

Carrier Factors Influencing Teachers' Effectiveness in Teaching and Learning Process: A Case of Public Secondary Schools in Dar es Salaam City Council

Hilda Sijaona

P. O. Box 1878, Morogoro, Tanzania

Email: [hildersijaona\[at\]gmail.com](mailto:hildersijaona[at]gmail.com)

Abstract: *The study focus was to find out career factors influencing teachers' effectiveness in teaching and learning process in public secondary schools in Dar es Salaam City Council. The study employed mixed research approach and a case study research design. A total of 141 respondents were involved in the study including heads of school, teachers and students. Data were collected by using questionnaires and documentary reviews. The collected data were analyzed by using descriptive statistics in terms of frequency and percentages. The study found that, effective teaching involves communication, pedagogical and technological skills, subject knowledge, training, and managing class dynamics. In conclusion, the study underscores the multifaceted nature of teachers' effectiveness encompassing communication, pedagogical prowess, technological acumen, adaptability, subject knowledge, and contextual relevance, while emphasizing the need for collaborative, resource-rich, and supportive environments to address the identified challenges and enhance overall teaching and learning outcomes.*

Keywords: Career Factors, Teachers Effectiveness, Teaching and Learning, Public Secondary Schools, Dar es Salaam City Council

1. Introduction

The significance of teachers' effectiveness in secondary schools has been emphasized due to their pivotal roles in the educational system. Teachers are viewed as implementers of educational policies and the core of the education system (URT, 2014). They possess subject knowledge and skills, aiming for academic excellence (Ogunrinde, 2013), and employ strategies to achieve teaching goals (Igbede, 2017).

In European countries like Georgia, teachers' effectiveness revolves around domains like planning, instructional delivery, assessment, learning environment, and communication (Rogers, 2018). They are key determinants of quality education, using assessment tools to gauge student progress. Similar focus on effectiveness is seen in the United States, where teachers' experience contributes to their engagement, learning facilitation, and academic growth (Kini and Podolsky, 2016). Experience shapes their skills and strategies, with novice and experienced teachers differing in their approaches.

Across different regions, teachers' effectiveness is evaluated based on student achievements, often measured by standardized tests. Emotional, cognitive, and behavioral competence of teachers also play a role (Saini, et al, 2021). In Russia, effectiveness relies on transforming teaching formats and embracing change (Andreeva et al., 2020), while in Asia, communication competence, rapport, and effective strategies are vital (Sofyan et al., 2021).

In Africa, effectiveness involves incentives and training (Egwu, 2015), government initiatives (Oviawe, 2016), and instructional leadership (Hafsat, 2020). In Ghana, supervision, community involvement, and student attitudes contribute (Upoalkpior, 2021). Kenya emphasizes

motivation and training (Mburu et al., 2019), Uganda stresses instructional resources (Malunda and Atwebembeire, 2018), and Tanzania highlights competency and motivation (Mwaimu, 2015).

Recently, teachers' effectiveness gained attention due to its impact on education quality (Munna and Kalam, 2021). Despite extensive research, a comprehensive understanding is lacking. This study aims to examine carrier factors influencing teacher effectiveness in Dar es Salaam's public secondary schools. As education's core, teachers' effectiveness remains a crucial aspect in achieving optimal learning outcomes.

2. Research Methodology

This section outlines the research methodology that guided the study. The study employed mixed research approach and a case study research design. A total of 135 respondents were involved in the study including heads of school, teachers and students. Data were collected by using questionnaires and documentary reviews. The collected data were analyzed by using descriptive statistics in terms of frequency and percentages.

3. Research Finding and Discussion

This study aimed to identify the career factors influencing teachers' effectiveness in teaching and learning process in public secondary schools in Dar es Salaam City Council. To gather data of this objective, questionnaires were applied as the data collection methods. This objective was guided by the major question stated that "What are the career factors influencing teachers' effectiveness in teaching and learning process in public secondary schools?". The results of this objective are presented in sub-sections below.

