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Influence of Joint Preparation of Teaching Resources on Teachers' Professional Development in Public Secondary Schools in Dodoma City

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Abstract : This study assessed the influence of joint preparation of teaching resources on teachers' professional development in public secondary schools in Dodoma City, Tanzania. The study was guided by Participatory Leadership Theory, developed by Kurt Lewin and his colleagues in 1939, which emphasizes shared decision-making, collaboration, and active involvement of all members within an organisation. The study employed a mixed research approach with a convergent parallel design, involving 82 respondents comprising 4 Heads of Schools, 2 Ward Education Officers, and 76 teachers selected through purposive and simple random sampling techniques. Questionnaires were used to collect quantitative data from teachers, while interview guides were used to collect qualitative data from Heads of Schools and Ward Education Officers. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed using thematic analysis. The findings revealed that the majority of teachers agreed that joint preparation of teaching resources enhances their teaching skills, improves the design of teaching materials, boosts confidence in teaching, and promotes professional growth through resource sharing. The interview findings confirmed that collaborative lesson planning and teamwork, administrative support, and continuous professional learning strengthen teachers' instructional competence through mentoring, professional supervision, and collective problem-solving. However, the study established that inadequate financial resources, shortages of teaching and learning materials, teacher shortages, heavy teaching workloads, conflicting timetables, and scarce time for collaborative meetings constrained the effective implementation of joint preparation of teaching resources. The study concludes that joint preparation of teaching resources contributes substantially to teachers' professional development, but its effectiveness depends on conducive institutional conditions and administrative support. The study recommends that the government and educational authorities should allocate adequate funds for teaching and learning materials, employ enough teachers to reduce workloads, and ensure that school timetables provide sufficient time for collaborative professional activities, while Heads of Schools and Ward Education Officers should strengthen instructional leadership by promoting regular professional meetings, mentoring, and teamwork among teachers to sustain collaborative preparation of teaching resources.

Keyword : Joint preparation of teaching resources, collaborative supervision, teachers' professional development, instructional competence.

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INTRODUCTION

Quality education depends on skilled teachers, dedicated students, and involved parents, supported by adequate infrastructure, resources, and teacher welfare (Paschal & Mkulu, 2020). According to Hakielimu (2021), quality education depends on how teachers deliver instruction and learning processes that meet the needs of students and the labor market, as well as on the quality of supervision provided by well-trained personnel with knowledge, interpersonal skills, and technical skills. Amough and Odeh (2018) argue that supervision increases teachers' awareness of well-founded teaching philosophies and makes educational policies and reforms an integral part of the overall education system, since teachers are the carriers who implement all educational reforms in schools.

Effective supervisory practices are essential parts of teacher professional development initiatives that aim to improve teachers' pedagogical competence, as realistic supervision has the power to genuinely improve classroom practices and lead to high levels of students' academic performance (Kholid & Rohmatika, 2019). Jonyo and Jonyo (2019) defined supervision as an educational programme in which individual school heads observe teaching and learning activities, assist teachers to develop professionally, and ensure students' academic success. Hoque et al. (2020) explained that in Malaysia, teacher supervision is an ongoing process where the most experienced teacher guides the less experienced teachers towards achieving excellence in the teaching and learning process. Abdulai et al. (2022) add that through monitoring, guidance, and support, supervision helps teachers develop better instructional skills and classroom performance, leading to the efficiency of the entire school.

Effective supervisory activities are vital for improving teachers' professional development and instructional skills. Difoni et al. (2025) revealed a statistically significant positive relationship between classroom visitation, professional development, and teachers' professional effectiveness, indicating that instructional supervision contributes directly to the improvement of teaching quality. In the United States, Blase and Blase (2022) show that supervisory practices involving professional dialogue, feedback, and shared decision-making help teachers improve their instructional skills, increase motivation, and strengthen commitment to professional growth. Similarly, Hoque et al. (2020) found in Europe that supervisory practices such as regular monitoring, constructive communication, and professional support are positively related to teachers' performance and professional attitude, although the impact becomes limited when interaction between supervisors and teachers is weak or not

collaborative. Ghavifekr et al. (2019) found in Asian countries that clinical supervision involving observation and reporting in the classroom resulted in improved performance, lesson planning, and classroom management of teachers.

In the African region, Baafi (2020) showed that head-teachers in Ghana who practice collaborative supervision, such as classroom observation and constructive feedback, lead to the improvement of instructional quality of teachers and better student performance. However, Dewodo et al. (2020) noted that head-teachers in Ghana are less likely to engage in instructional supervision activities such as classroom observations and providing feedback due to excessive workloads and responsibilities. Kusi et al. (2019) and Mensah et al. (2020) added that challenges such as lack of adequate teaching and learning materials, overcrowding in classrooms, and limited professional development opportunities have hindered the implementation of innovative school supervision systems such as collaborative supervision to improve teachers' professional competence. In Nigeria, Isiaka et al. (2024) found that institutional supervision mainly focused on enforcing compliance with educational policies and was implemented only at an average level, limiting its effectiveness in improving teachers' professional competence. In Uganda, Omaali et al. (2021) found that regular supervisory practices such as classroom observation, guidance, and feedback improved teachers' proficiency and effectiveness in teaching, while Kirabo et al. (2023) established a positive and statistically significant relationship between the level of head teachers' supervisory practices and teachers' performance. In Rwanda, Uwimana (2024) revealed that supervision could enhance teaching quality but is constrained by heavy administrative workload, poor supervisory skills, and lack of supportive interaction from head teachers to teachers.

