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The Influence of Participative Leadership Practices in Promoting Teacher's Job Commitment in Public Secondary Schools in Morogoro Municipal, Tanzania

¹ Bernard Emmanuel, ² Onesmo Amos

^{1,2} Jordan University College, A Constituent College of St. Augustine University of Tanzania, Morogoro Tanzania

Corresponding Author: **Bernard Emmanuel**

Abstract

The study focuses on the Influence of Participative Leadership Practices in Promoting Teacher Job Commitment in Public Secondary Schools in Morogoro Municipal, Tanzania. It employs a mixed-method approach to investigate the relationship between participative leadership practices and teacher job commitment. The study guided by Path-Goal Theory and Participative Leadership Theory as frameworks. Pragmatic research design will be utilized, combining both quantitative and qualitative data collections. The study involve surveys to gather quantitative data on leadership practices and teacher job commitment, as well as interviews. The findings are reveals the significant positive relationship between teachers' job dedication and participative leadership methods. Higher job commitment was demonstrated by teachers who felt included in decision-making processes. Teachers benefited from enhanced communication, increased trust, and increased autonomy

thanks to participatory leadership. It also brought about improved organizational dedication, a collaborative work environment, and opportunity for professional development. Through inclusive decision-making procedures, teachers felt more linked to the school's vision and values, which boosted their commitment to their jobs and job satisfaction. The study recommends that principals of schools ought to encourage collaborative goal-setting, give feedback, and include teachers in decision-making. Prioritizing work-life balance, they should also acknowledge their accomplishments, provide professional development, and cultivate a pleasant school climate. And also the study suggests that politicians, educators, and school administrators will need to consider these important consequences. Strategies to improve teacher motivation, satisfaction, and retention in Tanzanian public secondary schools.

Keywords: Participative, Leadership Practices, Promoting, Commitment

Introduction

The idea of participative leadership has been increasingly popular in the field of educational leadership in recent years. Democratic leadership, sometimes referred to as participatory leadership, is a style of leadership that places a strong emphasis on including staff members or, in the case of schools, teachers in the decision-making process. Hnaish, & Khairi (2024) This method is different from more conventional, top-down leadership methods, in which people in positions of authority make the majority of the choices. In the field of education, where teachers' experience can improve decision-making processes, participatory leadership methods are essential. The purpose of this study is to investigate how these practices affect the promotion of teacher work commitment in Morogoro Municipality, Tanzania, an area that is vital to the development of future leaders and citizens. Like many developing countries, Tanzania has had serious problems in the field of education, including a lack of qualified teachers, insufficient funding, and disparities in the motivation and dedication of educators (Castro, 2023). In this setting, the school administration's responsibility in encouraging teachers to be committed to their jobs becomes more crucial. Any educational institution's ability to succeed depends heavily on its employees' psychological connection to and dedication to their work and organization, or job commitment (Tugade & Arcinas 2023). In this case, the employees are instructors. According to (Yousf & Khurshid 2024), educators who are dedicated to their work are inclined to surpass expectations, participate in professional growth opportunities, and enhance the school's overall quality. There is evidence that participatory leadership technique According to the researchers' hypothesis, the degree of job dedication demonstrated by the

teaching staff will be directly and significantly impacted by how much school principals include teachers in the decision-making process. The study's conclusions may offer insightful information to practitioners and scholars working on the subject of educational leadership. The study can add to the increasing corpus of research on the connection between employee outcomes and leadership styles, especially when considering Tanzania's educational system. The study's recommendations can help school administrators and legislators create more effective leadership practices and rules that encourage teachers to dedicate them fully to their work, which will eventually improve kids' educational outcomes. Investigating the precise relationship between participatory leadership practices and teacher work dedication in public secondary schools is the goal of the study carried out in Morogoro Municipal, Tanzania. According to the researchers' hypothesis, the degree of job dedication demonstrated by the teaching staff will be directly and significantly impacted by how much school principals include teachers in the decision-making process. The study's conclusions may offer insightful information to practitioners and scholars working in the subject of educational leadership. The study can add to the increasing corpus of research on the connection between employee outcomes and leadership styles, especially when considering Tanzania's educational system, for scholars. The study's recommendations can help school administrators and legislators create more efficient. Furthermore, the study's emphasis on Morogoro Municipal public secondary schools is noteworthy since it clarifies the opportunities and difficulties in this particular setting. Situated in Tanzania's Morogoro Region, Morogoro Municipal is a swiftly expanding metropolitan area boasting a varied populace and an array of educational establishments. Gaining an understanding of the dynamics of participative leadership and teacher job dedication in this particular environment can yield insightful information that could be useful for other Tanzanian public secondary schools as well as other developing nations dealing with related issues.

