

**SCHOOL HEADS ATTENDANCE REGISTER STRATEGY IN FOSTERING  
TEACHERS PROFESSIONAL COMMITMENT IN PUBLIC SECONDARY SCHOOLS  
IN MOSHI DISTRICT, TANZANIA**

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**Abstract**

The purpose of the study was to examine the extent heads of schools employ attendance register strategy to enhance teacher's professional commitment in secondary schools in Moshi district, Tanzania. The study was guided by transformational leadership theory by Burn in 1970s. The study used mixed method approach where by convergent design was used. The target population was 56 public secondary schools, 56 heads of schools, 1064 teachers and TCS officers, making the total of 1120 participants. Probability and non probability sampling was used to select the respondents. Questionnaires, interview guide, interview schedule and document analysis schedule were used to collect data. The reliability of quantitative data was established through Cranach Alpha, while the reliability for the qualitative data was established through Triangulation of data. For quantitative data descriptive and inferential were used to analyze data. Qualitative data was analyzed by coding contents into themes and presented in narrative form. The research findings revealed that, the heads of school were making sure teachers are signing attendance registers when they arrive at school, but failed to ensure teachers are signing out. It was concluded that heads of schools in public secondary schools were partially employing attendance register to enhance teachers' professional commitment. The study recommended that, TCS officers should ensure teachers regular and punctual attending at school hence, if one know that the bosses are watching and can take action, then they can change and be professional commitment. Also schools heads and management were recommended to embrace technology in school programs so as to foster teachers' professional commitment.

**Keywords:** Strategy, attendance register, professional commitment

## **1. Introduction**

Teachers play a vital role towards enhancing quality education. They are responsible in transforming the predetermined educational goals and objectives into practical terms. Teachers are role models as well as educators in the classrooms and even outside the classroom (Green, 2010). In other words, teacher's actions, beliefs, sense of humor, self-discipline, and attitude are all lessons that are presented to students throughout the education experience (Ebert & Culyer, 2012). In the school settings and even at the society level, teachers are highly trusted and considered to be role models in school and in the community. Teachers, therefore, are the key element to ensure that learners are equipped with relevant skills, knowledge, values, and attitudes.

Committed teachers are determinants of quality education and academic performance of their students or and also the general performances of schools. Once Nyerere (1975) in Lema, et al (2004) said, "Children are, because teachers are." This would mean teachers are the role models of the students as well as the society. The global world determines teachers as prime movers in implementing curriculum and the teaching and learning process. (Duze, 2012), commitment is based on compliance to professional code of ethics and conduct, improve standard of work and ability, interests in the teaching profession. Observes to school rules and regulation, observe punctuality all the time, good attendance to school and in the classroom

Poor performing teachers are described by Yariv (2015) as chaotic to school leaders, students, parents and their fellow teachers, and they do not only fail to provide expected results but also they have intolerable behaviors. They consume much time of their leaders and students. To remedy this, the head teacher has to use strategies such as attendance registers, induction strategies and orientation of new teachers' employees to enhance teachers' professional commitment.

Despite all the values, qualities and importance given to teachers and their professional code of conduct, still professional misconduct and professional abuse among teachers is a problem (Anangisye & Barrett, 2005). Literature increasingly indicates that teachers and educators in various developing and developed countries are implicated in different professional misconducts such as corruption, truancy, lateness, alcoholism, financial mismanagement, sexual immorality and drug abuse (Lauwerier and Akkari, 2015). Related cases of misconducts were found in India

where a schoolgirl was stripped in her class by the teacher, for not completing homework (Reuters, 2007). In North America particularly U.S.A, between 2005 and 2012 there were more than 2500 cases of teacher misconduct of different forms, among others, raping, seducing and sexual abuse of female students by their teachers (Carlson, 2014).

In some schools in German teachers usually teach only part of the curriculum during regular classes, thus reserving the rest to be covered in the form of private lessons which must be paid for by students (Ochse, 2013). In Africa, a report on a survey conducted by Education International (2007) indicated a severe problem with teacher absenteeism. Another study by Prinsloo (2006) indicated that sexual abuse is quite rampant among male teacher's abuses young female learners in schools.

