



Teachers' Collaboration Practices in Public Primary Schools in Tanzania: Evidence from Mwanza Region

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DOI: <https://doi.org/10.52627/managere.v8i2.2228>

Article History:

Received: 24 February 2026

Revised: 13 May 2026

Accepted: 14 June 2026

Keywords:

Teachers, Teachers' Collaboration, Collaboration Practices

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Abstract:

The study examined the extent of teachers' collaborative practices in public primary schools in Tanzania using a convergent mixed-methods design grounded in Social Constructivism. The study population comprised 2,994 teachers across 218 primary schools, from which a sample of 352 respondents (including classroom teachers, academic teachers, head teachers, and key informants) was selected using Yamane's formula. Participants were drawn from 44 schools across two districts to ensure proportional representation. Data were collected using questionnaires, interviews, and documentary review. Quantitative data were analyzed using descriptive statistics (mean, standard deviation, and skewness), while qualitative data were analyzed through content analysis. Findings indicate that teachers' collaboration practices are generally high across the sampled schools, suggesting that a collaborative learning culture and professional interaction among teachers are well established. The results imply that existing school-based professional networks contribute positively to instructional coordination and shared pedagogical practices. The study carries important implications for education policy and school management. At the policy level, the government should strengthen workforce planning by rebalancing teacher distribution to address workload disparities that may undermine the quality of collaboration over time. At the managerial level, school leaders should institutionalize structured collaboration frameworks to sustain and further enhance professional cooperation among teachers, particularly in high-load teaching environments.

INTRODUCTION

Teachers' collaboration has widely been acknowledged in enhancing the quality of teaching and learning in schools across the globe (Khasawneh et al., 2023; Liu & Watson, 2023; Pan et al., 2024). Empirical evidence from literatures shows that, most of the current researches on classroom instruction highlight the significant effects of teacher's collaboration practices on improving teaching and learning (Kolleck et al., 2021). This approach, which is marked by knowledge and skills sharing, engagement of teachers in determining common evaluation and assessment standards, supporting each other in developing their skills, sharing teaching and learning resources and receiving valuable feedback from their colleagues, inspires teachers and contributes to the overall school improvement (Bellibaş et al., 2020; Johari et al., 2022; Yidana, 2025). More important, teachers' collaboration has been identified as a key factor that enhances teachers' work habits (Kano, 2024).

The demands for quality education provision have grown over the years and Tanzania is no exception of this phenomenon (URT, 2014b). Since her independence in 1961, Tanzania has been struggling to provide quality education service to combat ignorance, poverty and diseases, with a strong focus on human capital investment for socio-economic development (Cansoy et al., 2022; Ismail, 2022; Kano, 2024). Empirical evidence reveals that, teachers' collaboration practices are a significant driver in the quality of education delivery as it they help in shaping the teaching profession which ultimately enhance effective pupils' learning (Johari et al., 2022; Kolleck et al., 2021).

In her education development journey, Tanzania adopted decentralized governance structures and policies from the 1990s, that promoted school-based framework that facilitates teachers' collaboration through participatory governance structures, professional interactions, and shared decision-making platforms (Ghamrawi et al., 2024; Khasawneh et al., 2023; Meyer et al., 2023). The importance collaborative practices of teachers in enhancing their skills that help in linking their professional growth to pupils' achievement (Arshad et al., 2024; Kashamba et al., 2023; Wadasen, 2024). As such, through collaborative practices, teachers are required to shift from passive seminars to transformative models with communities of learning (CoLs), where teachers meet regularly for peer observation, lesson study, mentoring, and sharing practices and reflect on instruction (URT, 2022).

Similarly, demonstrate that collaborative practices such as joint lesson planning, team teaching, and participation in professional learning communities significantly enhance pupils' achievement, teacher performance, and instructional innovation (Ampadu et al., 2024; Yousefi et al., 2025). Moreover, empirical findings indicate that teacher collaboration strengthens teacher self-efficacy and serves as a mediating mechanism through which instructional leadership influences student outcomes. Collectively, these studies provide robust empirical support for the view that collaboration is a critical component of effective teaching and sustainable educational reform. Thus, teacher collaboration role has a decisive impact on teachers' commitment towards work, quality of teaching and pupils' achievements.

