

**USEFULNESS OF HEAD TEACHERS' COLLABORATIVE STRATEGY IN
ENHANCING ACTIVE TEACHING AND LEARNING IN PUBLIC PRIMARY
SCHOOLS IN NJOMBE TOWN, TANZANIA**

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<https://doi.org/10.54922/IJEHSS.2025.1069>

Received: 18 July 2025/Published: 25 August 2025

ABSTRACT

This study investigated the usefulness of Head Teachers' collaborative strategy to enhance active teaching and learning in public primary schools in Njombe Town, Tanzania. The study employed a convergent design under mixed method approach. The target population consisted of 1 district, from which 84 primary schools, 84 Head Teachers, 749 teachers, and 8,017 pupils were obtained. Sample was selected through Stratified sampling, Total Population and Quota sampling techniques. Data collection involved questionnaires for teachers, focus group discussion guide for pupils, and an interview guide for Head Teachers. The validity of the instruments were done by using three research experts from the field of planning and administration at Mwenge Catholic University. Reliability of the Questionnaire was determined by using the Cronbach alpha coefficient 0.813, while that of qualitative instruments was done by using triangulation of instruments. The researcher coded, classified, and organized both quantitative and qualitative data to aid in interpretations, discussions and conclusions. Quantitative data were analyzed using frequencies, percentages, and mean score with the aid of SPSS version 22, and data were presented using tables. The qualitative data were analyzed thematically. Ethical considerations were strictly observed throughout the study, including obtaining informed consent from participants and ensuring the confidentiality of the collected data. The study revealed that strong collaboration among education stakeholders in Njombe public primary schools enhances teaching quality, though some teachers still need more consistent support from head teachers. The study concluded that by promoting students' involvement and fostering a collaborative culture among head teachers and teachers enhanced educational achievement and created a supportive school environment. The study recommends that Head Teachers continue to receive annual training, hold regular meetings with teachers for monitoring and feedback, and collaborate with parents each term to improve teaching and learning outcomes.

Keywords: Collaborative strategy, Active teaching and learning, Student engagement, Professional Development.

1. INTRODUCTION

Head Teachers play a critical role in enhancing active teaching and learning in public primary schools through collaborative strategies that engage teachers and students in shared decision-making, planning, and problem-solving. Research indicates that effective Head Teachers foster a supportive school culture by promoting teamwork, open communication, and mutual accountability, which in turn improves teacher effectiveness and student engagement. Collaborative leadership practices enable the adaptation of instructional methods to meet learners' needs and create an environment conducive to active participation in learning processes. Hence, understanding the usefulness of Head Teachers' collaborative strategies is essential for strengthening instructional leadership and promoting active teaching and learning in public primary schools (Vuje et al. 2025).

The study conducted in China by Hongzhuo (2024), on 'The Influence of Collaboration Leadership on School Improvement with the Mediating Effect of Teacher Autonomy and Organizational Culture in Vocational High Schools of Zhengzhou City'. The study found that collaborative leadership by Head Teachers improves school performance by empowering teachers and fostering a positive organizational culture. This teamwork enables the adaptation of teaching methods to local needs, thereby enhancing student engagement and academic achievement. The study's focus was on vocational schools in one city may limit generalizability, and it relies on self-reported data, which can introduce bias. Here, the issue arises whether in Njombe Town primary schools, Head Teachers foster collaboration among teachers and students, which empowers teachers and creates a positive culture that supports active teaching and learning.

According to Okwisa (2023), the study investigated 'Leadership Practices and Academic Performance of City Public Primary Schools in Kenya'. The study found that Head Teachers who actively engaged teachers, parents, and community members in decision-making and school management fostered stronger collaboration, which contributed to improved teaching practices and learning environments. This collaboration was particularly effective in addressing resource shortages, facilitating the adoption of new curricula, and promoting shared responsibility for student outcomes. The study shows that Head Teachers play an important role in collaborating with teachers and students to enhance teaching and learning in certain parts of Kenya. While the study provides valuable insights, we acknowledge that further research would be beneficial to determine whether these positive findings can be applied to public primary schools in Njombe Town.

A focused study on the implementation of the Competency-Based Curriculum (CBC) in East Africa, Kenya, on "The State of the Competency-Based Curriculum (CBC) in Kenya: Benefits, Challenges, and Implementation Strategies" by Muchira et al. (2023) The study revealed that collaborative leadership by Head Teachers, involving teamwork, open communication, and shared problem-solving with teachers and stakeholders, was essential for adapting to the new curriculum and overcoming implementation challenges. The study highlighted successes such as government support through training and resource allocation, but also noted significant obstacles, including insufficient teacher preparation, lack of teaching materials, and resistance to change. While the study offers valuable insights into CBC adoption in Kenya, its focus on a single country limits its broader applicability to other East African contexts. The study on CBC implementation in Kenya highlights important successes and challenges related to collaborative leadership by Head Teachers. However, in Njombe Town, Tanzania, there is a need to explore whether similar collaborative strategies are effectively supporting the adoption of CBC, given differences in

teacher preparation and resource availability. Therefore, it is important to investigate how these challenges affect collaboration in Njombe to ensure that active teaching and learning can be successfully enhanced in this specific context.