In Tanzania, Ngole and Mkulu (2021) noted that supervision was regarded as an important mechanism to improve teaching and learning in secondary schools, with heads of schools entrusted with responsibilities such as overseeing teaching and learning activities, implementing the curriculum, and organizing professional development training programs for teachers. According to Mbawala and Hermanto (2023), education supervision in Tanzania played a crucial role in promoting quality education because it enhanced the teaching and learning process, strengthened teachers' professional development, and ensured effective implementation of curriculum activities. However, Mbawala and Hermanto (2023) indicated that a major challenge was the heavy workload of the heads of schools, who failed to give adequate attention to classroom

supervision, thereby limiting support to teachers and their professional growth. Although the importance of supervision in enhancing teachers' professional development, most studies focused on general supervision practices and little on collaborative supervision practices such as joint preparation of teaching resources, peer classroom observation, and professional feedback dialogue, particularly in public secondary schools in Dodoma City. Therefore, this study aimed to assess the influence of joint preparation of teaching resources on teachers' professional development in public secondary schools in Dodoma City.

Theoretical Framework

Participatory Leadership Theory, developed by Kurt Lewin and his colleagues in 1939, emphasizes shared decision-making, collaboration, and active involvement of all members within an organisation, and is particularly useful in understanding teacher professional development through collaborative supervision practices such as joint lesson preparation, peer classroom observation, and professional feedback dialogue. One of its main strengths is that it explains why practices such as joint preparation of teaching resources, peer classroom observation, and professional feedback dialogue are effective, as these create opportunities for teachers to actively participate in planning, observing, and reflecting on teaching practices with school leaders and colleagues, thereby promoting ownership, professional responsibility, and commitment. This aligns with Abonyi (2024), who found that participation in decision-making positively predicts organisational commitment among Ghanaian teachers. However, the theory has limitations, including the assumption that all participants are willing and able to contribute effectively, the time-consuming nature of participatory processes, and the failure to address existing hierarchical structures within schools. As Muronga (2012) observed in Namibia, participatory processes can be time-consuming and may fail if teachers lack necessary skills or confidence. These weaknesses provide an important analytical lens for examining the extent and quality of teachers' participation, whether school leaders create sufficient opportunities for participation, and the distinction between teacher participation and consultative participation.

Participatory Leadership Theory is highly relevant to this study as it provides a clear framework to understand how collaborative supervision practices influence teachers' professional development. Joint preparation of teaching resources reflects participatory leadership by involving teachers in collective planning and decision-making, which allows them to share knowledge, improve instructional materials, enhance pedagogical skills, and

promote teamwork. Peer classroom observation aligns with participatory leadership as it encourages teachers to learn from one another through mutual observation and shared experiences, reducing professional isolation and fostering a culture of continuous learning. Similarly, professional feedback dialogue represents a participatory process where supervisors and teachers engage in open communication, exchange ideas, and reflect on teaching practices to improve performance. The theory was retained as the guiding theory as it corresponds directly with the study's focus on participatory supervision and teachers' professional development, with its limitations explicitly considered during interpretation of findings, using it not on the assumption that participatory leadership operates perfectly in all school contexts but as a framework to examine how participation occurs, the conditions that facilitate or constrain it, and how such participation relates to teachers' professional development in public secondary schools of Dodoma City. Generally, the relevance of Participatory Leadership Theory lies in its potential to address what Yeboah-Assiamah et al. (2022) term as the wicked problems of education management.

Empirical Literature Review

In Indonesia, Lorencius et al. (2021) studied academic supervision in the improvement of teachers' professional competencies. The study employed a qualitative approach with a case study design. Data collection tools consisted of semi-structured interviews (using an interview guide, classroom observations, and document reviews (syllabi, lesson plans, textbooks, and teaching materials). Interviews were recorded, transcribed, and analyzed using manifest analysis. The study concluded that the principal's academic supervision includes a structured pre-observation phase where teachers and principals collaboratively prepare teaching resources. During this initial meeting, they review and discuss lesson plans, syllabi, learning objectives, instructional media, teaching methods, and assessment instruments, reaching a mutual agreement before classroom observation. This joint preparation enables the teachers to align their materials with student characteristics and learning goals. Teachers reported that through the process they gained confidence in designing and using resources, which contributed to improved professional competence. The collaborative nature of the pre-observation stage ensured that the teachers received direct input and guidance, making the preparation of teaching resources a shared responsibility between the principal and the teacher.

In Nigeria, He et al. (2024) conducted a study on school principals' instructional leadership as a predictor of teachers' professional development.

