

Professional Development used By Heads of School in Managing Teachers' Commitment in Public Secondary Schools in Moshi District, Tanzania

Dativa Mathew Moshi, Rev. Dr. Eugene Lyamtane, Sr. Dr. Catherine Muteti
Faculty of Education, Mwenge Catholic University, Tanzania
dativamushi29@gmail.com

Abstract

This study was conducted to investigate professional development used by heads of schools in management of teachers' commitment in public secondary school in Moshi District, Tanzania. The study was guided by the contingency theory. The study employed a convergent design under mixed methods approach. The target population was 59 public secondary schools, with 59 school heads, 1212 teachers' and One District Secondary Educational Officer (DSEO) making a total of 1272. Probability and Non probability sampling techniques were used to determine the study sample that consisted of 131 respondents. Questionnaires, interview guides and document analysis guide were used to collect the required data. Validity of quantitative instrument was ensured by two research experts from Mwenge Catholic University to critically review and revise the instruments and qualitative data was ensured through triangulation of methods and peer briefing. The reliability of quantitative was ensured through the Cronbach Alpha formula using Likert scale questions found in questionnaires for teachers' and for qualitative found in interview guide was ensured through triangulation method and peer briefing. Analysis of qualitative data was through thematic and transcribed data which were presented in narrations and supported by direct quotations. The study found that most of the teachers agreed that heads of schools encouraged teachers to attend seminars, workshops and they were given equal opportunities to undergo on-job training. Teachers also were found to consider professional development as an important aspect for their competence. The study recommends that training shall be provided to both teachers and heads of schools to enable effective utilization of the strategies in manage teachers on the achievements of goals of teachers and institutions.

Keywords: Professional development, Effectiveness, Heads of Schools, Management, teachers' commitment

1. Introduction

Advancement in services and products offered at any institution depends on the presence of human resources (Blaga, 2020). Thus, human resources are important elements in attaining the quality of services provided across institutions (Tyas et al, 2020). Human resources are the people involved in the transaction of institutional inputs into outputs through different activities. According to Vumilia & Okendo (2020) human resources in the school context are the people who make up the workforce of the institution, including the teaching, non-teaching staff and students. Due to the roles that human resources play in bringing about effective implementation of institutional goals, the school management must set an environment that is conducive to meeting the needs of human resources. Kapur (2021) asserts that when the human resources are satisfied, they will be highly committed and hence lead to excellence in the provision of services. In a school set up, there are various categories of human resources. Some of them include teachers, lab technicians, security, cooks, office Messengers, and drivers. Among the many human resources, this study focused on teachers as one of the human resources in schools.

Teachers in secondary schools as part of human resources who are very important in the provision of quality education as they are the captains of the academic activities in secondary schools (Rachmadtullah et al., 2020). Teachers have the responsibility of educating the young generation and ensuring that they are able to acquire quality education which will help them to become competent and improve school performance (Lujan, 2020). This category of human resources is expected to work committedly so as to achieve the goals of education (Alzeebaree & Zebari, 2021). Since teachers are the ones who have the responsibility to facilitate teaching and learning process in secondary schools, they need to be well managed in secondary schools. They have the responsibility of ensuring that students are provided with quality education which will prepare them to be useful in society. According to Sukawati et al (2020), human resource management in the school context is critical for the development of schools and therefore, teachers who are competent in their professions and well managed are the most important capital needed for schools to excel. Specifically, the heads of schools have the responsibility to ensure proper management of teachers in the schools for improved school performance.

Armstrong (2020) views the management of teachers as a strategic and coherent approach used to ensure that the teachers' contributions to the achievement of its objectives are well sustained. According to Vumilia & Okendo (2020), human resources management includes all the organizational activities concerned with selecting, recruiting, appraising, directing and rewarding workers. Zgîrcu (2020) also found out that it is important to manage the teachers in the school-organization since they are the one who facilitate teaching and learning process and ensure the excellence of the school. Therefore, effective management of human resources has a positive correlation to the performance of any organization. There are several strategies which the school management can adopt to ensure effective management of human resources such as discipline, rewards and compensations, performance appraisal systems, training and development, team building. However, the focus of the study was on professional development, team building, reward and compensation. These areas are selected because they were seen to have major challenges particularly for heads of schools as many complaints from teachers center on lack of professional development, rewards and motivation in public secondary schools. Also, team building is an issue of concern cited by teachers due to failure by the heads of schools to practice these strategies effectively. Therefore, this study requires the researcher's attention.