Betweli, (2013) revealed the professional misconduct of teachers in Sumbawanga Municipality and rural districts that included absenteeism, drunkenness, sexual abuse, examination fraud, abusive language, drug abuse, and unethical dressing. The research findings by Barrett (2004) point out that, in Tanzania teacher absenteeism tends to increase when teachers run out of money. Study conducted in Tanzania by Uwezo (2011) reports that only four out of five teachers were present in school visits, the report also found out, that school-wide perfect attendance among teachers was relatively rare only about 1 in 10 schools visited had all of their teachers at work on that particular day. Study report by Hakielimu (2010) revealed that in the visited primary schools in Tanzania, the rate of teacher absenteeism was 10%. Teacher absenteeism was viewed by participants as leading to failure to complete curriculum implementation and poor academic performance amongst pupils.

Teachers attending school and classes, engaging in effective teaching, are a critical prerequisite to educating school-going children. Recent evidence show rates of teachers' time-on-task is less than half of teaching time in some settings of sub-Saharan Africa, yet there remains only a limited evidence base on how policies and practices at various level of the education system influence different types of absenteeism (Duflo, et al 2012).

According to Bipath et al,(2019) processes to track teachers' attendance has enhanced through attendance registers, across all the schools attendance registers are used for teacher to sign when they arrive and leave the school. The application of attendance register strategy has enhanced

tracking teachers' school attendance. However it is not clear if the findings justify the areas of the current study.

However, teachers' commitment in Tanzania has been an issue of discussion due to the reason that the expected results from education or schools are not effectively produced. For example, Poor performance of students and schools experienced in several years (Mkumbo, 2012; Twaweza, 2013; BEST, 2012-2016) which might be contributed to low level teachers professional commitment. Also, there is low significant improvement regarding students' basic skills of reading, writing, and arithmetic. This might be connected to teachers' low professional commitment. Uwezo, (2010, 2015 & 2016), found that teachers' misconduct was among the serious hindering factor for teachers' commitment and teaching below the expected standard. For example a report of (Twaweza, 2016), revealed the issue of teachers absenteeism to be high, ranging from 11% to 30% as the attendance rates in schools and class attendance in Kenya, Tanzania and Uganda, while Tanzania's rates being above all three countries with 25% low attendance.

The Tanzanian Education Act No. 25 of 1978 amended in 1995 and 2002 has vested authority in school heads in the country to supervise and maintain teachers' conduct and discipline in secondary schools (Fussy, 2012; United Republic of Tanzania [URT], 2002). Despite such entitlement, there are ongoing cases of teacher misconduct, teacher professional abuses which indicates the low level of professional commitment among teachers in various secondary schools in Tanzania. In line with this Mkumbo (2012) did a study and found that teachers' commitment to the teaching profession is overwhelmingly low. In relation to that, the mentioned factors like; poor students' academic performance, and teachers' misconduct, indicates the prevailing challenge of uncommitted teachers in secondary schools. This raises the question on how the school heads are putting these strategies into practices to enhance teachers' professional commitment. Therefore this study was aimed to examine school heads attendance registers strategy of enhancing teachers' professional commitment in secondary schools.

### **1.1 Statement of the Problem**

There is a complaint that, teachers in public secondary schools do not attend the lesson regularly. Research confirms that teachers indeed do not attend classes regularly as expected. (Anangisye

& Barret, 2005) . For example, the low attendance rates of teachers in Tanzania were reported to be 10% to 13% in secondary schools (Twaweza, 2011; Betweli, 2013; Mfaume & Bilinga 2017).

Some studies have suggested that attendance register when used well can reduce teachers' school and class absenteeism. (Anangisyee, 2006, Batweli, 2013 Barrett ,2004 Uwezo, 2011), also attendance register have been known to deal with teachers' professional commitment.

Therefore this study was aimed to examine the extent school head employs attendance register strategy to enhancing teachers' professional commitment in public secondary schools in Moshi district, Tanzania

### **1.2 Research Question**

1. How does the application of attendance register strategy help to improve teachers' professional commitment among teachers in secondary schools in Moshi district?

