



Effectiveness of Head Teachers' Supervision of Continuous Professional Development Programmes on Teachers' Performance in Public Primary Schools in Kondoa, District Council, Tanzania

Diana R. Zacharia

Oloirien Primary School, Arusha City Council.

Email: Dianazacharia12@gmail.com

Christine Mnjokava & Kennedy Omondi Otieno

St. Augustine University of Tanzania (SAUT), Arusha.

Email: cmnjokava@yahoo.com & omondiken2016@gmail.com

Abstract: This study investigated the effectiveness of head teachers' supervision of Continuous Professional Development (CPD) programmes on teachers' performance in public primary schools in Kondoa District Council, Tanzania. Specifically, the study assessed how various continuous CPD are organized and supervised in public primary schools, and the possible ways for improving the supervision of CPD in public primary schools. Adult Learning Theory, Convergent mixed methods research design were employed. From the target population of 313, a sample size of 95 comprising of 82 teachers, 9 head teachers, 2 SQAOs and 2 WEOs were selected. Teachers were selected by simple random sampling, criterion purposive sampling was applied for 9 head teachers and 2 WEOs while total purposive sampling for 2 SQAOs. Data were collected through questionnaires, interview guide and documentary review. The instruments were validated by education experts and a reliability coefficient of $r = 0.817$ was obtained using Cronbach's Alpha. Quantitative data were analyzed using descriptive statistics in the SPSS version 25 and presented in tables while qualitative data were analyzed thematically. The findings revealed that CPD programmes are organized through workshops and seminars conducted at different institutions and within schools to improve teachers' pedagogical knowledge and classroom practices. These sessions are commonly supervised by project team, head teachers, academic teachers, and WEOs. In conclusion, regular supervision, teacher involvement, sufficient training resources, motivation and support from educational authorities are ways for enhancing the effectiveness of CPD programme. The study recommends regular supervision and follow-up of CPD training activities for effective implementation.

Key words: Supervision, Professional development programmes, effectiveness, teacher, Performance, Tanzania

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1. Introduction

Improving teachers' professional competence has become a central concern for governments, policymakers, and educational stakeholders. In response to changes in curriculum, Continuous Professional Development (CPD)

programmes have become an essential strategy for improving teachers' effectiveness in schools. Education systems worldwide recognize teachers as the most influential school-based factor affecting learners' academic achievement and overall school effectiveness. Leithwood et al. (2020) emphasize that effective teachers are instructional leaders who actively engage in teacher professional

development and create a positive school climate conducive to learning. Teachers' performance in the classroom is influenced by their professional knowledge and continuous learning opportunities (Hallinger, 2021). Continuous Professional Development programmes have emerged as key strategies for enhancing teachers' pedagogical knowledge, instructional skills, and professional attitudes throughout their careers (Darling-Hammond et al., 2021). Continuous Professional Development encompasses structured and unstructured learning opportunities comprising of workshops, mentoring, coaching, peer collaboration, school-based in-service training, and reflective practice, all aimed at improving classroom instruction and learner outcomes.

In USA, Head teachers are also instrumental in setting expectations for teaching practices and fostering collaboration among education stakeholders. According to Hallinger and Heck (2021), head teachers who actively engage with teachers through regular classroom observations, feedback sessions, and collaborative planning contribute to improved teaching quality. Lasker et al. (2023) posit that in KwaZulu Natal Province in South Africa, schools where head teachers undertake effective supervision of teachers realize such sustained socio-economic development through quality of learners. Supervision in education has evolved from an inspection-oriented model focused on compliance to a developmental and supportive process aimed at improving teaching and learning (Glickman, et al., 2020). Effective supervision involves classroom observation, professional dialogue, feedback, mentoring, and facilitation of CPD activities. When supervision is aligned with CPD programmes, it helps ensure that professional learning translates into improved instructional practices and enhanced teacher performance.

In Tanzania Mwandege (2023) revealed significant gaps in teacher supervision and professional development practices. Where less than half (<50%) of teachers reported receiving immediate post-observation feedback from supervisors with only 43.3% receiving feedback from head teachers after observations. In Dodoma, Arusha, and Singida regions in Tanzanian context, it was found that head teachers who regularly supervise classroom instruction, mentor teachers, and coordinate CPD activities contribute to improved teacher competence, lesson preparation, and learner achievement (URT, 2023; Msonde and Mkumbo, 2022). Therefore, understanding how head teachers supervise CPD programmes and how such supervision influences teachers' professional performance is essential for strengthening school leadership, improving CPD implementation, and ultimately enhancing the quality of primary education. While CPD policies are well articulated, the effectiveness of head teachers' supervision in translating CPD into improved teacher performance remains insufficiently examined. Consequently, there was a compelling need to investigate the effectiveness of head teachers' supervision of CPD programmes on teachers' performance in public primary schools in Kondoa District Council, Tanzania.