For Piwowar-Sulej, (2021) professional development involves the process of equipping teachers in secondary schools with knowledge and skills to respond to the ever-changing needs of the teaching. According to Senadheera (2021), a strategy is considered as an important factor for improving school effectiveness since it ensures job security for teachers. When teachers are updated with methods of teaching, assessment and classroom management, they become important assets to the schools. Training of teachers provides them with great opportunities to learn new knowledge and skills for the benefit of improving quality of teaching in secondary schools (Gund et al., 2020). Due to the importance of training of teachers, different training programs have been established in different countries so as to equip teachers with skills. According to Yusup et al., (2021), the role of the school management is to ensure that teachers are updated with new skills needed in the teaching profession. Studies conducted outside Tanzania reveal concerns about training programs as some of them do not meet the needs of teachers.

Similarly, in the Tanzanian context, studies have shown that teachers lack those pedagogical skills despite the various courses offered in training (Mayala, 2020; Mokoro, 2020). This situation raises concerns on whether the heads of schools work effectively to ensure that the teachers are provided with opportunities to participate in professional development programmes which are offered within and outside the school. Moreover, little attention has been paid especially in secondary schools in Tanzanian context on the strategies used by heads of schools use to ensure that teachers are provided with the relevant knowledge and skills. Thus, there was a need for a study to be conducted to assess the practicality of teachers' professional development as a strategy used to manage teachers in secondary schools.

Despite the role teachers play in the provision of education, there has been an outcry of teachers in Tanzania whereby their level of satisfaction in the teaching profession is lowered (La Berge, 2021). This has resulted in few individuals joining the profession and higher rates of teacher turnover. Such high turnover rates of teachers have led to destabilization of schools, especially the ones located in rural areas (Huguet, 2021). Little attention has been paid to whether the heads of schools in Moshi District effectively manage their teachers by allowing them to participate in professional development, providing rewards and compensation, building good relationships among staff and encouraging team work. Though team building is essential for effective management of teachers in schools, a study conducted in Moshi District by Ngusa (2017) revealed minimal teachers' participation in decision making.

Moreover, findings by Amos and Koda (2018) about heads of schools' supervisory roles indicated a low level of heads of schools' involvement in different supervisory activities. Additionally, the rate of teachers' turnover in public secondary schools in Moshi District is still pronounced and one of the said causes is dissatisfaction among teachers (La Berge, 2021). A study conducted by Mushi (2016) revealed that teachers in some schools located in rural areas of Kilimanjaro region including Moshi District do leave the teaching profession due to poor working conditions. These issues raise concerns about whether heads of schools are effective in using different strategies to manage teachers. Therefore, this study was conducted in Moshi District with the aim of assessing the practicality of strategies used by heads of schools to manage teachers' commitment.

2. Statement of the Problem

Management of teachers in school administration in Tanzania is still the problem despite the effort taken by the government to ensure that there is effective management of teachers in

public secondary school. Teachers being very crucial to the teaching and learning process, the school management needs to create a working environment that is conducive for teacher satisfaction and hence, increases their level of commitment (Kapur, 2021). Despite the vital role of teachers in the teaching profession, there has been complaints on mismanagement of teachers leading to some teachers feeling less satisfied and others to leave the teaching profession (Mayala, 2017; Mokoro, 2020). Different factors for teacher dissatisfaction have been raised by various researchers. However, little attention has been given on how heads of schools perform different strategies to manage teachers in their respective schools. Reviewed studies such as Tyas et al, (2020); Piwowar, (2021) and Zgircu, (2020) focused on human resources management in basic education schools, however, none of the reviewed studies focused on heads of school strategies for effective management of teachers. Therefore, this study focused on professional development used by heads of schools in management of teachers' commitment in public secondary school in Moshi District, Tanzania.

