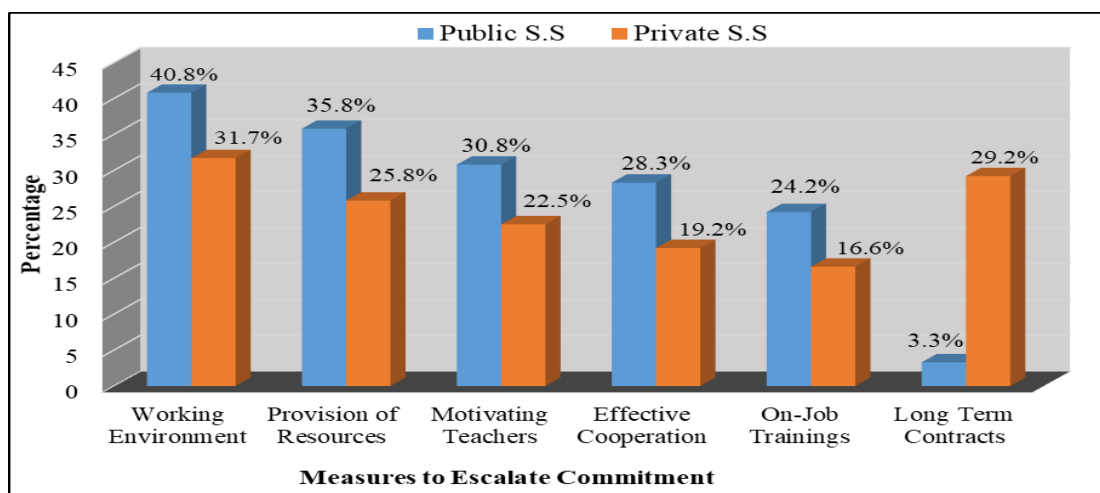


Figure 4.12: Non-Financial Measures Needed to Escalate Teachers' Commitment in the Teaching Carrier (%)

Source: Field Data (2020)

4.9.2.1 Improvement of Working Environment

The results revealed that, unsupportive working environment was ranked high among the factors influencing teaching commitment among the surveyed secondary school teachers in the study area. In response to that the findings shows that 61 teachers out of 120 surveyed teachers which is equal to 51% of the total surveyed teachers proclaimed that there is a need for improving working environment so as encourage commitment among teachers (Figure 4.12). The improvement of working environment will also help to retain teachers at work since it was reported that some teachers leave the jobs and join other occupations due to unsupportive working environment.

In comparison between the two categories of schools, the findings revealed that the need for improving working environment so as encourage commitment among teachers was more mentioned among the public secondary school teachers. It was revealed that 49 teachers out of 60 surveyed public secondary school teachers which is equal to 41% of the overall surveyed teachers mentioned that improvement of working environment is mandatory towards increasing teachers' commitment. On the other hand, 38 teachers out of 60 surveyed private secondary school teachers which is equal to 32% of the total surveyed teachers pointed that improvement of working environment is imperative. During field survey it was observed that some teachers were dissatisfied with the working environment due to inadequacy of some basic facilities. For instance, in some of the surveyed schools it was observed that some teachers were doing their works of preparing classes under trees, a situation that was caused by shortage of offices for teachers.

4.9.2.2 Provision of Teaching and Learning Resource

As revealed by the findings, inadequacy of teaching and learning resources was identified as among the fundamental factors influencing teachers' commitment. In response to that the findings shows that 74 teachers out of 120 surveyed teachers which is equal to 62% of the total surveyed teachers proclaimed that provision of teaching and learning resources are needed in order to stimulate commitment among teachers (Figure 4.12). The provision of such teaching and learning resources to teachers will assist teachers in their teachings and acts as catalyst towards teaching commitment as they enables teachers to easily assist students in the whole process of learning.

