

EFFECTIVENESS OF SCHOOL HEADSHIP AND TEACHERS' COMMITMENT IN KAGERA REGION, TANZANIA

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Abstract

Effective teaching in schools puts a greater demand on teaching commitment. The accomplishment of educational goals and objectives depends highly on the teachers who are the prime movers in the implementation of curriculum and teaching/learning process. The school heads have an enormous accountability to ensure teachers commitment and desired learning outcomes are achieved. The study therefore focused on the important role heads of schools play in fostering teachers' commitment. Respondents were: 32 heads of schools, 32 academic masters and 288 secondary school teachers in the public secondary schools in Kagera Region, Tanzania. A Convergent parallel design from mixed research approach was employed. Probability and non-probability sampling techniques were used to sample participants. The instruments for data collection were questionnaires, interview guide and document analysis guide. The findings indicate a high level of teachers' commitment, in terms of observing to teaching to responsibilities. However, teaching commitment was limited by several challenges such as: insufficient training and frequent seminars, workshops and professional development; ineffective involvement in school decision making, ineffective communication, some incompetent heads of schools, lack of motivations and unattractive working environment. The study recommends maximum cooperation and mutual support from the education stakeholder to the heads of schools to ensure ability of headship command in fostering teachers' commitment. Also relevant in-service training for teachers and heads of schools should be structured and put in place. Such training and development programs will eventually foster and contribute to effective school headship.

Keywords: Effectiveness of school headship, Teachers' commitment

1. INTRODUCTION

Effectiveness of school headship is an essential factor for improving teaching performance in schools, which leads to the achievement of the intended outcomes of education. However, it always depends on various aspects including teachers' commitment for successful implementation of curriculum and teaching activities. Thus, it becomes imperative for heads of schools to build teachers' capacity, competence, commitment, and improve teaching performance. In return both the headship effectiveness and teachers' commitment would result in achievement of education goals.

STATEMENT OF THE PROBLEM

Headship in education plays a central role for successful implementation of educational policies, curriculum and all education programmes concerning the achievement of academic performance and attainment of quality education in line with the Sustainable Development Goals (SDGs) (URT, 2014). To achieve this, effective heads of schools are required for effective leadership of supervising, monitoring and supporting teachers who are dedicated to professional commitment for ensuring effective teaching and learning. However, underperformance has apparently been manifested in many schools for quite a number of years, whereby students marginally pass with division IV and 0 (Mkumbo, 2012; Twaweza, 2013; BEST, 2012-2016; Dassan & Sima, 2017), as well as teachers' misconduct, have been viewed as challenges to effective teaching. For example, the low attendance rate of teachers in Tanzania has been reported to be 10% to 13% in primary and secondary schools (Twaweza, 2011; Betweli, 2013; Mfaume & Bilinga 2017). All these factors could directly be related to both school headship ineffectiveness and teachers' lack of commitment.

Despite the fact that heads of schools are accountable for teachers' commitment, still the effectiveness of heads of schools in the context of fostering teachers' commitment seems questionable. This raised questions on heads of schools' ability of running schools, fostering teachers' commitment, taking responsibilities and efforts in ensuring that teachers' commitment and performance in school is raised. This study therefore, sought to find out the effectiveness of school headship in fostering teachers' professional commitment in secondary schools.

2. LITERATURE REVIEW

School headship is a key aspect in the education system as it plays a crucial role in achieving intended goals of education. It is defined as a process whereby the school leader struggles to fulfill their position roles including the influence of his/her subordinates; such as teachers, to participate in the implementation of curricula, education programmes, school activities, and improve students' academic performance (Gebreselassie, 2015). Thus, the successful implementation of educational programmes, policies and strategic plans will always depend on effectiveness of headship in schools. Cyprès, & Breckner (2013) argued that "great schools never exist apart from leaders." With this idea in mind, headship is important in our schools for raising standards across the education system and can improve the academic outcomes for students. In the first place, heads of schools are holding in their hands the implementation of education programmes, curricula and other activities concerning teaching and learning in schools. These studies although brought up the importance of heads of schools in running schools and achievement of academic performance, they did not tell exactly the extent to which heads of schools are effective in driving teachers' commitment, which was covered in this study.