The "Influence of Participative Leadership Practices in Promoting Teacher Job Commitment in Public Secondary Schools in Morogoro Municipal, Tanzania" study, in its entirety, concludes that educational leadership and management have benefited greatly from this timely and significant addition. The study's investigation of the relationship between participatory leadership and teacher job commitment could influence leadership development initiatives, policy choices, and, in the end, improve Tanzanian and international student education standards. Participatory management is a practice that has long been recognized as crucial in the expedition to Enhance school effectiveness. The best management strategy, according to scientists, is participative management. Accordingly, research, rules, and applications relating to participatory decision-making in schools continue to be a main emphasis (Mbua, 2023). This implies that workforces are given the chance to make decisions at their level, express concepts, and accept response.

The leader becomes more cooperative, interactive, and influential within the educational institution in this pattern, which benefits the subordinates by allowing them to choose high-value goals and increasing the leader's influence. They are motivated to work harder to achieve their goals and their level of job satisfaction increases as a result, which

enhances their level of performance and energizes their enthusiasm (Abu-Madigm, 2021) ^[1]. The foundation of participative leadership is the partnership between the principal of the school and the teachers, who take part in decision-making, administrative communication, performance evaluation, and motivation to achieve the desired educational goals (Al-Dajani, 2019) ^[3].

This pattern helps the subordinates by letting them select high-value goals and enhancing the leader's influence within the educational institution. The leader becomes more cooperative, engaging, and influential. Their degree of job satisfaction rises as a result of their increased motivation to work harder toward their goals, which raises their performance and rekindles their excitement (Abu Madigm, 2021) ^[1]. The connotation between the school head and the teachers, who participate in administrative communication, decision-making, performance evaluation, and incentive to accomplish the intended educational goals, is the cornerstone of participatory leadership (Al-Dajani, 2019) ^[3]. This implies that there is strong effect in construction solid occupied associations, increasing performance efficiency, and affecting observations of management inside the institute.

According to Achimugu & Obaka (2019) ^[2] and Purwanto *et al.*, (2020) ^[29], a school leader's ability to effectively manage teachers' time and ensure adequate educational resource provision is crucial to a student's academic success. According to Kagendo (2018) ^[20], the success of students' academic performance depends on the participation of stakeholders like students and teachers in decision-making. This suggests that, even though there are numerous potential factors for enhancing educational quality, participative leadership's approach to group decision-making should be carefully taken into account.

Democratic leadership is known as participatory leadership; it involves a team of workers using the cooperative model so that no one person serves as a regular leader or even one who serves irregularly permanently (Salim and Shaqran, 2021). Democratic leadership is a style whereby leadership facilitates teachers to participate, share ideas, set goals, and solve problems with consensus (Samad and Lashari, 2022) ^[31]. A successful communication system is adopted, and participatory leadership is eager to inspire staff members and invest in their innovative and creative skills. It is noteworthy that it is dependent on preparing subordinates to assume responsibility and leads them down the path of administrative growth (Al-Mukhlafi, 2021).

Teachers serve as one of the most important elements of our educational system. In the Philippines, the attainment and failure of educational activities depend highly on their performance in executing the teaching and learning process, facilitating classroom management in the learning environment, participating in curriculum improvement and development, and promoting professional growth and engagement (Comighud & Arevalo 2021) ^[9].

Currently, teacher leadership is regarded as a pivotal instrument for school improvement, as it entails empowering educators to assume leadership roles within educational institutions, enabling them to harness their expertise. This approach is closely linked to school improvement and has a direct impact on enhancing students' learning outcomes Ghamrawi (2023) ^[11]; Ghamrawi & Tineh (2023) ^[11]; Harris and Jones (2019) ^[14]. Teacher leaders function as catalysts for positive transformation Ghamrawi

(2023)^[11], taking the lead in improvement initiatives (Harris and Jones 2019)^[14], and fostering a culture of continuous learning (Youngs & Evans 2021)^[36].

Although teacher effectiveness is abstract concepts that cannot be directly identified or assessed, the majority of academics agree that it is a multidimensional concept, meaning it has numerous components and dimensions

One of the focuses of improvement is in the field of education because it is related to creating superior and globally competitive Human Resources (HR). Therefore, the strategic steps taken are increasing the competence and capabilities of human resources that are directly involved in learning activities (Puspitaningtyas et al 2020)^[30]. Human resources are an important component in improving the quality of education to produce superior human resources in addition to material resources where in the education system in Tanzania, human resources are classified into teaching and educational staff. Seeing the target of strategic steps taken by the government to create superior and competitive human resources in facing the education need.

Asiimwe & Niyikiza (2023) on teachers' perception and practices on their professional advised that collegiality within the school is part of the school culture. The authors then said that planning together setting goals, vision and objectives with activities to be done at the specific time, is one of the main roles of the teachers and school management that increases teachers job commitment. Education personnel (teachers) have a strategic role. Given that teachers are the spearhead of learning activities held at various levels of education. Improving the quality of learning which will have an impact on the quality of education will certainly be accompanied by an increase in the capabilities and competencies of teachers in developing innovative and creative learning activities to produce graduates who are ready to compete in the a strategic step to improve teacher capacity and competence is through teacher professional development as an effort to help teachers improve their competence. One of them is through learning supervision activities. (Imron *et al.*, 2020)^[17]. Where professional coaching is carried out by policy makers in the education sector which are then delegated as a form of autonomy to each educational institution through their respective school principals in providing professional coaching to teachers. Professional coaching provided to teachers contributes positively to the improvement of learning outcomes achieved by students and also the professionalism of teachers who are committed to supporting the improvement of the quality of human resources. (Imron *et al.*, 2020)^[17].