Findings revealed that majority of public secondary school teachers mentioned this requirement than private secondary schools teachers. For instance, it was revealed that 43 teachers out of 60 surveyed public secondary school teachers which is equal to 36% of the overall surveyed teachers mentioned that provision of teaching and learning resources are obligatory towards increasing teachers' commitment. On the other hand, 31 teachers out of 60 surveyed private secondary school teachers which is equal to 25% of the total surveyed teachers pointed that provision of teaching and learning resource is unavoidable towards increasing teachers' commitment. This variation of percentage between public and private secondary school teachers concerning the need for provision of teaching and learning resources was associated by the efforts shown by private secondary schools towards improving teaching as a result of growing completion in performances among schools.

4.9.2.3 Motivation to Committed Teachers Through Incentives

In the context of this study, motivation refers to the rewards that are provided to teachers who were performing their duties beyond the targets. The findings revealed that majority of the surveyed secondary school teachers were not receiving motivation from their employers a situation that demoralised teachers. In response to that the findings shows that 64 teachers out of 120 surveyed teachers which is equal to 54% of the total surveyed teachers asserted that provision of motivation to committed teachers through incentives is a need in order to stimulate more commitment among teachers (Figure 4.12). The provision of motivation to committed teachers through incentives will not only motivate the rewarded teachers to continue with their hard-working spirits but also will trigger other teachers to work hard so that they may also be awarded. Also, provision of motivation to committed teachers will help to make teachers feel that their presence and their hard working is recognised and acknowledged by school authorities.

Looking at the two categories of secondary schools concerning the need for provision of motivation to committed teachers through incentive as a measure towards increasing teachers' commitment the findings revealed that majority of public secondary school teachers mentioned this fact than private secondary school teachers. For instance, it was revealed that 37 teachers out of 60 surveyed public secondary school teachers which is equal to 31% of the overall surveyed teachers mentioned that motivation to committed teachers through incentive required towards increasing teachers' commitment.

On the other hand, 27 teachers out of 60 surveyed private secondary school teachers which is equal to 22% of the total surveyed teachers pointed that motivation to committed teachers through incentive is unescapable towards increasing teachers' commitment. This variation of percentage between public and private secondary school teachers concerning the need for motivation of committed teachers through incentives was associated with more efforts shown by private secondary schools in providing motivation to committed teachers through incentives compared with public secondary schools.

4.9.2.4 Effective Cooperation Between School Administrators and Teachers

The results revealed that ineffective cooperation between school administrators and teachers was pointed as one of the impediments towards teachers' commitment. This was unveiled by the emergence of informal groups in schools which were always against the formal school administration. The emergence of such informal groups in schools was also associated with the occurrence of conflicts among teachers in the surveyed schools. With these conflicts, teachers were not trusting each other and thus intensification of conflicts among teachers. Such tensions reported in the survey schools were associated by the existing gap between the school administrators and the teachers. In response to this situation, the surveyed teachers called upon the need for increased cooperation between the school administration and teachers. For instance, the findings show that 57 teachers out of 120 surveyed teachers which is equal to 47% of the total surveyed teachers proclaimed that there is a need for effective cooperation between school administrators and teachers so as encourage commitment among teachers (Figure 4.12).

In comparison between the two categories of schools, the findings revealed that the need for effective cooperation between school administrators and teachers so as encourage commitment among teachers was more mentioned among the public secondary school teachers. It was revealed that 34 teachers out of 60 surveyed public secondary school teachers which is equal to 28% of the overall surveyed teachers mentioned that effective cooperation between school administrators and teachers is mandatory towards increasing teachers' commitment. On the other hand, 23 teachers out of 60 surveyed private secondary school teachers which is equal to 19% of the total surveyed teachers pointed that effective cooperation between school administrators and teachers is imperative.

