

Teachers' Expectations of Performance in Teaching and their Achievement Experiences: The Tanzanian Context

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Abstract

At the start of their careers, teachers often hold high expectations for their professional achievements, yet the realities they encounter may not always align with these initial aspirations. This study, grounded in a constructivist paradigm, investigated secondary school teachers' career entry expectations and their subsequent achievement experiences. A case study approach was employed, utilising semi-structured interviews with secondary school teachers and unstructured interviews with educational leaders to gain insights into how teachers' expectations are perceived and discussed in their settings. The findings reveal that good performance in teaching is a key professional expectation for teachers entering the field. While teachers initially hold high expectations for their work performance, their actual experiences range from high achievement to average, low, and even failure. The study recommends fostering corporate social responsibility in schools as a means to enhance teachers' performance experiences and support their professional growth.

Keywords: *achievement experiences, performance in teaching, secondary schools, teachers' expectations, Tanzania*

DOI: <https://dx.doi.org/10.56279/ped.v42.suppl.i.6>

Introduction

Teachers' career entry expectations and their ability to achieve them significantly impact the teaching profession. These expectations reflect strong beliefs about what teachers anticipate achieving in their careers. A key expectation is the ability to deliver high-quality teaching performance. Research indicates that teachers' achievements are closely linked to their commitment to educating and equipping students for future careers. Teachers play a crucial role in preparing professionals for diverse fields such as management, law, engineering, and the military. The quality of well-trained workers entering the workforce—possessing the necessary knowledge, skills, and abilities acquired through education—depends heavily on

teachers (European Commission, 2001; Haddad & Demsky, 1995; Lawal, 2013; OECD, 2018). Addressing this need requires ensuring an adequate supply of qualified, motivated teachers who are committed to excelling in their roles. By doing so, schools can contribute to the development of a skilled and capable workforce, which is essential for national progress.

It is an important career development domain which has received much attention in scholarly debates. For instance, Dachi's (2022; 2018) analyses are of concern that nations need to make adequate supply of teachers, and their quality should be of appropriate standards to facilitate the achievement of goals of teaching in schools. Research on the expectancy theoretical significance shows that expectancy attitudes affect performance when combined with the abilities of leaders and followers (Isaac et al., 2001; Rahmi & Frinaldi, 2020). It aligns with this requirement that policy response to the teacher supply in schools should consider the quality and levels of motivation of teachers (Haddad & Demsky, 1995; Isaac et al., 2001). Teachers' performance in teaching their students depends on the levels of their skills and motivation to achieve their individualised and organisations' expectations. Effective and diligent teachers, therefore, are key determinants of success in the creation of human resources for the nations. There is a close association between teachers' diligence in their work and the way they achieve their expectations. The way and levels teachers achieve their expectations in schools are therefore important to understand the basis for their effectiveness and diligence.

In Tanzania, accounts of why teachers join the teaching profession have been made (Boniface, 2016; Mkumbo, 2012). There is also evidence of the low satisfaction and commitment statuses of public secondary school teachers on the basis of limited career development opportunities, low payments, insecurity, and poor working conditions (Abdu & Nzilano, 2018; Lymo, 2014; Msuya, 2016), and due to limited CPD opportunities, promotion challenges, and not being recognised (Nyamubi, 2017). However, a domain of expectations of performance in teaching and related achievement in the context of Tanzania has been lacking. In this study, performance refers to teachers' actions or processes of doing their professional tasks or functions in schools and their outcomes. Students' performance results reflect teachers' performance in teaching. This performance need is not for the sake of determining teachers' performance alone. Students' abilities are measured for the purpose of screening for ones who are suited for placement into higher levels of learning and future professions.

Though this part of the discourse is not the central concern of the current discussion, it is essential to have a pedagogical rationale in context to understand that the cognitive abilities of students are measured in preference of affective and psychomotor domains in this regard. Students with high cognitive scores can be

placed in higher studies. The education system in Tanzania, in this context, implements a spiral- level curriculum in which the teachings in schools and professions in colleges are studied, and complexities in knowledge and skills acquired increase incrementally. Measurements and evaluations are conducted to place students in appropriate occupations. For this reason, teachers' performance achievements translate into students' academic achievements. This paper, therefore, is set to explain the teachers' expectations of performance in teaching when they join the teaching career and the reality on the ground of what they achieve in Tanzania. The following questions guided this study:

- i. What are the performance expectations of secondary school teachers when joining the teaching career?
- ii. What are the perceived teachers' performance achievements in relation to their expected performance when joining the teaching career?

