



Contribution of Teachers' Professional Competencies on Job Performance in Public Secondary Schools in Monduli District Council, Tanzania

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Abstract: The study investigated the contribution of teachers' professional competencies on their job performance in public secondary schools in Monduli Districts Council. Specifically, it assessed the extent to which subject competence influence teachers' performance and investigated how digital technological competence contributes to teachers' performance. Technological Pedagogical Content Knowledge (TPACK) guided the study. Cross-sectional design was adopted. The study targeted a population of 517 comprising of 481 teachers from 16 school heads and 20 WEOs. Sample size consisted of 155 respondents (144 teachers, 5 head teachers and 6 WEOs). Stratified random sampling technique was employed to select teachers while criterion purposive sampling for school heads & WEOs. Data collection was done through questionnaires interview guide and documentary analysis. Validity was established through expert judgment whereas reliability was determined using Cronbach's Coefficient Alpha method and reliability index, TQ; $r = 0.978$ was obtained. Trustworthiness and dependability of qualitative data was established through peer debriefing and detailed reporting of the research process. Descriptive statistics was used to analyse quantitative data in the SPSS version 25 and results were presented in tables, while qualitative data were analyzed thematically. From the findings, subject competence enhances teachers' confidence, instructional effectiveness, classroom management, lesson delivery, assessment practices, and overall teaching performance. In conclusion, enhancing teachers' professional competencies through targeted training, supportive leadership, mentoring, adequate resources, and technology integration is essential for improving educational quality and student learning outcomes in public secondary schools. The study recommends that school leaders should create supportive environments that encourage participation in professional development initiatives.

Keywords: Professional, Subject, Competence, Digital, technological, Job Performance, Tanzania

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1. Introduction

Teachers' professional competencies (TPC) have long been regarded as a cornerstone of quality education and effective school performance. Professional competency refers to the integrated and demonstrated ability of an individual to effectively perform professional roles and responsibilities by applying relevant knowledge, skills, attitudes, values,

and judgment in real work contexts (UNESCO, 2020). Historically, teaching was perceived mainly as the transmission of subject knowledge. However, developments in educational theory and practice have expanded the concept of teacher competence to include pedagogical skills, classroom management, assessment literacy, communication ability, social and emotional skills, and digital technological competence (Alvarado & Galigao, 2024).

The developed and developing countries consistently demonstrate that teachers who possess strong professional competencies are more effective in facilitating learning, managing classrooms, assessing learners' progress, and motivating students (Darling-Hammond, 2017). As a result, international bodies such as UNESCO advocate continuous professional development to strengthen teachers' competencies (UNESCO, 2022). A strong link has been established between teachers' professional competencies and their job performance in secondary schools. For instance, in Asian and European educational systems it was reported that teachers' pedagogical competence and subject mastery significantly predict instructional quality and students' learning outcomes (OECD, 2019). Similarly, in developing countries, it is shown that teachers with higher professional competence demonstrate better classroom control, clearer instructional communication, and improved students' motivation (Akram & Zepeda, 2025).

In Sub-Saharan Africa, challenges such as rapid expansion of secondary education, increased students' enrolment, and limited resources have heightened the need for competent teachers. Many countries have introduced teacher professional standards to guide training and practice. Recent evidence further emphasizes that professional competence is not a single construct but a multidimensional concept. For example, Mishra and Koehler (2023) highlight the importance of integrating content knowledge, pedagogical knowledge, and technological knowledge in modern teaching environments. Teachers who lack balance among these domains often struggle to translate knowledge into effective classroom practice, especially in public secondary schools where class sizes are large and resources are limited. Similarly, in Africa and Southeast Asia, it has been shown that although teachers may possess academic qualifications, they often struggle with classroom management, assessment literacy, and effective use of instructional resources (Nguyen et al., 2020).

In Tanzania, the Education and Training Policy (2013) and the Teacher Professional Standards (2020) emphasize competence-based teaching to enhance quality education. Despite these initiatives, concerns persist regarding teachers' job performance in public secondary schools, as reflected in students' academic achievement, classroom practices, and school visits reports. In Monduli District, public secondary schools face challenges such as inadequate instructional materials, large class sizes, and limited access to continuous professional development (Akram & Zepeda, 2025). While these challenges affect performance, teachers' professional competencies remain a critical internal factor that can either mitigate or exacerbate these constraints. Understanding how different professional competencies contribute to teachers' performance is therefore essential for improving educational quality in the district.