4.9.2.5 Encourage on the Job Training to Update Teaching Methods and Skills

Teaching profession just like other professions undergo various dynamics that needs to be known to teachers in their teaching carrier. During field survey, it was reported that there were very few on job trainings to update teachers with emerging teaching methods and skills a situation that makes them not updated with new techniques and approaches of teaching. In response to this situation, the surveyed teachers called upon the need for encouraging on job training to update teaching methods and skills. For instance, the findings show that 49 teachers out of 120 surveyed teachers which is equal to 41% of the total surveyed teachers proclaimed that there is a need for encouraging on job training to update teaching methods and skills so as encourage commitment among teachers (Figure 4.12).

In comparison between the two categories of schools, the findings revealed that the need for on job training to update teaching methods and skills so as encourage commitment among teachers was more mentioned among the public secondary school teachers. It was revealed that 29 teachers out of 60 surveyed public secondary school teachers which is equal to 24% of the overall surveyed teachers mentioned that on job training to update teaching methods and skills is compulsory towards increasing teachers' commitment. On the other hand, 20 teachers out of 60 surveyed private secondary school teachers which is equal to 17% of the total surveyed teachers pointed that on job training to update teaching methods and skills is significant towards increasing teachers' commitment.

4.9.2.6 Provision of Long-Term Contracts to Ensure Working Security

Teachers just like other employees usually their employment goes hand in hand with the signing contracts with the employers. During field survey, two types of contracts between teachers and their employers were identified. The first contract was permanent and pensionable contract, the second was short time or temporary contract which was renewable after one year to five years depending on performance and the will of the employer. Teachers who were under short time or temporary contracts were reported to be unsecured in their employment a situation that was associated with low commitment. In response to this situation, the surveyed teachers called upon the need for the provision of long-term contracts to ensure working security. For instance, the findings show that 39 teachers out of 120 surveyed teachers which is equal to 32% of the total surveyed teachers proclaimed that there is a need for provision of long-term contracts to ensure working security (Figure 4.12).

Further analysis revealed that the need for provision of long-term contracts to ensure working security so as encourage commitment among teachers was more mentioned among the private secondary school teachers. It was revealed that 35 teachers out of 60 surveyed public secondary school teachers which is equal to 29% of the overall surveyed teachers mentioned that provision of long-term contracts to ensure working security is compulsory towards increasing teachers' commitment. On the other hand, only 4 teachers out of 60 surveyed public secondary school teachers which is equal to 3% of the total surveyed teachers pointed that need for provision of long-term contracts to ensure working security is important towards increasing teachers' commitment.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study, conclusion and recommendations made by the researcher on actions to be taken by education stakeholders and recommendations for further research. It comprises the problem of the study, study area, some reviewed studies, methods used in data collection and analysis and thus conclusions arrived and finally recommendations were made on the basis of findings.

5.2 Summary of the Study

This research aimed at studying “Assessment of Teachers’ Commitment in Improving Students’ Academic Performances: A Comparison of Public and Private Secondary Schools in Babati Town Council, Tanzania”. The study was conducted in Babati Town Council, Manyara region. The area was chosen because of its unsatisfactory performance in national examinations a situation that has been associated with low commitment levels among teachers. The researcher was interested to assess the extent of commitment among secondary school teachers, factors influencing the commitment levels among secondary school teachers, the role of school administrators towards teachers’ commitment, the implication of teachers’ commitment on students’ academic performances and the measures needed to escalate teachers’ commitment in the study area.

The study used explanatory mixed approach which is characterized mainly by quantitative data with qualitative data to support the quantitative. By combining the

two approaches, the study is therefore a mixed case study design. Understanding the levels of teachers' commitment requires both quantitative and qualitative approaches. In understanding the levels teachers' commitment, the study used quantitative approaches. Moreover, there was a need to gather numerical data which enhanced the statistical analysis to identify the implication of teacher commitment on the students' academic performance a situation that necessitated the use of quantitative approach. The instruments used were questionnaire, focus group discussions and interviews. The data were analysed both quantitatively and qualitatively and presented in tabular, charts, graphs and in quotations.