3. Research Question

How is professional development strategy used by heads of school in managing teachers' commitment in public secondary school in Moshi District.

4. Significance of the Study

The study is expected to help educational stakeholders to come up with various solutions based on strategies used to manage teachers in public secondary schools. For policy makers, the study assists in understanding heads of schools' capability in managing teachers in secondary schools. Similarly, the study will help teachers to work as a team to ensure a high level of coordination in order to increase the performance of the students in the schools. The study helps educational planners to get feedback on the challenges facing heads of school in managing teachers in secondary schools and look for better ways to solve challenges. Similarly, the study contributes to the body of knowledge which will help other academicians/scholars to carry out similar studies based on the findings and recommendations. On the other hand, the study is important in helping the education stakeholders who deal with professional teacher developments to understand the real situation of strategies used by heads of school for effective management of teachers in secondary school. For the theories of educational administration and planning, the study adds knowledge about the importance of considering a number of issues before selecting an appropriate strategy for teachers' management. Finally, findings from this study may serve as a point of reference for other scholars interested in conducting research on teacher management.

5. Theoretical Framework

This study was guided by the Contingency Theory developed by Edward Fiedler in 1964. The theory proposes that for an institution to effectively achieve its objectives, human resource management functions must fit with the internal and external environments. External fit implies that human resource management practices must conform to the environmental conditions. In the school context for instance, the head of school should use different strategies to manage different teachers due to their needs. Some teachers may require professional development programmes while others may just be satisfied by being recognized and rewarded on the basis of their performance. Thus, the theory suggests that there is no single strategy which can be used to manage all the teachers. As long as teachers have different needs, the theory calls for heads of schools to be equipped to use different strategies to manage the teaching staff.

Internal fit implies that human resources management must work together to achieve the

desired outcomes. According to the theory, different strategies such as professional development adopted by human resource managers should entirely aim at improving job performance and achieve the institutional objectives. The head of school should not favor some teachers for different teacher development programmes and leave out others who may equally need such programmes. Moreover, the theory calls for heads of schools to promote the implementation of policies which motivate teachers to be committed in the teaching profession.

The theory emphasizes the recognition of different factors for effective management of teachers. According to the theory, culture, globalization and size of the school for instance might influence the application of teacher management strategies. Different cultures may need different teacher management strategies. Moreover, due to technological advancements, teacher development programmes on the adoption of information and communication systems may be deemed necessary by teachers for the purpose of simplifying the teaching and learning process. Therefore, the theory calls for heads of schools as the managers to be aware of different strategies that can be used to effectively manage their teachers and also to consider all the possible factors for the purpose of making the management process effective.

6. Review of Related Literature

Ramanan (2021) conducted a study to investigate teachers' continuous professional development practices on improving the competence of primary and secondary school teachers in Malaysia. Cross-sectional design was used whereby 383 primary and secondary school teachers were selected using stratified sampling technique. A seven-point scale Likert scale was used as the tool for data collection. The study found out that continuous professional development practices have significant impact on teachers' professional competence. According to the study, continuous professional development for teachers makes the teachers to be more competent as they become equipped with the pedagogical and content knowledge. Findings by Ramanan (2021) have shown the importance of professional development training to teachers. Despite professional development being of much significant to the competence of teachers, the study by Ramanan has not provided information on how effective are the heads of schools on using professional development as one of the strategies for managing teachers. Therefore, this study was conducted to investigate on practicality of heads of school selected strategies for effective management teachers whereas the application of professional development was one of the strategies to be assessed.