Teachers who have been committed as part of the development of improving the quality of education in Indonesia. Teachers who have committed will certainly improve their ability to teach and this will have a positive impact to encourage students to be motivated to develop their potential and improve their learning outcomes. (Imron *et al.*, 2020)^[17]. This implies that the trustworthiness, and accountability to educators validate towards their profession, students, and school. It encompasses a set of beliefs, attitudes, and behaviors that reflect a deep investment in the teaching profession and a strong desire to contribute positively to the academic development and well-being of students.

Statement of the problem

The influence of participative leadership practices on promoting teacher's job commitment in public secondary schools in Tanzania is a critical issue that needs to be addressed in society such as Teachers in public secondary schools in Tanzania often faces numerous challenges that can hinder their job commitment. According to Imron *et al.*, (2020)^[17], Salim & Shaqran, (2021), and Puspitaningtyas *et al.*, (2020)^[30] they addressed some challenges such as inadequate resources, large class sizes, limited professional development opportunities, bureaucratic constraints, Conducive environment and lack of recognition for their efforts. John & Specioza, (2024)^[18] institutional managers's are deteriorating to appreciate and include teachers in school activities which involve finance, which leads adverse effects on school performance and improvement. Hence, many teachers have continued to exhibit unprofessional behavior such as failing to complete assigned tasks, absenteeism, honoring deadlines, forging student' marks because of laziness to make exams due to lack of commitments.

The review of recent study focused on Empowerment, Organizational Commitment, and Management Performance (Nuñala & Perez, 2024), transformational leadership and environment organizational commitment Bantilan *et al.*, (2024), effectiveness of Teachers and Instructional Leadership of Principals Bada (2020), Transcendent Leadership Practices and Perspectives of Public-School Principals Obeidat *et al* (2024), and Participatory management versus teachers' job commitment Asiimwe & Asiimwe, (2023). The previous studies also based on School participatory leadership approaches and teachers effectiveness (Mbua 2023). There is inadequacy literature that mainly focused on participative leadership practices and teacher's job commitment. Consequently; there is a need to participative leadership practices on promoting teacher's job commitment in public secondary schools in Morogoro municipality, Tanzania.

Research objectives

To highlight the influences of participative leadership practices on promoting teachers' job commitment in public secondary schools in Tanzania.

Research question

What are the influences of participative leadership practices on promoting teacher's job commitment in public secondary schools in Tanzania?

Alternative hypothesis

Ha: There is significances relationship between the influences of participative leadership practices and teachers job commitment.

Theoretical frame work

The study involves two theories which are Participative leadership theory by Yammarino and Naughton (1992) and Path-Goal Theory by House (1971). Participative leadership theory, also known as democratic leadership, is a leadership style that involves the active participation of subordinates in decision-making processes. Somech (2010) and Yammarino and Naughton (1992) have identified several main themes associated with participative leadership theory: Empowerment, Collaboration, Trust and Respect, Communication, Accountability, and Shared Decision-

Making. The Theory has Strengths such as Employee Engagement, Improved Problem-Solving: Better Communication: Enhanced Creativity and Innovation. Theory also has some weaknesses that need to be considered: Resistance to Change and Lack of Clear Accountability: Participative leadership is a leadership style where leaders involve employees in the decision-making process. This approach empowers individuals by allowing them to contribute ideas, share feedback, and be part of the decision-making process. In the context of public secondary schools in Tanzania, the applicability of participative leadership theory can have significant impacts on promoting teacher's job commitment.

Path-Goal Theory by House (1971), House and Mitchell (1974), Bolman and Deal (2018) the theory emphasizes the leader's role in motivating and guiding their team to achieve goals. Provides a framework for understanding how leaders can motivate and support their team to enhance job performance and satisfaction. The complexity of the theory and the need for clear communication and consistent implementation by the leader. Path-Goal Theory has Strengthens such as Flexibility, Clarity, Focus on Motivation and Adaptability; also same Weaknesses of Path-Goal Theory are Complexity and Lack of Empirical Support. Hence, this theory is also relevant as it focuses on how leadership behavior can influence subordinates' commitments and job satisfaction, which is essential in the context of promoting teachers' job commitment in secondary schools.