5.3 Summary of the Findings

The findings of this study revealed that teachers' commitment in the study area was relatively low such that only 12% of the total surveyed teachers were very well committed, 34% of the teachers, were well committed, 48% of the teachers were somehow committed while 9% of the teachers not committed at all in their teachings as shown in Figure 4.4. The findings further informed that less than a half of all surveyed teachers were neither very well nor well committed. However, the extent of commitment was varying across the two categories of schools and between individual schools. Public secondary schools were less committed than private secondary school teachers.

The study also revealed several factors that are responsible for low levels of commitment among teachers in the study area. The factors range from financial factors to non-financial factors. The mentioned financial factors are failure of the

salaries to meet monthly living costs, delaying of monthly salaries, uncertainty of annual salary increments as per contract, mismatch between salaries and academic qualifications, absence of additional payments for extra time work and absence of relevant allowances. Apart from financial factors, there are non-financial factors that were associated with low commitment among teachers. Such factors include delaying promotion, unsupportive working environment, absence of appreciation for the good work, exclusion in decision making by administration, mishandling of staff conflicts by school administration and low involvements of school authorities in staffs' social affairs. (Table 4.1 & Table 4.3).

Moreover, as revealed by the findings, only few teachers (less than 1/3) were satisfied with the role played by school administrators towards teachers' commitment while majority (more than 2/3) were somehow satisfied or were not satisfied at all (Figure 4.7). However, the few teachers who admitted to be satisfied or somehow satisfied with the roles played by school administrators towards teachers' commitment they pointed various roles played by school administrators towards teachers' commitment. The mentioned roles were encouraging, nurture and support teachers in teaching and learning; creating conducive environment for teaching and learning; provide teaching and learning resources; involvement of teachers in decision making and encouraging relationships inside and outside the school community.

As findings revealed that majority of the surveyed teachers were not well committed in their teachings though with variations across the two school categories and

between individual schools. Similarly, students' academic performances in the surveyed secondary schools followed the similar pattern such that performances were generally unsatisfactory among the surveyed schools though with variation across the two schools categories and between individual schools. As revealed by the findings, private secondary school teachers were somehow committed than public secondary school teachers. Correspondingly, the academic performances of private secondary schools were somehow better off than those of public secondary schools. Therefore, the findings depict that there is a direct relationship between the levels of teachers' commitment and students' academic performances as shown in Figure 4.9 and Figure 4.10.

Additionally, the findings revealed that commitment levels among the surveyed teachers were generally low with variations across the two categories of schools and between individual schools. Such situation influenced the students' academic performances such that the performance of surveyed schools was below average. Therefore, in order to escalate commitment among teachers in their teaching career so as to increase students' academic performance and school development in general, there is a necessity of undertaking important measures to overcome the situation.

The identified measures were categorised as financial measures and non-financial measures. Financial measures include the increase salaries so that the salaries should reflect the actual living costs, timely and regular promotion, payments for overtime works, payment for basic allowances. Number of salaries should reflect the levels of education. Apart from financial measures, number of non-financial measures were

pointed to be the catalysts towards teachers' commitment. These measures include improvement of working environment, provision of teaching and learning resource, motivation to committed teachers through incentives, effective cooperation between school administrators and teachers, encouraging on job training to update teaching methods and skills as well as of long-term contracts to ensure working security.

5.4 Conclusions

Teachers' commitment is one of the key determinants of students' academic performance and school development in general since there is a direct relationship between levels of commitment and students' academic performance. As revealed by the findings, public secondary school teachers were less committed than private secondary school teachers. Similarly, students' academic performances of public secondary schools were low compared to those of private secondary schools. Likewise, looking at the relationship between individual surveyed schools and their academic performances the findings reveal direct relationship. The schools where teachers were less committed, they are performances were also poor.