### **1.3 Significance of the Study**

The study was intended to provide knowledge to education stakeholders on the importance of teachers' professional commitment as a result of good performance of students. Therefore teachers were supported so that to produce the high performances at school and achieve the quality education which is important for complying with the current Tanzania country's middle economy which demands for quality education.

Moreover, the study is helpful to the educators and other education stakeholders to identify different strategies which can be employed by the school heads to enhancing teachers' commitments. The findings from the study are useful to the researchers' and heads of the school to identify the challenges in fostering teachers' professional commitment possible solution to mitigate the situation.

The study was intended to add knowledge to the policy makers on the implementation of the guidelines and policies formulated to enhance teachers' professional commitment. The finding from the study was intended to help the policy makers to identify which strategy produces the intended outcomes results and which among them are not yielding the best results, so to make the necessary amendments for the better future results.

### **1.4 Theoretical Framework of the Study**

The study was guided by transformational leadership theory developed by Burn in the 1970s, later conceptualized by Bass, Bennis, Nanus and Avolio in 1977. The theory generated the

assumption of "leader-effect on followers." (Collins, et al, 2002). It attempts to explain factors that may result into performance according to the expectations depending on effective leaders. Transformational theory assumes to have leaders who can influence subordinates to feel trusted, motivated, empowered through training and resources.

The theory emphasize on the four elements of transformational leadership which are idealized influence, inspirational motivation, intellectual stimulation and individual consideration are very useful for effective school leaders such as heads of schools who are required to influence teachers' commitment. Therefore heads of schools are expected to stipulate vision and mission, developing and implement specific strategies and provide intellectual stimulation to teachers so that they could achieve teaching performance effectively as a result of teachers' professional commitment.

## **2. Literature Review**

The scope of a literature review of the study was to focus on empirical studies related to the application of attendance register strategy to improve teachers' professional commitment among teachers in secondary schools. In this section, empirical studies have been put into theme as per research question.

### **Improving Teachers Commitment by Applying Attendance Register Strategy**

Teachers' school attendance has a significant contribution to the success of teaching and learning process (Miller, 2012). Different researchers have conducted studies on how the application of attendance register strategy in schools can help to improve teachers' attendance. In South Africa a study was conducted by Bipath, et al. (2019) to investigate how different schools in Midrand, Gauteng implement processes to track teachers' attendance. The study employed a qualitative approach whereby five primary schools in the Midrand area of Gauteng were used. Information on Teacher attendance was collected from school secretary or human resources officer. The study found out that across all the schools attendance registers are used for teacher to sign when they arrive and leave the school. The study by Bipath et al, (2019) has shown the application of attendance register strategy in tracking teachers' school attendance. However, the study did not provide enough data on how effective is the application of this strategy on enhancing teachers'

school and class attendance. Additionally, the study made use of qualitative data that cannot be generalized to other settings. Therefore, this leaves a knowledge gap for current study to be conducted whereby the researcher will collect data about the application of attendance register and determine the extent to which this strategy is effective in increasing teachers' attendance.

A study was conducted by Cilliersa, et al (2018) to investigate how the application of locally managed management schemes in Ugandan primary schools. This was an experimental study conducted in 180 rural government schools in Uganda whereby 40 schools were randomly assigned to a control group and the remaining 140 schools were randomly allocated to one of the four locally managed schemes. The study found out that a monitoring scheme that was led by head teachers significantly increases teacher attendance.

The findings by Cilliersa et al, (2018), have shown that the head teachers can effectively control teachers' attendance in their respective schools. However, the application of this strategy was accompanied with extra bonuses for teachers who had a good attendance record. Therefore, it is not clear yet to conclude whether the application of attendance register strategy increased attendance or whether teachers were interested at receiving the extra bonuses for attending schools regularly. In the Tanzanian context, there is no monitoring scheme in public secondary schools that use extra bonuses to enhance teacher school and class attendance. Therefore, there is still a gap of knowledge to be filled by investigating how the application of attendance registers by heads of schools improves teachers' school and class attendance.