Hervie and Winful (2018) conducted study to examine training and development of teachers and how it can enhance their performance in delivery under the Ghana Education Service (GES). The study was based on a case study and quantitative research design. Simple random sampling technique was used to select the respondents (teachers) of the study. A total of 40 questionnaires were distributed out of which 30 representing 75% were retrieved. The findings of the study revealed that, poor performance of teachers was due to lack of frequent in-service training, lack of teaching and learning materials, lack of incentives and motivation, and improper supervision. It is therefore, recommended that Ghana Education Service should improve upon its in-service training and development policy to be consistent with the needs of teachers. The reviewed study was limited to only quantitative approach which the design provides information in Likert scale where by the information obtained was in terms of numerical and analyzed in a table of which this design will not provide more information that will be used to give accurate information to this study. Therefore, the current study was used mixed research approach to collect both qualitative and quantitative data helped in provides information and understand the research problem in detail.

Ntinabo (2019) conducted a study to assess the impact of staff training and development programmes on employee work performance with a case study of the Teachers Service Commission in Tanzania. Specifically, the study assessed existing staff training and development programmes in the Commission; analyzed the objectives of the staff training and programmes; and assessed the methods used and if they met training objectives. A mixed method research approach was adopted to collect data from a sample of 46 respondents consisting of management and staff in the Teachers Service Commission. Interviews and questionnaires were used to collect primary data, while secondary data was collected from documentary review. The findings were analyzed using qualitative and quantitative techniques. Generally, the study findings revealed the following: Firstly, there is no official training and development programme existing in the Commission. Secondly, training attended by staff was designed to enhance ability in work performance to reach organizational goals. Thirdly, lecture and presentation are the main methods which were used by expertise to conduct training for TSC staff. Because the findings of this study revealed that no official training and development programme existed in the Teachers Service Commission in Tanzania, the current study did not only look at the strategies used by heads of schools but also assessed the practicality of such strategies in public secondary schools in Moshi District.

Ismael et al, (2021) conducted a study to investigate the relationship between training and development and organizational effectiveness. Data was collected by developing questionnaires, and the research used a more qualitative method in compiling answers in-depth than simply numerical data from the questionnaire. The researcher collected the data from private universities by using a simple random sample: 120 questionnaires were delivered to different levels of employees at private universities and 102 respondents were included in the analysis was undertaken by using SPSS version 21. The findings of this study revealed that the researcher uses qualitative method to build a complex holistic picture, analyze words, report detailed views of information and conduct the study in a natural setting. Also, the study's researchers used questionnaires for collecting data which allowed them to assemble considerable information from the respondents within a short period of time with little cost. There was limited triangulation that puts into limited information where we can't compare the validity of the findings. Therefore, the researcher in the current study used questionnaires, interview guides and document analysis guides that helped to triangulate and verify information especially where there were doubts or problems.

Saidin's (2021) study focused on the relationship between professional development and vocational teacher competency. The study identified the elements of professional development that were key predictors of teacher competence. This study used the questionnaire with items adapted from Characteristics of Effective Professional Development to measure the professional development of teachers, and from the Performance Standards of Education Officers to measure teacher competencies. The study adopted a cross-sectional survey involving 173 vocational school teachers selected through the multi-level sampling in one of the states in Malaysia. The findings showed a significant positive correlation between professional development and teacher competence. However, there was a significant difference in teacher competence based on working experience. Separate analysis of the professional development dimension showed the elements of active learning in the classroom, focus of teaching content, collective participation and clear became predictors of teacher competence. The implications of this study where effective in professional development practices can enhance the competence of teachers in vocational colleges for their career development. The remained need for the current study to be conducted on practicality of heads

of schools' selected strategies for effective management of teachers' commitment in public secondary schools.

African scholars have also paid attention on the issue of staff training and development being one of the strategies for human resources management. A study by Asfaw et al. (2015) investigated the impact of training and development on the employees' performance and effectiveness in Addis Ababa Ethiopia. This was quantitative research which adopted cross-sectional design. Systematic sampling technique was used to select 100 employees who responded to a self-reporting questionnaire. The study found out that staff training and development had a significant relationship with employees' performance and effectiveness. The study concluded that professional development for teachers is highly needed for quality teaching in the schools. Though the study by Asfaw et al (2015) has shown the importance of training and development programmes for quality teaching, the study used only one tool for data collection (questionnaire). Findings from this instrument might be affected by the perceptions of teachers and therefore affecting the validity of conclusion. In addition to the questionnaires, the current study used interview guides and document analysis guides as the tools for data collection. The use of multiple instruments for data collection enabled the triangulation of the collected data and thus improving the validity of the conclusions.