Several factors have been identified by teachers as impediments towards teachers' commitments. Such factors emanate from unsupportive working environment among teachers. Therefore, in struggling to improve academic performances, education stakeholders particularly employers should think of stimulating teachers' commitments. Various measures may be used to stimulate teachers' commitment including both financial rewards and non-financial rewards. Employers and administrators in education should play their part towards addressing teachers

‘challenges so as to increase morale and working commitment to among teachers. This in turn will help to rise students’ academic performance levels and school’s development in general.

5.5 Recommendations

Basing of the conclusions of the major findings of the study, recommendations have been made to various education stakeholders so as to take actions towards increasing teachers’ commitment and eventually students’ academic performances and school’s development in general. Additionally, basing of the conclusions of the major findings, the study recommends various areas for further researches.

5.5.1 Recommendation for Actions

On the basis of the key research findings the study recommends the following:

- i) The employers of teachers should consider the levels of education above undergraduate degree such as masters and PhD s in secondary teachers’ employment schemes.
- ii) Parents and community at large should play their part accordingly towards their children’s education. Such as paying the school fees and other school contributions timely.
- iii) School administrators should play their role adequately so as they can identify early the challenges facing teachers and address them.
- iv) Teachers as key stakeholders in education, they should view their profession in a positive eye. This will help teachers to defend their profession and thus make the profession respected by the society.

- v) Students should play their part well and be ready to learn from their teachers.

Successful learning goes hand in hand with high discipline including attending classes and adhering to teachers' instructions.

5.5.2 Recommendations for Further Research

This study focused on assessment of teachers' commitment in improving students' academic performances a comparison of public and private secondary schools in Babati Town Council, Tanzania. It was only delimited in eight secondary school of Babati Town council due to financial constraints and time limits. Therefore, the researcher gives the following recommendations for further researches:

- i) The present study was conducted in Manyara Region, a region characterised by low academic performance in national examinations. There is a need therefore to conduct the same kind of research by comparing Manyara region and other regions with higher academic performances.
- ii) This study used secondary school teachers as unit of analysis since it was confined itself to secondary school teachers. There is a need to conduct the similar kind of study to other levels of education.
- iii) This study was directed to teachers' commitment and implication of their commitments to students' academic performances. However, there is a need for research on the commitment among non-teaching staffs.
- iv) This study revealed that, though good number of teachers were attending at school regularly as required but the students' academic performance was not satisfactory. There is a need therefore to conduct a research of how classroom teachings are conducted in classroom settings.

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APPENDICES

Appendix I: Questionnaire for Both Public and Private School Teachers

My name is Pius M. Shao, a Master's student of Education in Administration, Planning and Policy Studies at the Open University of Tanzania. I kindly request you to provide me with information concerning teachers' commitment in improving student's academic performance. The information provided will only be used for research purposes and kept confidential.

PART A: RESPONDENT'S BACKGROUND INFORMATION

Please tick where appropriate (v)

1. Age of respondent (Years)

i)= 21-30 () ii)= 31-40 () iii)= 41-50 () iv)= 51-60 v)= 61+ ()

2. Sex: 1= Male () 2= Female ()

3. Name of schoolWardStreet

4. Marital status: 1= Single () 2= Married () 3= Widow () 4= Widower ()

5. Educational qualifications 1= Diploma () 2= Undergraduate degree ()

3= Postgraduate degree () 4= others/specify ()

6. Other occupation: 1= Agribusiness () 2= Business () 3= Others/specify ()

7. Work experience (Years): 1= 1-5() 2= 6-10 () 3= 11-15 () 4= 16-20()

5= 21-25 () 6= 26-30 () 7=30+()

PART B: INFORMATION ABOUT THE LEVEL TEACHERS' COMMITMENT

8. Are you satisfied with the teaching profession? 1= Yes() 2= No () 3= Neutral ()

9. Do you think that your life expectations will be achieved through teaching carrier?

1= Yes () 2= No () 3= Not sure ()

10. Do you have a plan of changing carrier? 1=Yes ()2= No ()3= Not applicable()

11. If yes which carriers, are you planning to go?

(i).....

