

Research questions

First, What is the level of primary teachers commitment to the employment?

Second, how does the primary school teachers commitment contribute to the work performance?

Significance of the study

In this study the finding may increase awareness on the importance of teacher commitment at the working place and help teachers to comply with ethical codes of conduct. It may also add knowledge to the existence body of knowledge.

LITERATURE REVIEW

In this section, a review of literature is made. It provides a discussion of the study's main concepts in order to discern the gap to be filled in by the present study.

Levels of teachers commitment to their individual work performance.

Teacher commitment to efficiency, productivity and effectiveness in teaching and learning would translate into better school examination performance and results for learners. Thus, a school which is in a better position to reap the benefit of a more dedicated, motivated, punctual and reliable teaching staff, and the one who is always a hard worker (Okendo and Mwasenga, 2018). A study conducted by Tashome *at el.*, (2016) on teachers' commitment and dimension of organizational commitment shows that the level of teachers' commitment to official duty is very high across the dimensions of the organization including the affective and continuous commitments. Also, he reports that teacher commitment to learning the community and their profession were very low.

Similarly, Altum (2017) on the effect of teacher commitment on student achievement shows that affective and continuance commitments are crucial factors to the students' achievement. Ramayah (2014) also conducted a study on the Validating Teacher Commitment Scale Using a Malaysian Sample, the results show that, teacher Commitment as a multidimensional construct with its four underlying dimensions: Commitment to Student, Commitment to Teaching, Commitment to School, and Commitment to Profession is very important to the employment.

Another study was conducted by Mkumbo (2012) on the teachers' Commitment, and Experiences of the Teaching Profession in Tanzania. The results show that the teachers' commitment to the teaching profession is devastatingly low, with the majority of teachers expressing that they did not choose the teaching profession as their choice, but were compelled

by the easiness to get the job and lack of qualifications to join other professions of their liking and choice, that the more employee of organization feels himself engaged in work, the more level of organizational commitment he has. Also, this connection depends from such factors as sex and administrative status.

Another study was conducted by Kaya R, *et al.*, (2020) on the mediating effect of organizational commitment between mobbing and turnover. Result show that mobbing affects organizational commitment significantly and negatively, it has affected turnover intention significantly and positively. Bello and Peretomode (2018) on the study of Analysis of Teacher commitment and Dimensions of organizational commitment. The finding reveal that the level of teacher commitment to official duties is very high across each dimensions of commitment that is affective and continuance commitment.

The contribution of teachers commitment to work performance

For a long time, the relationship between teachers' commitment and individual work performance has been reported in literature. For example, Andrew (2017), on the employee commitment and organizational performance found that there is a strong positive relationship, for a long time, the relationship between teachers' commitment and individual work performance has been reported in literature.

It was also reported that that stress and working environment dominate over work load and pay more job performance among the employees (Munismy 2013). Tolera (2017) on the effect of employee commitment on the work performance indicates that the employee commitments were found to have effects on the organization performance. In addition, Mohamed (2011) showed that there is a positive and significant association between economic factor, human relationship and teacher knowledge in a school; values, system, teacher personality traits and the work commitment.

Another study was conducted by Rahyuda *et al.*, (2020) on whether teacher competence and commitment improve teacher's professionalism. The results showed that teacher competence and commitment was significantly positive effect on the performance of professional teachers. The teacher's commitment acts as a mediator of teacher competence and professional teacher performance.

Similarly Ezinwa *et al.*, (2021) study on the employee commitment and organizational performance. The result of multiple regression analysis shows that affective commitment has a significant positive association influence on organizational performance. Continuance commitment has a significant positive association effect on organizational performance.

Also Top, M. *et al.*,(2019). Conducted a study on the Organizational trust, employee commitment and job satisfaction Regression analyses indicated that organizational trust was a significant predictor of job satisfaction and commitment. Also Muhammad *et al.*, (2019) conducted a study on the nexus of employee's commitment, job satisfaction, and job performance. The results indicate that commitment is the most influential form of organizational, continuous commitment is the least instrumental in impacting job satisfaction.

METHODOLOGY

Research Design

The study employed a descriptive research design. This design was useful as the study explored a single unit for the representation of the population, to ensure the objective validity and accuracy of answers in relation to the research questions. Using the design, the researcher described the situation as it appeared in the context of the primary school system in Tanzania so as to obtain complete and accurate information as intended for the study. In this way, the design enabled to assess how teachers' commitment could contribute to the individual teachers' work performance.