The study conducted on "The Roles of Head Teachers in the Implementation of Multiple School Accountability in Managing Public Primary Schools in Handeni District, Tanzania" by Vuje et al. (2025). The study found that Head Teachers in Tanzania strengthen schools by communicating, mobilizing, and making decisions collaboratively with teachers, parents, and the community. This teamwork creates a supportive culture for both teachers and students, leading to better educational outcomes and more effective implementation of national education policies. The research highlights a sense of shared responsibility, which helps improve the school atmosphere in an active teaching and learning environment. Here arises the issue of whether similar collaborative practices are effectively implemented in Njombe Town primary schools to have active teaching and learning environments.

There was research on 'the Head Teachers in implementing a competence-based curriculum (CBC) in public primary schools in Bagamoyo District, Tanzania' (Mlenge et al., 2025). The findings reported that the Head Teachers employed various strategies to support teachers in adapting to CBC in public primary schools, namely improving in-service teacher training, teaching and learning materials, the teaching and learning environment, teaching and learning resources, as well as facilitating the relationship between school and community. The issue raises whether Head Teachers in Njombe are similarly equipped and supported to implement the Competency-Based Curriculum (CBC) effectively. Addressing these aspects is crucial to ensure that teachers in Njombe can adapt well to CBC and improve in active teaching and learning outcomes.

The existing literature reveals a significant gap concerning the extent to which Head Teachers' collaborative strategies influence active teaching and learning within public primary schools in Njombe Town. Although studies from diverse contexts underscore the positive impact of collaborative leadership on school performance, curriculum implementation, and stakeholder engagement, there is a scarcity of empirical evidence addressing the applicability and effectiveness of such strategies in the Njombe context. Furthermore, critical challenges including insufficient professional development opportunities for teachers, limited teaching and learning resources, remain inadequately examined locally. This gap emphasizes the need for context-specific research to reveal the role and usefulness of Head Teachers' collaborative approaches in enhancing instructional quality and learner engagement in Njombe public primary education sector.

2. STATEMENT OF THE PROBLEM

Collaborative strategy remains a persistent challenge in Njombe Town schools. Head Teachers lead collaboration and improve teaching quality, yet many public primary schools continue to face challenges with collaboration. The implementation of educational reforms, such as the Competency-Based Curriculum (CBC), necessitates adaptive and collaborative school management. Although existing literature from diverse contexts (Vuje et al., 2025), (Mlenge et al., 2025) substantiates the positive impact of Head Teachers' collaborative strategies characterized by the engagement of teachers and students in participatory decision-making, communication, and problem-solving, there exists a notable scarcity of empirical evidence concerning the application and efficacy of these strategies within the Njombe Town context. Therefore, this study aims to bridge this knowledge gap by critically examining the utility of Head Teachers' collaborative

approaches in fostering active teaching and learning in public primary schools in Njombe Town, thereby contributing to the body of knowledge on contextually relevant leadership practices that facilitate their effectiveness in promoting active teaching and learning, and identified key obstacles that hinder collaborative efforts in this context.

3. RESEARCH QUESTION

The following research question guided the study

How does the collaborative strategy of Head Teachers enhance active teaching and learning in public primary schools in Njombe Town, Tanzania?

4. SIGNIFICANCE OF THE STUDY

The research on the collaborative strategies of head teachers in public primary schools in Njombe Town is important as it demonstrates how such cooperation strengthens school leadership, boosts teachers' professional growth, and promotes active teaching and learning. This, in turn, positively impacts student engagement and academic success. Additionally, the study adds to educational theory by offering empirical insights into collaborative leadership within primary education and expands the overall body of knowledge by providing practical suggestions for policy development, leadership training, and instructional enhancements, all aimed at improving educational results.

5. THEORETICAL FRAMEWORK

Collaborative leadership as a formal concept emerged in the early 1990s, with key contributions from scholars such as Rosabeth Moss Kanter (1994) and practitioners like Hank Rubin, the founder of the Institute for Collaborative Leadership. More recently, Yoesoep Edhie Rachmad formally developed the Collaborative Leadership Theory in 2022 to provide a structured framework for effective collaboration in multifaceted organizations. Collaborative Leadership Theory is that leadership is not just about directing others, but about building strong relationships and fostering productive cooperation. The theory emphasizes key elements such as openness, trust, and effective communication to create a dynamic and inclusive work environment where everyone feels comfortable sharing ideas and participating in discussions.

Collaborative Leadership Theory is highly valued for its empowerment, as it encourages participation from multiple stakeholders, which increases their sense of ownership and motivation. This leadership style is flexible and adapts well to multipart and dynamic environments that require diverse expertise and joint problem-solving. It enhances innovation and problem-solving by connecting the collective intelligence and creativity of the group. Moreover, collaborative leadership strengthens relationships by building trust and strong interpersonal connections, which sustain effective collaboration over time (Rachmad, 2024).