The Education and Training Policy 2014 version 2023 identified the need to promote teacher collaboration practices as key drivers of improving the provision of education in order to meet the objectives of education in the country (URT, 2014). In addition, the school improvement directive issued by the Education Commissioner in July 2013, implicitly aimed at promoting teacher collaboration by requiring the head teachers to facilitate teamwork, school-based professional development and participatory decision-making (Blair et al., 2024; Johari et al., 2022; Sharafat et al., 2024). Through mechanisms such staff meeting, peer support systems, and cascade capacity building models, the Toolkit institutionalises collaboration as a key strategy for promoting competences, willingness to work and improving pupils' learning outcomes.

Furthermore, studies conducted in Tanzania by Msonge and Lekule (2024) and Mugisha et al. (2023) show that, teachers passively embrace collaborative practices such as coaching, teaming and mentoring but as rarely as a professional development strategy with the potential to enhance instructional efficacy contrary to the Ministry of Education, Science and Technology (MoEST) policy document. However, studies on teachers' collaboration conducted in Tanzania, for example, Lambirth et al. (2021) focused their attention on secondary school leachers as the study sample which are contextually different from the current study. Furthermore, although qualitative research approach employed in the previous studies, provide rich, in-depth insights, their exclusive use limits

generalizability, hinder quantification of relationships, and increases susceptibility to bias. They also hinder systematic comparison and the generation of robust evidence for policy decisions. In contrast, mixed methods employed in the current study enhance validity through triangulation and enable both exploration of insights and measurement, making the findings more comprehensive and applicable (Creswell & Creswell, 2023; Hurst, 2023). Additionally, the very small, non-probability sampling (N=25), and a case study design limits generalizability and prevents a full understanding of teachers' collaboration practices across Tanzanian schools.

Several initiatives have been undertaken by the government in attempting to enhance collaboration practices among teachers in Tanzania. Through the Ministry of Education, Science and Technology (MoEST), the government implemented its key initiatives to foster teacher collaboration via continuous professional development (CPD) frameworks. These programs emphasize school-based and cluster-level groups where teachers share practices and reflect on instruction. On the other hand, the Education and Training Policy 2014 revision 2023 provided a framework supporting teacher development, partnerships, and collaboration. Furthermore, the Information and Communication Technology (ICT) and digital platforms adopted intended to support online learning, digital resource sharing, and teacher networking with a strong focus on promoting teachers' collaboration. In addition, Commissioner for education issued a policy directive that called upon school leaders to establish learning communities in the school to boost teachers' teamwork and share skills to foster effective teaching and learning process.

Despite the emphasis on teachers' collaboration in educational policies and reforms in Tanzania, there is limited empirical evidence on the current levels of teachers' collaboration actual practices in public primary schools. The existing studies such as Kimaro (2025) and Msonge and Lekule (2024) and Mugisha et al. (2023) have largely focused on the significance and policy frameworks regarding collaboration instead of assessing its extent, and depth in the day-to-day instructional practices. This creates a gap between policy expectations and the actual collaborative realities, which the current study seeks to address by examining the current levels of teacher collaboration practices in public primary schools. Addressing this research question is important for both theory and practice. From a theoretical perspective, the study contributes to the growing body of literature on teacher collaboration by providing empirical evidence from the context of public primary schools in Tanzania, a setting that remains relatively underexplored in existing research. Addressing this gap is essential for understanding whether current policy efforts have translated into meaningful professional interactions among teachers. Therefore, this study seeks to examine the current level of teachers' collaboration practices in public primary schools in Tanzania by addressing the following research question: What is the current level of teachers' collaboration in public primary schools in Tanzania? The findings may also provide insights into areas that require further support and intervention to strengthen professional learning communities, enhance instructional quality, and ultimately improve pupils' learning outcomes.

RESEARCH METHODS

This study employed a convergent mixed-methods design in which qualitative and quantitative data were collected in parallel, analyzed separately, and subsequently merged to generate an integrated interpretation of the findings (Creswell & Clark, 2018). The study specifically adopted a concurrent triangulation strategy, selected for its efficiency in enabling the simultaneous collection of extensive datasets within a reduced

timeframe and cost framework (Creswell & Creswell, 2023). Through this approach, both strands of data were compared and synthesized to enhance the robustness of conclusions. In this design, qualitative evidence played a complementary role by confirming, cross-validating, and enriching quantitative results, thereby strengthening the overall analytical depth (Creswell, 2022). The integration phase was central to ensuring that the final interpretation reflected a comprehensive understanding of the research problem rather than isolated statistical or narrative insights.