Mduma and Mkulu (2021) investigated the influence of teacher's professional development practices on their job performance in Nyamagana District, Mwanza Region, Tanzania. The study adopted convergent parallel design under the mixed methods approach which helped researchers to collect and analyze both quantitative and qualitative data. Stratified random sampling, simple random sampling and purposive sampling techniques were used to get a total of 91 respondents. Data was collected through the use of questionnaires and in-depth interview guides. The study found out that training the workforce (teachers) had the most impact on different areas such as the improvement of teaching strategies, reduction of teachers' burnout, stress and turnover, and overall improvement in teachers' effectiveness and professionalism. The study however did not indicate whether heads of schools involve teachers in different trainings for the purpose of enhancing their competence in their professional development. Therefore, the current study focused on practicality of heads of 'school strategies for effective management of teachers' commitment in public secondary schools in Moshi District.

7. Research design and Methodology

The researcher employed convergent design under mixed methods approach. Convergent design involves the collection of quantitative and qualitative data simultaneously for understanding the research problem.

The target population for this study was 59 public secondary schools, 1212 Secondary school teachers in these schools, all 59 school heads as well as District Secondary Education Officer (DSEO) in Moshi District. The sample of this study involved 10 secondary schools out of the 59 secondary schools of Moshi District, 10 heads of school, 120 teachers, and 1 District Secondary Education Officer (DSEO). Ten public secondary schools were sampled using simple random sampling techniques. The instrument for data collection used was questionnaire for teachers, interview guide for heads of schools and District Secondary Education Officer. The reliability of quantitative data was established through Cronbach Alpha; ($r=0.89$ for teachers' questionnaire) while the reliability for the qualitative data was established triangulation of methods of data and peer briefing. Quantitative data from questionnaires analyzed using descriptive and inferential statistics. Descriptive analysis

involved the organization and summarization of data to generate frequency, means and percentages. The analyzed quantitative data were presented numerically using tables and figures. Qualitative data from the interview guides analyzed thematically whereby the researcher transcribed the information, code and generate themes. Themes were presented in words being supported by verbatim quotations.

8. Findings and Discussions

This paper contains findings on how professional development helps heads of school in management of teachers’ commitment in public secondary school in Moshi District. Information and data were collected from the heads of schools, teachers and District Secondary Educational Officer. The researcher investigated several aspects of professional development opportunities offered by heads of schools to ensure effective management of teachers. Head of Schools responded to the questions through an interview guide while the teachers through questionnaires. To provide answers to these questions teachers were asked to rate the appropriate application of professional development opportunities used by heads of school in managing teachers in their respective school. The responses are presented in Table 1.

Table 1: Professional development used by heads of schools in management of teachers’ commitment (n=120)

S/N	Statement	SD		D		U		A		SA		Mean score
		f	%	f	%	f	%	f	%	F	%	
i.	Professional development opportunity for teachers is available at this school	2	1.7	7	5.8	2	20.	5	43.3	3	29.	3.93
						4	0	2		5	2	
ii.	The heads of schools give equal opportunity for all teachers to undergo on- the - job training provided within schools	3	2.5	5	4.2	2	21.	4	35.0	4	36.	3.99
						6	7	2		4	7	
iii.	The heads of this school encourage teachers to attend seminars and workshops offered outside the school environment	2	1.7	4	3.3	2	16.	3	30.0	5	48.	4.20
						0	7	6		8	3	
iv.	The head of this school provides support for teachers to attend short courses	8	6.7	7	5.8	2	17.	4	35.8	4	34.	3.85
						1	5	3		1	2	
v.	Professional development helps teachers to improve their performance at this school	3	2.5	3	2.5	1	10.	5	42.5	5	42.	4.20
						2	0	1		1	5	