Review of empirical studies

In Philippines Tindowen (2019) ^[35] studied on the Influence of Empowerment on Teachers' Organizational Behaviors where by the researcher used qualitative (descriptive) research approach in data collection and analysis, the study involves 215 teachers in Catholic Higher Education Institutions in the Philippines in data collection. The current study involves mixed method approaches to incorporate the qualitative approach where by design involves Questionnaire and interview guide as a tool for data collection. The results revealed that Catholic teachers have high levels of teacher empowerment. Specifically, they have very high level of status, professional growth, self-efficacy, and impact and high level of decision-making and autonomy in scheduling. This empower that participative leadership is a main attribute to promote teachers job commitment.

In Pakistani Parveen (2022) ^[27] studied on the relationship and effect of principal leadership Styles on teacher job performance at public secondary schools; the study used correlation research approach in data collection and data analysis, the study drawing a sample of 102 principals and 512 teachers of Pakistani in data collection. The recent study involves mixed method approaches to incorporate the quantitative approach where by design involves Questionnaire and interview guide as a tool for data gathering. The result reveals that the principals under study should leverage a wise integration of leadership styles according to specific circumstances of their respective schools. Hence democratic leader ship style is encouraging good governance as a result of stimulating willingness and commitment to teacher's job for high performance.

In Vietnam a study conducted by Greeni (2021) ^[13] on Influence of Teacher-Perceived Transformational and Transactional School Leadership on Teachers' Job

Satisfaction and Performance where by a researcher used quantitative research approach used a two-stage cluster sampling method to collect the data from 18 public high schools, which included 144 teachers The factor analysis and path analysis are used in this study to determine the direct and indirect effects of the principal's leadership on teachers' job satisfaction and teachers' performance in Vietnam. The current study involves mixed method approaches to integrate the qualitative approach where by design involves Questionnaire and interview guide as an instrument for data collection. The results show a positive relationship between transformational leadership style and a negative relationship of transactional leadership style on teachers' job satisfaction and performance. The results further indicated that job satisfaction acts as a mediator variable between the principal's leadership style and teachers' performance. Thus authorize that the influence of leadership practices enhance teachers job commitment to target the organization development.

In Indonesia Junaris (2023) ^[19] made a study on The Influence of Participatory Leadership and Teacher Competence on Performance with Organizational Commitment where by a researcher used quantitative Explanative research approach with a survey approach. A total sample of 100. Data analysis in this study used Partial Least Square (PLS) analysis using Smart in Indonesia. The current study involves mixed method approaches to incorporate the qualitative approach where by design involves Questionnaire and interview guide as a tool for data collection. The results of the survey show that participatory leadership has a significant effect on teacher performance. This reveals that, leadership have pivotal role in determining the overall effectiveness of schools and teachers commitment in meeting educational objectives.

In Ghana a study done by Abena (2024) on evaluating head teachers' leadership styles and the perceived job satisfaction of public basic school teachers, the study involves descriptive survey design where by participants in this study were male and female public basic school teachers from the Kwabre East Municipal in Ashanti Region, Ghana. 10 school circuits and 30 teachers were chosen using a simple random sampling technique. In all, 300 teachers were involved in the study. The current study involves mixed method approaches to incorporate the qualitative approach where by design involves Questionnaire and interview guide as a tool for data collection. The findings of this study, reveals that transformational leadership style was found to be the Municipal of Ashanti Region. The study recommended that all head teachers of public basic schools in the municipality should be given requisite training on the transformational leadership style so that they can use it effectively in their day-to-day administrative functions. This implies that predominantly leadership style utilized by the public basic school head teachers in Kwabr Eas. This shows that transformation leadership style can influence administrative function.

In Cameron a researcher done by Mbua (2023) on the principal's participatory leadership approaches: An effective tool for teacher effectiveness in the Fako division. This imply that participative leadership can influence effectiveness of the teaches. This study applied correlational design purpose, where by the current study involves mixed method approaches to incorporate the qualitative approach where by design involves Questionnaire and interview guide

as a tool for data collection. Data were collected by drawing a sample of 600 respondents, that is, 588 teachers and 22 principals spread across 5 sub-divisions in Fako Division. The study found that participatory decision-making, democratic leadership and collective leadership styles significantly exerted a strong and positive impact on teacher effectiveness. Ultimately, the findings suggest that the principals should properly use the combinations of participatory decision-making, democratic leadership and collective leadership styles since they are significant in teacher effectiveness in secondary schools in Fako Division, Cameroon. The findings show that participatory decision making democratic leadership and collective leadership significantly teachers effectiveness in secondary schools.

In Uganda a research done Ludigo *et al.* (2023) [23] studied leadership behaviors and commitment of teachers in secondary schools in an urban setting in Uganda. Based on the positivist paradigm, the researchers adopted the survey research design with a sample of 252 teachers provided data using a self-administered questionnaire. This study applied correlational design purpose, where by the current study comprises mixed technique approaches to value the qualitative approach which involves Questionnaire and interview guide as a tool for data collection. The study revealed that directive and supportive leadership behaviors positively and significantly influenced commitment of teachers. This show that leadership supportive significantly commitments to teachers in public secondary schools.