Area of the study

The study was conducted in Morogoro MC and Mvomero DC in Morogoro Region in Tanzania. The Region was randomly selected among the six Regions of Tanzania mainland that surround Iringa Region. Through lottery system, the researcher wrote the name of each Region in six pieces of papers. These regions were Mbeya, Dodoma, Morogoro, Ruvuma, Njombe, and Manyara. The papers were then folded, and dropped in a box, One piece of paper was selected, and Morogoro Region was written on it. This selection method provided each region an equal chance to participate in the study.

The Target population

The target population consisted of all primary school teachers in the study area.

Sample and Sampling Techniques

The study involved purposive, and simple random sampling techniques. Two administrative Councils were selected for the study. Morogoro Municipality was purposely selected to represent the Urban based primary schools, while Mvomero District was randomly selected from the other six Districts to represent the rural primary schools. Eight primary schools were involved for the study, for from each District.

Permission to visit the schools was obtained from relevant authorities. Eight primary schools were selected using simple random sampling technique. The techniques were used in order to provide chance in each group and to avoid bias in selection of schools/teachers to be involved in the study. Further, simple random sampling was used to select 88 teachers, where 41 were males and 47 females, the number of males and females were selected in regard to their population in the study area. Eleven teachers were selected from each primary school to make a total of 88. Permission to visit the schools was obtained from relevant authorities. Eight primary schools were selected using simple random sampling technique. The techniques were used in order to provide chance in each group and to avoid bias in selection of schools/teachers to be involved in the study. Further, simple random sampling was used to select 88 teachers, where 41 were males and 47 females, the number of males and females were selected in regard to their population in the study area. Eleven teachers were selected from each primary school to make a total of 88. Permission to visit the schools was obtained from relevant authorities. Eight primary schools were selected using simple random sampling technique. The techniques were used in order to provide chance in each group and to avoid bias in selection of schools/teachers to be involved in the study. Further, simple random sampling was used to select 88 teachers, where 41 were males and 47 females, the number of males and females were selected in regard to their population in the study area. Eleven teachers were selected from each primary school to make a total of 88.

Teacher's inclusion was important in this study because they were the ones who were directly that are directly wedged by work commitment towards their work performance.

Data collection Instrument

Questionnaire was used to collect data for the study was categorized into the following parts: personal information, level of primary school teacher's commitment employment (affective and continuance) and level of primary school teacher work performance (efforts, maintaining personal discipline, attendance, and extra rolls and task efficiency). On both scales, respondents rated their agreement with statement on a four points Likert scale, starting from 1= strongly disagree to 4= strongly agree. The researcher visited each school that was selected and administered a questionnaire to the respondents with the help of a key informant in each school.

Validity and reliability of the Instrument

The research used primary data. Primary data was obtained using questionnaire. The instrument targeted to bring an in-depth and broad theoretical knowledge on the content and definition of concepts used in ensuring validity of the data collected. There is no instrument which is entirely

perfect. The researcher carefully designing the guiding questions with regard to research objectives. In addition, modifications were made after the pre-test of the questionnaire in public primary schools in Iringa, which had the same characteristics with the studied schools.

Furthermore to test the reliability of the questionnaire, a pilot study was conducted in four primary schools that were not selected to participate in the study. The schools were selected in Iringa municipality based on the characteristics they shared with those that were involved in the study. The study utilized existing instruments to measure the construct of commitment and teachers' work performance. Thereafter, Cronbach's alpha was used to test/retest reliability of the instrument (questionnaire) using pilot data. Cronbach coefficient range from 0 to 1, if Cronbach's coefficient in range 0.7 to 1 the instrument is reliable otherwise not. The instrument was found with Cronbach coefficient 0.84

Data collection

The author collected the data through a questionnaire. The researcher visited each selected school and administered a questionnaire to respondents in person, with the help of key informant in each school. Respondents were assured of confidentiality and anonymity.

Data analysis

Demographic features were analyzed using descriptive statistics specifically spending frequency and percentage. Further, descriptive statistics (Score mean and standard deviation) were computed for the first and second objectives that intended to find out the level of primary school teachers' commitment as well as their level of work performance. Linear regression analysis performed for the third objective that focused on determining the contribution of primary school teachers' commitment to their work performance.