The study used a quantitative approach with a descriptive survey research design. Data were collected using a researcher-developed and validated structured questionnaire titled "Principal's Instructional Leadership Practices and Teachers' Professional Development" (PILPTPD), which employed a 5-point Likert scale. The instrument, adapted from the Hallinger and Murphy (1985) model, had high internal consistency with a Cronbach's alpha coefficient of 0.923. The study demonstrates that when principals actively facilitate professional learning opportunities that involve collaborative planning and resource development, the teachers become more current in instructional materials and teaching trends, leading to significant enhancement in instructional quality. In addition, the study reveals that principals who embrace strong instructional leadership, particularly through orchestrating school activities and nurturing staff growth, create conditions where teachers collectively engage in preparing teaching resources, which improves their professional competencies and motivation.

In Kenya, Kimondolo et al. (2025) conducted a study focused on the influence of teacher professional development on learner competence acquisition. The study adopted a mixed-methods approach; specifically, it utilized a convergent parallel design, which is a one-phase design where both quantitative and qualitative data are collected and analyzed simultaneously. Data collection tools include questionnaires, interview guides, and Focus Group Discussions (FGD). The study found that collaborative planning within teacher Communities of Learning enabled the teachers to refine their instructional methods, resulting in greater instructional clarity and improved quality of classroom delivery. Through joint lesson preparation, the teachers were able to discuss content, select appropriate teaching materials, and design learner-centered activities, aiding in presenting lessons clearly and effectively. The study further reveals that the teachers who engaged in collaborative preparation became more confident and composed during teaching, which increased their effectiveness in explaining complex concepts to students. In addition, the finding showed that collaborative planning acted as a strong mechanism for professional growth as it encouraged reflective practice, peer learning, and continuous improvement of teaching skills.

In Tanzania, Chaula et al. (2024) studied school heads' clinical supervision practices. The study employed a mixed concurrent research approach where both quantitative and qualitative data were collected at the same time to obtain comprehensive information about teachers' professional competency development. The design involved collecting

numerical and narrative data from school heads and teachers to compare their perceptions regarding clinical supervision practices. Data were collected using self-developed questionnaires with Likert scale items, semi-structured interviews, and focus group discussions. The findings indicate that the joint preparation of teaching resources, evident in the collaborative review of schemes of work and lesson plans, team-teaching, and whole-school professional support, positively influences teachers' professional development. Through pre-observation discussions, school heads and teachers collaboratively selected and adapted teaching resources, which enhanced the teachers' identification of materials and the design of participatory lessons, while post-observation practices such as co-teaching and exchange teaching promoted shared planning and resource development, ultimately strengthening pedagogical competence and professional growth.

METHODOLOGY

This study employed a mixed research approach combining quantitative and qualitative methods to obtain a better understanding of the research problem Creswell & Creswell, (2018), with the quantitative approach measuring the influence of collaborative supervision practices such as joint lesson planning, peer classroom observation, and professional feedback dialogue on teachers' professional development, while the qualitative approach obtained detailed explanations and experiences from respondents, as according to Tashakkori and Teddlie (2010), mixed methods research is appropriate when a researcher needs to combine numerical data with participants' views to obtain comprehensive findings. The study used a convergent parallel design, whereby a research design refers to the plan or structure that guided the researcher in collecting, analyzing, and interpreting data in order to answer the research questions Kothari (2004), and was conducted in Dodoma City Council focusing on four public secondary schools, with a target population of 100 respondents from which a sample of 82 was selected, where a target population refers to the entire group of individuals or elements that the researcher intends to study Kothari (2004), and according to Creswell and Creswell (2018), the target population should include individuals who have direct experience with the problem studied.

The study used purposive sampling to select heads of schools and Ward Education Officers based on their knowledge and experience Creswell & Creswell, (2018), and simple random sampling to select teachers, giving each member an equal chance of being selected Kothari (2004), with the sample size determined using Yamane's (1967) formula. Questionnaires were used to collect

quantitative data from teachers, as a questionnaire refers to a research instrument comprising a set of questions directed at study participants Kothari, (2004), while interview guides were used to collect qualitative data from heads of schools and Ward Education Officers, where an interview guide is a list of prepared questions used to obtain detailed information through face-to-face conversation Cohen, Manion, & Morrison, (2018). Validity was ensured through review by research experts and a pilot study, while reliability was ensured through the test-retest method, where reliability refers to the consistency of a research instrument in producing similar results under similar conditions Cohen et al., (2018). Quantitative data were analyzed using descriptive statistics, as according to Kothari (2004), descriptive statistics are used to summarize numerical data in a meaningful way, while qualitative data were analyzed using thematic analysis, where according to Braun and Clarke (2006), thematic analysis is appropriate for analyzing qualitative data because it helps the researcher to identify patterns and meanings from the respondents' views.

FINDINGS AND DISCUSSION

The study focused on joint preparation of teaching resources, was examined to determine its contribution to enhancing teachers' instructional competence in public secondary schools. To begin with, the respondents were asked to indicate their level of agreement with five statements related to collaborative lesson planning, preparation of teaching materials, confidence in teaching, and professional growth through resource sharing. Their responses were measured using a five-point Likert scale ranging from Strongly Agree (SA) to Strongly Disagree (SD). The findings are presented in Table 1.