A school leader as a driving force in improving school achievement is responsible for investigating invest more time and energy in influencing teachers' commitment as a key element for effective teaching. This would probably require a school leader to communicate the school vision, mission and goals; develop school strategic plans; monitor teachers, students teaching and learning activities; and create conducive environment in which teaching and learning can take place effectively (Rajbhandari, 2014).

In order to meet the above aspects there should be critical leaders under specific context and balanced leadership framework. The balanced leadership framework focuses on understanding why, when and how some actions should be applied for students' success. Hence, leaders should understand understanding their role for sustainability and improvement of schools and success of students. Balanced leadership framework is recognized as essential for an effective leader through 8 leadership responsibilities including: culture, ideals and beliefs, communication, visibility, input, relationships, situational awareness, affirmation and increase the level of teachers' awareness and skills. Teachers expect school leaders to create the atmosphere that would encourage cooperation, sharing responsibilities, effective communication and good

relationship between heads of schools and teachers for students' performance (Cetin, & Kinik, 2016).

Currently, there has been a globally increase of demand for educational performance basing on quality education and world-market requirement of personnel. The expectation of parents and education stakeholders on education on the other hand is children's achievement. From this standpoint countries and, or governments become obliged in strengthening education systems and preparing their people who can fit in this scenario, as necessitated. Thus, studies concentrate on diversity aspects towards the issue. There is a need for changing role of school leadership and teacher capacity building in teaching and learning, and making them fit to cope with world development. A successful leader will have to focus largely on technical aspect needs as a paradigm shift towards great focus on human development (Duze, 2012). However, Duzes' perspective is that leaders need to adopt an instructional leadership as a strategy that can enhance teachers' capacity under which relevant and compulsory programmes need to be introduced for aspiring and inspiring teacher's teaching effectiveness. These leaders could set clear goals, managing curriculum, monitoring and evaluating lesson plans and schemes of work, and supervising daily school activities and other teacher's teaching duties. The most important thing of this study is to develop a teacher-leadership rapport in order to improve learning and knowledge sharing effectively. Despite the study perspective of changing role for school leadership which focuses on instructional leadership. There should be consensus regarding the important components of what make a leader competent or successful. Not surprisingly, the level of training, quality of leadership, autonomy and support might hinder effectiveness of leadership.

Expectedly, leader for effective achievement could be mostly eager to take part in the instructional role which guides him/her to set clear vision and goals, allocating resources, planning and managing the curriculum, decision making, monitoring lesson plans, and evaluating teachers' teaching and trust the staff to reach their goals and giving full play for staff's potential (Day & Sammons 2016; Swamy & Swam, 2014). Furthermore, a complex change of education is no longer avoidable, it now forces everyone in this field to rethink about education goals implementation currently and for future, it makes a comparative survey making on demands of what everyone should know, learn and hold, for revolutionary changes in education. It is an issue of mandate for education stakeholders to consider changes in education which demand capacity

building of teachers and leaders, collaboration and acknowledging technological use in teaching and learning process. In this regard, the current study increased interest in school headship effectiveness based on the fact that heads of schools have an important role to play to achieve both school and national educational goals related to what should be done in the school setting.

Wolhuter, Walt & Steyn (2016) pointed out three sets of contextual forces important for a leader to take into account: contours of the education system in which school leadership, organizational change and development occur, societal and international contexts. Education leaders in developing countries need to understand the contextual factor impacting on their future as education leaders which would support them to employ an effective strategy for dealing with complex challenges of the future. On the other hand, Kuluchumula (2014); and Yariv, (2015) indicated the major challenge for school leaders namely: lack of leadership skills as the external source of poor performance in education. A remarkable challenge therefore would be poor management skills and inadequate supervision in schools which would result to uncommitted teachers. The quality of school achievement depends largely on the competence of school leadership, and that implies the important need of leadership training before holding such position.