Ndibalema (2013), in Tanzania conducted a research to investigate the stakeholders, attitude about the prevalence and problems associated to primary school teacher's professional misconduct in the country. The researcher collected data from 180 informants including parents, students, educational officers and teachers. Methods for data collection included questionnaires, interviews and observations. The study found out that teacher absenteeism was perceived by majority of stakeholders to be the dominant form of professional misconduct among primary school teachers in the country. The study recommended for teacher training colleges to insist on professional conduct while preparing the primary school teachers.

The study by Ndibalema, (2013) shows that the problem of teacher absenteeism is dominant in primary schools in Tanzania. Teacher absenteeism has been reported to be one of the causes of students' poor performance in final examinations. However, the study has not given details on

what strategies are put in place by the school management to combat teacher absenteeism in primary schools. Therefore, there is a need for the current study to be conducted to find out if heads of secondary schools do use attendance register strategy to ensure teachers' school attendance and determine the extent to which the application of such strategy contributes to teachers' attendance.

Though the reviewed literature has suggested the application of different methods to enhance professional commitment among teachers, none of the reviewed studies has assessed to what extent the school heads employ attendance register strategy to enhance teachers' professional commitment. Therefore this study aimed to examine the school heads attendance register strategies to enhance teachers' professional commitment in public secondary schools.

### **3. Research Methodology**

The study was employed mixed methods design. Mixed methods rely on collecting, both qualitative and quantitative data analyzing quantitative data quantitatively, analyzing qualitative data qualitatively then merging the results to see the sameness and differences and in a single study. (Creswell, & Creswell, 2018). The use of mixed methods design was adopted to build on the strengths of both qualitative and quantitative data and produce enough information for extending and elaborating the problem of the study .It was useful integrating the two forms of data which helped the researcher to obtain more information and evidences from heads of schools, teachers and TCS officers. The design was also useful in the study in understanding the ability of school heads in fostering teachers' professional commitment and challenge they are facing.

The target population of this study involved all 56 O- level public secondary schools of Moshi District, all 56heads of schools, and all 1,066 teachers (DSEO's office- Moshi 2020), and 02 Teachers Services Department officers in Moshi District. The sample for the study included 05 O- Level public secondary schools, where by 05; heads of schools, 106 teachers, and 02 TCS officers were included in the study making the total of 120 participants. The ideal sample should be large enough to serve as an adequate representation of the population about which researcher wishes to generalize the results and small enough to be economically fair in terms of subject

availability. Kerlinger, (2011) argued that 10 to 30 percent of the target group in the target population is acceptable to constitute sample size.

The methods of sampling which were used to select sample representativeness were Stratified Sampling and Simple Random Sampling. Stratified Sampling was used to group schools basing on day schools and boarding schools and teachers into two strata on female strata and male strata. Simple Random Sampling was used to select participants from both strata. Direct inclusion was used to get heads of schools and TCS officers. The instruments used to collect data were questionnaire, interview guide, interview schedule and document analysis schedule. Questionnaires were administered to teachers while interview guide was carried out with Heads of schools while interview schedule was administered to the TCS officers. Document analysis schedule was used to collect data from school academic office. The reliability of quantitative data was established through Cronbach Alpha; ( $r=0.79$  for teachers questionnaire) while the reliability for the qualitative data was established through Persistent Engagement and Triangulation of data. The quantitative data collected was coded, entered into the computer then analyzed into percentages and frequencies by using Statistical Package for Social Sciences (SPSS) version 26. The qualitative data collected was analyzed by coding contents into themes. All responses are organized on the basis of research questions.