RESULT

This chapter presents the findings from the field the case study of Morogoro region. First demographic features of respondents are presented followed by specific objectives of the study namely: to find out the levels of primary school teachers' commitment to the employment, to ascertain level of primary school teachers' work performance to the employment and to explore the contribution of primary teachers' commitment to their work performance.

Table 1: Demographic Features of Respondents.

Demographic features	N	Percentage
Sex		
Male	41	46.6
Female	47	53.4
Age		
less than or equal to 35	41	46.6
More than 35	47	53.4
Education level		
Degree	31	35.2
Non degree	57	64.8
Long of being in institution		
Below or equal to 10years	44	50.0
Above 10years	44	50.0
Long in teaching profession		
less than or 10 years	45	51.1
More than 10 years	43	48.9

Table 1 shows demographic and school characteristics of the study respondents who were 88 in all. There were 41 males (46.6%) and 47 female (53.4%). Further, 46.6% were aged 35 years and below while 53.4% were above 35 years of age. As regards to education level, 31 (35.2%) were having degree and 57 (64.8%) were having non degree. 44 (50%) have been in the institution for 10 years or below it and 44 (50%) stayed at the institution for more than 10 years. Finally, 45 (51.1%) have been in teaching profession for 10 years or less and 43 (48.9%) have been in the teaching profession for more than 10 years.

Level of Primary School Teachers' Commitment to the Employment

This objective set out to get the degree of primary school teachers' commitment to the employment. To address the objective 41 research question covering commitment to the employment (affective and continuance) were given to respondents for valuation and the findings are given in Table 2.

Table 2: Statement score on Primary School Teachers' Commitment to the Employment

S/N	Statement	Mean	Std. dev
1	I cover the syllabus in time	3.49	.503
2	I am Serious on job responsibility assigned to me	3.44	.564
3	I real feel as this employment problems are my own	3.13	.770
4	I feel strong sense of belonging to my teaching employment	3.34	.659
5	I do feel emotionally attached to this employment	3.34	.604
6	I work with minimum supervision from the head teacher	3.31	.835
7	I always attend staff meeting	3.48	.502
8	I do feel to be part and family of this employment	3.45	.623
9	This employment has a great deal of personal meaning to me	3.41	.560
10	I enjoy discussing my employment with people outside it	3.24	.773
11	There is fair distribution of workload in teaching	3.32	.704
12	I am satisfied with provision of school wide experience sharing with model schools	3.25	.630
13	I feel part and partial of school	3.36	.484
14	I do everything at school whole-heartedly	3.36	.610
15	I seek permission before absence from work	3.58	.496
16	I cooperate with other members of staff	3.60	.492
17	I give reports on time for assignments given to me at school	3.50	.503
18	I accept all employment related duties assigned to me	3.55	.565
19	I use all my effort for actualization of those goals and values set by the school	3.51	.503
20	I prepare my schemes of work and lesson plan in time	3.51	.503
21	Teaching provides me with opportunity to use all my skills and knowledge	3.52	.502
22	I always attend to my pupils when they need help	3.53	.566

23	I feel satisfied with the recognition I have in this employment	3.43	.621
24	I am satisfied with bonuses I receive from my employment	3.83	1.177
25	I am interested to provide enough tutorial to different level of students	3.31	.793
Affective commitment	3.39	0.62	
26	I would be very happy to spend the rest of my career with this employment	3.18	.878
27	Right now, staying with this employment is a matter of necessity as much as I desire	3.32	.598
28	It would be very difficult for me to leave this employment now, even if I wanted to	3.19	.800
29	Too much in my life would be disrupted if I decided to leave this employment	3.07	.868
30	I like to be part and partial to complete the goals and values set in my work	3.42	.562
31	I feel that I have too few options to consider leaving this employment	3.07	1.015
32	One of the few negative consequences of leaving this job would be the scarcity of available alternative	3.01	.837
33	I think that I could not be easily become as attached to another employment as I am to this one	2.97	.999
34	This employment provides me with an opportunity to advance professionally	3.40	.492
35	I have made lasting friendships among my colleagues in this profession	3.17	.874
36	I am happy with continuance cooperation I receive from job management team	3.44	.500
37	It would be too costly for me to leave this employment now	3.16	.869
38	One of the major reasons I continue to work here is that, leaving would require considerable personal sacrifice, another employment may not match the overall benefits I have here	3.05	.934
39	I am satisfied to become a teacher	3.28	.830
40	I prefer to continue with teaching profession	3.36	.805
41	When I get other employment out of teaching regardless of its high paying, I will not go	2.94	1.087
Continuance commitment		3.19	0.81
Overall commitment		3.29	0.76