Include Statement of the Problem

1.1 Research Questions

The study was guided by the following research questions:

1. To what extent does subject competence contribute to teachers' performance in public secondary schools in Monduli District?
2. How does digital technological competence contribute to teachers' performance in public secondary schools in Monduli District?

2. Literature Review

The study was based on Technological Pedagogical Content Knowledge (TPACK) Framework advocated by Mishra and Koehler in 2006.

2.1 Technological Pedagogical Content Knowledge (TPACK) Framework

The theory postulates that effective learning take place when learning is actively integrated with pedagogical skills, content knowledge and emerging digital competencies. This framework helps to analyze how well teachers integrate pedagogical skills with content knowledge and emerging digital competencies. The framework represents the dynamic and complex interaction among these knowledge domains, highlighting teachers' ability to use appropriate pedagogical strategies and technologies to teach specific subject content effectively. The theory offers an analytical framework to examine how user perceptions influence the adoption and practical integration of these technologies in teaching and learning environments (Al-Qaysi et al. 2020).

2.1.1 Strengths of Social Exchange Theory

With the increasing integration of technology in secondary education, the framework aligns well with current curriculum demands and instructional practices. The framework also has strong practical and professional development implications. It can guide teacher training programmes, in-service workshops, and professional development initiatives by identifying specific areas of competence technological, pedagogical, and content-related that needs improvement. This makes it useful for strengthening teachers' instructional performance in public secondary schools. Moreover, the theory allows educators and administrators to identify key motivators and barriers in adopting technological tools for enhancing interaction and access to learning materials (Al-Rahmi, et al. 2021).

2.1.2 Application of Social Exchange Theory

This framework helps to analyze how well teachers integrate pedagogical skills with content knowledge and emerging digital competencies thereby increasingly relevance in modern public secondary schools, given the integration of digital learning tools. The framework provides a structured lens for examining core instructional competencies, content mastery, pedagogical skills, and technological proficiency and how their integration affects teaching performance.

2.2 Empirical Review

The study reviewed empirical studies that aligned to the themes generated from research questions.

2.2.1 The extent to which subject competence influence teachers' performance

Subject competence refers to a teacher's mastery of the content knowledge within their area of specialization. Teachers who possess strong subject knowledge are better equipped to deliver accurate information, clarify complex concepts, and respond effectively to students' learning needs. For instance, Canutoet al. (2024) conducted a study about the influence of teaching competencies on the teaching performance of primary science teachers in Philippines. The study employed descriptive survey design under a quantitative research approach. Questionnaires were used to collect data from 58 all available primary science teachers (total enumeration). Descriptive statistics, correlation and regression were employed for data analysis. The study found that teaching competencies significantly influence science teachers' performance, though correlations vary by demographic factors. The use of total enumeration provides full population coverage. However, the study's focus on primary school context limits direct comparison with secondary settings. Also, the study does not isolate subject competence from other competencies in analysis. This limitation left room for further study.

In Indonesia, Sulistioet al. (2023) conducted a study on the influence of English teacher competence on learning achievement of high school students in Purwokerto. Using descriptive and quantitative design, questionnaire and academic achievement records were used to collect data. Data was analyzed using descriptive statistics and simple regression. The findings indicate that Teacher competence positively relates to students' achievement in English, indicating teachers' subject competence influences teaching performance. Although the study demonstrates influence of English in non-African context and links teacher competence to measurable students' achievement, lack of reported sampling procedure limits evaluation of study severity. This is a knowledge gap that the current study addressed.

Ocholaet al. (2020) researched on the Influence of Competence-Based Teaching on the Academic Performance of Students in Secondary Schools in Tororo District, Uganda. The research adopted a mixed methods approach and cross-sectional design in collecting data. A sample of 162 teachers from government and private secondary schools was selected through a simple random sampling technique, while 9 administrators were purposively selected. A self-constructed semi-structured questionnaire was used. Descriptive statistics, correlation, regression and thematic analysis techniques were adopted. The findings revealed that the competence-based teaching practices (including subject mastery elements) moderately influence academic performance. While the use of mixed

data using multiple instruments provides richer context, it did not specifically explore how subject competence influence teachers' job performance in various aspects. The current study extended this by investigating the direct relationship between subject competence and teachers' lesson preparation, instructional delivery, classroom management, assessment practices and professional conduct in schools.