#### **4. Findings and Discussion**

##### **The extent on the application of attendance registers strategy to improve teachers' professional commitment.**

The first research question aimed at finding out the extent to which attendance register is used to improve teachers' school and class attendance in secondary schools in Moshi district. Data to answer this question was obtained from teachers, the heads of schools and the TSC officers. For the case of teachers, they were requested either to agree or disagree with statements concerning the application of attendance register in their respective schools in relation to improving their commitment. The heads of schools and TSC officers were interviewed on the same and document review schedule were reviewed. Responses from teachers are presented in Table 1

**Table 1. Teachers’ responses on the use of attendance register to enhance teachers’ professional commitment**

Statements	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
i. Teachers at this school normally sign the attendance register when they arrive at school.	1	1	0	0	5	5.1	43	43.9	49	50
ii. The use of attendance register makes teachers report to school on time	1	1	7	7	3	3.1	40	40	47	48
iii. The use of attendance register has made teachers of this school to report to school on time	5	5.1	6	6.1	2	2	41	41.8	44	44.9
iv. Teachers at this school do sign class journal whenever they attend classes	42	42	46	46	3	3.1	4.1	4	3.1	3
v. The head of this school always checks the attendance register	1	1	9	9.2	8	8.2	45	45.9	35	35.7
vi. The head of school has not set consequences for teachers who do not attend schools regularly	26	26.5	17	17.3	7	7.1	25	25.5	23	23.5
vii. The use of attendance register strategy has not improved the attendance of teachers at this school	35	35.7	23	23.5	5	5.1	18	18.4	17	17.3
viii. The head of this school do not uses the attendance register to give feedback on teachers school and class attendance	28	28.6	32	32.7	5	5.1	19	19.4	14	14.3
ix. Attendance register has enhanced teachers to observe punctuality	14	14	19	19	5	5.1	31	31	29	29
x. The head of this school has set the time limit for teachers to report at school	6	6.3	3	3.1	1	1	45	45.1	43	43.1
xi. Teachers at this school do not sign registers whenever they want to leave from the school	20	20	0	0	0	0	52	52	26	26

Results in Table 1. Show that majority of teachers agreed on the use of attendance registers to enhance teachers’ professional commitment. From the findings, 93.9% of the teachers agreed that they normally sign attendance registers upon arriving at the school. While 1% of teachers disagreed with the statement that they normally sign attendance register when they arrive at school. This implies that most of the teachers who participated in the study acknowledged the application of attendance registers for teachers as a strategy of improving teachers’ school and class attendance. This might be due to the fact that most of the schools heads have put the consequences of not attending to school regularly such as verbal and letter warnings and salary

deduction. This means that to some extent schools in Moshi district heads the school heads ensures teachers attendances at schools by the use of attendance registers to maintain teachers' professional commitment. The study was anchored on the Ministry of Education Science and Technology in Tanzania which trusts heads of schools as an important factor for improving teachers and school performances at large in attaining quality education through fostering teachers' professional commitment. Therefore ensuring teachers are attending to school regularly becomes a core function of a school heads. The findings as indicated by teachers might indicate that heads of schools employs attendance register to ensure teachers attendances at school at large extent.

The application of attendance register has been seen as one of the best mechanisms of controlling teachers' attendance as supported by Bipath et al., (2019) who found out that the application of attendance register was largely used across all the schools in South Africa, where the study was done.

The study findings revealed that, the application of attendance register makes teachers to report to school on time, where by 87% of the teachers agreed with the statement that "the use of attendance register makes teachers to report to school on time". While 8% of respondents disagreed with the statement. This implies that most of the teachers agreed that the application of attendance register makes them to report on school on time and this make them to be committed to their teaching professional. These findings concurred with the interview with heads of schools as one of them said;

*"This is my third year as the head of the school, when I firstly reported, there were complaints from students on some teachers reporting to school late, hence missing the few minutes for the first periods. So I spoke to them and currently all teachers has to sign upon reporting to school which it's before 7:30am. To a great extent the strategy has helped as teachers arrive to school on time (School head B, Interview, 08<sup>th</sup> July 2021)*

This responses from one head of school is contrary with the study by Azi and Azi,(2016) which was conducted in Nigeria on job satisfaction for teachers, which suggested that teachers need less supervision as long as they were satisfied with their job, and it was possible to fulfill their responsibilities willingly abiding to their professional requirements. However for the case of job satisfaction in Tanzania would require further investigation, as teachers job satisfaction had been

a discussion of many studies outside Tanzania context, which could be or not the same case our education systems.