Acquiring leadership skills is to enable leaders solve educational challenges, and deal with stakeholders' expectation especially teachers' professionalism. In general this might be one of the serious challenge where leaders are not trained, and where leadership development programmes are likely not considered as important. Citing Tanzania as one of the developing countries in the sub-Saharan Africa, the above discussed could be realized, where even the appointment of heads of schools depends much on experience instead of knowledge, skill and abilities (Komba & Nkumbi, 2008). Under such circumstances school leaders, teachers, students and would not be expected to perform well, unless, under effective school leaders who are also capable and confident to influence their subordinates.

Teachers' commitment, on the other hand is possible when their leaders have the ability to influence them. This implies that teachers normally become what their leaders of schools make them to be. Having the same line of thought, Boyd, Grossman, Ing, Lankford & Wyckoff (2009) attempted to investigate a reason for such serious challenge of teachers' turnover in the United States which ranged to 84% of teachers leaving their profession yearly. A study observed the

influence of school administrators as a main factor on teachers' retention. The findings provided evidence that the school administrator was an important factor in teacher retention decisions, in a sense that maintenance of teachers in their profession is confined to their leaders' role in terms of motivation, work recognition, job satisfaction, security, training and the like. The study, however, did not indicate the important role of heads of schools in motivating teachers to perform their responsibilities effectively and influencing their commitment. This study on the other side, considered the important role of heads of schools in relation to their teachers' commitment, and investigated the extent to which heads of schools perform their supervisory roles to influence teachers in teaching.

3. METHODOLOGY

The study employed the convergent parallel design, focusing on collecting, analyzing, and merging qualitative and quantitative data and results at one time. In this case, the quantitative and qualitative strands were conducted concurrently but independently. The quantitative strand was used to collect data from teachers, on practices of teaching and the actual levels on their commitment as per the teaching profession. Qualitative on the other hand, was employed to understand the reality of head of schools, on their experiences, and leadership practices in improving teachers' commitment. The target population of the study included head of schools, academic masters and teachers in secondary schools, in Kagera Region. 32 academic masters, 32 heads of schools and 288 teachers were sampled to participate in the study, including a total of 352 participants. Both probability and non probability sampling procedures were employed. The study also used questionnaires, interview guide, and document analysis guide for data collection.

4. DISCUSSION OF FINDINGS:

The questions for this study focused on examining the relationship between heads of schools' effectiveness and teachers' commitment. As it has been discussed throughout this study that, heads of schools were directly related to teachers' commitment and their effectiveness is most likely to affect teachers' commitment to their teaching profession. The study sought to find out whether heads of schools were in a position of providing effective support towards teachers' commitment through headship responsibilities. The study related the aspect of school headship effectiveness with the transformational theory whereby a transformational leader is expected to support teachers' intellectual development, ability and competence, motivation and maintaining

their professional accountability (Hughes, 2014). The importance of transformational leaders as per this study should increase the level of teachers' commitment and performance in schools.

Heads of schools were expected to have direct effects on teachers' commitment by providing support to teachers on daily basis through motivation, supervision, monitoring and evaluation of the teaching activities and making favorable environment for teachers' effective teaching of different subjects. Data were collected from teachers and academic masters on the extent heads of schools and academic masters motivated and recognized teachers' efforts. Responses from teachers are presented in Table 1 as follows:

Table 1: Teachers Responses on HoS and Teachers' Relationship (n = 288)