2.2.2 How digital technological competence contributes to teachers' performance

Digital technological competence involves the ability to effectively use information and communication technologies (ICT) in teaching, learning, communication, and professional development. As technology becomes increasingly important in education, teachers' digital skills can enhance instructional quality and efficiency. Kirea (2025) conducted a nationwide study across school types evaluating computer science teaching competence: teachers' self-efficacy and professional development (includes assessment domain) in Thailand. The study adopted a quantitative survey with structural equation modeling. The study sampled 1,412 computer science teachers nationally (across all secondary level included). The research instruments used comprised competency and self-efficacy assessment tool measuring multiple domains including classroom assessment competency. Structural Equation Modeling (SEM) was employed for data analysis. The study found that teachers show varying self-efficacy across competencies including assessment components and higher self-efficacy was linked to perceived competence in multiple domains. The study offers evidence that assessment competence is part of broader teacher self-efficacy influencing performance. One potential strength of the study is the use of very large sample with robust statistical modeling that increased the generalizability of the findings. However, the focus on self-efficacy rather than direct classroom performance measurement and domain mix obscured specific effects of assessment competence alone.

Meanwhile, Kigwilu (2025) conducted a study on Teachers' Information Communication Technology (ICT) competence as a mediator of technology integration and students' academic performance in secondary schools in Rivers State, Nigeria. Both quantitative and correlational designs were adopted. The study involved secondary school teachers from multiple schools. The study participants were sampled using convenience sampling based on accessible schools. The research instruments included structured ICT competence and performance questionnaires together with students' performance record data. Data analysis techniques included; Correlation matrix and structural modeling that tested the relationships between ICT competence, assessment practices, instructional delivery, and academic performance outcomes. The results revealed that teachers' ICT competence strongly correlated with digital assessment practices and moderately with performance measures such

as instructional delivery and academic performance. The critique is that the sampling details and exact sample size were not specified. Also, potential convenience sampling reduces generalizability. Hence, there was a need for this study to address the identified research gaps.

3. Methodology

The study adopted a cross-sectional and descriptive survey research design and a mixed-methods approach where both quantitative and qualitative data were collected and analyzed in a single study. The quantitative data allows generalizing and qualitative data provides specific information about the contribution of teachers’ professional competencies on their job performance (Creswell& Creswell 2018). The data was analyzed separately and the findings were integrated in the discussions (Creswell & Creswell, 2023).The target population for this study

included 481 teachers, 16Heads of schools from 16 Public Secondary Schools and 20 WEOs (MoEST, 2026).The rationale for including this target population in the study was based on their direct involvement and critical roles in teachers ‘performance. For instance, the heads of schools are responsible for supervising teachers’ performance. Teachers are included because they provided relevant information regarding the contribution of professional competencies on their performance, school heads and WEOs provided valuable perspectives on how professional competencies influence teachers’ performance.According to the guidelines established by Cohen et al. (2018), the sample size for this study ranged between 10% and 30% of the target population. For this study, the researcher adopted a sampling rate of 30% to ensure a representative and comprehensive sample that reflect the characteristics of the population under investigation. The study sampled 5 heads of schools from 5 secondary schools, 144 teachers, and6WEOs, thus totalling to 315 participants as shown in table 1.

Table 1: Sampling Matrix

S/N	Category	Population	Sample	%	Sampling techniques
1.	Teachers	481	144	30	Stratified random sampling
2.	WEOs	20	6	30	Purposive (criterion)
3.	Heads of schools	16	5	30	Purposive (criterion)
Total		517	155		

Source: Researcher’s Construct (2026)

The researcher collected both quantitative and qualitative data using questionnaires, interview guide and document analysis. Questionnaires were administered to teachers while interview guide was used to collect data from school heads and WEOs. The researcher analysed departmental files on teachers’ performance from head of departments (HODs) and school heads to see reported gaps in professional competences in public secondary in Monduli District. Two research experts in the field of education evaluated and confirmed the appropriateness of the research instruments. The reliability was determined through Guttman split-half Coefficient method and the coefficient of $r= 0.978$ was generated after a pilot study. Therefore, the instrument was considered appropriate for the current study (Zakariya, 2022; Doval et al., 2023). Trustworthiness and dependability of qualitative data was established through conformability, peer debriefing and detailed reporting of the research process. Qualitative responses were coded, categorized and analyzed into themes while the quantitative data were analyzed using descriptive statistics with the aid of statistical package for social sciences (SPSS) Version 25. The results of this study were presented by the use of tables of frequencies and percentages. Anonymity of respondents, confidentiality of data collected and audio recording was done with consent from the respondents. To ensure that plagiarism and fraud were avoided, the researcher adhered to the correct citation by acknowledging borrowed or cited works using APA 7th Edition.