Theoretical Framework and Literature Review

This section integrates the theoretical framework and empirical literature to provide a comprehensive understanding of teachers' career entry expectations and related achievements. It is organised into two subsections: the theoretical framework guiding the study and a review of relevant empirical studies.

Vroom's expectancy theory in teachers' achievement processes

The setting of expectations by teachers is a mental process which may differ among them depending on previous training, mentorship, and self-efficacy. The psychological processes which affect teachers' motivation and persistence in teaching depend on the differences in cognition among teachers (Joseph, 2014). According to Vroom's (1964) Expectancy theory, people feel increasingly motivated if they perceive that their effort results in a successful performance. This means a clear and good focus on achieving the expectations may be maintained in psychological processes. Expectancy, therefore, refers to the perceived outcome, such as students' results, which follow after a particular course of action by a teacher (Suciu et al., 2013). In this case, the differences among individual teachers may determine the differences in the levels of achievements which teachers may realise and appraise over retention. Joseph's (2014) contribution to the uniqueness of individual teachers' reactions to the outcome indicates a variety of effects from the course of actions, including constructive behaviours, reconstructing, regression, and withdrawals, among others.

There are relationships among variables that affect an individual's behaviour in a dynamic environment. Two main issues in teacher-student relations are imperative to the concern on psychological matters (Sun, 2021). First, a teacher's character

may change based on individual differences in teacher expectation effect, as teachers may change in attitudes and behaviours. Attitudes and behaviours are inseparable as the behaviours develop from the attitudes of minds, and the strength of a behaviour depends on the strength of the expectations which relate to the accomplishment of the job. Consequently, teachers' expectations of their students may affect students' time spent on study and final performance outcomes. Second, students' understanding of the teachers' expectations may have a similar effect. Alderman (2004) stresses the '...sustaining expectation effect...' that teachers should understand changes in the behaviours of the students. This may assist the teachers to keep their students focused on the expected achievements. The two issues may operate in a single class and schools with the effect of variations in achievements.

Teachers' expectations of good performance in teaching and related achievements

Teachers join the teaching career with different expectations in terms of performance in teaching (Bicaj & Buza, 2020; DeLosa, 2016; Hinnant et al., 2009; Johnston et al., 2019; Khattab, 2015; King-McKenzie et al., 2017). On the one hand, qualitative evidence shows that teachers expect high performance in teaching upon entry into schools in England and Kosovo (Bicaj & Buza, 2020; DeLosa, 2016; Hinnant et al., 2009). This means that teachers expect their efforts and commitments in teaching to cause a high positive performance on the side of students, let alone the high socio-economic returns to teachers on reciprocity. However, on the part of students' performance, the evidence from England and Kosovo with the monotonous high expectation misaligns with reality based on the logic that teachers' expectations of their students' abilities vary between high and low. Nonetheless, a synthesis of evidence presented by Bicaj and Buza (2020) reveals the overreliance of teachers' perceptions on professional development opportunities to enable high self-esteem and self-evaluated performance. This may be contrary to the reality in schools, as the opportunities for high performance are not guaranteed. On the other hand, quantitative evidence indicates that expectations may vary from positive, neutral, and negative motivational (influences) levels (Arhin, 2018; Yudina et al., 2020). The evidence means the expectations of teachers joining into teaching jobs are not necessarily good (i.e., positive perceptions) in the case of performance in teaching. The expectations can vary to negative perceptions in the order identified by Arhin (2018) and Yudina et al. (2020) as teachers enter the profession.

Despite the expectations teachers enter into the job with, there are real achievements. Evidence shows that the expectations teachers have on entry may differ from achievement experiences on retention as teachers may change in attitude and character, and their high expectations may dissipate (Hinnant et al., 2009; Sun, 2021).