Table 1:

Teachers' Responses on Joint Preparation of Teaching Resources (N = 76)

S/N	Statements	SA F (%)	A F (%)	N F (%)	D F (%)	SD F (%)
i	I regularly participate in joint lesson planning with other teachers.	1 (1.3%)	58 (76.3%)	2 (2.6%)	8 (10.5%)	7 (9.2%)
ii	Joint preparation improves my teaching skills.	2 (2.6%)	57 (75.0%)	2 (2.6%)	8 (10.5%)	7 (9.2%)
iii	Collaboration helps me design better teaching materials.	2 (2.6%)	56 (73.7%)	3 (3.9%)	8 (10.5%)	7 (9.2%)
iv	Joint lesson preparation enhances my confidence in teaching.	2 (2.6%)	59 (77.6%)	1 (1.3%)	7 (9.2%)	7 (9.2%)
v	Sharing resources with colleagues	1 (1.3%)	55 (72.4%)	3 (3.9%)	8 (10.5%)	9 (11.8%)

					improves my professional growth.

Source: Researcher, 2026

The responses provided in Table 1 demonstrate that the majority of the teachers agreed that joint preparation of teaching resources is beneficial in enhancing their instructional competence. For the first item, which stated that teachers always conduct joint preparation of lesson plans together with other teachers, 76.3% agreed, while 1.3% strongly agreed. On the other hand, 10.5% disagreed, and 9.2% strongly disagreed with the statement. In addition, 2.6% of the respondents were neutral on this item. Therefore, this finding suggests that teachers engage in collaborative lesson planning, although to a small extent. For the second statement, which implies that joint preparation always enhances their teaching skills, a similar percentage (75.0%) of the teachers agreed, while 2.6% strongly agreed. At the same time, 10.5% disagreed, and 9.2% strongly disagreed with the item. In addition, 3.9% of the respondents were neutral. This finding demonstrates that teachers view collaborative lesson plan preparation as a useful tool in boosting their teaching competencies. For the third item, which suggests that collaboration always helps them prepare better teaching materials, 73.7% of the teachers agreed, whereas 2.6% strongly agreed. In addition, 10.5% disagreed, and 9.2% strongly disagreed with the statement. Meanwhile, 3.9% of the respondents were neutral. This finding indicates that teachers perceived collaboration as beneficial in developing better instructional materials.

Moreover, the results show that 77.6% of the teachers agreed with the fourth item, which states that joint preparation of lesson plans always boosts their confidence in teaching, while 9.2% strongly disagreed. In addition, 9.2% disagreed, and 1.3% were neutral. This result suggests that collaborative lesson plan preparation always increases teachers' confidence prior to classroom teaching. Finally, for the fifth item, which implies that sharing teaching resources with colleagues always promotes their professional skills, 72.4% of the teachers agreed, whereas 1.3% strongly agreed. On the other hand, 10.5% disagreed, and 11.8% strongly disagreed with the statement, suggesting that teachers do not view sharing teaching resources as a way of promoting their professional skills. The highest percentage of disagreement was recorded for this item, which implies that teachers do not see collaboration as a way of enhancing their professional skills. However, the responses demonstrate that teachers view sharing teaching resources with colleagues as useful in improving their teaching competencies.

In general, the findings demonstrate that teachers had a

positive perception towards joint preparation of teaching resources. For all the items, over three-quarters (75%) of the respondents agreed that collaborative planning, preparation, and sharing of teaching resources always enhances their instructional competence. In addition, the low percentage of neutrality indicates that teachers were not indifferent to the items used in the survey. In other words, the respondents had a definite opinion, either positive or negative, regarding the influence of joint preparation of teaching resources on their instructional competence.

In addition, it was found that collaborative preparation of teaching resources promotes the instructional competence of teachers. Collaborative planning, preparation, and sharing of teaching resources allow teachers to share their ideas, prepare better lesson plans, and learn from each other in order to become better educators. Teachers engage in collective preparation in order to address educational issues and share professional expertise, which ultimately supports the enhancement of their instructional competence. The results align with the studies of Lorencius et al. (2021) in Indonesia, which revealed that collaborative preparation of lesson plans, instructional media, syllabi, and assessment tools during academic supervision by school supervisors facilitated the teachers' improvement in lesson planning and professional competence. Specifically, collaborative preparation of lesson plans increased the teachers' confidence in using the teaching resources because the school supervisors and teachers together planned the lessons before observing the actual classroom instruction. Consequently, collaboration during academic supervision promoted teachers' professional competence by enabling them to discuss issues related to school improvement and curriculum implementation.

Having completed the analysis of the closed-ended questions, the researchers invited the respondents to provide their views using the open-ended questions. The aim was to elicit teachers' views on how joint preparation of teaching resources facilitates their enhancement of instructional competence and identify the challenges they experience while engaging in collaborative preparation of teaching resources. Since several respondents provided similar responses, the researcher decided to report their views using two major themes identified in the analysis.