(ii)

(iii)

13. How do you rank your commitment in teaching? 1= Strongly committed ()

2= Somehow committed ()3= Not committed()4 = Strongly not committed()

PART C: INFORMATION ABOUT FACTORS INFLUENCING TEACHERS'

COMMITMENT

Tick where appropriate (✓) by selecting from the given alternatives in order to represent your opinions. Select SD, D, U, A and SA whereas SD= 1, D=2, U=3, A=4 and SA=5

B1: FINANCIAL REWARDS

SN	ITEM	SD	D	V	A	SA
14	I get my salary on time					
15	I receive a salary that covers my living cost per month.					
16	The salary I receive tallies with my qualifications					
17	I am happy with salary structure					
18	I get a salary increments every year					
19	I always receive bonus from my employer					
20	Projects held in school are useful towards up lifting my welfare					
21	I am paid for extra time worked					
22	I receive leave allowances yearly before I go on leave					

23	I am paid accommodation allowance every month					
24	I am paid transport allowance every month					

KEY: SD = Strongly Disagree D= Disagree U= Undecided, A = Agree and SA = Strongly Agree

B2: NON-FINANCIAL REWARDS

SN	ITEM	SD	D	V	A	SA
25	Good work at school is always appreciated					
26	I work in good physical conditions at school					
27	My employer recognizes the good work I do					
28	My head of school organizes appropriate gifts for good work					
29	My presence is recognized by the head of school and my employer					
30	I expect a promotion at appropriate time					
31	Extra responsibilities I hold at school time appropriated by my employer					
32	My employer attends to my social and professional problems					
33	The school provides me with a house near it					
34	The school provides me with means of transport to and from school					
35	I get leave wherever I have a series social problem					

KEY: SD = Strongly Disagree D= Disagree U= Undecided, A = Agree and SA = Strongly Agree

PART D: INFORMATION ON THE ROLE OF SCHOOL ADMINISTRATORS TOWARDS TEACHERS' COMMITMENT

36. Are you satisfied with the school administration? 1= Yes 2= No 3= Neutral()

37. Do you receive any support from the school administration that influence your teaching commitment? 1= Yes 2= No 3= Neutral()

38. If yes, what are they?

(i)

(ii)

(iii)

39. How do you advice the school administration regarding the promotion of teachers' commitment?

(i).....

(ii).....

iii).....

PART E: INFORMATION ON THE IMPLICATION OF TEACHERS' COMMITMENT TO STUDENTS' ACADEMIC PERFORMANCE AND SCHOOL DEVELOPMENT IN GENERAL

Tick where appropriate (✓) by selecting from the given alternatives in order to represent your opinions. Select SD, D, U, A and SA whereas SD= 1, D=2, U=3, A=4 and SA=5

SN	ITEM	SD	D	V	A	SA
40	I am part and parcel of my school					
41	I do everything at school whole heartedly					
42	I am always at school					
43	I seek permission before absence from school					
44	I cooperate with the head of school					
45	I give reports on time for assignments given to me					
46	I accept duties assigned to me whole heartedly					
47	I prepare both scheme of work and lesson plans on time					
48	I am concerned with my students					
49	I cover the syllabus in time					
50	I closely supervise students and regularly mark problems and notes of my students					

KEY: SD = Strongly Disagree D= Disagree U= Undecided, A = Agree and SA = Strongly Agree.

**PART F: INFORMATION ON MEASURE NEEDED TO ESCALATE
TEACHERS' COMMITMENT**

51. Do you receive any support regarding to your teaching profession from other authorities apart from school administration?

1= Yes 2= No 3= Not sure.

52. If yes, mention them.

(i).....

(ii).....

(iii).....