1.1 Research Questions

The study was guided by the following research questions:

1. How are various CPD programmes organized and supervised in public primary school in Kondoa District Council?
2. What are the possible ways for improving the supervision of CPD such as in- Service Teachers' Training in public primary school in Kondoa District Council?

2. Literature Review

This study was guided by the Adult Learning Theory postulated in 1968 by Malcolm Knowles an American educator and scholar in adult education (Knowles, 1968). The theory was later expanded in 1970.

2.1 Adult Learning Theory

This theoretical framework postulates that adults' teachers learn best when learning is self-directed, relevant to their roles, and linked to practical experience.

2.1.1 Strengths of Adult Learning Theory

The theory highlights the importance of learner relevance in professional development. The framework emphasizes autonomy and problem-based learning, suitable for experienced professionals. The theory put emphasis on adults as self-directed learners who take responsibility for their learning (Avalos, 2021). It values adults' prior knowledge and professional experience as a key learning resource. The theory appreciates that learning should be focused on real-life problems rather than abstract content, making it practical and relevant. Adults are internally motivated, particularly by career growth, job performance, and personal development.

2.1.2 Application of Adult Learning Theory

This theory justifies the focus on school-based in-service training and highlights why head teachers' supervision ensure relevance, applicability and reflective practice which is essential for CPD programmes' effectiveness (Bush, and Glover, 2021). The CPD is useful to teachers, administrators, educational officials in the Ministry of Education and other stakeholders who might be involved in making effective decisions about the development and implementation of a curriculum or program or project. Teachers are adult learners, and CPD programmes should be designed to respect their autonomy and professional experience (Boudersa, 2020). Head teachers, as supervisors, play a key role in facilitating self-directed learning rather than imposing top-down instructions. Continuous Professional Development activities aligned with pedagogy encourage collaborative learning, reflection, mentoring, and problem-solving, which enhance teachers' classroom performance. That is, when head teachers supervise CPD

effectively using adult learning principals, teachers are more motivated, engaged, and able to apply new skills directly to teaching practice. The theory supports the idea that effective supervision enhances teachers' performance by ensuring CPD programmes are relevant, practical, and teacher-centered (Chang and Lee, 2023).

2.2 Empirical Review

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

2.2.1 Assessment of how Various Continuous Professional Development Programmes are organized and Supervised in Schools

Saleem et al. (2023) explored the effectiveness of continuous professional development programmes among primary school teachers in Punjab Province, Pakistan, using a descriptive survey design. The quantitative study was conducted among 323 teachers selected by simple random sampling. Questionnaire with Likert-scale items was used to collect data while Z-test and ANOVA were employed for data analysis. The study identified key CPD programmes such as professional development days, mentoring, continuous assessment training, and pedagogical workshops. In Indonesia, Agusta and Kristiawan (2021) investigated primary school teachers' reflections on Continuous Professional Development (CPD) expectations and realities through a qualitative descriptive approach. The study employed descriptive survey design under a Qualitative research approach. Document review, interview guides and teacher reflections were used to collect data. Thematic analysis was employed to analyze data. The study found that CPD programmes such as seminars and workshops emphasized self-development activities, but neglected innovation, research, and publication. Although the study effectively highlights contextual mismatches in CPD implementation, it lacks methodological rigor in terms of sample description and empirical measurement of outcomes. The current study sought to fill the identified gaps.

In addition, Ibyimana et al. (2023) conducted a study in Rwanda to examine the effects of instructional supervision on teachers' competences in public primary schools in Kamonyi District. The study titled Effect of Instructional Supervision on Teachers' Competences in Public Primary Schools in Rwanda adopted a mixed-methods research design. Data were collected from 6 head teachers and 148 teachers through questionnaires and interviews. Purposive and simple random sampling techniques were used. Descriptive statistics and thematic analysis were employed. The study found that instructional supervision improved teachers' preparation of instructional documents and classroom assessment practices. Nonetheless, the study focused mainly on instructional competence and gave limited attention to broader CPD organizational frameworks.