The findings from research by Hinnant et al. (2009) in the USA indicate strong correlates between teachers' expectations levels and their perceived performance in terms of students' academic achievements. The implicit reality of the decline in expectations is the reciprocity in students' academic achievements and vice versa. Johnston et al. (2019) describe this phenomenon as the effect of the underlying confidence in the power of expectations to change students to the direction of intended performance. This is the influence at the teacher's level. Moreover, the findings from research done by Khattab (2015) indicate that students with high expectations have high academic achievements and vice versa. The effect of teachers in this respect is primarily based on their influences over students' expectations levels. In this case, the scholarly work by King-McKenzie et al. (2013) is of concern that teachers are sometimes blamed for students' poor performance and failure.

Research Methodology

This study employed a *qualitative approach* to explore and understand the meanings participants attributed to the research problem. The approach is valuable as it provides rich and complex data that other approaches may not capture (cf. Pesambili, 2020; Pesambili & Novelli, 2021). Rooted in constructivism, it utilised participants' context-specific interpretations of their career entry expectations, teaching performance, and attainment experiences. Notably, a *case study design* was adopted, incorporating semi-structured interviews to collect raw data from secondary school teachers. The case study design is considered valuable for understanding participants' meanings, interpretations, and subjective experiences within their contemporary contexts (Pesambili & Mkumbo, 2018, 2024). Unstructured interviews were also conducted to gather insights from district school educational leaders, providing a deeper understanding of how they discuss and perceive teachers' expectations. This approach facilitated detailed comparisons between teachers' career entry expectations and their lived experiences.

The study, conducted in Bukoba District (Tanzania) between July and October 2021, involved 51 secondary school teachers across ten schools¹ (anonymised as School A to J) and 11 district school education leaders (heading institutions K to S). The educational leaders, who had teaching experience, contributed valuable insights through their supervisory roles.

A purposive sampling technique was employed to select participants from a pool of 275 teachers in urban, peri-urban, and rural schools within Bukoba Municipal Cou-

1 Both Advanced level (A' level) secondary school with students studying for Advanced Certificate of Secondary Education Examination (ACSEE), and Ordinary level (O' level) secondary schools with students studying for Certificate of Secondary Education Examination (CSEE), of the Tanzania education curriculum

ncil (BMC) and Bukoba District Council (BDC). Data analysis was performed using thematic analysis with MAXQDA software. Findings are presented through tables and narratives.

Results and Discussion

This section presents findings and discussions on the teachers' expectations of performance in teaching and perceived achievements in secondary schools. While the findings are derived from the experiences of teachers from secondary schools in Tanzania, the discussions are based on empirical data at local and global levels.

Teachers' expectations of performance in teaching as they join the teaching profession

On entry into the teaching profession, teachers primarily expect good performance in teaching. Data from teachers show this expectation as the primary expectation teachers set. The teachers' voices of evidence include *'I expected to have good performance in teaching'* (Interview; Teacher 1; School B) and *'I expected to work with great mastery in order to contribute to the upbringing of talents of students in schools...for them to achieve... and for national development'* (Interview, Teacher 5, School D). The findings mean teachers expect to show good performance in teaching by dealing with students' learning needs and potentials at the school level. They reflect good performance in teaching on two major issues emerging from the abilities of teachers and their students (*e.g.* Teacher 5, School D).

First, teachers expect that their learners have good mental abilities (*viz.* talents) to facilitate learning goals in schools. The findings agree with empirical findings by Kyriacou and Kun (2007) on beginning teachers' expectations of teaching in secondary schools in North England and Aydin and Ok (2022) analysis of teacher's expectations of learners. They show that teachers expect good performance from learners. The deviation is seen from empirical studies such as the one by Tsiplakides and Keramida (2010) on how teachers communicate expectations to students, showing that teachers have differential expectations for students' abilities. Second, a skill need for the teachers is evident in order to show 'great mastery' of their subject content and delivery in classrooms. Data shows that education expatriates have similar expectations of teachers: *'...our expectations of a teacher as leaders are to see the teachers producing...they must use all their abilities and knowledge to teach in the classroom so we can see good outcomes ...'* (Interview, Leader, School E). The findings also relate to those by Bano et al. (2019) in Pakistan and Minaz & Alkin (2019) in Turkey, which show that teachers focus on opportunities to exercise new skills for good teaching performance.

