Effectiveness of Face-to-Face Meetings Heads of School Leadership Strategy on Teachers' Levels of Commitment in Community-Cased Secondary Schools, in Selected District Councils in Kilimanjaro Region, Tanzania

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Abstract:- This research determined the influence of face-to-face meetings by Heads of Schools (HoS) leadership strategy on teacher commitment in community-based secondary schools (CBSS) within specific District Councils in the Kilimanjaro Region, Tanzania. Utilizing the Situational Leadership Theory from Paul Hersey and Ken Blanchard, the study followed a correlational design within a quantitative research framework. The study included 840 teachers and 70 heads of schools in its target population. Using basic and stratified random sampling techniques, a sample of 252 teachers and 21 heads of schools were chosen from this population. Questionnaires that had been approved by three MWECAU experts were used to collect data, with reliability scores of 0.824 for the HoS questionnaire and 0.733 for the teachers' questionnaire, ensuring readiness for data collection. Descriptive and inferential statistics, including multiple regression analysis, were used for quantitative analysis, revealed a significant disparity in perceptions between HoS and teachers regarding teachers' level of commitment. While HoS perceived a moderate level of commitment from teachers, acknowledging strengths and areas for improvement, teachers rate their commitment higher, especially in innovative teaching and student support. In-person meetings between school heads and teachers were found to be highly effective, demonstrating a clear positive correlation between this method and the level of commitment shown by teachers. The study concluded that addressing disparities in perceptions and fostering mutual understanding was essential for enhancing teachers' level of commitment, ultimately improving CBSS environments. Recommended weekly consultation sessions, fostering positive work environments, and offering professional development opportunities for school leaders. These actions aimed to create a supportive atmosphere conducive to enhancing teacher commitment and improving student outcomes in CBSS settings.

Keywords:- Face-to-Face Meetings Heads of Schools (HoS) Leadership Strategy, Teachers' Level of Commitment and Quality Education.

I. INTRODUCTION

Kilimanjaro Region like other regions of Tanzania, the Kilimanjaro Region plays a critical role in promoting high-quality education to promote sustainable development. There are 225 secondary schools in the region, with a community-based secondary school (CBSS) located in each ward. Together, these schools enroll a sizable number of students, many of whom receive a standard seven grade of C or higher on national examinations. Despite challenges, teachers remain a key factor in enhancing students' learning processes. Committed teachers are vital as their dedication impacts organizational outcomes such as performance and turnover. In CBSS, committed teachers are seen as valuable assets, demonstrating hard work and a lower tendency to leave the workplace.

Teachers' commitment is gauged by their involvement and support for decisions, playing a critical role in enhancing and nurturing school success. This commitment influences different aspects like the effectiveness of the school, satisfaction of the teachers, retention, job performance, absenteeism, and turnover (Aflah & Fajar, 2022). For students, teachers' commitment levels affect academic performance and attitudes towards school (Mahzan & Nordin, 2021). O'Malley et al. (2022) state that committed teachers dedicate time and energy to support students, no matter the obstacles, and promote social inclusivity in the classroom (Lai & Han, 2020). The commitment is associated with the symbolic rewards received from students, parents, administrators, and authorities, demonstrating their allegiance to the school's values and goals.

The level of teacher dedication has been reported to vary by several stakeholders, leading to negative impacts on educational outcomes. In Kenya, Tanzania, and Uganda, Twaweza (2016) observed that teacher absenteeism rates were high, ranging from 11% to 30%, with Tanzania recording a rate of 25%. The 2017 report from the Teachers Service Department (TSD) identified teacher misconduct as a significant barrier to delivering dedicated and effective instruction. Furthermore, in their reports spanning from 2018

to 2023, education stakeholders, including the Education Quality Assurance Department (EQAD), the Kilimanjaro Regional Education Officer (REO), and the Moshi Municipal Secondary Education Officer (MSEO), have highlighted a lack of commitment among teachers. This concern was reiterated by the Kilimanjaro REO during the Heads of Schools Region Meeting on March, 2022.

The report indicates a substantial decline in teacher commitment over the past five years. Further investigations revealed that 19.7% of teachers were frequently absent, 28.0% did not consistently prepare academic materials, 18.7% did not dedicate time to assist students with academic and personal challenges, 10.3% had conflicts with their Head of School, 5.3% were involved in disciplinary cases with the Teachers' Service Commission (TSC), and 33.7% attributed their shortcomings to family issues. This tendency towards absenteeism, inadequate lesson preparation, lack of student support, and discipline issues reflects a low commitment to work, necessitating effective leadership strategies from HoS. If unaddressed, this will negatively impact students' academic achievements, waste government educational investments, and hinder students' future prospects.

The primary responsibility of Heads of Schools (HoS) is to employ various tactics to ensure effective teaching and learning while fostering teacher dedication. Leadership strategies that are effective in managing Heads of Schools (HoS) are anticipated to greatly increase teachers' level of commitment, especially in assisting students facing learning challenges (Mahzan & Nordin, 2021). In response to these issues, the Ministry of Education, Science, and Technology (MoEST) introduced the Secondary School Management Toolkit (SSMT) to equip Heads of Schools (HoS) with the essential managerial skills needed to enhance teacher commitment (URT, 2015). SSMT has suggested a crucial approach, which involves organizing weekly in-person meetings to tackle issues impacting teacher performance. In addition, these sessions are intended to provide psychological and counseling support to teachers so they can focus on overseeing the teaching and learning processes. This study investigated the effectiveness of in-person meetings as a leadership tactic used by Heads of Schools (HoS) to increase teachers' dedication in community-based secondary schools in selected district councils in Kilimanjaro region, Tanzania.

II. STATEMENT OF THE PROBLEM

Teachers' commitment in Tanzania has been a topic of concern as it impacts the effectiveness of education and the achievement of national educational goals. The lack of commitment among teachers undermines efforts to provide quality education and jeopardizes the aspirations of community-based secondary school graduates. For instance, Twaweza (2019) highlighted high rates of teacher absenteeism, reaching up to 25% in Tanzania, among other East African countries. The Teachers Service Commission (TSC, 2020) identified teacher misconduct as a significant factor hindering commitment levels and contributing to substandard teaching practices.

According to the 2023 school visit report from the Regional Education Officer (REO) for the Kilimanjaro region, there was insufficient commitment from teachers at community-based secondary schools (CBSS). 17.6% of teachers were said to be absent from work, and 20.4% do not consistently create academic instructional documents. Furthermore, 8.4% of teachers report conflicts with their Heads of Schools (HoS), 4.6% had disciplinary cases pending before the Teachers' Service Commission (TSC), 16.2% did not spend enough time assisting students with learning and life challenges, and 28.8% excuse themselves from work due to family matters. Despite the 2015 recommendation by Ministry of Education, Science, and Technology (MoEST) to apply HoS leadership practices to improve teacher commitment, there is still an unresolved issue and inadequate research in the Kilimanjaro region that addresses this issue (Arnold, 2015).