4. Results and Discussion

This section presents responses from quantitative and qualitative instruments followed by the discussion on the contribution of teachers’ professional competencies on their job performance in Public Secondary Schools in Monduli District Council.

4.1 Quantitative Findings on the Extent to Which Subject Competence Influence Teachers’ Performance in Public Secondary Schools in Monduli District

Objective one of this study was set to assess the extent to which subject competence influence teachers’ performance in public secondary schools in Monduli District. The sampled secondary school teachers were required to indicate their level of agreement to the extent to which subject competence influence teachers’ performance in public secondary schools. A five –point Like scale of Very High Extent (VHE) =5, High Extent (HE) =4, Moderate Extent (ME) =3, Low Extent (LE) =2, Very Low Extent (VLE) =1wasadopted. 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 greater than 3 indicates that the subject competence influence teachers' performance to high extent, while a mean score lower than 3 suggested otherwise. A mean score exactly equal to 3 imply uncertainties regarding the subject competence

influence on teachers' performance in public secondary schools (Chyung & Hutchinson, 2023). Table 2 display the summary of teachers' responses on the extent to which subject competence influence teachers' performance in public secondary schools in Monduli District

Table 2: Teachers' Responses on the Extent to which Subject Competence Influence their Performance in Public Secondary Schools in Monduli District (n=144)

Statement	VHE		HE		ME		LE		VLE		Mean
	f	%	f	%	f	%	f	%	f	%	
1. Teachers' strong mastery of subject content increases their confidence in teaching.	70	48.6	66	45.8	8	5.6	0	0.0	0	0.0	4.43
2. Subject competence enables teachers to explain concepts clearly and effectively to students	70	48.6	66	45.8	8	5.6	0	0.0	0	0.0	4.43
3. Teachers' depth of subject knowledge positively influences students' understanding of lessons	77	53.5	67	46.5	0	0.0	0	0.0	0	0.0	4.53
4. Teachers who are competent in their subject can use a variety of teaching methods effectively	70	48.6	74	51.4	0	0.0	0	0.0	0	0.0	4.47
5. Subject competence helps teachers answer students' questions accurately and confidently	136	94.4	8	5.6	0	0.0	0	0.0	0	0.0	4.94
6. Teachers with strong subject knowledge manage classroom discussions more effectively	136	94.4	8	5.6	0	0.0	0	0.0	0	0.0	4.94
7. Subject competence contributes to better lesson planning and organization by teachers	69	47.9	1	.7	74	51.4	0	0.0	0	0.0	3.97
8. Teachers who are competent in their subject assess students' work fairly and accurately	135	93.8	9	6.3	0	0.0	0	0.0	0	0.0	4.94
9. Lack of subject competence negatively affects teachers' overall classroom performance	135	93.8	8	5.6	0	0.0	0	0.0	1	0.7	4.92

10. Continuous professional development improves teachers' subject competence and teaching performance	69	47.9	9	6.3	0	0.0	66	45.8	0	0.0
Grand Mean										4.52

Source: Field data (2026)

The data in table 2 indicate that extremely majority that is, 48.6% of teachers rated to a very high extent the influence of subject mastery as being a contributing factor to teachers' professional competencies on their job performance, while 45.8% rated it to a high extent, yielding a mean score of 4.43. Moreover, 5.6% rated it to a moderate extent while none of the respondents mentioned to a low extent. This suggests that teachers believe mastery of subject content significantly enhances their confidence during instruction. Teachers who possess adequate subject knowledge are more likely to teach confidently, respond effectively to classroom situations, and demonstrate authority in their respective disciplines. This finding is in agreement with the study by Königet al. (2023), who reported that strong subject knowledge increases teachers' self-efficacy and instructional confidence, thereby improving classroom performance. The findings imply that subject competence strengthens teachers' belief in their professional capabilities and enhances classroom effectiveness.