Despite its benefits, Collaborative Leadership Theory has some limitations. It can be time-consuming because building a compromise and a shared understanding among diverse stakeholders often slows down decision-making processes. The method requires leaders to possess high emotional intelligence to skillfully manage conflicts and differing viewpoints. There is also a potential for role uncertainty, as shared leadership may be confusing if roles and responsibilities are not clearly defined. Furthermore, the effectiveness of collaborative leadership heavily depends

on an organizational culture that supports openness and trust, which may be lacking in some contexts, limiting its success (Rachmad, 2024).

Usefulness of Head Teachers' Collaborative Strategy in Enhancing Active Teaching and Learning, Collaborative Leadership Theory is highly applicable. It explains how Head Teachers can enhance teaching and learning by involving teachers and stakeholders in shared decision-making, planning, and problem-solving. By enhancing a collaborative climate, Head Teachers empower teachers to actively participate, innovate, and improve instructional practices, leading to more engaging and effective teaching. The theory's emphasis on communication, trust, and joint responsibility aligns well with the collaborative strategies Head Teachers use to promote active learning in schools, including in contexts like Tanzania and Njombe (Rachmad, 2024).

6. LITERATURE REVIEW

This literature review comprehensively examines on the Usefulness of Head Teachers' collaborative strategy in enhancing active teaching and learning. The review is structured around the Theme to investigate the research gap that exists in the current literature.

In China, a study by Liu and Hallinger (2024) examined how Head Teachers' collaborative strategies, particularly through professional learning communities (PLCs), influenced active teaching and learning in elementary schools. Using a mixed-methods approach, the researchers collected data through surveys, interviews, and classroom observations. The study found that PLCs fostered teacher collaboration, leading to improved active learning practices such as student-centered activities and interactive teaching methods. However, the study is context-specific to China, where educational infrastructure and policy support for PLCs may differ significantly from Tanzania. The effectiveness of PLCs or similar collaborative models in rural or semi-urban Tanzanian settings like Njombe Town needs investigation. Also, understanding barriers to collaboration and active learning from the perspectives of teachers, head teachers, and students is essential. Therefore, the current study investigated the issue of how to motivate and engage all teachers in collaboration and creativity.

In Ghana, Ampah-Mensah et al. (2024) investigated how Head Teachers promoted collaboration among teachers to enhance active teaching and learning in public primary schools. The study focused on teacher collaboration through team meetings and peer coaching to enhance teaching and student engagement. Using a qualitative approach with interviews, focus groups, and observations, the study found that these collaborative practices improved instructional methods and participation. The qualitative design provides rich insights but may limit generalizability across diverse settings. The role of cultural and community factors influencing collaboration in Tanzanian primary schools requires further study. Thus, the current research focuses on how head teachers in Njombe Town specifically promote collaboration to enhance active teaching and learning.

In Uganda, Kabanda et al. (2023) investigated the influence of collaborative strategies led by Head Teachers on active teaching and learning. The study focused on how workshops and team-teaching initiatives organized by Head Teachers enhanced student-centered learning. Using a mixed-methods approach, the researchers collected data through surveys, interviews, and classroom observations involving Head Teachers and teachers. The Study revealed that collaborative strategies, such as workshops and team-teaching, significantly improved student-centered learning practices. The study focuses on workshops and team-teaching but may

underrepresent other collaborative strategies such as peer coaching or professional learning communities. Nevertheless, there is a need to investigate the sustainability and scalability of collaborative initiatives within Njombe public primary schools.

Another study conducted in Handeni District, Tanzania, explored the roles of Head Teachers in implementing multiple school accountability and managing public primary schools (Vuje et al., 2025). Using a qualitative approach with interviews and focus group discussions involving 42 participants, the study applied thematic analysis with SPSS. Provides rich qualitative insights into collaborative leadership practices of Head Teachers in a Tanzanian context. The study focuses primarily on school management and accountability rather than direct classroom instructional practices or student learning outcomes. Furthermore, there is a need for empirical research in Njombe Town to explore how Head Teachers' collaborative strategies specifically enhance active teaching and learning within classrooms.

According to Mugisha et al. (2023) investigated Collaborative Practices as a Teacher Professional Development Pathway: A Study of Selected Secondary Schools in Tanzania. The study employed a qualitative case study approach to collect data from 30 participants in three secondary schools in Ilala Municipality. The study found that coaching, teaming, and mentoring are effective collaborative practices that enhance teacher skills, professional dialogue, and teaching quality. The study provides rich qualitative evidence on effective collaborative professional development strategies in Tanzanian secondary schools. The study focuses on secondary schools in an urban municipality (Ilala), which may differ in resources, teacher qualifications, and school culture from public primary schools. Therefore, there is a need for empirical research on how Head Teachers in Njombe Town promote and manage collaborative strategies such as coaching, teaming, and mentoring among primary school teachers.