Teachers' Views on How Joint Preparation of Teaching Resources Improves Instructional Competence

The results demonstrated that teachers perceived joint preparation of teaching resources as beneficial in improving their instructional competence. The majority of the respondents revealed that collaborative preparation enabled them to acquire

and develop better teaching resources. Most teachers noted that working together allowed them to prepare quality teaching and learning materials together with their colleagues. For instance, one respondent revealed that joint preparation of teaching resources helped teachers get various teaching resources and simplify teaching methods. Another theme that emerged from the analysis was generating new ideas and strategies for teaching and learning. Teachers asserted that collaborative planning allowed them to exchange professional experience, gain new ideas, and adopt better methods and strategies for teaching and learning. For instance, several respondents revealed that they generated new ideas and improved teaching methods during collaborative preparation of teaching resources. In addition, teachers argued that collaboration facilitated teamwork and cooperation, which ultimately allowed them to share their expertise, knowledge, and experiences while preparing lessons together. One respondent asserted that collaborative preparation encouraged cooperation among the teachers, which made lesson plan preparation easier and more efficient.

Furthermore, several teachers claimed that joint preparation of teaching resources enabled them to learn how to better utilise the available teaching resources and materials. For instance, one respondent argued that collaborative planning helped them understand teaching resources better, such as maps, pictures, and other materials. Another important theme was that teachers stated that cooperation during lesson plan preparation enhanced learners' involvement and understanding of the lesson. The teachers claimed that collaborative preparation allowed them to develop better lessons, which resulted in increased learners' participation and understanding. For instance, one respondent argued that teamwork during the preparation of lessons made the lessons more interesting and learner-centred, thereby promoting learners' involvement and understanding of the lessons. Finally, teachers asserted that teamwork enabled them to increase their confidence levels before stepping into the classroom. They revealed that they became more confident because they discussed the lessons together with their colleagues and prepared the teaching materials collectively. In general, the qualitative results supported the quantitative results by demonstrating that teachers view collaborative preparation of teaching resources as beneficial in improving their instructional competence and confidence.

The results supported the first research objective, which sought to determine how joint preparation of teaching resources enhances the instructional competence of teachers. Both the quantitative and qualitative findings consistently demonstrate that

collaborative lesson preparation improves teachers' pedagogical skills, promotes professional learning, strengthens confidence, and contributes to more effective classroom instruction. These findings further support the view that instructional competence is strengthened when teachers regularly engage in collaborative professional practices that encourage sharing of knowledge, teaching experiences, and instructional resources. Similarly, Kimondolo et al. (2025) in Kenya reported that collaborative lesson planning within Teacher Communities of Learning enabled teachers to refine instructional methods, improve classroom delivery, and increase confidence during teaching. The study further established that collaborative preparation promoted peer learning, reflective practice, and continuous professional growth, findings that closely correspond with the experiences reported by teachers in the present study.

Challenges Facing Teachers During Joint Preparation of Teaching Resources

Teachers were also asked to identify the challenges they experience when participating in joint preparation of teaching resources. Similar responses were grouped into common themes. The most common challenge reported by the respondents was the lack of time. Many teachers explained that given the huge teaching workload and many responsibilities they have in the school, they had little time for collective lesson planning. Several respondents noted that insufficient time prevented them from regularly meeting and planning together as well as engaging in valuable professional collaborations.

Another commonly reported challenge was the lack of cooperation and involvement of teachers. The respondents said that not all teachers were willing and ready to use collaborative planning and professional interactions. Some respondents mentioned that a few teachers attended the meetings irregularly and participated in the planning process partially, thus making it difficult to realize the intended goals of collective planning. Teachers furthermore complained of the limited funds and shortage of teaching materials as the main constraints of collaborative planning. The respondents explained that the inadequate school funds affected the availability of instructional materials necessary for the collective lesson planning. Similarly, the shortage of teaching materials limited the teachers' ability to implement some of the ideas they collectively developed through collaborative planning.

Several respondents regarded the lack of time in the school timetable as a major challenge in collective planning. Teachers said that different time schedules of teachers hindered them from identifying the best time to

communicate and meet together to do lesson planning collectively. Another common challenge in collaborative lesson planning reported by the teachers was the divergence of opinions among teachers. Some teachers explained that sometimes during the planning process, teachers have different views or opinions about teaching strategies or even teaching materials to use. One respondent said that "every teacher insists that his or her idea is the best," while another respondent said the divergence of views makes it "difficult to reach a conclusion" during collective lesson planning.

Teachers mentioned the large class sizes and the lack of technological facilities as impediments to collaborative lesson planning. According to the respondents, large class sizes and inadequate technological devices hindered the effective use of the instructional resources that they collectively developed. Thus, based on the findings, it can be concluded that though teachers value collaborative preparation of teaching resources, various organizational factors constrain the effective implementation of collaborative planning by teachers. Addressing issues such as time allocation, adequate funding, teacher participation, and the provision of teaching resources would strengthen collaborative professional practices and further enhance teachers' instructional competence.