53. Do you think that, those efforts/measures above are effective?

1= Yes 2= No 3= Not applicable

54. Suggest measures which you think can be used to increase your teaching commitment.

(i).....

(ii).....

(iii).....

THANK YOU FOR YOUR COOPERATION

Appendix II: Interview Guide for Heads of Schools

My name is Pius M. Shao: a master's of Education in Administration, Planning and Policy Studies student at the Open University of Tanzania. I kindly request you to

provide me with honest information concerning Teachers' commitment in improving students' academic Performance. The information provided will only be used for research purpose and kept confidential. Thank you for showing positive cooperation.

A. Personal Background

- (i) Place of residence..... (ii) Sex..... (iii) Age.....
 (iv) Educational level..... (v) Name of School

B. Questions for gathering information

1. For how long are you holding this position (heading the school)?
2. Since you started heading this school, did you receive any new teacher? If yes, how many are they?
3. Since you started heading this school, is there any teacher left the school. If yes, how many have left and where they have gone?
4. How do you rank the academic performance of your students particularly in national examinations?
5. How do you perceive the working commitment of your teachers?
6. How do you associate the commitment level of your teachers and student academic performance at your school?
7. Do you take any measures to increase commitment to your teachers? If yes, what are those measure?
8. Do you receive any support or assistance from other authorities or organizations regarding the increase of teachers' commitment?

9. What are the limitations that hinder your efforts in promoting teachers' commitment?
10. What should be done to ensure that teachers are increasing commitment to their teaching?

THANK YOU FOR YOUR COOPERATION

Appendix III: Interview Guide for Parents or Guardians

My name is Pius Shao M, a master's of Education in Administration, Planning and Policy Studies student at the Open University of Tanzania. I kindly request you to provide me with honest information concerning Teachers' commitment in improving students' academic performance. The information provided will only be used for research purpose and kept confidential. Thank you for showing positive cooperation.

A. Personal Background

- (i) Place of residence..... (ii) Sex..... (iii) Age.....
 (iv) Educational level..... (v) Child/Children's School

B. Questions for gathering information

1. How many children do you have in this school?
2. Why did you decided to send your child/children to this school and not to other schools?
3. How do you see the academic progress of your child/children studying in this school?
4. Do you think that your child/children will achieve their academic goals by being in this school?
5. Do you have any plan to transfer your child/children to another school? If yes, Why?
6. How does your child/children perceive the teachers in this school regarding to teaching commitment?

7. Do you have any specific teacher that you have asked to make a close follow-up of your child/children on academic issues at school?
8. How do you rank the level of teachers' commitment in this school?
9. What is your opinion on the level of teachers' commitment and the implication on academic progress of your child/children?
10. What do you think can be done to ensure that teachers are increasing commitment to their profession?

THANK YOU FOR YOUR COOPERATION

Appendix IV: Focus Group Discussion Guide for Students

My name is Pius M. Shao: a student of Master of Education in Administration, Planning and Policy Studies at the Open University of Tanzania. I kindly request you to discuss freely the questions I will pose to the group so that you can provide me with honest information concerning teachers' commitment in improving students' academic performance. The information you will provide will only be used for research purpose and kept confidential.

A. Background information

(i) School (ii) FGD No..... (iii) Number of participants

B. Questions for gathering information

1. How do you perceive the commitment of your teachers in the whole process of teaching and learning?
2. Are you satisfied with the way your teachers teach you? What can be the reasons for the situation?
3. How do you see the relationships between your teachers and school administrators?
4. In what ways do can the school administration can help to increase teachers' commitment in the teaching and learning process?
5. To what extent do you think that your academic goals will be achieved for being in this school?

6. If a student from another school will ask for the advice from you as regards to joining your school for academic performance related issues. What will be your advice?
7. How does your teachers react when you consult them in their offices for academic assistance?
8. What is your opinion on the commitment of your teachers in the teaching tasks in relation to your academic progress? What are the implications to your success academically?
9. What do you think should be done to ensure that your teachers increase their commitments in teaching?