7. SUMMARY OF THE RESEARCH GAP

Studies from China, Ghana, Uganda, and Tanzania highlight the positive impact of Head Teachers' collaborative strategies, such as professional learning communities, team meetings, peer coaching, workshops, and mentoring, on enhancing teacher collaboration, instructional quality, and student-centered learning. However, most research focuses on urban or secondary school contexts and emphasizes school management or professional development rather than direct classroom practices. There is a significant gap in empirical evidence from rural or semi-urban Tanzanian settings like Njombe Town, particularly regarding how Head Teachers promote and sustain diverse collaborative strategies to improve active teaching and learning at the primary school level. Furthermore, the sustainability, scalability, and contextual challenges of these collaborative initiatives, as well as the perspectives of teachers, head teachers, and students, remain underexplored. Addressing these gaps is essential to tailor effective collaborative leadership practices that foster active learning in Njombe Town's public primary schools.

8. RESEARCH DESIGN AND METHODOLOGY

This study employed a convergent design under a mixed-methods approach, enabling simultaneous collection and analysis of quantitative and qualitative data (Creswell & Creswell, 2023). The target population included one district, 84 schools and their Head Teachers, 749 teachers, and 8,017 students of public primary schools from classes Six and Seven in Njombe town council. The stratified, Quota and expert purposive sampling techniques were employed, with eight schools selected using simple random sampling. The study sampled eight Head Teachers using an

expert purposive sampling technique, 80 teachers using stratified sampling, and 96 students using quota sampling. A total of 184 respondents were involved in this study. Data collection instruments were comprised of questionnaires for teachers, focus group discussions for students, and interview guides for Head Teachers. Instruments were validated by three experts from Mwenge Catholic University, and reliability was established using Cronbach's alpha for quantitative data and triangulation for qualitative data. Quantitative data were analyzed using frequencies, percentages, and mean scores with the aid of SPSS version 22, while qualitative data underwent thematic analysis, with transcripts repeatedly reviewed to identify emerging themes. Recorded interviews, quotations, and comprehensive coding ensured the findings, which were integrated into a report linking interpretations and discussions to the research questions.

9. DISCUSSION OF FINDINGS

In this section, the researcher presents, interprets, and discusses findings on how Head Teachers' collaboration enhances active teaching and learning among teachers and students in public primary schools in Njombe town, Tanzania. Specifically, the action assists of return Rate of instruments, Demographic information and the presentations, interpretations, analysis and discussions of the findings.

9.1 The Way Collaborative Strategy of Head Teachers Enhances Active Teaching and Learning

This section of the study explored how Head Teachers' collaborative strategies support active teaching and learning. Data were gathered from teachers, Pupils, and Head Teachers using a Likert scale, focus group discussions, and interviews. Ten specific aspects of Head Teachers' efforts to enhance active teaching and learning were investigated. The Likert scale used a 5-point system: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral (N), 4 = Agree (A), and 5 = Strongly Agree (SA), F=frequencies, P=percentages. The frequency and percentage distribution of responses were categorized as follows: ≤ 20 =extremely minority; 21-49=minority; 50-59=moderate; 60-69= majority; 70-89= very high majority; 90-99= extremely majority; 100=overwhelming majority (Taherdoost, 2019). A mean score > 3 for the item indicates extremely majority, < 3 indicates low majority, and exactly mean score of 3 indicated either low or high majority of contribution of Head Teachers' instructional leadership (Rashid and Wahab, 2024). The responses of the teachers are presented in Table.

Table

Teachers' Responses on How the Collaborative Strategy of Head Teachers Enhances Active Teaching and Learning (n=70)

STATEMENTS	SD		D		N		A		SA		Mean
	f	%	f	%	f	%	f	%	f	%	
i. Head Teachers use different ways to help teachers work together to improve teaching and learning	10	14	17	24	7	10	15	21	21	30	3.29
ii. Head Teachers encourage teamwork among teachers in schools to enhance active teaching and learning	8	11	14	20	7	10	15	21	26	37	3.53
iii. Head Teachers check if their teamwork ideas are helping teachers with better teaching and learning techniques	8	11	13	19	12	17	21	30	16	23	3.34
iv. When teachers face problems with active teaching, Head Teachers help in solving the problems	10	14	13	19	8	11	25	36	14	20	3.29
v. Pupils benefit when teachers and Head Teachers work well together	9	13	14	20	10	14	10	14	27	39	3.46
vi. Teachers appreciate how Head Teachers help them work as a team in creating active teaching and learning	9	13	11	16	11	16	15	21	24	34	3.49
vii. The school environment created by Head Teacher make teamwork easier for teachers hence enhancing active teaching and learning	6	9	13	19	8	11	23	33	20	29	3.54
viii. Head Teacher's coordination of things outside the school, like government rules or parents, affect teamwork thus laying good foundation for active teaching and learning	8	11	12	17	11	16	22	31	17	24	3.40
ix. The act of Head Teacher's helping teachers' work together has long-term benefits for schools and for the teaching and learning process	7	10	11	16	8	11	19	27	25	36	3.63
x. Head Teachers get training to help teachers to work better with each other and to enhance active teaching and learning process	10	14	11	16	10	14	16	23	23	33	3.44
Grand mean score											3.44