Notwithstanding, it is noted that competitive skill sets for teaching are prerequisite requirements for the engagement of teachers and their performance. This performance is related to acceptance and contribution to society, similar to the findings from studies in England and Pakistan (DeLosa, 2016; Yudina et al., 2020). With good performance in teaching, teachers may be credited with recognition in the tenure structures and acceptance by colleagues and school communities. They, therefore, are immersed in school systems tied with responsibilities and accountability to the students, employers, communities, and the state. Moreover, a range of expectations can be expected from low to high (or very good to very bad) based on logic. However, the occurrence of the monotonous set expectation level (*i.e.* good performance) can be attributed mainly to teachers' self-efficacy derived from rigorous university and college training. Therefore, the phrase 'with great mastery' in the quote proves the eagerness to exercise adequate skills as teachers enter into the profession.

Nonetheless, education expatriates (*e.g.*, Leader, School E) expect teachers to perform according to the organisation's goals. Considering education as an industry, the schools expect teachers to engage in teaching processes and use their abilities to produce high-performance results. The education output and outcome are the two major issues in the production process. This means teachers work in an open school system, in which the leaders and stakeholders are more concerned with products from school processes to multiply the effect of inputs from society. Teachers, therefore, respond to this need by focusing on an individual student and the national needs of the workforce as learned from the phrases '...for them to achieve...and for national development' in the quote. In their beginning years of entry into the profession, teachers focus on high-quality careers with good structural support in order to become experts (DeLossa, 2016; Lewin et al., 2019). In order to develop a sense of high-quality career and expertise, they need to be inducted, mentored, promoted, and appraised in the seniority list. That is a common global case (DeLossa, 2016; UNESCO, 2015).

Teachers' achieved performance in teaching in relation to the expectations

This study found that teachers' performance in Tanzania is closely linked to their students' academic achievements as reflected in examination scores. Data revealed variations in teaching performance both among individual teachers within schools and between schools overall. Insights into career entry expectations of effective teaching performance were derived deductively from school profiles provided by administrators and inductively through interviews with teachers and educational leaders.

Data from school profiles

Teachers' performance in teaching is often assessed based on students' academic performance in formative and summative examinations. The National Examination Council of Tanzania (NECTA) certifies summative evaluation results, which are used to evaluate both students and schools. Performance percentages are obtained from school administrations. For example, Table 1 presents the distribution of summative evaluation results, categorised into 10% intervals, for the ten participating schools from 2015 to 2019.

Table 1

Teachers' Evidence of Performance in Teaching by Frequency Distribution											
Performance, %	School										Total
	A	B	C	D	E	F	G	H	I	J	
ACSEE, 91 to 100	0	0	5	5	0	5	5	0	5	0	25
CSEE, 91 to 100	1	0	0	1	0	4	0	0	0	0	6
CSEE, 81 to 90	1	1	0	3	0	1	0	0	0	0	6
CSEE, 71 to 80	1	3	0	1	2	0	0	1	0	3	10
CSEE, 61 to 70	1	1	0	0	1	0	0	0	0	2	4
CSEE, 51 to 60	0	0	0	0	0	0	0	2	0	0	2
CSEE, below 51	1	0	0	0	2	0	0	2	0	0	5

Source: School profile data

One score for the frequency in Table 1 means examination results of a school year for both the A' level and O' level secondary school summative assessment results administered by the NECTA. Data show, on the one hand, that the A' level schools (C, D, F, G & I) achieve a performance level of ninety-one per cent and above (*i.e.* for the ACSEE). Teachers achieve highly in these schools. Scrutiny through the data reveals the maximum performance peak is attained at 99.5%, and the lowest among the group is at 96.1% for School G, while Schools C, D, F, and I perform within this range. On the other hand, the scrutiny through the O' level examination results (*i.e.* for the CSEE) shows the performance varied between the highest, 96.6% for School A in 2018 and the lowest, 39.64% for School H in 2015. Other schools that fall within this range are Schools B, D, E, F, and J (Schools C, G & I had no O-level classes). Much of the distribution, however, is between 71% and 80% for O-level schools.