A. Research Question

The study was directed by the subsequent research question (RQ): In what way does the use of face-to-face meetings by Heads of Schools (HoS) in their leadership approach affect the degrees of dedication among teachers in Community-Based Secondary Schools, in selected District Councils in Kilimanjaro region, Tanzania?

B. Research Hypothesis

➤ *Regarding the Subsequent Hypothesis (H1), this Investigation was Conducted:*

- H_1: A noteworthy association has been observed between the leadership approach of Heads of Schools (HoS) that entails in-person meetings and the degree of dedication demonstrated by educators.

C. Significance of the Study

In order to better support Heads of Schools (HoS) in fostering teacher commitment, the Ministry of Education, Science, and Technology (MoEST) will benefit greatly from the study's insightful analysis of the efficacy of HoS leadership strategies in community-based secondary schools (CBSS) across a subset of District Councils in Tanzania's Kilimanjaro Region. The updated Secondary School Management Toolkit (SSMT) will offer useful guidelines for HoS in CBSS throughout Tanzania, facilitating good supervision and the facility of high-quality education.

The study further emphasized the crucial role that Heads of Schools (HoS) play as vital educational leaders by identifying successful leadership strategy which increase teachers' commitment to the teaching and learning process. This leadership strategy which is based on the study's findings benefit teachers as well by providing better support for students, especially those who require more help. Teachers and HoS contribute to better educational outcomes by upholding their professional responsibilities, which may lessen lower academic divisions and facilitate students' advancement to higher education levels.

In addition, the study's conclusions and suggestions will direct policymakers in improving community-based secondary school (CBSS) supervision by giving priority to important leadership strategies for providing high-quality instruction. The study supports the theory of situational leadership by emphasizing the crucial role educational leader's play in improving the teaching and learning process. It emphasized the recognition of teachers' efforts is essential to encouraging dedication in CBSS.

The efficiency of the leadership techniques used by Heads of Schools (HoS) is evaluated and analyzed in this study, which contributes to the body of knowledge already in existence. Subsequent researchers can utilize these results as a framework to further their comprehension of leadership strategies that encourage teachers' commitment. Putting these results into practice should lead to better outcomes in the supervision and delivery of high-quality instruction in Tanzanian CBSS, which is in line with the primary goals of these educational establishments.

D. Theoretical Framework

The Situational Leadership Theory, which was created by Paul Hersey and Ken Blanchard in the 1970s and divides leadership into four primary strategies—directing, coaching, supporting, and delegating—lays the foundation for this study. These strategies vary in their emphasis on task-oriented versus relationship-oriented behaviors, tailored to the readiness level of followers. Readiness, determined by followers' competence and commitment, dictates the appropriate leadership approach. For less ready followers, a directing strategy involves clear instructions and supervision, while coaching provides guidance to moderately ready followers. Supporting involves collaboration and encouragement for highly ready followers, and delegating grants autonomy to very ready followers. The theory underscores adaptive leadership based on task relevance and follower maturity, emphasizing effective leadership as contingent on both individual readiness and task complexity. The study categorizes leadership into four stages based on the Situational Leadership Theory:

- S_1: *Telling involves one-way communication where the leader defines roles and gives clear instructions.*
- S_2: *In order to obtain agreement, selling involves two-way communication in which the leader gives guidance and extends socio-emotional support.*
- S_3: *Participating features shared decision-making with reduced task guidance but continued high relationship support.*
- S_4: *Delegating entails the leader transferring responsibility to individuals or groups while overseeing progress.*

The Hersey-Blanchard Situational Leadership Theory underscores the need for leaders to adapt their strategies based on the maturity levels of their team members, which encompass both capability and willingness to perform tasks across four levels (M1 through M4). These levels are specific to tasks, acknowledging that individuals may excel in some areas while needing support in others. Leaders aim to develop competence and commitment to foster self-motivation and reduce dependency among team members (Raza & Sikandar, 2018). Despite criticisms, such as its inability to differentiate between leadership and management strategies, the theory remains influential. To better understand the influence of leadership strategies on teachers' levels of commitment and to adjust strategies accordingly, the idea is used in this study to analyze community-based secondary schools in Kilimanjaro region, Tanzania.

III. REVIEW OF RELATED LITERATURE

The study question about the influence of the SSMT HoS face-to-face meetings leadership technique on raising teachers' commitment levels frames the literature review. The review focuses on factors that increase teachers'commitment and how HoS leadership practices relate to this commitment. Ghimire (2022) investigated teacher commitment in the Lalitpur District's community schools, evaluating their commitment to the institution, their career, and the education of the students. High levels of dedication were found in this study, which included 226 teachers and used quantitative methodologies. These findings have favorable effects on educational institutions. It emphasized how building relationships amongst stakeholders can improve academic achievement and how school administrators can improve teacher dedication and academic success by implementing effective leadership techniques.

The current study examined the influence of leadership strategy on teachers' level of commitment within a different geographical and cultural context, specifically selected District Councils in the Kilimanjaro region of Tanzania. This is in contrast to the previous study, which concentrated on teachers' commitment in a particular district in Nepal. This extension improves the findings' applicability and generalizability in a variety of contexts. The current study uses a correlational technique, whereas the reviewed work uses a survey research design. Both studies employ quantitative techniques, but the current study's correlational methodology provides a more thorough examination of the connection between teacher commitment and HoS leadership strategies.

The reviewed study involved 226 teachers, while the current study includes 21 HoS and 252 teachers, allowing for a more comprehensive examination of leadership strategies' influence on teacher commitment from multiple perspectives. The reviewed study used descriptive statistics, whereas the current study employs a correlational quantitative approach, likely utilizing advanced statistical techniques like regression analysis. The reviewed study underscores the positive impact of teacher commitment on educational institutions and the significance of stakeholder relationships, whereas the current study focuses specifically on HoS leadership strategies' effectiveness in enhancing teacher commitment. This offers actionable insights for improving teacher commitment in community-based secondary schools, expanding on the reviewed study's findings in a different cultural context.

Ibrahim and Aljneibi (2022) examined the influence of personal and work-related factors on teachers' commitment to teaching during curriculum changes in UAE public schools. 737 teachers from 40 schools in the Al Ain School District participated in this quantitative study, which used a questionnaire to gauge the teachers' levels of commitment. Based on the findings, teachers were more emotionally, normatively, and continuously committed to their teaching roles than they were to the organization.