While responding to open ended question on ways through which subject competence affect classroom teaching, a respondent noted that *"subject competence enables teachers to explain concepts accurately, confidently, and in greater depth. It helps us answer students' questions effectively, prepare quality lesson plans, select appropriate teaching materials, and connect theoretical concepts with real-life situations."*

Correspondingly, 94.4% of teachers perceived subject competence as having either a high or very high influence on their ability to explain concepts clearly and effectively, resulting in a mean score of 4.43 indicating that subject competence influence teachers' performance to high extent. Only 5.6% had contrary opinion that subject competence enables teachers to explain concepts clearly and effectively to students by rating it to a moderate extent. This indicates that teachers recognize subject competence as essential for simplifying complex concepts and facilitating learners' understanding. This finding is consistent with the study by Baumert et al. (2022), who reported that teachers' subject knowledge significantly influences the quality of instructional explanations and learners' comprehension. Likewise, further support comes from Hill and Chin (2023) who found that teachers with strong content knowledge are better able to connect concepts, provide meaningful examples, and address learners' misconceptions. Therefore, subject competence contributes directly to effective teaching and learning processes.

During interviews on how teachers' mastery of subject content influence their classroom performance and lesson delivery, a respondent (School Head 1) observed that;

When I have a strong understanding of the subject, I can explain difficult concepts more clearly and answer students' questions without hesitation. I have also noticed that strong subject mastery increases learners' confidence in the teacher and enhances classroom interaction (Personal interview with SH1, 28th May, 2026).

Another head of secondary school 3 pointed out that;

Well, teachers' mastery of subject content greatly influences classroom performance because it enables teachers to explain concepts clearly, answer students' questions accurately, and teach with confidence. Teachers who have strong subject knowledge are usually more effective in delivering lessons and are better able to connect theoretical concepts with practical examples. Subject mastery also helps teachers prepare quality lesson plans and select appropriate teaching resources. Conversely, teachers with inadequate subject knowledge may struggle to explain concepts, resulting in poor learner understanding and reduced academic achievement (personal interview with SH3, 29th, May 2026).

This was also supported by one WEO who stated that;

A teacher with strong competence in Mathematics, for example, can explain difficult topics such as algebra and calculus in different ways until students understand. Such teachers often produce better examination results because students develop a deeper understanding of the subject. On the other hand, teachers with weak subject competence may avoid teaching difficult topics, provide incorrect explanations, or fail to answer students' questions satisfactorily. This often leads to poor student performance, low confidence among learners, and increased dependence on private tutoring (personal interview with WEO, 29th, May 2026).

The excerpt shows that teachers perceived subject competence as having a high influence on teachers' professional performance. These findings agree with quantitative findings that posted a mean score of 4.43, indicating a very high influence on teachers' professional performance. The results suggest that subject competence enhances teachers' confidence, instructional effectiveness, classroom management, lesson delivery, assessment practices, and overall teaching performance. These findings are consistent with Technological Pedagogical Content Knowledge (TPACK) Framework that helps to analyze how well teachers integrate pedagogical skills with content knowledge and emerging digital competencies thereby increasingly relevance in modern public secondary schools, given the integration of digital learning tools.

In addition, table 2 reveals that 53.5% of teachers rated teachers' depth of subject knowledge as positively influencing students' understanding of lessons. This influence was rated as very high and 46.5% as high, producing a mean score of 4.53. This demonstrates a strong consensus that teachers' depth of subject knowledge positively affects students' understanding and learning outcomes. This finding underscores the critical role of subject competence in promoting quality learning experiences. This finding agrees with the study by Coe et al. (2022), who reported that teachers' subject expertise is among the most significant determinants of student achievement and understanding.

The data indicate that all respondents perceived subject competence as influencing the effective use of diverse teaching methods, with 48.6% rating it as very high and 51.4% as high, resulting in a mean score of 4.47. This suggests that subject competence enables teachers to select and implement instructional approaches that best suit learners' needs and curriculum requirements. This finding resonates positively with the study by Shulman (2022), who emphasized that effective teaching requires the integration of content knowledge and pedagogical knowledge.