	SD	D	U	A	SA	
Head of school frequently	n(%)	n(%)	n(%)	n(%)	n(%)	M(SD)
Provides gifts, rewards and incentives apart salary	61(21.2)	136(47.2)	13(4.5)	60(20.8)	18(6.3)	2.44(1.21)
Appreciates teachers' work through letter, cards or words of encouragement.	42(14.6)	118(41.0)	7(2.4)	25(8.7)	96(33.3)	3.05(1.56)
Encourages positive relationship between teachers and Head of school	46(16.0)	60(20.8)	13(4.5)	94(32.6)	75(26.0)	3.32(1.46)
Ensures work security and conducive environment for effective teaching	29(10.1)	146(50.7)	18(6.3)	77(26.7)	18(6.3)	2.68(1.15)
Provides teaching support, resources and teaching facilities to enable effective teaching	39(13.5)	194(67.4)	18(6.3)	29(10.1)	8(2.8)	2.21(0.09)
Involves all teachers in decision making	3(1.0)	89(30.9)	5(1.7)	126(43.8)	65(22.6)	3.56(1.18)
Allows teachers to make decisions on how to implement curriculum and discuss workload with leaders	44(15.3)	76(26.4)	28(9.7)	101(35.1)	39(13.5)	3.05(1.33)

Involves teachers in planning the school budget and other activities	39(13.5)	225(78.1)	-	10(3.5)	14(4.9)	2.08(0.84)
Observes time tables for meetings with teachers	52(18.1)	161(55.9)	2(0.7)	44(15.3)	29(10.1)	2.43(1.23)
Seeks teachers' ideas on matters of school governance	22(7.6)	117(40.6)	23(8.0)	62(21.5)	64(22.2)	3.10(1.35)
Acts as role model to teachers and students at the school	3(1.0)	93(32.3)	32(11.1)	66(22.9)	94(32.6)	3.54(1.27)
Prepares seminars, workshops and other opportunities for teachers' professional development	89(30.9)	124(43.1)	13(4.5)	60(20.8)	2(0.7)	2.17(1.11)
Total Mean						2.8(1.14)

Majority of teachers 136(47.2) disagreed that heads of schools frequently motivated teachers through provision of gifts, fringe benefits, rewards and incentives apart from their salary. The data obtained on whether heads of schools recognized teachers' work and gave them letter or cards of appreciation, or words of encouragement for them to work harder 118(41.0) teachers disagreed as well. The findings indicate low level of motivation to teachers which might indicate low level of commitment and ineffective headship in schools. This is in agreement with what Akram, Malik, Sarwar, Anwer, & Ahmad (2015); UNESCO (2015); and Adusei, Jacob, Manukure, & Cudjoe (2016) who indicated less recognition of teaching professional.

The studies claimed that qualified teachers exist, but they perform poorly due to lack of motivation. Despite the deficiency of motivation factor among secondary schools teachers, a study by Ud Din, Tufail, Shareen, Nawaz & Shehbazi (2012) indicates that teachers perceive motivational level as affect their performance on the aspect of rewards, and incentives, recognition, feedback on academic performance among others. However, the findings show that there might be a problem among heads of schools in motivating teachers.

The concept of lack of motivation among teachers indicated that heads of schools as per these findings lacked an important element for effective headship. The most intriguing question however, due to lack of motivation among teachers, is what motivates teachers, because people

would be motivated by different factors which are not necessarily the same; or it might be that what heads of schools thought could motivate teachers was not what teachers expected. The other question might be on where do heads of schools get ability and material support to motivate teachers which could also be a point of challenge. Motivation habitually needs support or funds; but experience shows that leaders in schools have neither income generated nor enough capitation grants to execute the decision of teachers' matters. However it is important for heads of schools to understand the situation where teachers could be motivated and by what means. The question therefore, was left for more debate among stakeholders and further investigation.

The statement that there is positive relationship between teachers and heads of schools to increase teachers sense of responsibility in teaching shows that 94(32.6) teachers responded indicate their uncertainty with the statement. It is among the leadership principles that an effective leader must develop positive relationship among workers for effective management of the organization. The relationship between teachers and heads of schools is very important for the success of a school and can affect school's performance in all ways, positively or negatively. Under this aspect this study found that it was necessary to find out whether this principle was applicable among heads of schools. The findings from teachers therefore, indicated the absence of this aspect, which denoted the ineffectiveness of heads of schools in this area. In the context of headship effectiveness and teachers commitment the aspect of positive relationship in inevitable, heads of schools should provide maximum cooperation, consultation, collaboration and adequate opportunities for effective teaching and learning. This is more likely to lead to good performance of all: heads of schools, teacher and students at large.