In contrast, the current study examines the effectiveness of Heads of Schools (HoS) leadership strategies in community-based secondary schools (CBSS) across selected district councils in the Kilimanjaro region, Tanzania. Both studies utilize quantitative research methods and questionnaires to measure commitment, but differ significantly in geographical context and focus. The UAE study probes commitment in a public school setting, whereas the current study investigates CBSS in Tanzania, potentially influencing how teachers perceive and respond to leadership strategies amidst varied organizational dynamics.

The reviewed study by Ibrahim and Aljneibi (2022) involved a larger sample of 737 teachers from 40 schools in the UAE, investigating how teachers' commitment is affected by personal and professional aspects during educational transformation. They utilized a correlational design and employed multiple regression analysis to assess the impact of these factors on both organizational and teaching commitment dimensions. In contrast, the current study examines a smaller sample of 21 HoS and 252 teachers in CBSS across selected district councils in the Kilimanjaro region, Tanzania. It employs a correlational research design to specifically examine the effectiveness of HoS leadership strategies such as face-to-face interactions, mentorship, recognition, and disciplinary measures on enhancing teachers' level of commitment. Unlike the reviewed study's larger focus on individual and work-related elements during educational transition, the current study emphasizes on leadership methods within a specific cultural and educational setting.

In Yemeni public schools, Alzoraiki et al. (2023) examined the connection between transformational leadership, teachers' dedication, and long-term teaching effectiveness. They discovered that transformational leadership had a beneficial impact on teachers' dedication and performance using PLS-SEM and a sample of 374 participants. Notably, the association between transformative leadership and sustained teaching performance was mediated by teachers' commitment, emphasizing the critical role that instructors play in improving student outcomes.

In comparison, the current study which examining the effectiveness of face-to-face meeting HoS leadership strategy in community-based secondary schools (CBSS) across selected District Councils in the Kilimanjaro region, Tanzania. Unlike the reviewed study in Yemen, which emphasizes transformational leadership's impact on commitment and performance, the current study specifically evaluates HoS strategies such as face-to-face interactions,

mentorship, recognition, and disciplinary measures in influencing teacher commitment. These contextual differences in cultural, social, and educational settings may affect how leadership strategies are perceived and implemented, thus influencing their effectiveness and applicability across different contexts.

The study conducted by Alzoraiki et al. (2023) investigated the relationship between teachers' commitment, sustainable teaching performance, and transformational leadership in Yemeni public schools. Data were analyzed using Partial Least Squares Structural Equation Modelling (PLS-SEM), and 374 participants were sampled using a stratified random sampling technique. The findings indicated that teachers' commitment functioned as a mediating factor in improving sustainable teaching performance under transformational leadership.

In contrast, the current study examines the effectiveness of Heads of Schools (HoS) leadership strategies in community-based secondary schools (CBSS) across selected District Councils in the Kilimanjaro region, Tanzania. It involves 21 HoS and 252 teachers, employing a correlational design and multiple regression analysis to assess the impact of specific HoS strategies such as face-to-face interactions, mentorship, recognition, and disciplinary measures on teacher commitment. These differences in sample size, participant demographics, and statistical methods may affect the generalizability and depth of analysis between the two studies.

While the reviewed study gives insights into the larger influence of transformational leadership on teacher commitment and performance in Yemen, the current study offers practical implications suited to increasing teacher commitment through specialized HoS strategies in Tanzanian CBSS. Together, these studies contribute complementary insights into leadership and teachers' commitment in educational settings, addressing distinct research questions, contexts, and methodologies to inform educational leaders and policymakers effectively.

The factors influencing the professional commitment of public secondary school teachers in the Trans-Nzoia West Sub-County, Kenya, were investigated by Bett et al. (2020). They selected 234 teachers from various schools using stratified random sampling and employed a descriptive correlational study method. Teachers' professional dedication and their teaching attitudes, values, and school culture were found to be significantly positively correlated by the study, which employed multiple regression, descriptive statistics, and correlation coefficients. The significance of improving these variables to increase teacher commitment is highlighted by the fact that they explained 83.6% of the variation in professional commitment.

Similarly, the study places emphasis on studying the effects of Heads of Schools' strategies for leadership on teacher commitment in CBSS in selected District Councils in the Kilimanjaro area, Tanzania. It proposes a correlational design and multiple regression analysis to explore how

specific leadership strategies impact teacher commitment within CBSS. While the methodological approach aligns, the current study adapts this framework to investigate factors influencing teacher commitment in a distinct educational context, thereby contributing to a broader understanding of effective leadership strategies in enhancing teacher commitment.

Grounded on Kashamba et al. (2023) study in the Kagera region, Tanzania, and the proposed methodology for the current study on HoS leadership strategies in CBSS in Kilimanjaro region, Tanzania, several key insights emerge. Kashamba et al. utilized transformational leadership theory and a quantitative approach to explore how school heads' supervisory practices influence teachers' commitment. Their results from surveying 240 teachers emphasized the importance of good leadership and the necessity for better instructional leadership to raise commitment levels among teachers.

In contrast, the current study proposes a correlational design and multiple regression analysis to examine HoS leadership strategies' effectiveness in enhancing teacher commitment within CBSS in Kilimanjaro region, Tanzania. This approach aims to offer a deeper statistical considerate of the factors influencing teacher commitment, offering practical implications for leadership practices in community-based secondary schools. The strategy of face-to-face meetings for HoS is highlighted as a crucial leadership practice. These meetings facilitate open communication, trust-building, and alignment with the HoS's vision and values. They also enable personalized recognition, feedback, and support tailored to individual teacher needs and motivations. Moreover, face-to-face interactions foster a collaborative environment, enhancing team cohesion and a collective commitment to the school's mission. Ultimately, this personal leadership approach is expected to boost teaching staff morale and effectiveness, thereby positively impacting educational outcomes.

Panezai & Shah's (2021) research in District Ziarat, Balochistan, which examined the connection between HoS leadership strategies and the degrees of commitment of secondary school teachers, provides important insights into the current study conducted in the Kilimanjaro region of Tanzania. The study polled 243 instructors from 33 public schools using the Leadership Strategy Scale and Professional Commitment Scale. The results showed a somewhat favorable correlation between the degrees of commitment exhibited by instructors and leadership techniques, especially delegation. As a consequence of the findings, leadership techniques that support teachers' commitment to their work must be put into practice.

However, while Panezai & Shah focused on delegating leadership, the current study aims to specifically assess the effectiveness of face-to-face meetings as an HoS leadership strategy in CBSS in Kilimanjaro region, Tanzania. This approach intends to provide a more nuanced understanding of how personal interactions and communication can impact teacher commitment levels. Unlike the previous study, which

emphasized delegation, the current research seeks to explore how regular, direct interactions between HoS and teachers can foster trust, alignment with school goals, and support for addressing disciplinary issues, absenteeism, and student learning needs. Thus, the current study aims to extend the understanding of effective leadership strategies tailored to the educational context in Tanzania's Kilimanjaro region.