Also in Uganda the study by Harriet and Wilson (2023) on the influence of leadership behaviors on commitment of teachers in secondary school. Basing on the positivist paradigm (quantitative) in data collection and analysis of data. 252 teachers involved in investigation the influence of directive, supportive and participative leadership behaviors on commitment of teachers in Uganda in data collection. The existing study involves mixed method approaches to incorporate the qualitative approach where by design involves self-administered questionnaire and interview guide as a contrivance for data collection. The outcomes disclosed that directive and supportive leadership behavior's positively and significantly influenced commitment of teachers. Now this substantiates that participative leadership practices should be emphases to stimulate teachers job commitment as a unique resources.

In Tanzania the study done by Mwamatandala, & Muneja (2020) [26] Sought to establish the effects of school's management on teachers' commitment among public secondary schools in Arusha City. The study employed quantitative research approach in collecting and analyzing data in that closed ended questionnaire was filled by 140 randomly selected teachers. The current study comprises mixed technique approaches to value the qualitative approach which involves Questionnaire and interview guide as a tool for data collection. The findings revealed that management in schools under investigation is effective and teachers are committed toward accomplishment of school goals. Secondly, the study revealed a significant relationship between school management effectiveness and teacher's commitment. The study recommends that the management in schools under investigation should enhance management effectiveness in order to improve teachers' commitment. This indicates that the utilization of human resources is highly enhanced by democratic governance.

In Tanzania the study had done by Maila & Asiimwe (2024)

on the relationship between participatory management and teachers' job commitment in public schools in Ibindo Divison. The study was both quantitative and qualitative in nature, where by, descriptive and correlation research design were used. The sample of the study was 95. Questionnaire and interview guide were the main instrument. The current study done in participatory management and teacher's job commitment in public secondary schools in morogoro municipal to see the relationship of geographical location factor. The study reveals that there is a strong relationship between participatory management and teachers' job commitment in public secondary schools in Ibindo Division, Kwimba District, Tanzania at correlation coefficient of $r = 0.521$ and that participatory management contributes only 27.1% to the teachers' job commitment. There for teachers job commitment is crucial for organizational performance if it's reinforced by transparently leadership.

In Tanzania the study done by Aron & Amos (2024) [4] which aims to provide an in-depth understanding of strategies for enhancing the implementation of instructional leadership practices for collective decision-making in Public Secondary Schools in Morogoro Municipality.

Research Methodology

The study adapted to convergent investigation design under the qualitative and quantitative research tactic that correspond to realistic/pragmatic philosophy. According to Hirose & Creswell (2023) [15] the researcher converges or merges mixed data to provide a comprehensive analysis of the research problem. This enabled researcher to collect qualitative and quantitative information concurrently. From the targeted population 60 participants were selected random sampling from teachers Also, purposive sampling technique was used to select 3 head of schools and make a total 63 participants of the whole study Monday (2020) [24]. Interviews and questionnaires instruments used in data collection. The collected quantitative data analyzed through descriptive statistics with the helper of Statistical Package for Social Science (SPSS), and qualitative data analyzed through thematic analysis and presented in the form of quotation and narration. This study adopts content validity to verify if the data collection instruments measure the intended topic or areas and to justify their relevance. Also, the study makes sure conformability, transferability, and reliability was tested by Cronbach's Alpha and becomes 0.771 are considered in data collection instruments. Kang & Hwang (2023). Confidentiality and anonymity are ensured throughout the research.

Findings

The investigators' hypothesis, the degree of job loyalty demonstrated by the teaching staff will be directly and significantly impacted by how much school principals include teachers in the decision-making process. The study's assumptions may offer insightful information to practitioners and scholars working on the subject of educational leadership. The study can add to the increasing corpus of research on the connection between employee outcomes and leadership styles, especially when considering Tanzania's educational system. The study's endorsements can help school administrators and legislators create more effective leadership practices and rules that encourage teachers to dedicate them fully to their work, which will eventually improve students' educational outcomes.

Table 1: Teachers Responses on the influences of participative leadership practices on promoting teacher’s job commitment in public secondary schools (n=60)

S. No	Statement	Responses (%)					MEAN	SDV
		SD	D	U	A	SA		
1.	There is provision of required resources for accomplishing activities.	6.7	10.0	0.0	45.0	38.3	3.98	1.186
2.	There is fostering sense of ownership and responsibility among teachers.	1.7	23.3	1.7	26.7	46.7	3.93	1.260
3.	There is encouraging collaboration in decision-making among staff members.	8.3	13.3	3.3	33.3	41.7	3.87	1.321
4.	There is Build trust through transparency, integrity, consistency, and genuine concern for the well-being of their team members.	5.0	15.0	5.0	38.3	36.7	3.87	1.214
5.	Creating positive work environment for team members feel comfortable sharing new ideas.	1.7	18.3	5.0	28.3	46.7	4.00	1.193
6.	Appreciating the contributions of team members by rewards.	5.0	13.3	3.3	45.0	33.3	3.88	1.166
7.	Provide opportunities to support employee advancement.	5.0	11.7	5.0	41.7	36.7	3.93	1.163
8.	Encourage innovation among teachers on teaching strategies.	3.3	16.7	3.3	35.0	41.7	3.95	1.199
9.	Enhance effective institutional cultural development of hardworking among teaching staff.	5.0	16.7	0.0	50.0	28.3	3.80	1.176
10.	They facilitate the provision of timely feedback to the teachers to enhance quality output.	3.3	11.7	0.0	41.7	43.3	4.10	1.100