Table 2 also reveal that 94.4% of the respondents acknowledged that subject competence helps teachers answer students' questions accurately and confidently to a very high rate and 5.6% to a high rate, yielding one of the highest mean scores of 4.94. This indicates overwhelming agreement among teachers that subject competence enables them to respond accurately and confidently to students' questions. This finding is consistent with the study by Kunter et al. (2023), who found that subject matter expertise

enhances teachers' ability to provide accurate explanations and immediate feedback during classroom interactions.

The data further show that 47.9% of teachers noted that continuous professional development improves teachers' subject competence and teaching performance at a very high rate, 6.3% as high, while 45.8% rated it as low, resulting in the lowest mean score of 3.56 among all indicators. Although many teachers acknowledged the value of professional development, the relatively high proportion of low ratings suggests differing perceptions regarding the effectiveness, accessibility, or quality of professional development programmes. The lower ratings observed in the present study may reflect challenges related to the implementation and availability of professional development opportunities in Monduli District. Nevertheless, this finding supports extensive literature emphasizing the importance of continuous professional development. While in support, OECD (2023) found that teachers who participate regularly in professional learning activities demonstrate improved instructional practices and greater professional competence.

4.2 How Digital Technological Competence Contributes To Teachers' Performance in Public Secondary Schools in Monduli District

The second research question was based how digital technological competence contribute to teachers' performance in public secondary schools in Monduli District. Data was collected through questionnaires distributed to teachers while interviews were conducted with the head of school. A five-level Likert scale was utilized for data analysis, with 1 representing Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA), F=frequencies, %=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 greater than 3 indicates that the digital technological is extremely effective, while a mean score lower than 3 suggested otherwise. A mean score exactly equal to 3 implied uncertainties regarding effectiveness in enhancing teachers' performance in public secondary schools (Chyung & Hutchinson, 2023). Table 3 summarizes teachers' responses.

Table 3: Teachers' responses on How Digital Technological Competence Contributes to Teachers' Performance in Public Secondary Schools in Monduli District(n=144)

Statement	SA		A		U		D		SD		Mean
	f	%	f	%	f	%	f	%	F	%	
1. Teachers with strong digital technological competence deliver lessons more effectively	3	2.1	75	52.1	1	.7	0	0.0	65	45.1	2.66
2. Digital technological competence enhances teachers' ability to use	72	50.0	6	4.2	66	45.8	0	0.0	0	0.0	4.04

instructional technologies in the classroom											
3. Teachers' use of digital tools improves students' engagement during lessons	69	47.9	71	49.3	4	2.8	0	0.0	0	0.0	4.45
4. Digital technological competence enables teachers to access and use diverse teaching resources	69	47.9	4	2.8	71	49.3	0	0.0	0	0.0	3.99
5. Teachers who are digitally competent manage teaching and learning activities more efficiently	3	2.1	10	6.9	131	91.0	0	0.0	0	0.0	3.11
6. Digital technological competence improves teachers' communication with students and colleagues	3	2.1	76	52.8	0	0.0	65	45.1	0	0.0	3.12
7. Teachers' assessment practices are enhanced through the use of digital technologies	72	50.0	6	4.2	0	0.0	66	45.8	0	0.0	3.58
8. Lack of digital technological competence negatively affects teachers' teaching performance	68	47.2	76	52.8	0	0.0	0	0.0	0	0.0	4.47
9. Digital technology skills support innovative and learner-centered teaching methods	74	51.4	70	48.6	0	0.0	0	0.0	0	0.0	4.51
10. Professional training in digital technology improves teachers' overall job performance	139	96.5	5	3.5	0	0.0	0	0.0	0	0.0	4.99
Grand Mean											3.89

Source Field Data, 2026

Table 3 shows that 52.1% of respondents agreed, while 45.1% strongly disagreed, that teachers with strong digital technological competence deliver lessons more effectively. The mean score of 2.66 was recorded. Although a slight majority acknowledged the positive contribution of digital competence to lesson delivery, the substantial proportion of respondents who strongly disagreed suggest that digital competence alone may not automatically translate into effective teaching in contexts where technological infrastructure is inadequate. This finding partly contrasts with the study by Voogt et al. (2023), who reported that teachers with higher digital competence are more likely to integrate technology effectively into instruction, resulting in improved lesson quality and student learning outcomes. Consequently, the mixed responses observed in Monduli District may reflect contextual challenges such as limited access to digital devices, unreliable internet connectivity, and insufficient technological support in schools.