THANK YOU FOR YOUR COOPERATION

APPENDIX V: Ethical Documents

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE

P.O. Box 23409 Fax: 255-22-2668759
Dar es Salaam, Tanzania,
<http://www.out.ac.tz>

STUDIES

Tel: 255-22-2666752/2668445
ext.2101

Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz



21st May, 2020

To whom it may concern

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason, staff and students undertake research activities from time to time.

To facilitate the research function, the Vice Chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Mr. SHAO, PIUS M (HD/PG201505492)** who is a Master's student at the Open University of Tanzania. By this letter **Mr. SHAO, PIUS M**, has been granted clearance to conduct research in the country. The title of his research is **“Assessment of teachers’ commitment in improving students’ academic performance: A comparison of public and**

private secondary schools in Babati Town Council. “The research will be conducted in Babati. The period which this permission has been granted is from 27/05/2020 to 10/07/2020.

In case you need any further information, please contact: The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar es Salaam. Tel: 022-2-2668820. We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,



Prof Hossea Rwegoshora

For: VICE CHANCELL

**JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA**

Simu No. 027 2531035
027 2531071
Fax No. 027 2530705



Ofisi ya Mkuu wa Wilaya,
Wilaya ya Babati,
S.L.P. 11,
BABATI.

Unapojibu tafadhali taja:

Kumb. Na. AB.34/370/01/C/97

02 Juni, 2020.

Mkurugenzi Mji,

Halmashauri ya Mji wa Babati.

Yah: **KIBALI CHA KUFANYA UTAFITI KATIKA ENEO LA UTAWALA**

Tafadhali husika na somo tajwa hapo juu.

2. Ninapenda kukujulisha kuwa kibali kimetolewa kwa **Bwana Shao Pius M**, mwanachuo kutoka Chuo Kikuu Huria cha Tanzania, kufanya Utafiti unaohusu **"Assessment of Teachers' Commitment in Improving Students' Academic Performance Between Public and Private Secondary Schools"; A case of Babati Town Council.**

3. Tafadhali unaombwa kutoa ushirikiano wa kutosha ikiwa ni pamoja na kumtambulisha katika Mamlaka za Serikali za Mitaa/Vijiji ili waweze kufanikisha malengo yake ambayo ni muhimu katika utafiti huo.

Halfan A. Matipula,

**KATIBU TAWALA WILAYA,
BABATI.**

Nakala: Makamu Mkuu wa Chuo,
Chuo Kikuu Huria cha Tanzania,
S.L.P. 23409,
DAR ES SALAAM.

Bw. Shao Pius M – Kwa taarifa.

**UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT
MANYARA REGION
BABATI TOWN COUNCIL**
(All correspondences to be addressed to the Town Director)

Tel. No: +255 - 027- 2510065,
Fax No : +255 - 027- 2510095,
Website: www.babatitc.go.tz
Email: td@babatitc.go.tz



Town Hall,
P. O Box 383,
BABATI.

In reply please quote:-

Ref. No: BTC/A.40/16VOL V/109

Date: 03rd June, 2020.

Head Teachers
Bagara, Babati and Nangara Wards
P.O.BOX 383,
BABATI.

REF: PERMISSION TO CONDUCT THE STUDY

The heading above refers.

Permission is given to **Mr Pius M. Shao** from **THE OPEN UNIVERSITY OF TANZANIA** to conduct the Study on '**Assessment of Teachers' Commitment in Improving Students' Academic Performance Between Public and Privates Secondary Schools**'; Acase Study of Babati Town Council.

Assist him to access required information to make it successful

Thank you for your support.

UT
Timothy V Maendaenda
For TOWN DIRECTOR
BABATI TC.

**FOR TOWN DIRECTOR
BABATI**