Based on Firdaus et al.'s (2019) study in Tangerang, Indonesia, which explored the role of HoS leadership strategies on teachers' level of commitment in Islamic secondary schools, several insights can be drawn for the current study in Kilimanjaro region, Tanzania. Firdaus et al. conducted a census sampling of 61 permanent teachers, focusing on how leadership influences commitment through perceived workloads. The study underlined how crucial HoS leadership techniques are for efficiently allocating teachers' duties in order to raise commitment levels. The goal of this study in Kilimanjaro was to examine how teachers' levels of commitment in CBSS are enhanced by face-to-face meetings HoS leadership strategy. It will investigate how regular staff meetings, personal consultations, and departmental meetings can address challenges affecting teacher commitment. This research seeks to provide practical insights into enhancing teacher commitment in a diverse educational context. The shift from perceived workloads to face-to-face meetings as a focus highlights a different approach to improving teacher commitment. The findings could offer valuable strategies for educational leaders in similar settings.

Pacaol (2021) explored how effective leadership strategies by Heads of School (HoS) influence teacher commitment in rural South African secondary schools, noting that democratic and autocratic styles positively affect the teaching and learning environment, while laissez-faire leadership has negative impacts. The study advised the Department of Basic Education to improve HoS leadership training. However, it did not compare face-to-face meetings with other HoS strategies in Kilimanjaro region's community-based secondary schools (CBSS) in Tanzania, leaving a gap regarding these meetings' effects on teacher commitment, including punctuality, discipline, attendance, and attention to student needs. Addressing this gap, the current study evaluates the effectiveness of face-to-face meetings as an HoS strategy on teacher commitment in Kilimanjaro's CBSS, aiming to provide insights for better educational outcomes through improved leadership practices.

Nyangarika & Ngasa (2020) investigated how instructional, transactional, and transformational leadership strategies influence classroom instruction in secondary schools in the Arusha region. Through questionnaires and interviews with 90 teachers and four head teachers from ten schools, they found that instructional leadership improves classroom instruction through planning and mission definition, transactional leadership affects performance and discipline, and transformational leadership shapes instruction by setting direction and developing people. Their study recommends training, resource allocation, and stakeholder engagement to enhance school performance. In contrast, the current study examines the impact of Heads of School (HoS)

face-to-face meetings on teacher punctuality, discipline, and attention to students' learning needs in CBSS in Kilimanjaro region, Tanzania, focusing on practical HoS leadership strategies to boost teacher commitment and student outcomes.

In Tanzania's Kagera Region, Mwesiga & Malusu (2020) examined how well school leadership enhanced teachers' commitment. In public secondary schools, 288 secondary school teachers, 32 academic masters, and 32 heads of schools were polled for the study. The study found a high level of teacher commitment despite challenges like insufficient training, poor decision-making involvement, communication issues, incompetent school heads, lack of motivation, and unattractive working environments. While the study provides valuable insights, it could further explore how specific leadership strategies address challenges such as improving teacher punctuality, reducing indiscipline, minimizing family-related excuses, and enhancing attention to students' learning needs, which are essential for understanding the direct influence of effective school leadership on teacher behavior and commitment.

The reviewed literature focuses on evaluating how Heads of Schools (HoS) leadership strategies, particularly face-to-face meetings, impact teachers' commitment levels in community-based secondary schools (CBSS) across selected District Councils in Kilimanjaro region, Tanzania. The study aims to close research gaps by exploring methodologies and findings from previous empirical studies. Scholars like Panezai & Shah (2021) have highlighted positive outcomes of face-to-face meetings, emphasizing improved communication, trust, and alignment with school missions. Consequently, this study seeks to provide localized insights into the HoS leadership strategy's impact on teacher commitment, addressing practical challenges such as punctuality, discipline, family-related absences, and student learning needs. The findings aim to inform effective strategies for enhancing teachers' commitment in CBSS settings.

IV. RESEARCH METHODOLOGY

The study employed a correlational design within quantitative research approaches to explore relationships between variables without manipulation, aiming for reliable and generalizable findings (Okendo et al., 2020). It focused on three District Councils (Moshi Municipal, Moshi District, and Siha District) in the Kilimanjaro region, Tanzania. A sample of 21 Heads of Schools (HoS) was selected, representing 30% of the total 69 community-based secondary schools (CBSS) across the District Councils: 4 from Moshi Municipal, 14 from Moshi District, and 3 from Siha District, following recommended sampling methods (Cohen et al., 2018). Schools were chosen through simple random selection by assigning numbers to each CBSS and drawing them randomly.

Similarly, a sample of 252 teachers was chosen, representing 30% of the total 840 teachers in CBSS across the District Councils: 98 from Moshi Municipal, 108 from Moshi District, and 46 from Siha District. Teachers were selected by assigning numbers and drawing them randomly until the required number was achieved, ensuring representation from each school based on the suggested sample size. This methodology ensured a representative sample for examining the effectiveness of HoS face-to-face meetings on teachers' level of commitment in CBSS in Kilimanjaro region, Tanzania.

It utilized research instruments that included questionnaires validated by three experts in educational administration from MWECAU (Moshi Cooperative University). The reliability of the questionnaire for Heads of Schools (HoS) was established at 0.824, and for teachers, it was 0.733, indicating that both instruments were reliable for data collection. Descriptive and inferential statistics were used in data analysis. While inferential statistics, such as multiple regression analysis, were utilized to investigate correlations and assess the significance of findings, descriptive statistics were utilized to summarize the data. This investigation highlighted differing viewpoints on this important issue by revealing a significant disparity in views of teachers' commitment levels between HoS and teachers. With the use of these techniques, a comprehensive investigation of the influence of face-to-face HoS meetings on teachers' commitment in CBSS in Kilimanjaro region, Tanzania was made possible.

V. RESEARCH FINDINGS AND DISCUSSIONS

A. Teachers' Level of Commitment

This section analyzed teachers' commitment in CBSS in selected District Councils in Kilimanjaro region, Tanzania, addressing research question one. It seeks to measure teachers' dedication to their roles and responsibilities using a questionnaire administered to Heads of Schools (HoS) and teachers, consisting of ten rating scale items. Teachers' commitment levels are classified as High Commitment (HC) with mean scores of 1.00 – 1.67, Moderate Commitment (C) with mean scores of 1.68 – 3.33, and Low Commitment (LC) with mean scores of 3.33 – 5.00. The study offers insights into overall commitment levels and their implications for school leadership and management strategies. Table 2 presents HoS responses on teachers' commitment levels, categorized by degrees of agreement (Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD)), along with mean ($\bar{X}$) scores summarizing the sentiment towards each statement.