The data found that 50.0% of respondents strongly agreed, 4.2% agreed, and 45.8% were undecided that digital technological competence enhances teachers' ability to use instructional technologies in the classroom with a mean of 4.04. This finding suggests that many teachers recognize the importance of digital competence in facilitating the use of educational technologies; however, the large proportion of undecided respondents may indicate disparities in technology exposure and practical application. The finding emphasized that technological knowledge and pedagogical competence are essential for successful technology

integration. The finding aligns with Technological Pedagogical Content Knowledge (TPACK) Framework that emphasizes the increasing integration of technology in secondary education. The framework further aligns well with current curriculum demands and instructional practices.

The data also indicate that 97.2% of respondents either strongly agreed or agreed that teachers' use of digital tools improves students' engagement during lessons with a mean score of 4.45. This high level of agreement demonstrates that digital technologies are perceived as effective tools for promoting learner participation, interaction, and motivation. The finding is in agreement with the study by Cabero-Almenara et al. (2024), who reported that digital learning tools enhance students' engagement by facilitating interactive learning experiences and increasing learners' motivation. Similarly, recent empirical studies have shown that technology-supported instruction encourages active participation and improves students' learning experiences.

Table 3 further established that 47.9% of respondents strongly agreed, 2.8% agreed, and 49.3% were undecided that digital technological competence enables teachers to access and use diverse teaching resources thereby posting mean score of 3.99. The findings suggest that although many teachers recognize the benefits of digital technologies in expanding access to instructional materials, a considerable proportion remain uncertain, possibly due to limited opportunities to utilize digital resources effectively.

This finding is consistent with the study by Howard et al. (2023), who reported that digitally competent teachers are more capable of accessing online educational resources, adapting instructional materials, and enriching classroom instruction through diverse learning content.

From Table 3, a total of 91.0% of respondents were undecided regarding whether digitally competent teachers manage teaching and learning activities more efficiently posting a mean of 3.11. This high level of uncertainty suggests that many teachers may not have sufficient experience with digital technologies to fully appreciate their role in improving instructional management. The finding differs somewhat from the study by Ifenthaler et al. (2024), who found that digital competence contributes significantly to teachers' efficiency in planning, organizing, monitoring, and managing instructional activities. The discrepancy may be attributed to contextual factors such as inadequate digital infrastructure and limited technological integration within schools.

Similarly, 52.8% of respondents agreed while 45.1% strongly disagreed that digital technological competence improves teachers' communication with students and colleagues. The mean score of 3.12 recorded indicate varying experiences regarding the communication benefits of digital technologies. However, the mixed perceptions in Monduli District may reflect challenges related to technology accessibility and digital communication infrastructure.

This finding partially supports the study by Selwyn (2023), who reported that digital communication platforms enhance collaboration among teachers and facilitate communication with learners. Regarding assessment practices, 50.0% strongly agreed, 4.2% agreed, and 45.8% disagreed that assessment practices are enhanced through the use of digital technologies. A mean score of 3.58 was posted. Although the mean score indicates a positive perception overall, the relatively large proportion of respondents who disagreed suggests that digital assessment tools may not yet be widely adopted in the district. Nevertheless, this finding aligns with the study by Kleij et al. (2024), who reported that digital assessment technologies improve assessment efficiency, feedback quality, and data management, thereby supporting effective teaching and learning.

The study found unanimous agreement that lack of digital technological competence negatively affects teachers' teaching performance; with 47.2% strongly agreeing and 52.8% agreeing. A mean score of 4.47 was recorded. This finding underscores the growing importance of digital skills in contemporary education. Teachers recognize that inadequate digital competence limits their ability to access educational resources, integrate instructional technologies, and meet evolving educational demands. This finding is in agreement with the study by Redecker (2023), who reported that insufficient digital competence negatively affects instructional effectiveness and teachers' ability to adapt to technology-enhanced learning environments.

The data further indicate that 51.4% strongly agreed and 48.6% agreed that digital technology skills support innovative and learner-centered teaching methods. With a mean score of 4.51 recorded suggesting that digital competence enables teachers to adopt pedagogical approaches that encourage active learning, collaboration, creativity, and learner autonomy. The finding is consistent with the study by Voogt et al. (2023), who found that digitally competent teachers are more likely to employ innovative teaching strategies that promote learner-centered instruction and improve educational outcomes.