Sources: Field Data (2025) Key: f=number of respondents, %=percentage, SD= Strongly Disagree, D=Disagree, N=Neutral, A=Agree, SA=Strongly Agree

Data in Table show that the majority of the teachers (62%) agreed that Head Teachers make it easier for teachers to collaborate, thereby enhancing active teaching and learning by creating a supportive school environment, while a minority (39%) of teachers disagreed with the statement. The mean score for the teachers was 3.54, which suggests that most teachers recognize

the important role Head Teachers play in promoting teamwork and a conducive learning atmosphere, there remains room for improvement to ensure more consistent and common collaboration across the school. During the face-to-face interview, the Head Teacher of the school, “C”, said,

As a Head Teacher, I have established and implemented strategic plans aimed at fostering collaborative work among teachers to enhance academic performance. This collaborative approach significantly contributes to academic achievement by promoting efficiency and effectiveness in school operations. Each teacher is assigned specific roles and responsibilities, including academic instruction, pupils’ discipline, school cleanliness, and other duties, ensuring active participation and accountability. Through teamwork, all planned strategies are executed collectively, reinforcing a sense of unity and shared purpose among the teaching staff (*Interview with the Head Teacher from school “C” on 3rd Feb 2025*).

This concurred with a response given by the Head Teacher from another school, “A” said that; Collaboration plays a crucial role in the teaching process. For example, when a teacher encounters a question that needs clarification during a lesson, I provide guidance on effective teaching methods. Since this often happens while others are present in the classroom, teachers learn from one another through observation and shared experience. This collaborative environment encourages mutual support, motivation, and joint problem-solving among staff. Despite facing various challenges, working together enables us to improve teaching practices and promote active learning. Monitoring the teaching process is a key part of this collaboration, and it requires a dedicated team within the school (*Interview with the Head Teacher from school “A” on 31st Jan 2025*).

During the Focus Group Discussion, the following was shared from the school “E” said; It is good when teachers work together. For example, they join hands to make exams. They use books, learning things, and talk in groups to plan well. This helps us to understand the lessons better and do well in our tests. We also feel happy and enjoy learning when our teachers teach us (*FGD with school “E” on 4th Feb 2025*).

This concurred with a response from another school, “F” who said, When the Head Teacher and other teachers work together, learning becomes better and easier. Group work helps us to learn by talking and sharing ideas. For example, when teachers help each other, they teach us well and we do better in school. If one teacher finds a topic hard to teach, they can ask another teacher for help. Also, it is important when teachers and pupils work together. If we don’t understand something in class, we should ask questions or tell the teacher. A good teacher listens, explains again, and helps us learn without fear. This makes us feel safe and happy to learn (*FGD from school “F” on 4th Feb 2025*).

Information from the data indicates that the majority of teachers believe Head Teachers facilitate collaboration among staff, which enhances the quality of teaching and learning. The Head Teacher plays a crucial role in fostering a positive and cooperative school atmosphere that promotes teamwork. The Head Teacher recognizes the importance of fostering collaboration among teachers to improve academic performance and school operations, while noting the need for more consistent teamwork. By assigning clear roles and providing real-time support, the Head Teacher promotes a supportive environment that encourages mutual learning and problem-solving. Pupils confirm that teacher collaboration helps them understand lessons better, perform well in

tests, and feel safe to ask questions, highlighting the positive impact of teamwork on both teaching quality and student learning.

The findings indicate working together as a team in a school makes it easier for everyone to perform their duties effectively. The Head Teacher plays an important role by organizing the staff and assigning clear tasks to each teacher. When teachers help each other, for example by assisting with challenging lessons or preparing exams, the quality of teaching improves. Pupils gain from this because lessons become clearer and the classroom environment is more welcoming. A good teacher listens carefully to pupils' questions and encourages them to seek help without fear. This collaboration among teachers, as well as between teachers and pupils, creates a positive learning atmosphere and leads to better academic performance. It highlights that teamwork is essential not only for teachers but for the entire school community. This finding is supported by Choi and Drago-Severson (2023), who emphasize that school leadership that promotes collaboration among teachers enhances lesson quality, pupils' participation, and academic performance. Their study found that when teachers plan lessons, discuss pupils' progress, and share instructional resources as a team, it leads to a more supportive and effective learning environment.

Data in Table indicate that the majority of teachers (56%) agreed that the Head Teachers get training to help teachers to work better with each other and to enhance the active teaching and learning process, while a minority (44%) of teachers disagreed with the same statement. The mean score for the teachers was 3.44. This involves that teachers somewhat agree that Head Teachers get this kind of training, but there is still some uncertainty or difference of opinion among them. This indicates that while many teachers see training as helpful, there may be a need to improve or clarify the training provided to Head Teachers. Through a face-to-face interview, the Head Teacher of the school "E" explained,

We can't train so many teachers at once, but we have a plan for continuous professional development. For example, we organize seminars for teachers from different areas to improve their skills. We also address challenges that teachers face and find solutions collaboratively at the district level. So, we connect with the Teacher Training Centre to provide support and training for teachers facing challenges (*Interview with the Head Teacher from school "E" on 4th Feb 2025*).