Table 2: HoS Response on Teachers' Levels of Commitment (n=21)

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean $\bar{X}$
Teachers adhere to the school and class schedules as outlined in the established timetable.	4(19.0)	7(33.3)	3(14.3)	4(19.0)	3(14.3)	2.76
Teachers work hard to develop innovative teaching strategies that help students grasp the material better.	3(14.3)	6(28.6)	6(28.6)	3(14.3)	3(14.3)	2.86
Teachers assign enough homework for each subject, mark assignments, and provide timely revisions.	8(38.1)	7(33.3)	1(4.8)	3(14.3)	2(9.5)	2.24
Teachers support group work and help students in their groups become more academically successful.	4(19.0)	7(33.3)	3(14.3)	4(19.0)	3(14.3)	2.76
Rather than using punishment, teachers provide guidance to children on appropriate behavior in the classroom.	3(14.3)	6(28.6)	6(28.6)	3(14.3)	3(14.3)	2.86
When students do well on exams, teachers are appreciative and occasionally give them gifts.	8(38.1)	7(33.3)	1(4.8)	3(14.3)	2(9.5)	2.24
Teachers arrange for students to get private lessons during times when they were not in class.	4(19.0)	7(33.3)	3(14.3)	4(19.0)	3(14.3)	2.76
I have never heard teachers bemoan their decision to become teachers.	3(14.3)	6(28.6)	6(28.6)	3(14.3)	3(14.3)	2.86
Teachers in our school maintain strong, enduring relationships with students.	8(38.1)	7(33.3)	1(4.8)	3(14.3)	2(9.5)	2.24
Teachers used to take the time to grasp students' problems and provide assistance before imposing punishment.	4(19.0)	7(33.3)	3(14.3)	4(19.0)	3(14.3)	2.76
Average Mean						2.63

Source: Field Data (2023)

Table 3 presents the responses of 252 teachers regarding their own levels of commitment within the context of the study. Responses are categorized into different levels of agreement: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD). Additionally, the mean ($\bar{X}$) score is provided, offering a quantitative measure of the overall sentiment towards each statement. The table aims to provide insights into the self-reported commitment levels of teachers within the studied context.

Table 3: Teachers' Response on Teachers' Levels of Commitment (n=252)

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean $\bar{X}$
Teachers adhere to the school and class schedules as outlined in the established timetable.	26(10.3)	42(16.7)	57(22.6)	72(28.6)	55(21.8)	3.35
Teachers work hard to develop innovative teaching strategies that help students grasp the material better.	33(13.1)	55(21.8)	46(18.3)	63(25.0)	55(21.8)	3.21
Teachers assign enough homework for each subject, mark assignments, and provide timely revisions.	22(8.7)	43(17.1)	74(29.4)	71(28.2)	42(16.7)	3.06
Teachers support group work and help students in their groups become more academically successful.	36(14.3)	62(24.6)	52(20.6)	55(21.8)	47(18.7)	3.06
Rather than using punishment, teachers provide guidance to children on appropriate behavior in the classroom.	33(13.1)	55(21.8)	46(18.3)	63(25.0)	55(21.8)	3.21
When students do well on exams, teachers are appreciative and occasionally give them gifts.	26(10.3)	42(16.7)	57(22.6)	72(28.6)	55(21.8)	3.21
Teachers arrange for students to get private lessons during times when they were not in class.	22(8.7)	43(17.1)	74(29.4)	71(28.2)	42(16.7)	3.27
I have never heard teachers bemoan their decision to become teachers.	36(14.3)	62(24.6)	52(20.6)	55(21.8)	47(18.7)	3.06
Teachers in our school maintain strong, enduring relationships with students.	26(10.3)	42(16.7)	57(22.6)	72(28.6)	55(21.8)	3.35

Teachers used to take the time to grasp students' problems and provide assistance before imposing punishment.	33(13.1)	55(21.8)	46(18.3)	63(25.0)	55(21.8)	3.21
Average Mean						**3.20**

Source: Field Data (2023)

The data from Tables 2 and 3 highlight a significant discrepancy in perceptions between Heads of Schools (HoS) and teachers regarding adherence to school and class schedules. While only 33.3% of HoS agree or strongly agree that teachers adhere to schedules, a majority of teachers (50.4%) view their adherence positively. This difference suggests potential misalignments in communication or expectations between HoS and teachers about the importance of schedules. HoS perceive less commitment from teachers compared to teachers' self-assessment. Investigating the root causes of this disparity, such as unclear communication channels or differing priorities, is essential. Addressing these discrepancies is crucial for enhancing mutual understanding and refining teachers' commitment in community-based secondary schools in selected District Councils in Kilimanjaro region, Tanzania.

The divergence in perceptions between Heads of Schools (HoS) and teachers regarding adherence to schedules highlights issues in community-based secondary schools needing investigation. With 33.3% of HoS and 50.4% of teachers viewing adherence positively, this suggests challenges in communication, leadership approaches, or organizational culture. Differing priorities or expectations between administrators and staff may also play a role. Further exploration can provide insights into leadership dynamics, teacher motivation, and organizational effectiveness (Atalay & Ayik, 2023). Addressing these root causes is crucial for improving communication and fostering teacher commitment, essential for a supportive school environment in Kilimanjaro, Tanzania. Additionally, discrepancies in efforts to develop innovative teaching strategies, with HoS acknowledging some effort and teachers showing stronger perceived commitment, underscore communication gaps or differing perceptions (Kinanti & Hernawan, 2023). Addressing these differences is vital for fostering a collaborative culture, supporting teacher empowerment, and enhancing student outcomes.

The difference in perceptions between Heads of Schools (HoS) and teachers regarding homework assignments and feedback, as shown in Tables 2 and 3, reveals key insights into school dynamics. Only 38.1% of HoS believe that homework is adequately assigned, marked, and revised, while 45.8% of teachers feel that these tasks are handled well, with a higher mean score reflecting stronger teacher agreement. This discrepancy suggests possible communication challenges or differing expectations between school leadership and teachers about academic responsibilities. Addressing these differences is crucial for aligning practices, improving communication, and enhancing teachers' commitment to consistent assignment and assessment practices, which ultimately benefits the overall student learning experience.

The data from Tables 2 and 3 indicate a slight discrepancy between HoS and teachers regarding their perceptions of upkeep for group work and student academic success. While 52.3% of Heads of Schools (HoS) agree or strongly agree that teachers support group work, with a mean score of 2.76, 45.6% of teachers hold the same view, with a higher mean score of 3.06. This shows a diffident disparity, with HoS generally perceiving less support from teachers than teachers report. Aligning expectations and improving communication between HoS and teachers is crucial for enhancing commitment levels and ensuring consistent support for students' academic achievements. Addressing these perception gaps can foster a more collaborative educational environment and improve student learning outcomes (Ambrose & Shahid, 2023).