vi.	I consider professional development to be an important factor in teacher competence	2	1.7	2	1.7	2	19.	5	42.5	4	35.	4.08
						3	2	1		2	0	
vii.	There are criteria used by heads of schools to select teachers to go for professional development	7	5.8	3	2.5	1	15.	5	47.5	3	28.	3.90
						9	8	7		4	3	
iii.	The heads of schools offer different seminars and workshops in schools related to professional development	3	2.5	7	5.8	1	13.	5	44.2	4	34.	4.02
						6	3	3		1	2	
ix.	School organization offers enough training opportunities to support teachers' knowledge	9	7.5	7	5.8	2	18.	5	45.0	2	23.	3.71
						2	3	4		8	3	
x.	Professional development offered to teachers helps them to grow professionally in their teaching and learning process	2	1.7	8	6.7	2	16.	4	40.0	4	35.	4.00
						0	7	8		2	0	
Grand mean scores											3.99	

Source; Field Data (2022)

Data in Table 1 show that 72.25 % of the teachers agreed and strongly agreed to the statement that professional development opportunities for teachers are available at their schools while 20.4% were undecided and 7.5% indicated to have disagreed and strongly disagreed on the same statement. This implies that greater majority of the teachers of the teachers agreed that they were provided with professional development opportunities by their heads of schools. These findings show that teachers in Moshi district consider themselves to be well equipped with the knowledge and skills that helps them to perform different activities in the schools and this indicate that professional development probably has a positive impact on teachers' competencies to enhance work place performance and future career prospects. These findings are in line with those of Ramanan (2021) in Malaysia which revealed out that continuous professional development practices have significant impact on teachers' professional competence. The finding implies that professional development is important to teachers' because, it helps them to acquired new skills and knowledge for the betterment of fulfilling institution goals and objectives. This may be due to the fact that professional development occasions remind and update teachers on teaching methods, assessments techniques and classroom management techniques that help to improve their effectiveness.

Responses regarding the statement that heads of schools encouraged teachers to attend seminars and workshops offered outside the school environment is also indicated in table 4.3. The data show that the greater majority of the teachers 78.3% agreed and strongly agreed whereas only 5% disagreed and strongly disagreed. These data suggests that the greater majority of the teachers had a positive opinion on the role of heads of schools of encouraging them to attend seminars and workshops offered outside their school environment. This implies the heads public secondary schools in Moshi district do encourage their teachers to

attend seminars and workshops on professional development. By encouraging teachers to attend seminars and workshops is an indication that the heads of schools use professional development strategy to ensure the management of their teachers. These findings are not different from what was advocated by Asfaw et al. (2015) that seminars and workshops improve the performance and effectiveness of employees. This shows that teachers and workers involvement in in-service trainings and workshops enhance them with working spirit and equip them with the necessary knowledge and skills. Therefore, encouraging teachers to attend such seminars and workshops may help teachers to be effective in executing their teaching and mentoring roles.

During the interview with heads of schools, it was also revealed that the heads of schools allow their teachers to attend different professional development seminars and workshops as evidenced by the head of school who said; *“I used to allow them to participate in various in-service seminars, and on job training, I also give them various instructions during tea meetings at school”* (Personal interview with head of school on 27th June, 2022). The information from the head of school indicates that readiness of heads of schools to allow their teachers to attend professional development seminars and workshops. This shows that heads of schools are aware of the need for professional development among their teachers. Thus, allowing teachers to attend professional development seminars and workshops will equip these teachers with most of the skills needed in the teaching profession and thus leading to improved management to the teachers.

Though heads of schools responded to be giving opportunities and encouraging their teachers to attend for professional development training, seminars and workshops, it was found out from the heads of schools that not all the teachers take such advices positively. This was proposed by the head of school during an interview as he said the following;

In the case of professional development, we give equal chances for all teachers to apply but it also depends on the readiness and wishes of the teachers. When we advise some diploma teachers to go for further studies, others do respond positively but others say not, it is not this time, so we cannot force them (Personal interview with head of school on 22nd June 2022).