The study was conducted in Ilemela and Misungwi districts within Mwanza Region. The region was selected through random sampling due to its heterogeneous contextual composition, encompassing urban, semi-urban, and rural characteristics that are representative of broader regional conditions in Tanzania (David et al., 2023). This diversity provided a suitable contextual basis for examining variations in instructional leadership practices across differing environmental settings. The selection of Ilemela and Misungwi districts was further guided by stratification and randomization based on environmental characteristics, allowing representation of urban and rural contexts respectively. The underlying assumption was that instructional leadership practices in public primary schools are shaped by the environmental context in which schools operate (Sultan et al., 2022), and therefore inclusion of contrasting settings enhances external validity and mitigates contextual bias (Kamper, 2019). Administratively, Ilemela District operates under Ilemela Municipal Council, while Misungwi District is governed by Misungwi District Council. According to (URT, 2023), Ilemela comprised 76 public primary schools with 1,424 teachers, while Misungwi comprised 142 public primary schools with 1,570 teachers.

The target population consisted of 2,994 primary school teachers, including headteachers, drawn from 218 public primary schools across both districts. In addition, the population included Ward Education Officers (WEOs) from 46 wards, two District Pre and Primary Education Officers (DPPEOs), and two District School Quality Assurance Officers (DSQAOs) (URT, 2023). Headteachers were included as key strategic respondents due to their central role in instructional leadership within schools. Teachers were considered essential as primary implementers of curriculum delivery and as key informants regarding leadership practices and workplace morale. Their perspectives provided direct insight into the operationalization of instructional leadership at school level (URT, 2013). Meanwhile, WEOs, DSQAOs, and DPPEOs functioned as key informants whose perspectives were used to triangulate and validate information obtained from primary respondents, thereby strengthening data credibility.

From this population, the sample size was determined using Yamane's formula, $n = N / [1 + N(e^2)]$, with a margin of error of 0.05. Based on a total population of 2,994, the computation yielded a sample size of 352 respondents. These respondents comprised 264 ordinary teachers selected through simple random sampling, alongside 44 academic teachers and 44 headteachers selected purposively. In addition, eight Ward Education Officers, two DPPEOs, and two DSQAOs were included as key informants through purposive sampling. The sampling structure assumed that each school contributed eight respondents, resulting in a total of 44 schools being selected ($352/8$). These schools were proportionally distributed between the two districts using a proportional allocation ratio of 0.20 ($44/218$), ensuring balanced representation across contextual settings.

Data were collected using a combination of questionnaire, semi-structured interviews, and documentary review. The questionnaire was adapted and modified from Bellibaş et al. (2020), while interviews and document analysis were used to capture

contextual and explanatory depth. The integration of multiple instruments was intended to minimize methodological limitations inherent in single-method approaches by leveraging complementary strengths across methods (Creswell & Creswell, 2023). Triangulation across instruments further enhanced validity by enabling cross-verification of findings and improving the accuracy of interpretations.

Quantitative data were analyzed using descriptive statistical techniques, including mean, standard deviation, and skewness, while qualitative data were examined through content analysis to identify patterns and thematic meanings. Instrument reliability was assessed using Cronbach’s alpha and composite reliability to determine internal consistency. Validity was ensured through content validity, criterion validity, and construct validity procedures. Ethical considerations were integrated throughout the research process, including obtaining official research permits, securing informed consent from participants, and maintaining confidentiality of all information sources (Creswell & Creswell, 2023; Hurst, 2023). These procedures ensured adherence to established ethical research standards from planning through reporting stages (Fleming & Zegwaard, 2018).

RESULTS AND DISCUSSION

Results

Structured and Integrated Marketing Strategy

This section presents data analysis results that were intended to answer the research question of the study “What is the current level of teachers’ collaboration in public primary schools in Tanzania?” Noticeably, the aim was to determine the extent of respondents’ agreement with the observable indicators for the teachers’ collaboration practices on the five-Likert scale starting from “1= strongly disagree” to “5= strongly agree”. The teachers’ collaboration practices variable was measured by seven observable indicators whose results are shown in Table 1.