On the statement that teachers were ensured of work security and conducive environment for effective teaching, 146(50.7) teachers disagreed. Several researchers such as Karal, (2011), Özer, & Dönmez, (2013) state that creating safe places for teaching and learning environment promotes academic success of the school and make students and teachers feel physically and psychologically safer. School security is important not only for preventing crime, violence and other threats but also settles minds of teachers to work freely and students to learn restfully. Despite the importance of security in schools, still teachers' responses from this study indicated that there was a problem with regard to teachers' security. Security for teachers can mean school

infrastructures, environments, in and outdoor security, students' behaviour, school-community relationship and the like. Therefore all these need to be under heads of schools' management and control to maintain their effectiveness failure to manage might on the other hand indicate the low level of heads schools' effectiveness in relation to their teachers' commitment.

The data obtained on whether heads of schools provided teaching support, resources and teaching facilities to enable effective teaching 194(67.4) teachers disagreed with the statement. In fact, the performance of teachers and their commitment normally need to be accompanied with many factors, including the factor of teaching materials. Heads of schools in this sense are responsible for developing a supportive culture, supporting teachers to have required materials and then think of supervising their performance.

The results obtained from teachers on this aspect indicated that teachers were less supported. However, the important thing to consider was the critical question on what limited heads of schools to support their teachers and to determine whether the problem is within headship ability. Teachers' responses that heads of schools involved all teachers in decision making on school matters 126(43.8) teachers agreed with the statement, and on whether teachers have freedom to make decisions on how to implement curriculum, and discuss workload with heads of schools, 101(35.1) of the teachers agreed with the statements. Findings on these statements show the involvement of teachers in decision making is not a problem, which implied that heads of schools helped teachers to increase their level of teaching commitment. The findings are in agreement with Ingersoll, Sirinides, & Dougherty (2018) who suggest that good school leadership actively involves teachers in decision making, and that these are tied to higher achievement. A study by Sarafidou & Chatziioannidis, (2013) found that school leaders involve teachers in decisions greatly in issues concerning teachers rather than issues on managerial matters. This therefore, indicates the need of defining specifically in which areas decisions have to be done and at what level of involvement. There should be specific principles on where, when and which areas need teachers involvement. For example in the case of managerial issues teachers could be informed on what is going on around the school but issues concerning teaching activities, academics, students' behaviour and the like, teachers must be fully involved at all stages.

However, teachers disagreed with the following statements: on whether they were involved in preparation of the school budget and other activities concerning school funds 225(78.1); school had specific timetable for meetings with heads of schools 161(55.9); heads of schools normally seeking teachers' ideas on matters of school, 117(40.6); and heads of schools preparing seminars, workshops and other opportunities for teachers' professional development 124(43.1). The responses of teachers on these statements indicate that generally heads of schools were not involving teachers in the necessary aspects of teaching, school and academic improvement. As suggested in this study that it was important for heads of schools to define the areas and level of involvement. For example, it is possible that other issues were more restricted to administration, therefore this should be clear to both heads of schools and teachers.

Moreover, when teachers were asked if heads of schools were role models to teachers and students at school 94(32.6) teachers agreed while 93(32.3) disagreed. Teachers seemed to be almost equally divided in emulating their heads of schools. This might be the effect of lack of intimacy between some teachers and heads of schools in a sense that both, teachers and heads failed to understand each other. According to Makaye & Ndofirep (2012) conflicts among teachers and heads of schools existed in most schools, conflict with each other over unequal distribution/allocation of resources and grapevine or gossips, and that most teachers were not satisfied with the ways in which problems were resolved.