Furthermore the research findings revealed that 88 % of the teachers agreed on the statement that "the head of school has set the time limit for teachers to report to school". While 10% of the respondents disagreed with the statement. Majority of respondents strongly agreed with the statement indicates that the heads of schools in Moshi district have set time limit for teachers to report to school to enhance their commitment. The time limit makes the teachers to reports on time this might due to reason that those who came to school early are being awarded, appreciated or valued by the school. This was also evidenced by 61.2% of the teachers agreed on the statement that "Attendance register has enhanced teachers to observe punctuality". These finding therefore imply that, since the attendance register strategy is applied in most of the secondary schools in Moshi district, it has enhanced the teachers to report to school on time and to be punctual hence fostering their professional commitment. During the interview with another head of school, it was revealed that attendance registers matters most and has enhanced the teachers' punctuality at schools.

In line with the data from teachers interviewed from heads of schools and TCS officers on the other hand was conducted. It sought to find out the extent to which heads ensures teachers commitment by making follow-up on teacher time limit for arriving to school. Responses of heads of schools who participated in this study pointed out that it was their responsibility to ensures that teachers are arriving to school on time. For example one of the school head said:

*Of course it is my responsibility to ensures that teachers are at school at the required time, and preparing for class attending. So at the school level, heads of school have a unique position which demands good performances of teachers and school. But there is no way I can fulfill this in absence of committed teachers. So it's my responsibility to ensures they arrive at school on time so as to ensure their commitment to work.(School head A, Interview, 09<sup>th</sup> July 2021)*

The researcher posed a probing question on whether the school heads ensures teachers' signs out when they want to leave from school to ensure their professional commitment. Responses indicated that heads of schools seemed to have not common answers in all schools. Because every school heads had shown different responses from the other. Other school heads indicated that it very difficult to facilitate day to day teachers signing out because of the different

responsibilities they have. When they were asked if it is important to facilitate the teacher signing out before leaving to schools to ensure their professional commitment, some agreed and others seemed not to be sure. One head of school said:

*You know the problem is that I have a lot to do here at school and outside the school, issues like meetings and nowadays we have meetings with several leaders almost every week. When I come back to school I have a many things to plan and to monitor. Every time there is a knock on my office door, students, parents, teachers and non-teaching staff. It's difficult to give attention to teachers all the time.*

The finding from above interview affirms with the findings from the teachers where by 78% of respondents agreed with the statement that, teachers at this school normally do not sign out when they leave from school, while 20% of respondents disagreed with the statement. This implies that the school heads do not follow up on teachers leaving time. This might be due to the fact that the heads of schools are overwhelmed with the lot of tasks to perform at schools. This concurs with what Ruto, (2011) found out, that normally heads of schools have complex roles to fulfill which demands them to use a lot of time to be in schools so as effectively to fulfill those roles.

The findings from all teachers and heads of schools were further supplemented with documents observed from schools. The researcher sought to review documents such as Teachers attendance signing registers and teachers' class attendance log books.

Document review indicated that, the teachers were normally signing in when they arrive at school but they were not signing out when they leave from school. For example the attendance register of teachers checked for the day the researcher visited the school A, showed that all teachers signed in except one teacher who had permission of attending her sick relative, but majority of teachers did not sign out when leaving from school for that day. According to URT, (2013) heads of schools are responsible in ensuring proper attending and leaving of all workers from school which teachers are among them. In terms of supervising, strategies and monitoring. When heads of school were asked why the teachers were not signing out when leave from school, responses were that, they have not have such good system of making sure the teachers signs out before they leave from school. This might indicate the weakness of school heads on that area, because the stipulated roles from education document URT, (2013). Directs heads of schools to keep proper records on teachers' attendance and give reports, and it was mandatory to

ensure teachers are signing in and out. Therefore attention should be paid and improvements made.