Generally, most of the schools performed above seventy-one per cent; that is a good performance range. Schools C, D, F, G and I are the best-performing schools in the trend. This agreed with the interview data, which showed that teachers perceived high achievements. For instance, one of the teachers said: *'... on the example of my teaching subject, about ninety to ninety-five per cent of my students do well in the NECTA examinations every year, they pass and enrol to university...'* (Interview, Teacher 3, School C). The analysis indicates that the teachers' perceived performance is having their students meet the requisite academic criteria for entry into higher education programmes, *i.e.*, marking the important milestones of teachers' achievements. Moreover, Schools C, G and I were role-modelling in academic performance for the years 2015 to 2019. They were highly competitive.

However, the performance of teachers varies based on individual subjects. In fact, one of the teachers informed the study that *'...it goes that way at the level of the teachers' and students' efforts...'* (Interview, Teacher 4, School C). There are variations in performance between subjects taught by individual teachers within the schools. One of the teachers added: *'In 2004, my students at ... (School D) ... where I taught that time did well in the NECTA exams for my subject – it was the 7th nationwide, first region-wide and at the school'* (Interview, Teacher 1, School B). The evidence cements that some of the teachers achieve more highly through their individually taught subjects than others. However, it can be an indication of a lack of corporate social responsibility due to highly personalised teachers' expectations, as explained by Roszkowska-Menkes and Aluchna (2017). It can also imply there is no good harmonisation of resources within the schools, and/or teachers are subjected to students with heterogeneity in their cognitive capacities, similar to what Tsiplakides and Keramida (2010) presented, while the teachers lack skills to cause equated learning outcomes among their students.

Nonetheless, the data pattern on school performance shows School A had scored highly once and went below 51 per cent once; that was fluctuations. In a similar context, Schools B, E and H have a higher frequency of performing below desired levels. In fact, Schools E and H had gone below 51 per cent twice. Such data pattern implies that variations in performance exist between schools, just as Versiani et al. (2018) found on performance variations while in pursuit of isomorphic structures between schools. It may also mean that teachers are subjected to different management conditions and resource availability and use. Moreover, the scholarly findings by Aaronson et al. (2007) indicate that variations in performance can be due to teacher accountability issues similar to the presentation by Versiani et al. (2018).

The findings also show that the schools and education system are concerned with students' achievements, enabling placements to higher levels of learning using

grades from the NECTA examination results. However, some teachers expressed concerns about extending the achievements they attained from the cognitive focus assessed by the NECTA to create students' good affective and psychomotor skills. For example, one of the teachers said:

...students who graduate here get something...Apart from continuing to higher education...those in the streets... live differently from those who ended up with standard seven. The activities they are doing and how they do show that ...they were transformed mentally... (Interview, Teacher 2, School B).

In this case, teachers' experiences of their teaching performance in terms of their student's achievements are good in the sense of what the students become after completing their studies. Apart from those who attain the prerequisite cognitive measures and pass marks for higher education placement, those who are not selected demonstrate some knowledge good enough to support them in a real-life environment. They show higher abilities than those who do not attend secondary education. Such findings draw relevance to the findings by Kyriacou and Kun (2007) and Aydin and Ok (2022), which state that teachers with higher expectations of their students' performance are more likely to achieve higher. As a result, teachers feel a sense of good performance as their students become more productive in the future.

Teachers' verbal evaluation of their achievement levels on performance in teaching

Teachers' performance in teaching is reflected primarily in their students' academic achievements, as demonstrated in the NECTA examination results. The variations in achievement of performance in teaching are evident among individual teachers the same way it happens between schools. Data based on teachers' verbal evaluation, *i.e.*, in Table 2, show that teachers experience high, average, and low achievement levels, as well as failure.