Heads of schools needed awareness on how to make themselves role models to teachers, meaning that, they ought to maintain professionalism as they expected their teachers to be. They could be role models in all matters, including: punctuality and observing school rules and regulations. In terms of professionalism, they need to have: reflective practices, continuous learning, progress monitoring, and effective supervision. The aspect of heads of schools being a role model is important not only to teachers but also to other subordinates like: students, non-teaching staff, parents and the community around.

Various scholars are in agreement that, acting as a role model in school leadership is regarded as an important element of effective leaders. Transformational leaders act in ways that make them role models. They are respected, admired and trusted by their followers. Followers need to identify them and describe them in a way that they are capable to achieve both individual and school goals. The important characteristics for the head of school is effectiveness of running the

school activities, but this effectiveness requires essential features such as being a role model is among the core feature. Being a role model a school head needs to be fair, hardworking, fulfilling responsibilities, with good attitudes towards followers and articulate in speech, with ability to use the technological tools of the age and provides that the teachers and students also utilize these tools in the classroom. A transformational leader on the other hand is supposed to act as a role model in sharing responsibilities; set rules and regulations; supervising and monitoring activities, building team work; influencing teachers for change. The findings from teachers therefore indicated that transformational leadership among heads of schools was limited in this aspect.

Academic Masters Responses on Teachers and Leaders Relationship and Teaching Commitment in Secondary Schools

In Tanzania school leadership system, Academic Masters are recognized as the middle level of leadership hierarchy and the immediate supervisors of teaching activities in schools (URT, 2013). They are essential in supervising academic matters and ensuring the implementation of curriculum, working under heads of schools guide. Academic Masters were provided with items to indicate their responsibilities in relation to fostering teachers’ teaching commitment as their daily leadership responsibilities. Table 2 below presents the findings summary from academic masters concerning teachers’ teaching commitment.

Table 2: Academic Masters Responses on Teachers Teaching Commitment in Secondary Schools (n= 32)

As Academic Masters	SD	D	U	A	SA
	n(%)	n(%)	n(%)	n(%)	n(%)
I frequently advise head of school to motivate teachers for their performance	-	-	-	21(65.6)	11(34.4)
I normally recognize teachers’ work and encourage them to work harder for achieving academic performance in this school.	-	-	-	24(75.0)	8(25.0)
I provide positive reinforcement to teachers when they are performing their	-	-	-	18(56.3)	14(43.8)

duties effectively					
I encourage good relationship between teachers and my office			8(25.0)		24(75.0)
I ensure work security and conducive environment for teachers effective teaching	5(15.6)	6(18.8)	8(25.0)	4(12.5)	9(28.1)
I always provide teaching support, resources and teaching facilities to enable effective teaching	-	1(3.1)	-	23(71.9)	8(25.0)

Data obtained from Academic Masters indicate that the majority are performing the identified duties effectively, building good relationship and fostering teachers' teaching professional commitment. The findings on the statement that academic masters frequently advised heads of schools to motivate teachers for their good performance in teaching, they strongly agreed or agreed: 11 (34.4) and 21 (65) respectively. 18 (56.3) academic masters agreed with a statement that provided positive reinforcement to teachers when performing their teaching duties. The responses indicate that academic masters acted as the main assistance for academic as concerned. Academic masters work as a bridge between teachers and heads of schools for easier communication on issues concerning academics in schools. Teachers on the other hand work under academic masters' mandatory power, therefore, it is their responsibility, on behalf of heads of schools, to ensure that curriculum and syllabus are successfully implemented and timely covered. This indicated also that academic masters ensured lesson were well taught, tested, marked and results returned to students, and also teachers were motivated to perform all duties assigned to them. It is important to return reports to the heads of schools whether the work assigned is well done, here the question of advise may be established in relation to what the school is intended to achieve. The majority of academic masters indicated that they recognized teachers' work and encourage them to work hard for achieving good academic performance in schools. Academic masters' recognition of teachers work would possibly stimulate the relationship between teachers and academic office probably even increasing their level of commitment.