The data from Tables 2 and 3 reveal a notable disparity in perceptions between HoS and teachers regarding guidance on appropriate classroom behavior compared to the use of punishment. While 57.2% of HoS believe that teachers focus on guidance, reflected by a mean score of 2.86, only 46.9% of teachers agree with this, though they have a slightly higher mean score of 3.21. This suggests a gap in how guidance is perceived, with HoS seeing more emphasis on it than teachers report. This disparity highlights potential communication issues or differing interpretations of disciplinary approaches (Garcia, 2023). Addressing these gaps is crucial for improving communication and mutual understanding between HoS and teachers to ensure consistent disciplinary practices and enhance the overall classroom environment.

The data from Tables 2 and 3 reveal a significant difference in perceptions between HoS and teachers regarding the practice of appreciating students' success with gifts. While 71.4% of HoS disagree or strongly disagree with this practice (mean score of 2.24), 50.9% of teachers agree or strongly agree, showing a higher mean score of 3.21. This disparity highlights potential communication gaps or differing views on student recognition strategies. Aligning perspectives and improving communication between HoS and teachers is essential for ensuring consistency in student appreciation practices and fostering a supportive learning environment. Additionally, the data also indicate a gap in perceptions regarding support for group work and student academic success, with HoS seeing less support than teachers report. This underscores the need for better alignment and dialogue to enhance collaboration and improve student outcomes (Li, 2023).

The data from Tables 2 and 3 highlight a significant disparity between Heads of Schools (HoS) and teachers regarding the arrangement of private lessons outside regular class time. While 71.4% of HoS disagree or strongly disagree with this practice, 57.6% of teachers agree or strongly agree, reflecting a positive perception among teachers. This

difference points to a need for aligning perspectives and improving communication between HoS and teachers to ensure consistency in student support outside class hours. Addressing these discrepancies is crucial for fostering a cohesive educational environment that supports effective student learning.

Additionally, there is a notable discrepancy regarding teachers' satisfaction with their career choice. While 57.2% of HoS disagree or strongly disagree that teachers regret their decision to become educators, 55.7% of teachers agree or strongly agree with their satisfaction. This suggests a disconnect in understanding between HoS and teachers about job satisfaction. Addressing this gap is important for creating a supportive work atmosphere, and exploring the reasons behind this perception difference could enhance teacher morale and overall job satisfaction in schools.

In Table 2, 71.4% of Heads of Schools (HoS) disagree or strongly disagree that teachers maintain strong, enduring relationships with students, with a mean score of 2.24. In contrast, Table 3 shows that 50.9% of teachers agree or strongly agree with this statement, reflected by a higher mean score of 3.35. This disparity suggests a gap between HoS and teachers on the quality of teacher-student relationships, highlighting the need for better understanding and collaboration to promote positive relationships, essential for student success.

Similarly, Table 2 shows that 52.3% of HoS disagree or strongly disagree that teachers understand students' problems and provide assistance before imposing punishment, with a mean score of 2.76. Conversely, Table 3 reveals that 47.1% of teachers agree or strongly agree with this approach, indicated by a higher mean score of 3.21. This difference points to potential discrepancies in perceptions of teachers' approaches to student issues, underscoring the need for effective communication and alignment on disciplinary practices.

Additionally, the mean score of 2.63 in Table 2 for HoS reflects a moderate perception of teachers' commitment, noting strengths in adherence to schedules and student relationships but areas needing improvement, especially in task completion. In contrast, Table 3 shows a higher mean score of 3.20 for teachers' perceived commitment, indicating that teachers view themselves as more dedicated across various aspects compared to HoS's perception (Sukarmin, 2022). This reveals differing viewpoints on teachers' dedication, with HoS identifying areas for growth while teachers generally see themselves as highly committed, particularly in innovative teaching and student support efforts.

B. The Face-to-Face Meetings HoS Leadership Strategy on Teachers' Level of Commitment

The study investigated the effectiveness of face-to-face meetings as a strategy employed by Heads of Schools (HoS) to enhance teachers' commitment in community-based secondary schools (CBSS) within selected District Councils in Kilimanjaro region, Tanzania. It aimed to assess how these direct interactions affect teachers' dedication. Data were collected from HoS and teachers, using Likert scales for responses, detailed in Tables 4 and 5. The scales include five options: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD) were used as response options, with 21 responses from Heads of Schools (HoS) and 252 from teachers.

Table 4: HoS Response on Face–to–Face Meeting HoS Leadership Strategy (n=21)

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean $\bar{X}$
I can meet with my teachers during my weekly consultation time session.	8(38.0)	9(42.9)	1(4.7)	2(9.6)	1(4.7)	4.00
To gain insight into the challenges teachers face, I confer with them before making any decisions relevant to them.	9(42.9)	9(42.9)	1(4.7)	2(9.6)	-	4.19
I always go directly to the source of information when I hear something about one of my teachers.	8(38.0)	9(42.9)	-	3(14.2)	1(4.7)	3.95
My teachers are allowed to come see me and talk to me about anything related to their social and professional lives.	10(47.6)	7(33.3)	1(4.8)	3(14.3)	-	4.14
My ability to involve my teachers in joint planning and decision-making is a major factor in our school's professional success.	9(42.9)	9(42.9)	-	2(9.5)	1(4.7)	4.10
When their professional or personal affairs are in my hands, my teachers feel considerably safer.	8(38.1)	8(38.1)	-	4(19.0)	1(4.8)	3.86
I discuss ideas with teachers to gain their advice before starting anything at school.	11(52.3)	7(33.3)	-	2(9.6)	1(4.8)	4.19
The transparency that I enabled among all staff members makes my teachers proud.	8(38.1)	9(42.9)	-	3(14.3)	1(4.7)	3.95
When I give my teachers an assignment, they put in a lot of effort because we have discussed it beforehand.	9(42.9)	8(38.1)	2(9.6)	1(4.7)	1(4.7)	4.10

Teachers confide in me about family issues that they believe could interfere with their teaching.	6(28.6)	9(42.9)	-	5(23.8)	1(4.7)	3.67
Average Mean						4.02

Source: Field Data (2023)

Table 4 presents the responses of 252 teachers regarding the effectiveness of the face-to-face meeting strategy used by Heads of Schools (HoS). The responses are categorized into 'Strongly Agreed,' 'Agreed,' 'Undecided,' 'Disagree,' and 'Strongly Disagreed,' and include a mean score to reflect overall teacher perceptions of this leadership strategy.