Table 2

Teachers' Verbal Evaluation of Performance Achievement in Teaching											
Oral assessment	School										Total
	A	B	C	D	E	F	G	H	I	J	
High achievements	0	0	1	3	0	0	1	2	1	1	9
Average achievements	1	2	1	0	1	0	0	0	0	1	6
Low achievements	0	0	0	0	2	0	0	0	0	0	2
Failure	0	0	0	0	1	0	0	0	0	0	1

The majority of the teachers perceived *high achievements*, particularly in Schools C, D, G, H, I, and J. Representative oral evidence is: ‘...*I have achieved highly...*’ (Interview, Teacher 1, School H). However, variations may occur between individual teachers’ and schools’ general performance. In that case, for instance, School H scored between 71% and 80% once based on the data pattern in Table 1, and it seems to be less competitive (*i.e.* going below 51% twice) compared to other schools. If the teachers (*e.g.* Teacher 1, School H) had shown good achievements for five consecutive years with an individual subject without impacting the corporate initiatives for the whole school performance, it means the school is either disorganised or not well coordinated for the common good. Such findings reflect what Roszkowska-Menkes and Aluchna (2017) have presented on lacking corporate social responsibility in schools. One can argue that there is a need for the school management to harmonise the school subject departments to share common goals for enhanced capacity of the students to pursue all learning subjects.

Some of the teachers experience *average achievements* in teaching performance. For instance, one of the teachers said: ‘... *In the case of students’ performance, it is an average achievement*’ (Interview, Teacher 4 School B). Individual teachers perceive achieving at the average levels on the expectation. However, for some, the average achievements are not constantly stabilised experiences. It slightly fluctuates between high performance and in this direction. In this case, one of the teachers argued with students: ‘... *at the very beginning they were highly performing; later ...it is average performance*’ (Interview, Teacher 5, School C). Though School C shows high general performance (*i.e.* in Table 1), there are changes to average performance on an individual teacher basis.

Such a finding draws attention to the scholarly work by Tsiplakides and Keramida (2010), which shows that some learners may demonstrate poor development of learning abilities. Several reasons, including students’ behavioural changes and language of instruction, may cause such variation as students incrementally add complex topics to coverage. In lieu of the changes, teachers are warned by Tsiplakides and Keramida (2010) that the students’ change in behaviour needs to be monitored. Teachers should, therefore, avoid monotonous ways of appraising initial high expectations of performance in teaching on the basis of their students’ abilities. Failure to achieve may occur in reciprocity when teachers’ expectations of good performance in teaching and students’ abilities are not appraised and well communicated to students (Sun, 2021). Student’s behavioural changes may also be partly rooted in students’ problems with the language of instruction. Students’ English language mastery challenges, for example, in Tanzanian schools, are revealed to cause variation in performance in support of what Alidou (2011), Alidou and Brock-Utne (2011) identified as barriers to learning in the SSA schools. Language choice is determined by the desire of education systems to acquire commonality with global standards, as expl-

ained by Coutet (2022) on isomorphic forces against creativity in the growing school market, but cause problems in learning. Teachers should, therefore, consider the language of instruction and incremental levels of curricular content as they work to achieve their expectations.

Data in Table 2 show that some teachers experience *low achievements* on expectations of good performance in teaching. In fact, teachers do not secure the future of the reputation of the occupation, such that they feel they are being less impactful to their students. One of the teachers argued that: '*...I have sincerely convinced my child to apply for the teaching education course...when you want to apply that experience to these students and my children; they do not like the teaching job*' (Interview, Teacher 1, School E). The perceptions of teachers' performances in this context were their low achievements in attracting students for succession of their teaching roles for schools' future performance. It may be the implication that the low reputation of the profession causes significantly low possibilities of career succession with intrinsically motivated prospective teachers (*i.e.* the students). This can be attributed to many other factors, including school-based accountability issues (through isomorphic relations), which affect the professional reputation of teachers and schools (Versiani et al., 2018). Low reputation may disorient students from their role-modelling teachers on the basis of negative incidences encountered by the teachers in schools.

Other teachers *fail* to achieve any of the previous three levels (Table 2). In fact, they face severely poor performance in the NECTA examinations. For example, School E scored the 7th position from below (poor performer) nationwide. One of the teachers said:

... that was in ...(year x)... form four NECTA examinations... these reasons I have explained were among the factors for that failure during that time, and that is why in the next year's NECTA examinations our school did well (Interview, teacher 1, school E).