The findings from Academic Masters are in agreement with Collins, et al. (2002) who stated that an effective leader recognizes what motivates followers for work to be done. Hughes (2014) maintained that, a transformational leader is the one with ability to inspire and motivate followers and achieve job effectiveness. Findings, therefore, indicate that Academic Masters together with heads of schools were effective in this sense, although the findings from Academic Masters were in contrast with those of teachers who indicated that they were not motivated to work nor recognized for their work. Even issues of being provided letters or cards of appreciation, or words of encouragement for their work seemed not to be done. The contradictory responses of teachers and academic masters might indicate misunderstanding on what motivates teachers or their interest and goals that teachers need to achieve apart from school goals. It is important for a transformational leader to realize and focus on employees' personal interests and the organizational crucial needs. Failure to achieve that can imply ineffectiveness of school headship in fostering teachers' commitment.

The majority of academic masters 24 (75.0) strongly agreed that they normally encouraged good relationship between teachers and their offices, since effective communication and promoting interaction between heads of schools and teachers was important accomplishing the intended school goals and objectives. Leader-teacher relationship with good communication is a significant element of effective leader. Good relationship between teachers and academic master was a good sign that academic masters played a vital role of bridging teachers and heads of school, in terms teachers and student's needs, teaching and learning materials required and the like. On the statement that academic masters ensured security of teachers and conducive environment for teachers' effective teaching, 9 (28.1) academic masters strongly agreed while 8 (25.0) academic masters indicated that they were uncertain with the statement. This indicates poor management of teachers work security despite the importance of it.

It could be deduced from teachers' responses about providing students with conducive environment, where findings indicated that teachers were uncertain on providing students security and conducive environment. In fact they could not give what they did not have. If teachers themselves were not secure, it was not likely for them to ensure security for students. This may contribute to poor performance of teachers as well as students when they felt insecure.

Indeed this needed to be well stated in the education policy and put into the strategic plan and professional code of ethics and conduct document to indicate the accountability of each side; teachers as well as the government. About supporting teaching, 23 (71.9) academic masters agreed that they provide teaching support; resources and teaching facilities to enable effective teaching.

Although it seemed that academic masters provided support to teachers and revealed their responses were not in disputed agreement with those of teachers who disagreed with most of the statements. Such results could reflect the fact that school headship alone were not the only determining factor of fostering teachers' professional commitment, but it rather required a collective efforts of educational leadership entirely. The education system in general should consider teachers' matters and demands which can act as a stimulus for their professional satisfaction and influence the level of teaching commitment. For example, policy makers, Ministry of Education, education and school leaders need to come together and sort out important issues which could be influential factors for teachers professional satisfaction, motivation and commitment. Issues like: reasonable salaries to afford life expenditure, promotions, pre-and in-service training, teachers' involvement in educational planning and reforms, good teaching environments, social services and so on. In fact, there could be variables or factors which motivate teachers and increase their level of teaching commitment to a greater extent than other factors. Therefore, this should give a challenge to education leaders in determining what motivates a teacher and what makes an effective leader.

In line with teachers' responses, heads of schools were also interviewed on the same aspect of supporting teachers in relation to building relationship between them. Responses were not such different from teachers' responses. In the first place heads of schools agreed with the aspect that, supporting and motivating teachers was an important aspect and a strong strategy to increase teachers' commitment. However heads claimed that material support was beyond their ability. For example, one head said:

Our schools do not generate income and no support from other stakeholders while capitation grants are given under specific programmes or conditions, so this becomes difficult because in any case money would be required. Even if you want to give them cards, you need to buy them but there is not even a single coin

for such purpose, therefore, it is difficult to motivate teachers with just words of appreciation every day it does not work, even teachers themselves do not value such kind of motivation.