During face-to-face interviews, while responding to ways through which the use of digital technology enhanced or hindered teachers' performance in teaching and assessment, one head of school stated that:

Digital technology has enhanced performance by providing access to diverse teaching materials, improving lesson preparation, facilitating online research, supporting digital assessment and record keeping and enhancing communication among teachers and students. However, technology may hinder performance where teachers lack digital skills, equipment is unavailable, internet access is unreliable, or technical support is inadequate (personal interview on 29th May, 2026).

Another school head argued that:

Challenges that limit teachers' effective use of digital technologies include; limited access to computers and digital devices, poor internet connectivity, inadequate ICT infrastructure, insufficient training in educational technology, frequent electricity interruptions and limited funding for technological resources (personal interview on 28th May, 2026).

The comment from the respondents during face-to-face interviews revealed that digital technological competence contributes significantly to teachers' performance in public secondary schools. Teachers acknowledged that digital competence enhances students' engagement, supports innovative teaching methods, facilitates access to diverse instructional resources, and improves assessment practices. However, certain challenges such as inadequate computers and poor internet connectivity reduce teachers' ability to integrate technology into teaching, access digital learning resources, conduct online assessments, and communicate effectively with students.

Notably, the highest-rated item was that professional training in digital technology improves teachers' overall job performance, where 96.5% strongly agreed and 3.5% agreed. A mean score of 4.99 was recorded. This overwhelming consensus indicates that teachers view professional development as essential for enhancing digital competence and improving performance. The finding is in agreement with the study by Redecker (2023), who reported that continuous professional development in digital technologies significantly strengthens teachers' confidence,

instructional effectiveness, and technology integration skills.

Documentary analysis further show that both Head Teachers and SQAOs indicated that the implementation of knowledge acquired through CPD training is monitored through professional records and classroom practices. Attendance registers and log books provided evidence of participation and reflection, while classroom observations, lesson notes, schemes of work, and learners' exercise books provide tangible evidence of how teachers translate newly acquired knowledge into improved teaching practices. These supervision tools help to determine the effectiveness of CPD programmes and identify areas requiring further professional support.

5. Conclusion and Recommendations

5.1 Conclusion

Based on the study findings, the following conclusions were made.

The findings revealed that classroom management competence is a critical determinant of teachers' performance in public secondary schools in Monduli District. Teachers overwhelmingly agreed that effective classroom management enhances lesson delivery, maintains discipline, improves instructional time utilization, increases teacher confidence, promotes students' engagement, and creates a positive learning environment. The high grand mean ($M = 4.57$) demonstrates that teachers perceive classroom management skills as indispensable for effective teaching and learning. The findings further suggest that teachers who possess strong classroom management competencies experience lower levels of stress and are better able to address disruptive behaviors, thereby improving their overall classroom performance.

It is further concluded that digital technological competence contributes significantly to teachers' performance in public secondary schools. Teachers acknowledged that digital competence enhances students' engagement, supports innovative teaching methods, facilitates access to diverse instructional resources, improves record keeping and assessment practices. The study also found that lack of

digital competence negatively affects teaching performance. Furthermore, professional training in digital technologies received the highest level of agreement among respondents, highlighting its importance in improving teacher effectiveness. The overall grand mean ($M = 3.89$) indicates a generally positive perception of the role of digital competence, although some teachers expressed uncertainty regarding its impact on instructional management and communication.

5.2 Recommendations

Based on the conclusion, the study recommended the following:

1. Educational authorities should provide regular training on classroom assessment, formative assessment practices, and assessment literacy. Schools should encourage teachers to utilize assessment results when planning lessons and making instructional decisions. Professional development programmes should emphasize the use of diverse assessment techniques and digital assessment tools. Teachers should be supported in developing skills for providing timely, constructive, and learner-centered feedback.
2. Additionally, school quality assurance officers should monitor assessment practices to ensure fairness, reliability, and alignment with curriculum objectives. The government and education stakeholders should invest in adequate ICT infrastructure, including computers, internet connectivity, and digital learning resources in schools. Regular digital literacy and technology integration training should be provided to all teachers. Schools should establish ICT support systems to assist teachers in integrating technology into classroom instruction. Teacher education institutions should strengthen digital pedagogy components within teacher preparation programs. School leaders should promote the use of technology – enhanced teaching approaches and provide incentives for innovative technology use.

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