There is a confession (*i.e.* in data pattern) of the failure to make students achieve academically. This confession is an element of a demonstration of the accountability of the teachers in this regard. Teachers are accountable to the child in accordance with Public Service Regulations, 2003, Regulation 65 (2) Part B (1), in Tanzania. There is an elaboration of the administrative issues derived from coercive forces in schools, among others, which contribute to the student's failure to perform and, subsequently, non-achieving teachers professionally. Such findings draw attention to the negative influence of the institutional isomorphism presented by scholars such as Amdur and Mero-Jaffe (2017) and Othman et al. (2011) on institutional performance. There is a strong direct relationship between school-based teacher accountability and teachers' performance, even in the case of failure. In this view, educational leaders stress that the

prime purpose and intent of teachers' endeavours for performance in teaching are focused on students' high academic performance. For example, one of the leaders said: *'...on students' performance...when it happens that the students fail, you cannot punish the teacher ... You can provide a negative reward ... give them an approach to improve ... You empower them...'* (Interview, Leader, Teachers' Institution N). The finding implies that education leaders (i.e., education administrators) directly intervene in what teachers do in schools.

The finding means that educational leaders should focus more on teachers' accountability for students' achievements (as a measure against teachers' performances). They are used to providing negative rewards to teachers for bad performance and strategies to increase performance. The emerging picture is teachers in schools being subjected to strict performance conditions. So, fluctuations between achievement levels and attitudinal influences of teachers imply that teachers' relations to accountability requirements subjected them to certain processes which sustained them in running schools. Similarly, the findings draw attention to the isomorphic ties that determine how teachers perform in schools, as discerned in scholarly works by Coutet (2022) and Roszkowska-Menkes and Aluchna (2017) that teachers are strategically oriented to professionalism, and that potential external actors can influence teachers' performance.

However, the empowerment of teachers by education leaders is not sufficient. Based on government circular provisions for education sectors, teachers perceive the professional development programmes to provide capacity for performance. The evidence shows the programmes are not offered to teachers. For instance, one of the interviewed teachers said, *'...teachers here receive new curriculum without new teaching skills. You are told, "Now we have changed what you have to teach, the content is here", without new training on how to implement it...we are lacking career development opportunities'* (Interview, Teacher 1, School C). This finding is contrary to the teachers' perceptions presented by Bicaj and Buza (2020) in Kosovo on the efficacy of the provision of professional development programmes to enable high self-esteem and self-evaluated performance in teaching. Some education systems may not guarantee the provision of professional development programmes as required. In this case, teachers' performance in teaching will essentially go below the expected levels.

Moreover, the findings concur with evidence from New England, presented by DeLoss (2016), showing variations of achievements between unmet, met, and exceeded expectations for individual teachers, particularly in induction, mentorships, professional support, and relationships with teachers and students. The lack of support for teachers' good performance is also reported by King-McKenzie et al. (2013) in South Africa. The implications of the realities are varied performance experiences

among teachers. Similarly, they concur with findings from research done in Tanzania by Boniface (2016), Mkumbo (2012), and Nyamubi (2017), which show that teachers rarely get the support they need and inadequately devote themselves to professional development issues. Teachers' achievements in performance, therefore, are susceptible to variations on the basis of teachers' received support, among other factors.

Conclusions and Recommendations

Teachers enter the profession with the expectation of excelling in teaching. To meet this expectation, they seek support from school administrations, peers, and the wider community. However, the levels of experiential achievement are influenced by various factors, including school structures, the quality of supervision, administrative practices, and students' abilities. These factors contribute to a wide range of outcomes for teachers, from high achievement to average, low, or even failure to meet expectations. A lack of cohesive, corporate working approaches within schools often exacerbates these disparities, leading to variations in the achievement of teachers' expectations both within and between schools. This fragmentation hinders collaboration and the sharing of best practices among teachers and subject departments.

To address these challenges, school management should focus on harmonising subject departments by fostering common goals that enhance students' capacity to excel across all subjects. Strengthening teamwork and collaboration within departments can create a unified approach to teaching and learning. Schools should also leverage corporate social responsibility (CSR) initiatives to provide resources, training, and support systems that empower all teachers to perform at their best. Implementing structured CSR programmes can help bridge gaps in resources and capacity, promoting equitable teaching conditions and improved overall performance. This way, schools can create an environment that supports teachers in meeting their career expectations and fosters consistent academic achievements across schools.

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