When asked the kind of support they provided to teachers under the school and leadership ability to ensure teaching performance, heads of schools responses mentioned various areas where teachers were supported like: in academic matters teachers are supported with teaching materials like books, exercise books and preparation documents. But this also was a problem to those schools which had insufficient teaching and learning materials. One head of school explained that, sometimes teachers had to buy their own books or produce photocopies and sometimes heads of schools used personal money to buy books or produce text book copies. Therefore, in such type of schools, teachers lacked academic support from schools. For heads of schools to realize their teachers' professional commitment, they should play their part of providing teachers with enough teaching materials.

In some schools teachers were given a piece of land or portion to cultivate different crops for their own food in supporting their needs whether for sale or food. One head of school was asked, when did teachers get time to cultivate said, they used break time or after working hours. Other teachers used even students although that was also not allowed, so this kind of support seemed to have challenges and most of the teachers disliked engaging in cultivating due to various factors. Also teachers had associations for contributing money every month, so in case a teacher had a problem like family issues and others of such kind, from that association teachers could support each other.

Heads of schools were asked whether the support given to teachers was enough for their needs. The responses were that, teachers had their needs personally, family and social needs such as contributions to social functions. So, supporting teachers was deemed important and if done it could increase their morale for the work. However, because heads of schools had no enough funds they could do little about that.

Over and above findings from teachers and heads of schools are in disagreement with those from academic masters. From teachers and heads the findings indicated that teachers support from heads of schools was not adequately done in all aspects. This was evident from the responses of

teachers in all items used to measure the relationship between teachers and headship and from heads responses that seem inadequate in supporting teachers due to various reasons outlined. Academic masters however, indicate that were in a position of supporting teachers academically in terms of teaching materials, recognition, good relations and encouragement.

5. CONCLUSIONS

The investigation on the relationship between effective school headship and teachers' teaching commitment indicated poor relationship between heads of schools and teachers in terms of headship insufficient support and motivation. The study indicated that the effectiveness of heads of schools was limited by their inability to motivate and support teachers teaching activities. Academic masters on the other hand indicated good relationship with teachers in support and encouragement for them to perform teaching activities effectively. The effectiveness of school headship was faced with several challenges. The most outstanding challenges were: lack of frequent seminars, workshops, and meetings; ineffective involvement in decision-making; ineffective communication; incompetent heads of schools, low salaries, and lack of motivation. The researcher ended up with the conclusion that several challenges pertaining to effectiveness of heads of schools and affecting teachers' commitment in secondary schools, needed thoughtful attention to be resolved. For example, issues of lack of leadership training and in-service training among school headship, inadequate support from the government, inappropriate political interference in school management, teachers' incompetence, to mention but few, ought to be resolved by authorities above school headship for heads' effectiveness to win teachers' commitment.

6. RECOMMENDATIONS

Education stakeholders ought to encourage heads of schools in school leadership and management and put emphasis on enabling headship effectiveness in terms of support and headship autonomy.

The study found that heads of schools were restricted with lots of activities which undermined their effectiveness. It is therefore recommended that heads of schools should develop strong techniques and skills to manage the entire headship roles especially supervision of teaching

activities. They need to develop clear strategies and higher capacity for dealing with teachers' commitment in teaching and consider teachers' involvement in school decisions, and management of teachers' misconduct.

Challenges of headship identified in secondary schools in Kagera Region could be minimizing headship effectiveness, therefore education stakeholders should give more attention and maximum cooperation and support to heads of schools to increase the ability of headship command on issues pertaining teaching and learning activities.

To consider leadership courses of heads of schools (leadership training courses), heads of schools' in-service training. Issues of: seminars, workshops, short courses and further studies should be provided in order to build their capacity, update their skills and enable them cope changes occurring in education system and effective management of schools. This might be significant for having competent heads of schools, improve incompetent teachers apart from others to gain more abilities.

The recruitment system of secondary school teachers should change instead of focusing on certificates and pass marks as it was used to be, the government could consider "Competence Employment Base" (CEB) that is recruiting teachers who could be found incredible for teaching. This can be done through interview or other way around.

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