To complement the quantitative findings obtained from teachers' questionnaires, semi-structured interviews were conducted with Heads of Schools and Ward Education Officers (WEOs) to obtain an in-depth understanding of how joint preparation of teaching resources contributes to enhancing teachers' instructional competence in public secondary schools. The interview findings were analysed thematically and generated four major themes: collaborative lesson planning and teamwork; administrative support for collaborative preparation; improvement of teachers' instructional competence through collaborative preparation; and challenges affecting joint preparation of teaching resources. The findings are presented under each theme supported by direct quotes and discussion.

Collaborative Lesson Planning and Teamwork

The interview findings indicated that collaborative lesson planning and teamwork are among the professional practices that enhance the instructional competence of teachers. Heads of Schools and Ward Education Officers explained that teachers engage in collaborative preparation of lesson plans, schemes of work, teaching aids, classroom activities, and assessments during departmental meetings, subject panels, and professional meetings. They further explained that collaborative lesson preparation

promotes sharing of experiences and enhances teamwork, which ultimately improves the quality of teaching and learning in schools.

Headmaster 1 observed that collaborative lesson preparation is a professional practice that has been adopted by teachers in the school:

> *"Teachers in our school regularly engage in collaborative preparation of lesson plans, schemes of work, lesson notes and teaching aids. In their meetings, they share experiences and offer assistance to each other on lesson preparation prior to presenting lessons to their learners"*. (HM 1, July 15, 2026)

Similarly, Headmaster 2 explained:

> "*Collaborative lesson preparation has helped us prepare instructional material together, share different approaches to teaching, and support new teachers in understanding the requirements of the syllabus and promoting quality teaching in their classrooms*". (HM 2, July 16, 2026)

Moreover, Headmaster 3 noted that departmental collaboration has improved lesson quality because teachers assess each other's lesson plans, prepare teaching resources together, and share experiences that ultimately enhance teaching in their classrooms:

> "*Departmental collaboration has improved lesson quality because teachers assess each other's lesson plans, prepare teaching resources together, and share experiences that ultimately enhance teaching in their classrooms. Furthermore, teachers gain confidence from individual lesson plans that are then adopted by other teachers, thus promoting uniformity in teaching."(*HM 3, July 22, 2026).

Similarly, Ward Education Officers also emphasized the need for collaborative lesson preparation. WEO 1 explained:

> "*It is our responsibility to ensure proper planning, supervision of working plans, monitoring and follow-up, internal school quality assurance, and continuous professional support so that teachers prepare lessons collaboratively and promote quality teaching in their classrooms*". (WEO 1, July 17, 2026)

In addition, WEO 2 explained,

> *"Schools where teachers collaborate in lesson preparation have quality lessons because they share professional experiences, examine classroom problems together, and agree on the best method to deal with them prior to classroom presentation."* (WEO 2, July 21, 2026)

The interview findings indicate that collaborative lesson planning goes beyond the mere production of professional documents. Collaborative lesson planning is a professional learning process whereby teachers engage in sharing experiences,

preparing teaching resources, and enhancing teamwork and collaboration. The participants further explained that collaborative lesson planning promotes lesson organization, boosts teachers' confidence, and promotes uniformity in the implementation of the curriculum. It is evident from their responses that collaborative lesson preparation has become an instructional leadership strategy that enhances the professional competence of teachers in schools. These findings support the results of the quantitative study where most teachers indicated that collaborative preparation of lesson plans and the adoption of various instructional resources promoted professional growth, boosted confidence, improved teaching skills, and facilitated the production of quality teaching resources.

Administrative Support for Collaborative Preparation of Teaching Resources

The interview findings further indicate that collaborative preparation of teaching resources is largely dependent on the instructional leadership of the Heads of Schools and the supervisory responsibilities of the Ward Education Officers. Interviewees explained that the administrative support provided by these education officers promoted effective collaboration, coordination, and supervision of teachers in the implementation of the curriculum. The participants emphasized the need for professional supervision, monitoring, and quality assurance to promote teamwork among teachers in the preparation of lesson plans and teaching resources. The findings further indicate that the administrative support provided by these officers promotes professionalism and boosts teachers' confidence in the implementation of the curriculum.

Headmaster 1 explained that leadership in schools facilitates collaborative lesson preparation through regular professional meetings where teachers engage to prepare teaching resources:

> "*As school leaders, we organize regular professional meetings where teachers engage in collaborative lesson preparation. We further supervise lesson plans and professional records to ensure that they adhere to the requirements of the curriculum. We further encourage experienced teachers to coach new teachers so that they can become more professional*". (HM 1, July 15, 2026)

In addition, Headmaster 2 explained the need for instructional leadership in facilitating collaborative lesson preparation: "Leadership is key in collaborative lesson preparation because it creates room for professional development. As school leaders, we encourage team teaching and professional meetings because they promote sharing of experiences and

improve the quality of teaching and learning." (HM 2, July 16, 2026)

Furthermore, Headmaster 3 noted:

> "*Regular academic meetings have promoted collaborative lesson preparation because they create room for teachers to share their experiences and examine classroom problems together before adopting practical solutions. This has further encouraged commitment to lesson preparation and ultimately improved lesson quality*". (HM 3, July 22, 2026)

On their part, Ward Education Officers also emphasized the need for supervision, monitoring, and evaluation of lesson plans prepared by teachers:

> *"We regularly conduct school visits to monitor and supervise lesson preparation, curriculum implementation, and provide professional support to teachers. Internal school quality assurance further helps us determine the problem areas and come up with practical solutions."* (WEO 1, July 17, 2026)

Additionally, WEO 2 explained,

> "*Our role also entails monitoring schools, mentoring Headmasters, and ensuring that teachers adopt collaborative strategies in professional practice. We also encourage proper budgeting and management of resources because they are essential in lesson preparation."* (WEO 2, July 21, 2026)

The interview findings indicate that effective collaborative lesson preparation depends on administrative support provided by the Heads of Schools and Ward Education Officers. These officers provide professional leadership by encouraging regular professional meetings, mentoring, and team teaching among teachers to boost their skills and confidence in teaching. The findings also indicate that the involvement of Ward Education Officers in monitoring and supervision of lesson preparation promotes professionalism among teachers in the promotion of quality education. Thus, the findings indicate that collaborative lesson preparation relies on professional leadership and administrative support to facilitate continuous professional improvement of teachers. The qualitative findings support the quantitative results, where most teachers indicated that collaborative preparation of teaching resources improved their teaching skills, boosted confidence, and promoted professional growth. Although the questionnaire findings captured the teachers' view on collaborative lesson preparation, the interview findings illustrate the role of instructional leadership in facilitating such practices. Therefore, the findings confirm that administrative support plays a pivotal role in collaborative preparation of teaching resources.

Improvement of Teachers' Instructional Competence through Collaborative Preparation

The interview findings further indicate that joint preparation of teaching resources promotes the instructional competence of teachers. Interviewees explained that collaborative lesson preparation enhances pedagogical knowledge, boosts confidence, promotes creativity, and increases commitment of teachers in teaching. According to the participants, collaboration enables teachers to exchange professional experiences, mentor one another, solve instructional challenges collectively, and continuously improve the quality of teaching and learning.

Headmaster 1 explained that collaborative lesson preparation has improved teachers' professional performance by strengthening instructional planning and confidence. The participant stated,

> *"Teachers who prepare lessons together demonstrate better lesson delivery because they discuss instructional approaches, prepare teaching materials collectively, and evaluate lesson plans before entering the classroom. This process increases teachers' confidence and improves classroom performance".* (HM 1, July 15, 2026)

Similarly, Headmaster 2 observed,

> *"Joint preparation has strengthened teachers' professional competence because experienced teachers' mentor newly employed teachers. Through continuous collaboration, they exchange ideas, improve teaching methods, and ensure that lessons are delivered effectively according to curriculum requirements".* (HM 2, July 16, 2026)

Headmaster 3 further emphasized that collaborative preparation improves the quality of instructional practices by stating,

> *"Teachers have become more competent because they evaluate lesson plans together, prepare teaching aids collectively, and discuss different classroom challenges before teaching. This has improved lesson organization and increased teachers' confidence during classroom instruction".* (HM 3, July 22, 2026)

Ward Education Officers also acknowledged that collaborative preparation contributes directly to improving teachers' instructional competence. WEO 1 explained,

> *"Collaborative lesson preparation motivates teachers to improve their professional performance because they receive guidance from colleagues, strengthen teamwork, and continuously improve classroom instruction through shared experiences and professional support".* (WEO 1, July 17, 2026)

Likewise, WEO 2 remarked,

> "*Schools where collaborative preparation is effectively implemented usually demonstrate better lesson preparation, stronger instructional competence, and greater professional commitment because teachers continuously learn from one another and improve together*". (WEO 2, July 21, 2026)

The interview findings demonstrate that collaborative preparation serves as an effective school-based professional development strategy that strengthens teachers' instructional competence through continuous learning and professional interaction. Both Heads of Schools and Ward Education Officers consistently emphasized that collaborative lesson preparation enables teachers to improve lesson planning, strengthen pedagogical knowledge, increase classroom confidence, and develop effective instructional strategies through mentoring and professional cooperation. The findings further indicate that collaborative preparation promotes continuous professional growth by encouraging teachers to reflect on instructional practices, exchange professional experiences, and solve classroom challenges collectively.

These qualitative findings complement the quantitative findings presented earlier, where the majority of teachers agreed that joint preparation improves teaching skills, enhances confidence, facilitates the preparation of better teaching materials, and contributes to professional growth. While the questionnaire findings reflected teachers' perceptions of these benefits, the interview findings provide administrative evidence explaining how collaborative preparation strengthens instructional competence through mentoring, professional supervision, teamwork, and continuous professional learning. Collectively, the quantitative and qualitative findings demonstrate that collaborative preparation contributes substantially to achieving the first research objective of enhancing teachers' instructional competence. The findings are also supported by He et al. (2024) in Nigeria, who reported that principals' instructional leadership enhances teachers' professional development by creating opportunities for collaborative planning, resource preparation, and continuous professional learning. The Nigerian study emphasized that school leaders who organize collaborative professional activities strengthen teachers' instructional quality and motivation, which is consistent with the perspectives expressed by Heads of Schools and Ward Education Officers in the present study.