This concurred with a response given by the Head Teacher from another school, "G," who said that,

The school has pupil clubs focused on educational discussions, such as corruption and moral values, where pupils engage in debates and discussions to enhance their skills. Each club is supervised by a teacher who ensures pupils' engagement and addresses any issues. Teachers play a vital role in guiding pupils, as clubs provide a supportive space for pupils to help each other and overcome challenges (*Interview with Head Teacher from school "G" on 5th Feb 2025*).

During the Focus Group Discussion, the following emerged from one of the participants from school "D" who said,

The Head Teacher and the teachers work together. They help each other to solve problems in school. For example, if a teacher needs help with English, another teacher can help them with the lesson. This makes learning better for us. It also makes the school a nice place to

learn. Even if one teacher is not in school, another teacher comes in to teach so we don't miss lessons (*FGD from school "D" on 3rd Feb 2025*).

This concurred with a response from another participant from school, "B", who said,

When teachers work together, especially with the Head Teacher, learning becomes better. They say that working as a team helps them teach well and understand the subjects more. Teamwork also helps us learn better and group work makes lessons fun and active. Teachers also say it is good when they work well with pupils. This makes the classroom a nice place to learn. But if teachers and pupils don't work together, it becomes hard for pupils to understand and enjoy the lessons (*FGD from school "B" on 31st Jan 2025*).

Information from the data indicates that most teachers believe Head Teachers receive training to enhance teamwork and teaching, though some teachers remain doubtful or disagree. There is a strategy in place to assist teachers by providing continuous professional development through seminars and partnerships with a Teacher Training Centre. The school also encourages pupils' participation in clubs where they talk about important issues, with teachers supervising these activities. Teachers collaborate by helping one another with lessons, which helps pupils learn more easily and enjoyably. Overall, teamwork among teachers and pupils fosters a lively and supportive learning environment.

The findings highlight that both training and teamwork play a vital role for teachers and pupils alike. Although some teachers have doubts about the training Head Teachers receive, the school has effective plans to continuously enhance teachers' skills through seminars and assistance from training centers. Pupils' clubs also provide opportunities for pupils to develop important life skills and engage in meaningful discussions. When teachers support each other and cover for one another when needed, it ensures that pupils do not miss their lessons. Cooperation among teachers and between teachers and pupils makes learning more enjoyable and easier to grasp. Without good collaboration, it becomes difficult for pupils to understand and enjoy their lessons. Therefore, working together is essential for creating a positive and successful school environment for everyone. This is supported by Rieiro-García et al. (2023), who noted that teachers serve not only as educators but also as mentors, playing a critical role in guiding pupils while strengthening their involvement and academic growth. Collectively, this organized framework significantly enhances the overall effectiveness of the educational setting.

Data in Table demonstrates that the majority of teachers (51%) agreed that Head Teachers use different ways to help teachers work together to improve teaching and learning, while a minority (48%) of teachers disagreed with the statement. The mean score of 3.29 indicates a moderate level of agreement overall, suggesting that while many teachers see the Head Teachers' efforts to promote teamwork positively, there is still considerable uncertainty or differing opinions about how effectively this is done. This highlights an opportunity to improve or better communicate the strategies used to foster teacher collaboration. During face-to-face interview with the Head Teacher of School "D," who said,

Teachers perceive that effective collaboration with the Head Teacher is fundamental to enhancing the teaching and learning process. They recognize that establishing strong, positive relationships with leadership facilitates the identification of both instructional strengths and areas requiring support. This collaborative dynamic enables timely problem-solving and strategic planning, which are critical for overcoming challenges and achieving educational objectives. Furthermore, teachers believe that such partnerships foster a shared commitment to improving pupils' outcomes by promoting professional growth, resource

sharing, and collective responsibility. Ultimately, they view collaboration with the Head Teacher as a key driver for elevating overall school performance and pupil achievement (*Interview with the Head Teacher from school "D" on 3th Feb 2025*).

This concurred with a response given by the Head Teacher from another school, "H," who said that,

Working together is very important for making teaching and learning better in our school. As the Head Teacher, I meet regularly with teachers to talk about school work. We plan and put into action ways to improve how we teach and help Pupils learn. This teamwork creates a friendly atmosphere where teachers share ideas and keep working to help Pupils do better (*Interview with the Head Teacher from school "H" on 3th Feb 2025*).

During the Focus Group Discussion, the following was shared from the school "A" where one participant said,

It is important to check how they teach and make changes to help us learn better. They need to see if their way of teaching is working and fix it if it's not. The Head Teacher helps by giving advice and making sure teachers have what they need. When teachers and the Head Teacher work together, learning becomes better. It also helps both teachers and pupils to do well in school (*Focus Group Discussion from school "A" on 31st Jan 2025*).