Table 5: Teachers' Response on Face–to–Face Meeting HoS Leadership Strategy (n=252)

Statement	SA (%)	A (%)	U (%)	D (%)	SD (%)	Mean $\bar{X}$
Every week, my HoS provides a consultation schedule that enables me to meet with teachers.	-	96(38.1)	36(14.3)	120(47.6)	-	3.07
My HoS used to consult with teachers before making decisions about them in order to understand the difficulties they face.	24(9.5)	144(57.1)	12(4.8)	60(23.8)	12(4.8)	3.21
My HoS personally asks a particular teacher about the truth whenever hear something concerning him.	36(14.3)	72(28.6)	12(4.8)	132(52.3)	-	2.87
Teachers are free to discuss issues pertaining to their social and professional lives and to see HoS	12(4.8)	72(28.6)	12(4.8)	108(42.8)	48(19.0)	2.81
My HoS's ability to collaborate with teachers on planning and decision-making is a major factor in our school's professional success.	24(9.5)	156(62.0)	24(9.5)	48(19.0)	-	3.33
When my personal or professional affairs are in the hands of my HoS, I feel considerably safer.	24(9.5)	144(57.2)	-	84(33.3)	-	3.30
My HoS shares with teachers before starting anything at school to gain their advice.	72(28.6)	72(28.6)	36(14.2)	60(23.8)	12(4.8)	3.13
Teachers take great pride in the transparency that my HoS has enabled among all staff members.	60(23.8)	96(38.1)	24(9.5)	60(23.8)	12(4.8)	3.06
When HoS assigns me a task, we have a discussion about it prior to implementation, and I work extremely hard on it.	72(28.6)	84(33.4)	48(19.0)	48(19.0)	-	3.15
I disclose to my HoS any family concerns that I believe could impair my performance.	24(9.5)	132(52.4)	12(4.8)	84(33.3)	-	3.04
Average Mean						3.10

Source: Field Data (2023)

The data from Tables 4 and 5 reveal notable discrepancies in perceptions between Heads of Schools (HoS) and teachers. Regarding consultation time availability, 80.9% of HoS believe they provide sufficient weekly consultation sessions, while only 61.9% of teachers agree, with mean scores of 4.00 and 3.07, respectively. This suggests potential communication issues or inconsistencies in the implementation of consultation schedules. For decision-making involvement, 85.7% of HoS feel they consult with teachers before decisions, with a mean score of 4.19, while only 66.6% of teachers agree, reflected by a mean score of 3.21. This disparity indicates a possible communication gap or differing perceptions of involvement. Addressing these gaps could improve collaboration and ensure teachers feel more included and valued in decision-making processes.

The data from Tables 4 and 5 indicate alignment in perceptions between HoS and teachers regarding the handling of reports or rumors. Both groups agree that concerns are addressed directly with the individuals involved. Specifically, 80.9% of HoS and 80.9% of teachers support the approach of addressing concerns directly, with mean scores of 3.95 and 2.87, respectively. This suggests a proactive and transparent communication style within the school environment, fostering accountability and trust.

Additionally, the data reveal a strong positive perception of open communication and accessibility. According to Table 4, 81.0% of HoS believe teachers can approach them to discuss various issues, while 71.4% of teachers feel comfortable discussing these topics with their HoS, as shown in Table 5. This alignment indicates a supportive and open school culture that encourages collaboration and professional growth. Maintaining such communication channels is essential for promoting a positive school environment and strengthening relationships between leadership and staff.

Tables 4 and 5 present data that emphasise the significance of team decision-making for school success. Table 4 indicates that 85.7% of Heads of Schools (HoS) think that teachers should be involved in collaborative planning; this is indicated by a mean score of 4.10. On the other hand, Table 5 shows that 71.5% of teachers also think that HoS

collaboration is important, with a mean score of 3.33. This difference in perceptions suggests that there is a consensus regarding the importance of teamwork.

Additionally, Tables 4 and 5 reflect a strong sense of security and trust regarding the handling of personal and professional matters. Table 4 indicates that 76.2% of HoS believe teachers feel safe with their management, showing a mean score of 3.86. Table 5 shows that 66.8% of teachers feel similarly secure, with a mean score of 3.30. These findings suggest a supportive environment, emphasizing the importance of strong leadership for staff well-being (Oberholzer & Boyle, 2023).

The data from Tables 4 and 5 highlight a discrepancy in perceptions of teacher involvement in decision-making processes. Table 4 shows that 85.6% of Heads of Schools (HoS) believe they consult with teachers effectively, with a mean score of 4.19. However, only 57.2% of teachers agree with this view, reflected by a mean score of 3.13 in Table 5. This suggests that while HoS feel they engage teachers well, teachers perceive less involvement. Improving communication and transparency is crucial to address this gap and enhance collaboration (Dahal, 2023).

Additionally, Tables 4 and 5 reveal a generally positive perception of transparency within the school. Table 4 indicates that 81.0% of HoS believe their transparency efforts make teachers proud, with a mean score of 3.95. In contrast, Table 5 shows that 61.9% of teachers feel the same, with a mean score of 3.06. This disparity suggests that while HoS see their transparency efforts positively, teachers report slightly less pride. Aligning communication on transparency initiatives can help ensure consistent engagement and support from all staff members (Kenneth et al., 2020).

The data from Tables 4 and 5 indicate a relatively high level of trust and communication between Heads of Schools (HoS) and teachers regarding personal matters that may impact teaching. Table 4 shows that 71.5% of HoS agree or strongly agree that teachers confide in them about family issues affecting their teaching, with a mean score of 3.67. In contrast, Table 5 shows that 85.7% of teachers feel comfortable sharing such concerns with their HoS, reflected by a mean score of 3.04. This suggests that while most teachers are comfortable sharing personal issues, there is room for improvement in fostering open communication (Keiler et al., 2023).

Regarding face-to-face meetings, Table 4 indicates that HoS have a high mean score of 4.02, reflecting strong satisfaction and perceived effectiveness of these meetings. In Table 5, teachers report a slightly lower mean score of 3.10 but still view the meetings positively. This disparity suggests that while both HoS and teachers acknowledge the value of face-to-face meetings in enhancing communication and collaboration, there may be differences in their perceptions of effectiveness (Bett et al., 2020). Overall, both sets of data highlight the importance of improving alignment in perceptions and further enhancing communication strategies.

C. Hypotheses Testing

To better understand how Heads of Schools (HoS) use in-person meetings as a leadership strategy and how committed teachers are to CBSS in selected District Councils in Kilimanjaro region, Tanzania, the researcher conducted a study. The study determined how face-to-face HoS's leadership strategy affect teachers' commitment. To determine the relationship between HoS leadership strategy and teachers' level of commitment, multiple regression analysis was utilized.