Table 1. Descriptive Results on the Levels of Teachers’ Collaboration in Primary Schools

	N	Mean	SD	SK
Teachers are collaborative in sharing teaching and learning materials	340	4.38	.912	-1.896
Teachers engage in discussions about the learning development of their pupils	340	4.42	.871	-1.908
Teachers work with other teachers to determine the common evaluation and assessment standards of their pupils	340	4.41	.852	-1.986
Teachers are collaborative in sharing their knowledge and skills	340	4.43	.851	-2.027
Teachers support each other in developing their skills	340	4.41	.876	-1.897
Teachers receive valuable feedback from their colleagues that help them improve their teaching	340	4.33	.914	-1.871
Teachers attend subject teachers' conferences	340	4.29	.995	-1.723
AVERAGE		4.38	0.90	-1.90

Table 1 show that, the overall mean is (M=4.38) which is relatively closer to the maximum value (5) signifying that on average, respondents agree or strongly agree with the teachers’ collaboration practices from the given observable indicators. This suggests that the majority of respondents rated teachers’ collaboration very positively with respect to their practices such as: sharing of teaching and learning materials; engaging in discussions about the learning development of their pupils; working with other teachers to determine the common evaluation and assessment standards of their pupils; and

sharing their knowledge and skills. Other practices that were rated very positively include teachers supporting each other in developing their skills; receiving valuable feedback from their colleagues that help them to improve their teaching; and attending subject teachers' conferences. Such high mean score reflects a generally impressive evaluation of teachers' collaboration practices and implies that most of the respondents feel confident and satisfied with the teachers' collaborative spirit.

Also, the average skewness value of ($SK = -1.90$) indicates that, most of the respondents had their responses distributed on the right side of the mean. These results show that, respondents rated positively the elements of teachers' collaboration practices to the agree or strongly agree on the likert scale. The high ratings strongly suggest that teachers demonstrate a fairly good collaboration practice.

The results also show that the overall standard deviation among the responses was found to be ($SD = 0.90$). This suggests that most of the respondents agreed or strongly agreed that teachers demonstrate high level of collaboration and at the same time there were some variability of responses among the assessed indicators. On the other hand, a relatively moderate value of standard deviation ($SD = 0.90$) indicates moderate variability of the responses implying that, despite a generally higher levels of teachers' collaboration practices, there are noticeable differences among individuals, with some of them rating teachers' collaboration practices much lower than the group average. The observed higher level of teachers' collaboration practices suggests a strong and supportive professional environment where teachers work together to improve teaching and pupils' learning. It indicates shared responsibility, open communication, and a focus on solving problems collectively rather than working in isolation.

However, the moderate variability ($SD = 0.90$) and presence of a few lower scores of assessed indicators indicate that, not all respondents feel equally satisfied with teachers' collaboration practices, which highlights the need for targeted interventions or support strategies to address the concerns of teachers who may be experiencing lower level of collaboration practices. Overall, the findings reveal a strong foundation of teachers' collaboration practices with a room for improvement to ensure consistency across all the teachers.

Although the overall results revealed a high level of collaboration practices by the teachers ($M = 4.38$), further examination of the data indicated notable extreme cases that enrich deeper insights on the teachers' collaboration practices. For example, the respondents recorded an exceptionally higher mean score ($M = 4.43$) than the aggregate mean ($M = 4.38$) on teachers' collaboration in sharing their knowledge and skills suggesting that, the majority of teachers demonstrate a positive professional culture of supporting one another's learning. Which can contribute to improved teaching practices and better overall performance. On the other hand, teachers scored a mean as lower as ($M = 4.29$) than the aggregate mean ($M = 4.38$) on teachers attending subject teachers' conferences suggesting that teachers attend such conferences less frequently than they engage in other collaborative activities. This point to possible barriers such as limited opportunities, time constraints, or low emphasis on conference participation.

The qualitative data from interviews on how teachers demonstrate collaboration was analyzed thematically, as shown in Table 2, and presented as narratives and verbatim, providing valuable insights into the quantitative data.

Table 2. Teachers' Collaboration Practices in Schools

S/N	Category	Themes	Theme-Explanations
1.	Teachers' collaboration practices	Sharing knowledge and skills at Teacher Resource Centres	Competent teachers complex and hard topics to fellow teachers. Teachers help each other in preparing teaching aids. Competent teachers demonstrate teaching methods to fellow teachers. Teachers help each other in lesson planning Teachers support each other in classroom team teaching
		Government intervention in enhancing teachers' collaborative practices	Provision of continuous professional development (CPD) guideline Provision of Communities of Learning (CoLs) guide through which schools are guided to form teacher groups where they regularly meet, share experiences, and discuss best practices.
		Heavy work loads	Some teachers fail to attend teachers' learning forum due to heavy teaching load
		Low priority	Some teachers still give CPD low priority

The qualitative data from interview provided valuable insights on the teachers' collaboration practices that align with the quantitative results. The respondents articulated that most of the teachers demonstrate collaborative practices in their day-to-day operational practices. In response to the matter at hand, one of the respondents reported that: ".....the majority of teachers show good collaboration in this ward attend continuous professional development sessions in the teachers resource centres where they share teaching experience and teachers who are more knowledgeable on some hard to teach topics especially in mathematics, help their fellow teachers on how to teach them. the other thing is that they learn a lot from their fellow teachers. However, very few teachers do not attend these sessions quite often. Some say that they have a lot of periods to teach while others absent themselves without known reasons....."(Interview: WEO-1, June 2025).