Challenges Affecting Joint Preparation of Teaching Resources

The interview findings further demonstrated that, although collaborative preparation of teaching resources is generally regarded as an effective strategy to enhance teachers' instructional competence, its practical

implementation is constrained by a number of institutional factors. Heads of Schools and Ward Education Officers reported that inadequate financial resources, shortages of teaching and learning materials, teacher shortages, heavy teaching workloads, conflicting timetables, and scarce time for collaborative meetings were the major barriers affecting the effectiveness of joint lesson preparation. They stressed that these challenges limit regular opportunities for teachers to meet, exchange professional perspectives, and prepare quality instructional materials.

Headmaster 1 highlighted the impact of inadequate financial resources and teaching materials by indicating,

> *"One of the biggest challenges is inappropriate financial provision. Schools cannot always meet the requirement of teaching and learning materials necessary for collaborative lesson preparation. As a result, teachers sometimes prepare lessons with inadequate instructional resources".* (HM 1, July 15, 2026)

Similarly, Headmaster 2 explained the impact of heavy teaching workloads and teacher shortages by explaining,

> *"Some departments have very few teachers, while those available have many teaching periods. Because of this workload, teachers often fail to find enough time for departmental meetings and collaborative lesson preparation".* (HM 2, July 16, 2026)

In support of this, Headmaster 3 remarked,

> *"Conflicting teaching timetables make it difficult for teachers to meet regularly. Although they understand the importance of collaboration, limited time and competing school responsibilities often interfere with effective lesson preparation".* (HM 3, July 22, 2026)

Ward Education Officers expressed comparable concerns regarding institutional barriers affecting collaborative preparation. WEO 1 explained,

> *"Some schools experience shortages of teachers, inadequate instructional resources and insufficient budgets. These challenges reduce opportunities for effective collaborative lesson preparation despite continuous supervision and encouragement from education authorities".* (WEO 1, July 17, 2026)

Likewise, WEO 2 observed,

> *"Although schools are encouraged to implement collaborative lesson preparation, some continue to experience inadequate infrastructure, limited teaching resources and increasing enrolment, which make collaboration more challenging to sustain".* (WEO 2, July 21, 2026)

The interview findings indicate that the effectiveness of collaborative lesson preparation relies on not only teachers' willingness to collaborate but also the availability of conducive institutional conditions. Heads of Schools and Ward Education Officers consistently identified shortages of instructional resources, inadequate funding, teacher shortages, heavy teaching workloads, and insufficient time as limiting factors for teachers to participate in meaningful collaborative planning. These findings suggest that collaborative preparation can be effective only when schools have adequate human, financial, and material resources, plus sufficient time allocated for professional interaction.

These qualitative findings coincide with the quantitative findings, where a small portion of teachers disagreed that joint preparation enhanced teaching skills, confidence, and professional growth. While the questionnaire findings demonstrated that collaborative preparation was generally positively regarded, the interview findings explain that the few negative perceptions are mostly linked with contextual and institutional constraints instead of dissatisfaction with collaborative preparation. Thus, the achievement of the first research objective relies on not only promoting collaborative lesson preparation but also addressing the organizational barriers that inhibit its effective implementation. Comparable findings were reported by Chaula et al. (2024) in Tanzania, who found that collaborative review of lesson plans, schemes of work, and teaching resources during clinical supervision enhanced teachers' professional competence. However, the study stressed that the effectiveness of collaborative preparation relies on continuous instructional supervision, professional support, and enough opportunities for collaborative planning. This observation reinforces the present study's conclusion that strengthening institutional support is key to maximizing the benefits of collaborative lesson preparation.

CONCLUSION

Joint preparation of teaching resources significantly enhances teachers' professional development, instructional competence, confidence, and pedagogical skills in Dodoma City's public secondary schools. Quantitative findings show strong agreement among teachers that collaboration improves teaching skills (75.0%), material design (73.7%), confidence (77.6%), and professional growth (72.4%). School leaders and Ward Education Officers confirmed that collaborative planning, teamwork, and administrative support foster continuous learning and collective problem-solving, supporting Participatory Leadership Theory. However, the effectiveness of these practices is constrained by severe institutional barriers, including inadequate funding, material shortages, heavy workloads,

conflicting timetables, and limited time for joint meetings.

Recommendations

Based on these findings, educational authorities and school leaders must allocate adequate funds for resources, recruit additional staff to lighten heavy workloads, and restructure timetables to guarantee dedicated time for joint planning. Furthermore, administrators should strengthen instructional leadership through regular professional meetings, mentorship programs for newly employed staff, and routine supervision visits, while internal quality assurance should address operational challenges and future research should explore broader collaborative practices like peer classroom observation to further drive teacher development.

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