Source: Field Data (2024)

Key: i) Participative ii)Leadership iii)Practices iv) Promoting v) Commitment

Data in Table indicates that majority (83.3%) of respondents agreed and strongly agreed that there is a provision of required resources for accomplishing activities with a mean score of 3.98. This denotes that, school leadership provides adequate resources to teachers that enable them to fulfill their responsibilities of teaching and learning. This implies that the role of educational administrative in school firm is to create the conducive favored environmental and provision of required materials needs in attaining the goals and objectives in implementing teaching and learning activities in school context which capacitate the teacher’s commitment. This finding aligns with Aron & Amos (2024) [4] who claimed that instructional leadership is an imperative factor impelling teaching quality and student academic attainment. This signifies that the efficiency of teaching and learning depends on the nature of school leader. Also, this finding was supported with HOS C who said that; *Conducive environment created by school authorities which encourage the timely provision of teaching and learning materials, transparency and collaborative in decision making influence internal participation of teamwork for achieving the reliable outcome (HOS personal communication May, 2024)*. This implies that top school management is a hub in facilitating teaching and learning materials, good administrative legacies stipulate union, motivation and facilities teachers’ commitment. This finding supported by path-goal theory which insists that leadership commitment pillars of motivating teamwork unity and creates timely reliable facilities to achieve the organizational goals (Liu & Asavisanu,(2024) [22].

Data in Table indicate that majority (73.4%) of researched agreed and strongly agreed that There is fostering sense of ownerships and responsibility among teachers with a mean score of 3.93. This implies that, leaders encourages proprietorship and accountability among staff teachers so as to autonomies decision making. This findings aligns with Junaris (2023) [19] claimed that the full teachers accountabilities stimulated by capabilities prepared by school governances that over right favoritism environments on transparency and involvements in decision making. This signifies that obligation and proprietorship among teachers natured by democratic leadership style in educational organization. This finding was supported by Hos A during face-to-face interview who said that; *Encouraging the ability of ownership and creating partnership environment of transparency and decision making (HOS A, Personal*

Communication May, 2024). This implies that democratic leadership style activate the sense of engagement in decision making and satiate commitment in duties accomplishment. This finding supported by participative leadership theory which emphasizes on shared decision making and accountabilities Dugan, (2024) [10].

Data in Table indicate that majority (75%) of respondents agreed and strongly agreed that there is encouraging collaboration in decision-making among staff members with the mean score of 3.87. This shows that good governances are prioritized in educational organizations by school authorities as it opens a roof of morality and duties fulfillment to teachers. The finding align with Harriet & Wilson (2023) who claim that the nature of good leadership habitant applied in ruling governance triggers the influences of commitment and accountable in an organization. This connote that the commitment of teacher in obligation performance manifested by conducive working environment and transparency launched by top level management in educational firm. This finding was supported by HOS B during face -to- face interview who said that; *heads of school have role of creating reliable environments which encounter the spirit of inspiring and motivate teachers to collaborate in decision making as results stimulates a morale of commitment in responsible action. (HOS B, personal communication May, 2024)*. This implies that the leader’s spirit of accountabilities can be spirited to the majority in educational institution and create a union of team work if reliable and supportive environment are promoted. This finding is supported by participative leadership theory which contends on involvement and empowering the capabilities of team works in effectiveness judgments Barnard *et al.*, (2024) [6].

Data in Table indicate that majority (75%) respondents agreed and strongly agreed with the mean score of 3.87. that there is building trust through transparency, truthfulness, consistency, and genuine concern for the well-being of their team members. This implies that in unifying the team working in the organization the leadership has to coin the transparency and trustiness to the guided workers in order to be motivated in obeying accountability duty. This makes parallel with (Al-Dajani, 2019) [3]. Who claims that the basis of participative leadership ambition in educational is a partnership of authority prominent and teachers in fundamental judgment to attribute the goals and objectives. This implies that to forester teacher’s morality in obligation

school leader has to encourage transparency and motivating teachers so as to create honest and royalty as they dignities the promise of effectiveness working. This finding was supported by HOS C during face -to- face interview who said that;

HOs are pivots of participative leadership practices in schools through monitoring and evaluating the accountable and commitment of teachers and students in intended goals of teaching and learning, where they have a role to make assessment and measures on directions instructing of accountability and commitment, through emphasize create a nature of morality, accountability and transparency, hence naturally they transfer the behavior of commitment to teachers and students. (HOS C, personal communication May 2024).