The quote suggests that teachers' collaboration practices in the ward are generally strong and beneficial, particularly through participation in continuous professional development sessions at Teacher Resource Centres. Most teachers actively collaborate by sharing teaching experiences and supporting one another, especially in challenging subjects like mathematics, which enhances professional learning and improves instructional practices. It also highlights peer learning and knowledge exchange as key strengths of collaboration. However, the quote also reveals some limitations, as a few teachers do not regularly attend these sessions due to heavy workloads or unexplained absences, indicating that collaboration is not fully consistent among all teachers. Arguing in the similar context, another respondent commented that: ".....Nowadays, teachers are trying their best to demonstrate good collaboration among themselves. They are eager to learn from each other. My visit to two of the resources centres in this district, I found teachers helping each other in planning their lessons and preparing teaching aids. Another interesting event was to find one mathematics teacher demonstrating to her fellow mathematics teachers the easiest way to teach algebra." (Interview: DPPEO-2, June 2025).

A similar observation was made by another respondent who commented that: ".....Our school visits have revealed that a good number of teachers are not working in isolation. We have witnessed team teaching taking place in many schools. In some

other cases teachers observe their fellow teachers teaching after which they give feedback how the lesson was taught. To a large extent, head teachers have plaid their role in providing the necessary support to teachers through Communities of Learning (CoL) and Continuous Professional Development (CDP) guides which encourage learning together.... however, few teachers with excessive teaching loads consider attending CPD sessions as another burden and to them CPD is not a priority” (Interview: DSQAO-1, June 2025).

The quote suggests that teachers’ collaboration practices are largely positive and well-supported in schools, as many teachers engage in team teaching, peer observation, and feedback, rather than working in isolation. It indicates that school leadership, especially head teachers, plays an important role in promoting collaboration through Communities of Learning (CoL) and Continuous Professional Development (CPD) initiatives, which encourage teachers to learn together and improve their practices. However, the quote also highlights a challenge, where some teachers with heavy workloads perceive CPD activities as an added burden, suggesting that collaboration, although present, is not equally embraced by all teachers due to time and workload constraints.

A comprehensive analysis of the quotes given by DPPEO and DSQAO are supported by the results obtained through documentary review. Through observing school documents, it was found that the schools: have CPD and CoL guides; and have time tables guiding teachers attending the CPD periods. It was farther revealed that teachers assist their fellows in teachings their periods in situations of one having an emergency and it was openly communicated to the school’s academic teachers. It was also noted that, through school management, each time the standard four and seven sit for external examinations, that is: the regional MOCK and National Examinations and results are out for the said examinations, teachers hold meetings to discuss the results collectively and come out with the resolutions, aiming at improving areas where the weaknesses were observed. While stressing the issue of evaluation of external examination results, the respondent added that: “..... of course, there has been improvement since the Council introduced the idea of at making an evaluation of external examinations results at school and council levels. At school level, teachers discuss the strengths, weakness and challenges that might have caused the observed weaknesses and propose ways to rectify them. The head teachers from all schools come with the observations and anticipated solutions to the Council where all matters are discussed and make resolutions and the way forward. The best performing teachers are rewarded and those who did not do well are encouraged to add more efforts to improve their performance.....” (Interview: DPPEO-1, June 2025).

In view of this quote, it suggests that teachers engage in a structured and collaborative practice aimed at improving student performance through continuous reflection and shared responsibility. At the school level, teachers work together to analyze examination results, identify strengths and weaknesses, and propose solutions to address challenges, demonstrating a culture of collective problem-solving. This collaboration extends beyond individual schools, as head teachers bring their findings to council-level meetings where experiences are shared, common challenges are discussed, and joint resolutions are made, reflecting inter-school cooperation. The process is data-driven, relying on external examination results to guide discussions and decisions, while also promoting accountability and motivation through rewarding high-performing

teachers and encouraging others to improve, ultimately fostering a coordinated and improvement-oriented professional environment.