Table 2 shows that, teachers were effectively committed to the employment. All item scores were above the mean score as: I cover the syllabus in time scored mean of 3.49 and SD of 0.503, I am serious on job responsibility assigned to me score mean 3.44 and SD 0.564, I real feel as this employment problems are my own scored mean 3.13 and SD 0.770, I feel strong sense of belonging to my teaching employment scored mean 3.34 and SD 0.659, I do feel emotionally attached to this employment scored mean 3.34 and SD 0.604, I work with minimum supervision from the head teacher scored mean 3.31 and SD 0.835, I always attend staff meeting scored mean 3.48 and SD 0.502, I do feel to be part. and family of this employment scored mean 3.45 and SD 0.623, This employment has a great deal of personal meaning to me scored mean 3.41 and SD 0.560, I enjoy discussing my employment with people outside it scored mean 3.24 and SD 0.773, There is fair distribution of workload in teaching scored mean 3.32 and SD 0.704, I am satisfied with provision of school wide experience sharing with model schools scored mean 3.25 and SD 0.630, I feel part and partial of school scored mean 3.36 and SD 0.484, I do everything at school whole-heartedly scored mean 3.36 and SD 0.610, I seek permission before absence from work scored mean 3.58 and SD 0.496. my employment scored mean 3.83 and SD 1.177, I am interested to provide enough tutorial Further, I cooperate with other members of staff scored mean 3.60 and SD 0.492, I give reports on time for assignments given to me at school scored mean 3.50 and SD 0.503, I accept all employment related duties assigned to me scored mean 3.55 and SD 0.565, I use all my effort for actualization of those goals and values set by the

school scored mean 3.51 and SD 0.503, I prepare my schemes of work and lesson plan in time scored mean 3.51 and SD 0.503, Teaching provides me with opportunity to use all my skills and knowledge scored mean 3.52 and SD 0.502, I always attend to my pupils when they need help scored mean 3.53 and SD 0.566, I feel satisfied with the recognition I have in this employment scored mean 3.43 and SD 0.621, I am satisfied with bonuses I receive from to different level of students scored mean 3.31 and SD 0.793. To summarize the findings in this section primary school teacher's affective commitment to the work employment had score mean of 3.39 and SD 0.62.

Continuance commitment was another variable involved to identify for level of teacher's commitment. The findings showed that, for item: I would be very happy to spend the rest of my career with this employment scored mean 3.18 and SD 0.878, Right now, staying with this employment is a matter of necessity as much as I desire scored mean 3.32 and SD 0.598, It would be very difficult for me to leave this employment now, even if I wanted to scored mean 3.19 and SD 0.800, Too much in my life would be disrupted if I decided to leave this employments cored mean 3.07 and SD 0.868, I like to be part and partial to complete the goals and values set in my work scored mean 3.42 and SD 0.562, I feel that I have too few options to consider leaving this employment scored mean 3.07 and SD 1.015, One of the few negative consequences of leaving this job would be the scarcity of available alternative scored mean 3.01 and SD 0.837, I think that I could not be easily become as attached to another employment as I am to this one scored mean 2.97 and SD 0.999, This employment provides me with an opportunity to advance professionally scored 3.40 and SD 0.492, I have made lasting friendships among my colleagues in this profession scored mean 3.17 and SD 0.874. One of the few negative consequences of leaving this job would be the scarcity of available alternative scored mean 3.01 and SD 0.837, I think that I could not be easily become as attached to another employment as I am to this one scored mean 2.97 and SD 0.999, This employment provides me with an opportunity to advance professionally scored 3.40 and SD 0.492, I have made lasting friendships among my colleagues in this profession scored mean 3.17 and SD 0.874.

Not only that, for item I am happy with continuance cooperation I receive from job management team scored mean 3.44 and SD 0.500, It would be too costly for me to leave this employment now scored mean 3.16 and SD 0.869, One of the major reasons I continue to work here is that, leaving would require considerable personal sacrifice, another employment may not match the overall benefits I have here scored mean 3.05 and SD 0.934, I am satisfied to become a teacher scored mean 3.28 and SD 0.830, I prefer to continue with teaching profession scored mean 3.36

and SD 0.805, When I get other employment out of teaching regardless of its high paying, I will not go scored mean 2.94 and SD 1.087. To shorten the findings continuance commitment on work performance scored mean 3.19 and SD0.81.