- Null Hypothesis (H_0): *There is no significant relationship between face-to-face meetings head of school leadership strategy and teachers' level of commitment in community-based secondary schools in Kilimanjaro region, Tanzania.*

D. Assumptions

Important presumptions for multivariate analysis were addressed to assure validity and reliability in the study assessing the impact of in-person meetings as a leadership strategy by Heads of Schools (HoS) on teachers' commitment in CBSS in Kilimanjaro region, Tanzania. Timm (2004) lists these presumptions as linearity, independence, homoscedasticity, normality, lack of multicollinearity, absence of significant outliers, and accurate model specification. Before hypothesis testing, a normalcy test was run. To determine if the independent variables significantly impact the dependent variable, tests such as F-tests or chi-square tests were used. Table 6, the Omnibus Tests of Model Coefficients, assessed the overall statistical significance of the regression model's coefficients.

Table 6: Omnibus Tests of Model Coefficients

		Chi-square	df	Sig.
Step 1	Step	106.642	6	.000
	Block	106.642	6	.000
	Model	106.642	6	.000

Source: SPSS Output (2023)

Table 6 demonstrates a significant correlation between teachers' commitment (dependent variable) and the independent variables, which include face-to-face meetings, HoS leadership strategy, and other factors. The chi-square value of 106.642 with 6 degrees of freedom indicates a strong association between the predictors and the outcome. The p-value of .000 confirms that this link is highly significant.

Table 7, the Model Summary table, provides details on the regression model's fit and predictive ability. This includes the F-statistic, p-value, standard error, R, R Square, and Adjusted R Square. These statistics evaluate the model's overall significance and its effectiveness in explaining the variance in teachers' commitment levels.

Table 7: Model Summary

Step	-2 Log likelihood	Cox & Snell R Square	Nagelkerke R Square
1	218.161[a]	.345	.476
a. Estimation terminated at iteration number 7 because parameter estimates changed by less than .001.			

Source: SPSS Output (2023)

The model summary, which describes the fit and performance of the logistic regression model, is presented in Table 7. The model's fit is indicated by the "-2 Log likelihood" value of 218.161; lower values suggest a better fit. The "Cox & Snell R Square" value of 0.345 and the "Nagelkerke R Square" value of 0.476 indicate that the model accounts for approximately 34.5% and 47.6%, respectively, of the variation in teachers' level of commitment. These results show that the model explains a substantial portion of the variation in teacher commitment but also suggest that other factors should be investigated.

Table 8, titled "Variables in the Equation," provides detailed information for each predictor variable in the model, including coefficients, standard errors, Wald statistics, significance levels, odds ratios, and confidence intervals.

Table 8: Variables in the Equation

	B	S.E.	Wald	df	Sig.	Exp (B)	95% C.I. for EXP (B)	
							Lower	Upper
Face-to-face	2.639	.503	27.558	1	.000	13.998	5.226	37.493
Constant	-1.296	.777	2.785	1	.095	.274		

a.Variable Entered on Step 1: Qualification, Years, and Face-to-Face Meetings
Source: SPSS Output (2023)

Table 8 presents the results of a logistic regression analysis examining the relationship between the leadership strategy of Heads of Schools (HoS) and the level of commitment among teachers at Community-Based Secondary Schools (CBSS) in Selected District Councils in Kilimanjaro region, Tanzania.

Face-to-face meetings and teachers' commitment have a significant positive relationship, according to Table 8's hypothesis testing, with a p-value less than 0.001. Even after accounting for other variables, the nearly 14 odds ratio indicates that teachers who attend in-person meetings are much more likely to demonstrate greater commitment than those who do not. These findings highlight how important direct communication and interpersonal relationships are to raising teacher commitment. According to Moslehpour et al. (2019), enhancing in-person meetings in educational settings may increase teacher commitment, job satisfaction,

Improving face-to-face meetings in educational settings could boost teacher commitment, job satisfaction, and retention, as highlighted by Moslehpour et al. (2019). Understanding the variables impacting teachers' level of commitment in CBSS in Kilimanjaro region requires knowledge of this material.

VI. CONCLUSION

The study found a significant gap between Heads of Schools (HoS) and teachers regarding teachers' level of commitment in CBSS in Kilimanjaro region, Tanzania. HoS perceive a moderate level of commitment, noting strengths in schedule adherence and student relationships but identifying areas needing improvement, such as task completion. In contrast, teachers rate their commitment higher, particularly in innovative teaching and student support, indicating potential communication gaps or differing interpretations of commitment levels. Addressing these differences is crucial for improving mutual understanding and enhancing teacher commitment.

The study also concluded that face-to-face meetings between HoS and teachers are crucial for shaping teachers' commitment. HoS reported high satisfaction with these meetings, viewing them as effective for communication and collaboration. Teachers also viewed them positively, though slightly differently from HoS perceptions. Both groups agreed that these meetings contribute to a positive school culture and professional success, which can enhance teacher commitment. Hypothesis testing confirmed a significant positive relationship between face-to-face meetings and teacher commitment, emphasizing the importance of direct communication in fostering commitment and suggesting that improving these interactions can boost teacher commitment and support a positive school environment.

RECOMMENDATION

➢ *The Following are Recommendations Based on the Study's Results and Conclusions as Follows:*

• Increase Frequency and Quality of Meetings: Enhance communication and understanding by increasing both the frequency and quality of face-to-face meetings between Heads of Schools (HoS) and teachers. Implement structured feedback systems to allow both parties to

express their perceptions and concerns, thereby fostering mutual understanding.

- Review and Update Guidelines: The Ministry of Education, Science, and Technology (MoEST) should review and update the School Supervision and Management Team (SSMT) guidelines to include effective face-to-face meeting strategies. This update should focus on enhancing teacher commitment through improved communication practices. Policymakers should prioritize leadership strategies that significantly boost teacher commitment, particularly those involving effective communication.

- Comprehensive Leadership Training: Provide in-depth leadership training for Heads of Schools (HoS) focusing on effective face-to-face meeting strategies. This training should equip HoS with the skills to conduct productive meetings, foster teacher commitment, and improve the overall school environment. Emphasize the importance of interpersonal communication, active listening, and collaborative problem-solving during these sessions.

- Encourage Continuous Professional Development: Promote ongoing professional development opportunities for teachers to maintain engagement and commitment to their roles. Offer workshops, seminars, and other training initiatives that address both educational advancements and personal growth, ensuring teachers remain motivated and dedicated.

- Inform Policies and Practices: Utilize the study's findings to guide future policies and practices, ensuring they are evidence-based and effectively address the needs of community-based secondary schools (CBSS). Integrate insights from the research into policy-making processes to enhance school environments and improve educational outcomes.

These recommendations aim to create a supportive and effective educational atmosphere in CBSS, ultimately enhancing the quality of education for students.

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