## **5. Conclusions**

Basing on the findings of the research study, the researcher concluded that, heads of school were partially employing attendance register to enhance teachers' professional commitment. Meaning that the extent to which school employ attendance register to enhance teachers' commitment was judged from two perspectives: being used to the high extent in some aspects and being employed in low level extent in other aspects. Firstly the heads of schools were found to be some extent employing attendance register strategy in supervising attendance programs: ensuring teachers are signing the attendance register when they arrive at school, ensuring teachers are attending to school before the required time. This was done by the school heads by setting the time limit for teachers to attend at school such as before 7:30 am. However the leaving time of teachers from schools was found to be differing from schools, this was found to be the weakness of school heads in fostering teachers professional commitment hence, in Public service Educational Act, (2004), the stipulated time for teachers leaving from work is 8 hours from the reporting time excluding all brakes. The application of attendance registers by the school heads was also revealed in setting the consequences for the teachers who do not attend to school on time and regularly, which were the warning letters and other consequences of position demotions and salary deductions.

Secondly, the heads of schools failed to ensures that the teachers are signing the attendance when they leave from schools. It was also found that heads of schools were inability to ensures that teachers' are signing the class journal for class attendance when they attend the lesson so as to enable the heads of schools and school management to make follow up if teachers are attending the lessons on time and are they are using the allocated time for the lesson presentation so as to enhance teachers commitment. Moreover the finding showed the heads to high extent employing attendance registers to enhances teachers professional commitment where teachers agreed that the use attendance registers has enhanced their punctuality also the attendance registers has improved teachers school and class attendances.

## **6. Recommendations**

Basing on the findings and conclusion of the study, the following recommendations were made for the extent heads of school employ attendance register strategy to enhance teachers' professional commitment.

The study found out that, heads of schools were restricted with lots of activities which undermined their effort to foster teachers' professional commitment. It is therefore recommended that heads of schools should develop strong techniques and skills to manage the entire headship roles especially ensuring teachers' professional commitment. They need to develop clear techniques and higher capacity for dealing with teachers' commitment in teaching and consider teachers involvement in school decisions and management of teachers misconduct.

It was also found out that heads of schools, because of lots of headship responsibilities it is difficult to monitor teachers all the time including teachers signing out. It was recommended that the time for the school managements to embarrases science and technology in different aspect of school programs such as, integrating ICT in teaching and learning activities as recommended in TETPO, (2014),also to start thinking on the building the infrastructure which will enable the teachers to sign in and out through signing electronic machines. The will facilitate and simplify the follow-up teachers in ensuring they are reaching at school at the required time and are leaving from schools at the required time also.

The educational leaders' indifferent levels like: Ministry of Educational Officers, Regional Educational Officers, District Educational Officers and Ward Educational Officers, to come up with new focus on the following areas in supporting heads of schools to perform their roles: Therefore they are required to:

Increase a considerable attention on the education and or training process and the quality of colleges and universities used to prepare teachers. They need to focus on building teachers who are professional committed and self-motivated and to structure the required education standard for the Tanzanian future. This is includes the issues of teachers' qualifications in joining teaching profession in terms of grades, meaning that the education system needs to consider best students to join teaching profession in terms of grades or pass marks from division one to three. This is to avoid what was pointed out by Moshia, (2006) that candidates selected to join teaching professional in Tanzania mostly were academically weak.

Basing on the findings it was recommended that, teachers training colleges and Universities should make courses on teacher and professional ethics as well as professional commitment mandatory. Such courses expose trainee teachers to ethics pertaining to their vocation and lead exemplary lives worthy of their teaching professional commitment. It was recommended that, for the heads of schools and school administrations as whole should exemplify ethical conduct and professional commitment within and outside school premises by serving as role models for the teachers to facilitate the promotion of teacher ethics and professional commitment as the best and immediate strategy of enhancing teachers' professional commitment.

Basing on the finding of the study, it was recommended to policy makers and standing orders, that it should be a close follows up on the application of formulated policies and strategies, so as to be sure on the proper application of those policies and strategies. This will enable the policy makers to get feedback if the intended outcomes of the policy are achieved, so as to make the immediate measures as needed in fostering teachers' professional.

The study recommended that, there is need for further study to examine the knowledge of secondary schools teachers in the area of teacher professional commitment, the importance of teachers' school and class attendances to attainment of quality education.

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