The information from the interview show that heads of schools recognize that it is the right for teachers to be allowed to attend professional development training, workshops and seminars. The information also implies that heads of schools provide equal opportunities for secondary school teachers to participate in the in-service trainings and workshops. However, the information also reveals that there are some teachers (though few) who do not wish to participate or attend professional development training at the time such chances are given. This infers that, as some teachers do not attend such seminars and workshops, the heads of schools may be demoralized and they may not keep at advising teachers to attend such seminars. Hence, teachers’ reluctance to participate in trainings, seminars and workshops may on a long run make professional development not to be well practiced by the heads of schools.

Data in table 1 also show that great majority of the teachers 78.4% agreed and strongly agreed whereas only 8.3% disagreed and strongly disagreed on heads of school offer different seminars and workshops in schools related to professional development respectively on statement respectively. This implies that secondary school teachers agreed that the heads of schools offer different seminars and workshops in schools related to professional development. This indicates that heads of schools use seminars and workshops for teachers’ professional development to improve teachers’ competence that led to improvement in job

performance. These Findings are in line with views of Winful (2018), who observed that poor performance among teachers was due to lack of frequent in-service training. Thus, the application of professional development as a strategy for teacher management is perceived to be practical by teachers and the heads of schools.

Heads of school during the interviews also reported to be organizing and conducting seminars and other kinds of professional development training for the purpose of ensuring that their teachers are updated. This was made evident by one head of school as he said;

Normally there is something so-called internal seminars, we call them in-service training whereby we normally call professionals from different aspects to come and give educational talks pertaining to professional issues so as to make my teachers equip themselves in the spirit and apart from that, the government gives chance but under my supervision because I have to select who has to go for professional development (Personal interview with head of school on 28th June, 2022).

The information from the interview indicates that, some heads of schools do conduct internal professional development programmes in forms of seminars whereby they invite experts from different organizations to equip teachers with the necessary skills needed in the teaching profession. Most professional development trainings conducted within the school environment have positive impact on teachers' competences because majority of them reflect the needs of teachers. By conducting internal training to teachers, teachers will be updated on teaching methods, assessment techniques, classroom management and shaping students' behaviors. These findings concur with those of Saidin (2021), who observed that effective professional development practices enhanced the competence of teachers. These finding implies that professional development gives teachers skills and knowledge which is necessary for them to have as professional teachers in the school.

Concerning whether the heads of schools provide equal opportunities for teachers to attend professional development programmes, data in table 1 show that 36.7% percent of the teachers strongly agreed and 35.0% of them agreed that their heads of schools give equal opportunities for all teachers to attend professional development programmes. These findings show that teachers are satisfied with the way opportunities are given for them to attend professional development courses. This implies that heads of schools provide professional development to all teachers without biasness and this can reinforce teachers to performing their duties effectively in the school. These findings are in agreement to what was observed in Nigeria by Ajani (2021) who revealed that professional development programmes are made available to all teachers in the schools. By offering equal opportunities to all teachers to attend such seminars and trainings, heads of schools see the importance of using professional development strategy to manage their teachers.

Heads of schools also responded to be giving equal opportunities to all teachers to attend professional development programmes offered in and outside the school as one of heads of school said the following;