Discussion

This study examined the level teachers' collaboration practices in Tanzanian Public Primary Schools in Mwanza region, yielding insights that address the research question and enrich educational literature. The results show that teachers demonstrate a high level of collaboration practices in public primary schools in Tanzania. This is because the overall computed mean, ($M=4.38$, equivalent to 87.6%) of the measured variables in the 5-point Likert scale was found to be greater than the normal average of 3 of the scale. Moreover, qualitative evidence from documentary review show high levels of teachers' collaboration practices by teachers assisting their fellow teachers to teach their periods in case they have emergency, analyzing pupils' examination results and collectively resolve the weaknesses observed, and have a structured program where they meet in the teachers' resources centres where competent teachers help others on how to teach challenging topics in subjects like mathematics. This finding is in line with the study findings of Mugisha et al. (2023) in Tanzanian secondary schools, in Ilala Municipal Council, which revealed that teachers embraced coaching, teaming, and mentoring as collaborative practices to address educational challenges and enhance their teaching knowledge and skills. This study finding matches with that of Yidana (2025) who found that the level of teacher teachers' collaboration in curriculum implementation was statistically insignificant in Ghanaians schools.

Although the overall mean score for teachers' collaboration practices was high ($M = 4.38$), several indicators exceeded this value. The highest mean scores were recorded for sharing knowledge and skills ($M = 4.43$), discussing pupils' learning development ($M = 4.42$), supporting colleagues' professional growth ($M = 4.41$), and establishing common assessment standards ($M = 4.41$). These results indicate that teachers are particularly strong in collaborative activities related to professional learning, student development, and assessment practices. This suggests that these areas are key strengths within teachers' collaborative practices, reflecting a positive and well-established culture of teamwork that likely contributes to improved teaching quality and pupil learning outcomes. These findings align with Nameghi and Sheikahmadi (2016) whose study established that proper ways that maximize collaborative discussions like sharing knowledge and skills, data-driven decision making are key drivers of teachers' collaboration. Furthermore, teachers scoring a mean as lower as ($M=4.29$), than the aggregate mean ($M= 4.38$) on their role in attending subject teachers' conferences suggest that, teachers attend such conferences less frequently than they engage in other collaborative activities. This implies that, possible barriers such as limited opportunities, time constraints, or low emphasis on conference participation still undermine teachers' full collaboration in instructional practices.

The qualitative findings highlighted that structural-related issues impeding some teachers' full collaboration is associated with teachers shouldering heavy teaching loads. This extra load often diverts teachers' attention away from collaborative activities taking place away from actual classroom teaching. This finding aligns with the study findings of Kimaro (2025) in Tanzanian primary schools, in Hai district who established that some teachers often find it a burden to get involved in the continuous professional development programs besides their existing heavy teaching loads. Promotion of

teachers' collaboration was found to be insufficient among teachers with heavy workload as each time they find themselves compelled to teach of periods assigned to them (Bellibaş et al., 2021; Martínez et al., 2022).

Both, quantitative and qualitative findings revealed that teachers have shown to demonstrate good collaboration practices. Notably, excessive workload has shown to be a threat towards teachers' full engagement in collaboration practices. It is therefore advised that, the policy makers and educational practitioners to balance workforce tasks as a means to give room to the all teachers to fully assume collaborative instructional practices efficiently. Furthermore, capacity building to teachers on continuous professional development is required to bridge instructional practice gaps and maintain their focus on improving teaching and learning outcomes.

CONCLUSION

With regard to the study objective, the study findings revealed that, respondents rated their extent of their agreement teachers' collaboration practices by (M=4.38). It was therefore concluded that, teachers demonstrate high level of collaboration in enhancing instructional practices which in turn contribute enormously to effective teaching and learning. Moreover, it was also concluded that, heavy teaching load shouldering teachers inhibit their full involvement with collaborative instructional practices. In response to the study findings, the study recommends the government to review and re-balance the work force as a strategic mechanism to offload teachers shouldering more teaching load than the recommended workload. This would enable teachers have sufficient time to participate in collaborative professional practices such as Continuous Development Programs (CDP). The policy makers should make a deliberate effort in designing a capacity building training to teachers to enhance their instructional skills so that they fully realize effective teaching and learning practices.

ACKNOWLEDGEMENT

The researcher sincerely acknowledges the support received from the Ministry of Education, Science and Technology, Mwanza Regional Administrative authorities, District Education Offices of Ilemela and Misungwi, headteachers, teachers, and education officers who participated in this study. Their cooperation, valuable insights, and willingness to share information significantly contributed to the successful completion of this research.

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