To generalize the findings commitment to primary school teachers' to the employment scored mean 3.29 and SD 0.76. This is equally to say that primary school teacher's commitment to the employment is at 82.25% with answers deviation by 76%.

The Contribution of Primary School Teachers' Commitment to Individual Work Performance

This objective intended to determine the contribution of primary school teacher's commitment on work performance. Linear regression analysis was used to determine the contribution of primary school teacher's commitment (affective and continuance) on work performance, the findings are given in Table 4 under.

Work Performance

	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Constant	127.261	23.419		5.434	.000
Affective commitment	.420	.252	.184	1.667	.099
Continuance commitment	.989	.272	.402	3.641	.000

R=.545, R²=.283, F=16.189, P=.000

Key

B = Unstandardised Beta coefficient, Beta = Standardised Beta coefficient, Std. Error = Standardised error of Beta

Table 4 show that there was significant (P-value = 0.000) contribution of teachers commitment on teachers individual work performance by R² = 0.545 (54.5%). When teachers commitment (affective and continuance) considered separately, continuance commitment has strong significant contribution (Beta=0.989, P value=0.000) on individual work performance than affective commitment which has insignificant contribution (Beta=0.420, p value=0.099).

DISCUSSION

The results indicated that the teacher's in Morogoro Region had a higher continuance and affective commitment. Teacher's affective commitment among primary school teachers in Morogoro region is one of the predictors that positively related to work performance likely as to students education achievements. In agreement with this, government and education stakeholders need to invest much efforts to change attitude of few teachers who were observed not effectively committed to their work. Since if teachers are not effectively

committed to employment can led to deprived performance on work as a result students poor achievement.

The findings harmonize with, Altum (2017) who show the effect of emotional teacher commitment on student achievement was above level also commitments are crucial factors to the students' achievement. Okendo and Mwasenga (2018), are of the same opinion that teachers' commitment, productivity and effectiveness in teaching and learning lead into better school leaners better examination performance. Furthermore, Tashome (2016) supports that teachers' commitment and dimension of organizational commitment shows that the level of teachers' commitment to official duty is very high across the dimensions of the organization including the affective commitment. Therefore, affective commitment is an important aspect to be considered highly for teachers better work performance.

In addition, continuance commitment to employment was another aspect of great reputation observed in this study. Primary school teachers in the studied area has been shown to have high level of continuance commitment. This is equally to say, teachers are like to spend the rest of their career with teaching employment. The findings related to Tashome (2016) who argued that teachers' continuance commitment and dimension of organizational commitment is very high across the dimensions of the organization.

Therefore, in spite majority of teachers have been revealed to have continuance commitment, improvement of working environment as well as inspecting individual and organization needs for improvement on continuance commitment.

The Contribution of Primary School Teachers' Commitment to Individual Work Performance

The findings show teacher's commitment has contribution on individual work performance. Teacher's commitment can be considered as attribute to influence work performance though at a low degree. The findings concur with, Andrew (2017), who carried a study on the contribution of employee commitment on organizational performance and found that, there was significant contribution of employee commitment and the individual work performance. As in the study by Tolera (2017) the present study show that stated that employee commitments were found to have effects on the organization performance.

In addition, Mohamed, (2011) agree with the present findings that there was influence of economic factor, human relationship and teacher knowledge in a school on values, system and teacher personality traits on the work performance. Bello and Peremode (2018) agree with the

present findings that there was a positive contribution between teachers commitment and the individual work performance.

CONCLUSION AND RECOMMENDATION

Conclusion

In determining the level to which primary school teachers are committed to employment, the results show that primary school teacher's commitment to the employment was above level, and the contribution of primary school teachers' commitment to their work performance was another objective involved in this study, the results show teachers commitment has significant contribution on individual teachers work performance.

Recommendation

The study recommend that: first education on the significance of teacher's commitment should be given also further improvement on other aspects such as clear setting of instructional goals, frequent seminars, provisional of accommodation to teachers, reducing teaching load, improvement of salaries and allowances, motivation, and provision of awards to increase their commitment likely their individual work performance

Second, same study can be conducted to cover other geographical areas of the country to generalize the findings.

Third, the further research may extend the sample for the study and include students and educational leaders, as respondents in the study.

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