This implies that morality of commitment to teachers initiated by school authority's style. Transparency and commitment emphasized by school leader in school creates spirits of copying the administrative legacies and become the habit during implementing daily duties by teachers. This finding was supported by Path-Goal Theory which insists on role of leadership to motivate the teamwork to meet the goals and objective of organization Pham, (2024) ^[28].

Data in Table indicate that majority (75%) respondents agreed and strongly agreed with the mean score of 4.00.that creating positive work environment for team members feel comfortable sharing new ideas. This implies that conducive working environment of transparency top-down and down-top communication network created by school leadership influence freedom of communication and timely problem solving by linking teachers to teachers or administrative to teachers. This is align to Maila & Asimwe (2024) who claim that school management is linking tool teachers and commitment spirits, the management can motivate teachers morality of being commitment in daily obligation and it's a right of teachers to be motivated by top management at school. This implies that school management is a hub organ in festering teacher's morality through appreciations, training and involvement in school management programs with clear communication chain these will stimulate the heart of being loved hence build trustiness of teachers to their leaders and conformity in job guarantee. This finding was supported by HOS A during face -to- face interview who said that;

As a head of school one of the motive factor that necessitated building teacher's commitment is to apply closely monitoring approach in all internal and external duties assigned, the spirit of being closely supervised has triggered a notion of engagement and transparency in administrative project as automatic teachers commit into their daily obligation, because they perceive positive revolutionist and role model in planning and implementer for better achievement of the organization (HOS A, Personal Communication, May 28, 2024).

This implies that in educational organization the top management has great influences to decide right approach to apply in order bring positive charges to the subordinates and organization, mainly to satiate the school majority so as to

contribute full the goals and objectives. The finding is supported by Participative leadership theory which insists that leadership has to empower a spirit of teamwork to subordinate in order to eliminate classes in organization Sasu & Owusu-Agyeman (2024) ^[32].

Data in Table indicate that majority (78.3%) respondents agreed and strongly agreed with the mean score of 3.88. that there is appreciating the contributions of team members by rewards. This implies that motivating teachers by orally and objectives by school management attributes teacher's morality and work commitment as resulting to rise of educational development performance. This aligns with Mbua (2023) who claims that participative leadership has a role of mobilizing human resources through motivation in an organization to make them committed. This signifies that motivation to teachers facilitate internal conditioning desire of obligating jobs effectiveness because motivation creates family team and linking tool of administrative team versus the subordinate in implementing the organization goals and objectives. This finding was supported by HOS B during face -to- face interview who said that; *the role of school leader to inspire the spirit of commitment to teachers through motivation by appreciating positive input contribution impact to the organization manifested by teachers and give tangible or intangible rewards to reinforce commitment (HOS B, personal communication May 2024).* This implies that the continuity of recognition and appreciations positive input of teachers to the school management creates internal ambition of implementing managerial duties as results teachers team work and rise of high performance outcome of school. This finding was supported by Path-Goal Theory which insists that leadership should create favorite motivation and empowerment consideration to subordinate as the chain of stimulating workers unity to their given duties. Pham, (2024) ^[28].

Data in Table 1 indicate that majority (78.4%) respondents agreed and strongly agreed with the mean score of 3.93.that there is provision of opportunities to support employee advancement. This implies that school managers promotes teachers as human resources motivation though recruiting and training to ensure that employee are capable to update mental on skills and knowledge so as to facilitate effectiveness and efficiency in obligating professional duties for institutional advancement. This line up to Abena (2024) who claim that school leadership has to satisfy teacher's needs in order to gain the necessity motive ambition of the organization. This implies that in order to modernize teachers to adapt new changes for institution quality products, school leader has to regulate open door for advancing skills and knowledge of subordinate to meet the advancement and technological changes for the benefit of school development achieve. This finding was supported by HOS B during face -to- face interview who said that; *top management should update workers mind skills and knowledge by motivating them to seminars, bench marker and advanced training in order to meet the school needs. (HOS A, personal communication May 2024).* This implies that management level make human resources to be more valuable at school by sharpening and motivating them in trainings, seminars and advanced skills and knowledge so as to value the individual level and organization benefit to adapt the modern changes. This finding was supported by Path-Goal Theory which insists that leadership should motivate and empower subordinate to satisfy the