This concurred with a response from another school, "C", where a participant said,

It is important for teachers to hear what pupils think about the lessons. School leaders should let pupils share their ideas by using suggestion boxes, talking to teachers, or in school meetings. This helps teachers know what to make better and how to teach in a way that helps us learn more (*Focus Group Discussion from school "C" on 31st Jan 2025*).

This information indicates that while many teachers believe Head Teachers make efforts to promote teamwork among staff, some remain uncertain or have differing views about the effectiveness of these efforts. Teachers feel that collaborating closely with the Head Teacher is very important because it helps highlight what is working well and what areas need improvement. This collaboration enables them to address problems promptly and plan more effectively, ultimately supporting better pupil learning. Teachers consider this partnership essential for enhancing their professional skills and boosting pupils' achievement.

The findings indicate that teachers and the Head Teacher collaborate regularly, they exchange ideas and discover ways to improve lessons. The Head Teacher provides guidance and ensures teachers have the necessary resources to teach effectively. This teamwork creates a welcoming school environment where both teachers and pupils can thrive. It is also crucial for teachers to consider pupils' feedback through methods like suggestion boxes or meetings. By listening to pupils' views, teachers can enhance their teaching methods. In general, cooperation among teachers, the Head Teacher, and pupils foster a positive learning atmosphere that benefits everyone. A study by Liu and Hallinger (2024) highlights that positive principal-teacher relationships characterized by trust, shared decision-making, open communication, and mutual respect mediate the impact of leadership on professional learning and collaboration among teachers.

Data in Table portray that the majority of the teachers (53%) agreed that the Head Teachers check if their teamwork ideas are helping teachers with better teaching and learning techniques, while 47% of teachers disagreed with the statement. The mean score was 3.34. The study suggests that while many teachers feel the Head Teachers are actively checking the effectiveness of teamwork ideas, there remains some doubt or mixed opinions. This highlights a

need to strengthen communication and the practice of evaluating teamwork strategies to ensure all teachers see the benefits. In the face-to-face interview, the Head Teacher of school, “G”, said,

We work as a team. I take on the role of a Head Teacher and lead discussions on specific topics, which we analyze together. The teachers actively participate in these discussions. We come together as a team regularly, and we also meet every other week for a full day, from morning until the end of the day. With God's help, we strive to improve ourselves. However, not all teachers participate fully, though no one is left out of the process (*Interview with the Head Teacher “G” on 5th Feb 2025*).

This concurred with a response given by the Head Teacher from another school, “A,” who said that,

As a Head Teacher, I make sure that collaboration between teachers and Pupils is well organized to enhance teaching and learning. Teachers have specific roles, such as health teacher, academic teacher, and environment teacher, with shared responsibilities. By regularly monitoring and supervising, I see that every teacher carries out their duties responsibly, which contributes to the success of our teamwork (*Interview with the Head Teacher “A” on 31st Jan 2025*).

During a focus group discussion, the following was shared from school “H,” where one of the participants said,

In our school, teachers work together to help us learn well. The Head Teacher and teachers are like a team they help each other with teaching. The Head Teacher also works with pupils to make sure we are doing well. Teachers help when pupils have problems in learning. For example, if a pupil is finding something hard, the Head Teacher and teachers talk and find ways to help. Sometimes, teachers also talk to pupils to understand their problems and give support (*Focus group discussion from school “H” on 5th Feb 2025*).

This concurred with a response from school, “B”, where one of the participants said,

The Head Teacher works with teachers to help make lessons better for us. When teachers teach together and share ideas, it helps us understand more. Teamwork also helps teachers check how we are doing in class. After tests, they can change how they teach so we can learn better (*Focus group discussion from school “B” on 31st Jan 2025*).

The study indicates that majority of teachers feel that Head Teachers monitor whether teamwork strategies are effective in enhancing teaching, though some teachers remain uncertain or hold different views. This suggests a need for better communication and clearer evaluation of teamwork efforts so that all teachers can recognize and appreciate the advantages of collaboration. The Head Teacher is crucial in guiding discussions, coordinating teamwork, and ensuring that everyone fulfils their responsibilities. Additionally, teachers work closely with pupils to aid learning and address challenges together.

The findings indicate that Head Teacher and teachers collaborate by regularly meeting and exchanging ideas to enhance lessons. Although some teachers may not always fully engage, everyone is involved in the process. The Head Teacher assigns specific duties to teachers and monitors their performance. Both the teachers and the Head Teacher support one another and work closely with pupils facing challenges. This cooperative effort improves lessons because teachers can modify their teaching based on pupils’ progress. When the Head Teacher and teachers communicate effectively and work together, pupils find it easier to learn and enjoy their classes.

This demonstrates that strong teamwork and clear communication are essential for a thriving school. This study is supported by Fuentes and Rodriguez (2024), who found that collaborative leadership practices, including shared decision-making and active engagement between Head Teachers and teachers, enhance teaching performance and positively impact pupils' outcomes. The research highlights that fostering a culture of collaboration not only motivates teachers but also enables more effective identification and addressing of pupils' needs, reinforcing the critical role of teamwork in educational success.