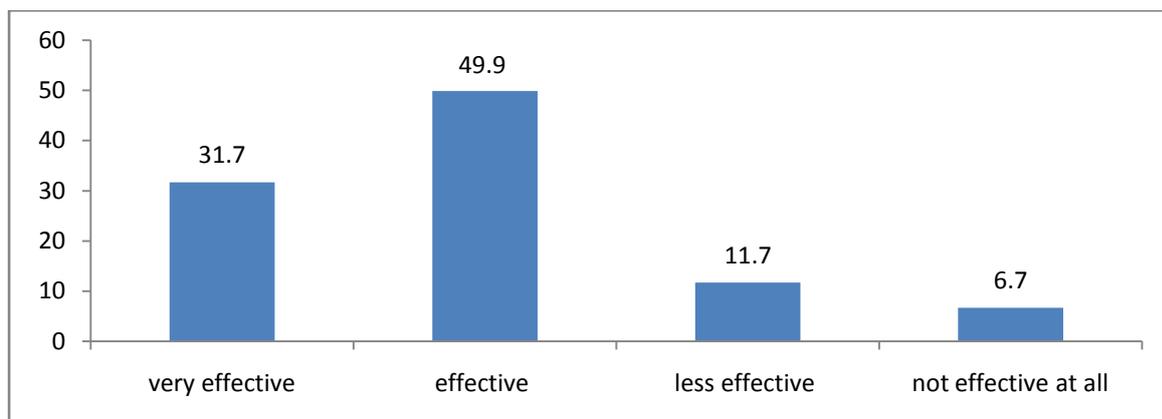
Yes, all teachers are given equal opportunities to attend professional development programmes. However, we make considerations of the specifications. You may find that specification do differ where some of teachers are teaching Mathematics, Biology and Chemistry. So, it may happen that there is a seminar for mathematics teachers and thus only mathematics teachers will have to attend and those who are not

mathematician needs to remain. (Personal interview with head of school, 28th June, 2022)

This comment supports the view by most heads of schools that they do provide an equal chance to their teachers to attend professional development seminars and workshops, thereby equipping them with skills and knowledge that they can share with other teachers to enhance effectiveness and efficiency in job performance as supported by a study by Ndunguru (2015), who contended that on the job training is a key factor to good performance, a career path and job security. Based on the contingency theory, it seems that the heads of schools consider the characteristics of teachers as well as their needs when selecting teachers to attend for professional development. Considering the needs of teachers is a good thing as long as teachers may not have similar needs.

Teachers were then requested to generally rate the effectiveness of professional development strategy used by the heads of their respective schools towards enhancing the management of teachers. They responded to a closed ended question which needed them to rate the effectiveness of this strategy from being not effective at all to very effective. Their responses on this question are summarized in figure 1

Figure 1: Teacher’s responses on Effectiveness of professional development courses on teachers’ management



Source: Field Data (2022)

Figure 1 shows that great majority of the teachers 81.6% were very effective and effective whereas 18.7% were less effective and not effective on professional development courses these findings show that the great majority of teachers agreed that professional development courses do positively impact teachers’ management. This indicated provision of professional development helps to improve competences that may lead to strong job performance and effectiveness because this strategy is intended to increase employees’ achievement of targeted goals. These findings concur with Tinabo (2019), who revealed that training was designed to enhance ability in work performance to reach organizational goals.

Generally, the grand mean score of all statements was 3.99, indicating that the majority of teachers agreed that to a great extent professional development is an effective strategy to manage teachers. Therefore, heads of schools who employ this strategy are likely to manage

teachers well, raising their job performance and effectiveness so as to reach the intended goals of schools. This view is supported by the Path-Goal Theory developed by House and Evans during the 1970s, who argued that the leader's role is to move subordinates along a preferred path of behavior towards achievements of an organizational goal. A preferred way for heads of schools to manage teachers is through providing professional development.

9. Conclusions

Based on the findings of the study found that most of the teachers agreed that heads of schools encouraged teachers to attend seminars and they were given equal opportunities to undergo on-job training. Teachers also were found to consider professional development as an important aspect for their competence.

10. Recommendations

Based on the conclusion of the study the researcher recommends the heads of schools to be provided with different seminars and skills on how to use these strategies in manage teachers in the schools. Also, the training frame work should be developed for effective implementation of both on the job and off job training in order to equip the teachers with the necessary skills and commitment in the area for enhancing performances. Similarly, the study recommends that training shall be provided to both teachers and heads of schools to enable effective utilization of the strategies in manage teachers on the achievements of goals of teachers and institutions.

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