organizational goals by promoting workers to adopt new change acquiring will foster the capability of workers to commitment in fulfillment of their work. Greeni (2021) [13]. Data in Table indicate that majority (76.7%) respondents agreed and strongly agreed with the mean score of 3.95.that there is encouraging of innovation among teachers on teaching strategies. This implies that during imparting of new knowledge to student in classroom, teachers are insisted by school authorities to use modernization skills which match globally and easily to be adapted in realistic by assimilating to normative nature. This aligns to Achimugu & Obaka (2019) [2] who prerogative that the application of new innovation skills simplify knowledge and creates easily adaption of new knowledge imparted to students. This implies that encouraging revolution among teachers fosters continuous professional development, when educators are given the freedom to experiment with new ideas and techniques; they are more likely to stay motivated, inspired, and committed to their profession. This finding was supported by HOS B during face -to- face interview who said that: *Innovation allows teachers to tailor their teaching methods to the individual needs and learning styles of students and the approach can help address diverse student abilities and preferences, leading to better comprehension and retention of knowledge.* (HOS C, personal communication May 2024). This implies that in today's rapidly changing world, it is essential for educators to adapt and innovate in order to prepare students for the challenges they will face in the future. By embracing innovation, teachers can equip students with the skills they need to succeed in an ever-evolving society. This finding was supported by Participative leadership theory insists on encourages collaboration and accountability among team members. It involves employees in decision-making processes, promoting a sense of ownership and responsibility for the outcomes. Mpuangnan et al., (2024) [25].

Data in Table indicate that majority (78.3%) respondents agreed and strongly agreed with the mean score of 3.80. that enhance effective institutional cultural development of hardworking among teaching staff. This signifies that Leadership support and role modeling plays a crucial role in shaping the culture within an institution, School leaders should actively support and promote a culture of hard work by setting clear expectations, providing resources for professional development, and recognizing and rewarding hardworking teachers hence serve as role models by demonstrating their own commitment to hard work and excellence. This align to Sulistyorini (2024) [34] who claim that Organizational culture encompasses a system of values, norms, or rules, philosophy, beliefs, and attitudes (behavior) embraced by members that influence work patterns and organizational management. This implies that establishing clear communication channels within the institution is essential for ensuring that expectations are well understood by all staff members because open lines of communication facilitate transparency, feedback exchange, problem-solving, and alignment with institutional goals - all of which contribute to a culture of hard work and accountability among teaching staff. This finding was supported by HOS C during face -to- face interview who said that; *Administrative culture, plays a crucial role, as it makes the institution adaptable, flexible, and elastic, just like a culture that will never experience decline and becomes perfect when*

combined with daily duties of teaching and learning based on (HOS C, personal communication May 2024). This implies that school managers creating a supportive work environment that values the well-being of teaching staff is crucial for promoting hard work and dedication. Institutions can offer resources for stress management, work-life balance initiatives, mentorship programs, counseling services, or other support mechanisms to help teachers thrive professionally while maintaining their overall well-being. This finding was supported by participative leadership theory which insists inclusive environments where personal and professional growth is valued, leading to increased employee commitment, helpfulness, innovation, productivity, and learning opportunities. Shohib et al., (2024) [33].

Data in Table indicate that majority (85%) respondents agreed and strongly agreed with the mean score of 4.10. that they facilitate the provision of timely feedback to the teachers to enhance quality output. This signifies that timely feedback allows teachers to reflect on their teaching practices, identify areas for improvement, and make necessary adjustments to enhance student learning outcomes. Here are some steps that can be taken to facilitate the provision of timely feedback to teachers. This align to Cheng & Zhang (2024) [7] who claims that Establish a clear framework for providing feedback to teachers, outlining the criteria for evaluation and the process for delivering feedback. This implies that clear communication channels through which feedback can be provided to teachers in a timely manner focus on providing specific, actionable feedback that is constructive and supportive in teaching and learning activities. This finding was supported by HOS C during face -to- face interview who said that; *educational institutions creates a conducive environment for providing timely feedback to teachers, ultimately leading to improved teaching practices and enhanced student outcomes.* (HOS C, personal communication May 2024).This implies that Utilize technology tools such as online surveys, feedback forms, or educational software that allow for quick and efficient delivery of feedback because technology can streamline the feedback process and ensure that teachers receive timely information on their performance. This finding was supported by participative leadership theory which insists on listen to team members' opinions, is empathetic and flexible, and prioritizes transparency and team success. Bada et al., (2024) [5].

Hypothesis test

Table 2: ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4.540	1	4.540	3.357	.072 ^b
Residual	78.443	58	1.352		
Total	82.983	59			
a. Dependent Variable: Provision of resources for enhancing teachers job commitment					
b. Predictors: (Constant), Participative leadership practices					

Conclusion

The study discovered a significant positive relationship between teachers' job dedication and participative leadership methods. Higher job commitment was demonstrated by teachers who felt included in decision-making processes. Teachers benefited from enhanced communication,

increased trust, and increased autonomy thanks to participatory leadership. It also brought about improved organizational dedication, a collaborative work environment, and opportunity for professional development. Through inclusive decision-making procedures, teachers felt more linked to the school's vision and values, which boosted their commitment to their jobs and job satisfaction.

Recommendation

According to the study, principals of schools ought to encourage collaborative goal-setting, give feedback, and include teachers in decision-making. Prioritizing work-life balance, they should also acknowledge their accomplishments, provide professional development, and cultivate a pleasant school climate. The study suggests that politicians, educators, and school administrators will need to consider this important consequences. Strategies to improve teacher motivation, satisfaction, and retention in Tanzanian public secondary schools.

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