Data in Table shows that the majority of teachers (56%) agreed that when teachers face problems with active teaching, Head Teachers help in solving the problems, while a minority of teachers (44%) disagreed the statement. The means score was 3.29. This suggests that while many teachers feel supported by Head Teachers when facing teaching challenges, there are still some doubts or differing views. It implies that there may be a need to strengthen support mechanisms or improve communication about how Head Teachers help with teaching difficulties.

During focus group discussion, the following emerged from school "F" where one of the participants said,

The Head Teacher and teachers work together to solve problems in school. Teachers help each other when there is a problem. For example, if a teacher needs help with English, another teacher can help with the lesson. This teamwork makes learning better for us and keeps the school a good place to learn. Also, if one teacher is not at school, another one can teach so we don't miss the lesson (*Focus Group Discussion from school "F" on 4th Feb 2025*).

This concurred with a response given during FGD in school, "C", where one of the participants said,

Teachers need to know what pupils think about their teaching. The Head Teacher can help by letting pupils share their thoughts through talking, writing in a suggestion box, or during school meetings. This helps teachers see what to improve so they can make learning easier and better for us (*Focus Group Discussion from school "C" on 3rd Feb 2025*).

During face-to-face interview with the Head Teacher of School "D", the H/T said,

The strategy of collaborative teaching and learning involves guiding teachers on how to address questions or clarify concepts during lessons. For example, if a question requires clarification, I guide the teacher on how to teach it effectively. This often happens in the classroom, where teachers learn from each other. Through collaboration, one person helps another, and we work together as a team. We motivate each other, take action, and address challenges collectively. Collaboration is essential because it allows us to monitor the teaching process and contribute to active learning. Monitoring involves having a team in the school that works together to ensure effective teaching and learning practices (*Interview with the Head Teacher from the school "D" on 3rd Feb 2025*).

This concurred with a response given by the Head Teacher from school, "B" who said that,

Teachers carry out their duties on their own and then inform me of their progress. When I monitor, I look for any shortcomings or problems among the staff. We maintain a class attendance journal in which each teacher records their lessons to verify that they have taught according to the schedule. This process promotes accountability and ensures that teachers are assigned to their classrooms appropriately (*Interview with the Head Teacher from the school "B" on 31st Jan 2025*).

Information from the data shows that many teachers feel supported by Head Teachers when encountering teaching difficulties, some remain uncertain about the level of this support. Teachers assist each other, for example, by helping with lessons or covering when a teacher is absent. The Head Teacher promotes pupil feedback on teaching through discussions, suggestion boxes, and meetings to help teachers improve. Working together under the Head Teacher's guidance allows teachers to clarify lessons and address challenges collaboratively. Additionally, teachers are supervised to ensure they follow their teaching schedules and remain accountable for their duties.

The findings indicate that teamwork is very important in schools. Through teachers' cooperation and support for one another, learning becomes simpler and the school stays a positive place for Pupils. The Head Teacher provides guidance to help teachers explain difficult topics and encourages collaboration among all staff. Paying attention to pupils' feedback helps teachers understand what needs improvement. It's also essential that teachers take responsibility for their teaching and keep the Head Teacher informed about their progress. Tracking attendance and lessons ensures that teachers fulfil their duties and pupils do not miss important lessons. In general, working together, clear communication, and proper supervision enhance teaching and learning for everyone. This is in alignment with Bandura (1977), which emphasizes that people learn from one another through observation, imitation, and modelling principles that are deeply embedded in collaborative teaching.

Generally, the findings clearly show the importance of teamwork and collaboration among the Head Teachers, teachers, and pupils in establishing a positive and effective learning environment. When the school community works together, shares ideas, supports each other, and addresses the needs of pupils, the quality of teaching improves, leading to better academic outcomes for pupils. The Head Teacher plays a key role in organizing, guiding, and promoting cooperation, which ensures lessons are well-prepared and resources are used efficiently. Taking pupils' feedback into account and maintaining open communication further enhance the learning process. Ultimately, a strong culture of collaboration not only inspires teachers but also creates a nurturing environment where both teachers and pupils can succeed, emphasizing the critical importance of teamwork in achieving educational excellence.

10. CONCLUSION OF THE STUDY

Based on the findings, the study concludes there is a strong collaborative practices among government education officers, school administrators, and teaching staff in Njombe public primary schools. Head teachers' support collaboration through shared lesson planning and professional development initiatives. Integrating teacher training with student-centered activities further fosters a positive learning environment. Also by consistent monitoring and systematic planning sustain high-quality teaching standards.

11. RECOMMENDATION

Based on the findings, the study recommends that Head Teachers continue to get regular training every year to instruct teachers in active teaching and learning. Schools should also hold meetings every month between Head Teachers and teachers to check on progress, give feedback, and solve any problems early. Head teachers should collaborate with parents every term to enhance teaching and learning outcomes.

12. SUGGESTION FOR FURTHER STUDIES

The government should provide enough learning materials for each student to enhance active learning. A focused study could assess how participation in educational clubs contributes to students' moral development, critical thinking, and academic performance.

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