Table 3.1: The Career Factors Influencing Teachers' Effectiveness(n=55)

Items	A	D	Total
Effective use of educational qualifications in imparting knowledge	55(100%)	0(00%)	55(100%)
Effective use of cognitive experience in imparting the right subject contents	55(100%)	0(00%)	55(100%)
Teachers use effective communication skills which engage learners in the lesson	55(100%)	0(00%)	55(100%)
Teachers had higher abilities of improvising the right teaching aids	50(90%)	5(10%)	55(100%)
Teacher employ teaching and learning pedagogies that creates active learning	55(100%)	0(00%)	55(100%)
Teachers had adequate knowledge and mastery of subject contents	55(100%)	0(00%)	55(100%)
Teachers had ability to associate material to be presented with real life context	55(100%)	0(00%)	55(100%)
Teachers need motivation when fulfilling their teaching roles	55(100%)	0(00%)	55(100%)
Teachers need high salaries and remunerations for effective teaching and learning	55(100%)	0(00%)	55(100%)
Relationship with authorizes improves the quality of teachers effectiveness	55(100%)	0(00%)	55(100%)
Political influence	50(90%)	5(10%)	55(100%)
Change of curriculum	55(100%)	0(00%)	55(100%)
In-service training to teachers	55(100%)	0(00%)	55(100%)
Presence of small class size	55(100%)	0(00%)	55(100%)
Recognition	55(100%)	0(00%)	55(100%)

Source: Research Data (2023)

The study delved into various career factors that significantly influence teachers' effectiveness in the teaching and learning process. The first sub-item explored was the effective use of cognitive experience in delivering appropriate subject content, which scored 100%. This aspect was considered influential because cognitive experience aligns with subject mastery, as supported by Borg (2003). This congruence with subject understanding was also in harmony with the self-determinant theory, emphasizing the need for teachers to leverage cognitive ability for improved teaching and learning outcomes.

Another crucial facet was the adept application of communication skills, scoring 100%, which engaged learners effectively during lessons. This result echoed Muste (2016), underlining the importance of communication, encompassing verbal and non-verbal components, in integrating teaching resources, pedagogical skills, and learners' needs. This alignment was reinforced by students' focus group discussions, advocating diverse techniques for enhanced teaching and learning.

Similarly, the study revealed that employing effective pedagogy in teaching activities (100%) influenced teachers' effectiveness. Ali, Modal, and Das (2018) reinforced this, stating that pedagogical skills should stimulate critical thinking by captivating students' interest in subject matter. This corresponded with students' interviews mentioning various strategies like group discussions and quizzes. The autonomous theory's perspective on guiding learners through behavioral and cognitive tasks also supported this finding.

Moreover, teachers' mastery of subject content (100%) emerged as a pivotal career factor influencing effectiveness, endorsed by Ngugi and Thnguri (2014). Adequate subject mastery facilitated better comprehension, supported by course content suitability. Additionally, building positive relationships with authorities (100%) emerged as influential, enabling resourceful interactions in schools and fostering academic development through feedback and idea exchange.

The impact of curriculum change (100%) was highlighted, aligning with Voogt and Pelgrum (2005) emphasizing the need to adapt curriculum to evolving technological advancements. Students' focus group discussions

substantiated this by indicating resource inadequacy. Another sub-item, using educational qualifications effectively (100%), was supported by Aslam, Rehman, Imran, and Muqadas (2016), indicating qualifications as a predictor of student satisfaction. This aligned with self-determination theory, emphasizing learner recognition and appropriate material selection.

Teachers' ability to improvise teaching aids (100%) was recognized, echoing Abdu-Raheem and Oluwagbohunmi (2015) promoting resourceful strategies for teaching. Political influence (100%) was also noted as government participation influenced education activities. In-service training (100%) was vital, concurred by Mwhaki (2016), enhancing teaching strategies. The significance of smaller class sizes (100%) was outlined, diverging from Aoumeur (2017) findings, indicating effectiveness in medium to small class settings.

Recognition's impact (100%) was discussed, challenging Andrews's 2011 study by emphasizing its rewarding role. Associating material with real-life contexts (100%) was considered valuable, resonating with Jimenez's 2020 research, leveraging contextualization for improved academic performance. Additionally, teacher motivation (55%) was underscored, in line with Mburu, Mathuwa, and Kichakuri (2019) findings and constructivism theory, advocating conducive learning environments.

Lastly, salaries and remunerations (55%) were highlighted as a crucial incentive for teachers' effectiveness, necessitating an increase to boost morale and performance, based on concerns expressed by teachers. Collectively, these career factors present a comprehensive framework for enhancing teachers' effectiveness in the teaching and learning process.

4. Conclusion and Recommendations

This study focused on identifying factors influencing teachers' effectiveness in the teaching and learning process. The research highlighted career factors, such as communication, pedagogical, technological, and improvisation skills, as well as teachers' knowledge and educational qualifications, which positively impacted their

effectiveness. Experience, particularly in associating material with real-life contexts and cognitive experience, was also found to enhance teachers' ability to impart subject content effectively.

The study recommends a comparative analysis of PPP models. To expand the understanding of the effectiveness of Public-Private Partnership (PPP) models in project implementation, future studies can compare the Msamvu project with other similar projects that employed different PPP models. This comparative analysis can shed light on the strengths and weaknesses of different PPP approaches, helping policymakers and project implementers make informed decisions when selecting and structuring PPP arrangements.

References

- [1] Ali, A. Modal, J. & Das, A. (2018). Pedagogy And The Role Of Teachers In Teaching Learning Process, India. *Journal of Emerging Technologies and Innovative Research*, 5(5), 1-11.
- [2] Aoumeur, H. (2017). The impact of class size on teaching and learning English as a foreign language: the case of the department of English at Abdel Hamid ibnbadis university. *ArabWorld Research Journal*, 8(2), 349-361.
- [3] Aslam, U., Ilyas, M., Imran, M. K., & Rahman, U. U. (2016). Detrimental effects of cynicism on organizational change: an interactive model of organizational cynicism (a study of employees in public sector organizations). *Journal of Organizational Change Management*, 29(4), 580 - 598.
- [4] Borg, S. (2003). Teacher Cognition In Language Teaching: A Review Of Research On What Language Teachers Think, Know, Believe, And Do. *Language Teaching*, 36(2), 81-109.
- [5] Igbede, E. (1999). The Relationship between Teachers Status and Teacher Effectiveness in Nigeria Educational System. *Nigeria Journal of Research in Education*, 1(1), 2-12.
- [6] Kini, T., & Podolsky, A. (2016). Does Teaching Experience Increase Teacher Effectiveness? A Review of the Research. Palo Alto: Learning Policy Institute.
- [7] Muste, D. (2016). The Role of Communication Skills in Teaching Process. Selection and peer-review under responsibility of the Organizing Committee of the conference. *The European Proceedings of Behavioral and Social Sciences*, 2(1), 1-14.
- [8] Ogunrinde, S. O. (2013). Contentious Issues In Value Added Tax Act And Administration In Nigeria Being Paper Presented at the CITN MPTP at Ibadan on June 17, 2013.
- [9] Rogers, J. (2018). Teaching/Developing Vocabulary Through Metacognition. The TESOL Encyclopedia of English Language Teaching. <https://doi.org/10.1002/9781118784235.eelt0737>
- [10] Saini, D., Sharma, M., Gupta, S., & Verma, H. (2021). Effect of Social Media Influencers and Celebrity Endorsers on Brand Loyalty through Brand Image. Retrieved from https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3896520
- [11] United Republic of Tanzania (2014). Sera ya Elimuna Mafunzo. Dar es Salaam: Ministry of Education and Vocational Training.