Also, in Tanzania, Makunganya and Amos (2025) examined CPD strategies in public primary schools in Morogoro Municipality using a convergent mixed-methods design. The research adopted a mixed methods approach and Convergent mixed-methods research design in collecting data. A sample of 208 participants includes 12 school heads, and 196 teachers were selected through purposive sampling for school heads and stratified random sampling for teachers. Research instruments included questionnaires and interview guide. Descriptive statistics, correlation, regression and thematic analysis techniques were adopted. The study revealed that common CPD programmes included in-service training, workshops, peer learning, and limited ICT-based professional development. Despite the availability of these programmes, teachers faced multiple challenges such as inadequate funding, poor coordination, limited technological infrastructure, and low motivation. Although the study provides valuable contextual insights concerning CPD programmes that existed and that their implementation was largely ineffective due to structural and administrative constraints, yet it did not empirically establish a direct link between specific CPD programmes and teachers' classroom performance, limiting its explanatory power regarding effectiveness.

2.2.2 Possible ways for improving the supervision of CPD programmes

In the United States, Smith and Rodríguez (2024) adopted a quasi-experimental design involving 280 teachers across 56 schools to investigate supervision improvements through professional learning communities (PLCs) and instructional coaching. Using standardized observation tools and teacher surveys, the study found that structured PLCs, iterative coaching cycles, and administrative support significantly enhanced teacher instructional quality. This rigorous design provides strong evidence for causal impact; however, the findings reflect a high-resource context, which may limit transferability to low-resource settings.

In South Korea, Chang and Lee (2023) employed a correlational survey design with 350 systematically sampled teachers to identify predictors of improved school-based in-service teacher training (SITT) implementation. Analysis revealed that high fidelity to supervision protocols, clear objectives, frequent feedback, and collaborative reflection sessions were positively associated with increased classroom engagement and teacher morale. Although the study did not establish causality, it highlighted key features of well-supervised training that are relevant across contexts.

In addition, in South Africa, Mogashoa (2024) used a qualitative exploratory case design with 30 purposively selected participants (20 teachers; 10 school leaders) to identify practical ways of enhancing school-based in-service teacher training (SITT). Through interviews and observations, the study affirmed the importance of peer coaching, reflective practice groups, and structured time for

professional learning embedded in school schedules. The study also emphasized the need for school leaders to be trained in facilitation and supervision skills to drive improvement. While providing rich contextual evidence, the study's small sample and single-province focus limit its generalizability.

A study was conducted by Awino (2023) in Tanzania to investigate instructional supervision practices in public pre-primary classes. The study titled *Instructional Supervision Practices in Tanzanian Public Pre-primary Classes: Head Teachers and Pre-primary Teachers' Perspectives* employed a qualitative case study design. Sixteen participants were selected purposively, and data were collected using interviews and documentary review. Thematic analysis was employed. The study found that head teachers lacked adequate supervision skills, and there were limited formal arrangements for teachers to learn new teaching strategies through CPD. Teachers preferred collaborative supervision approaches such as mentoring, coaching, and clinical supervision. However, the study focused specifically on pre-primary education, which limits applicability to all public primary schools.

3. Methodology

The study adopted a convergent mixed-methods research design integrating quantitative and qualitative approaches to obtain comprehensive and corroborated findings. This design was deemed appropriate for the study as it enabled the researcher to examine statistical patterns alongside in-depth narrative accounts, thus enriching the overall interpretation of the findings (Creswell and Creswell, 2023). The integration of these methods ensured a robust examination of how head teachers' supervision influences the effectiveness of various CPD programmes on teachers' performance in public primary schools. The target population comprised of 30 head teachers from 30 public primary schools, 273 public primary school teachers, 8 WEOs and 2 SQAQ (MoEST, 2026). Head teachers were included in this study because they are the ones who supervise continuous professional development programmes offered to improve teachers' performance. Also, the head teachers are the one who are responsible for supervising teachers' performance. Teaching staff were involved in this study because they acquire knowledge offered through CPD programmes that is necessary to improve their performance. WEOs and SQAQ were involved due to their roles in managing education policies and overseeing the effectiveness of in-service training programmes within Kondo District Council. Gay and Airasian (2021) observed that a sample of 10% to 30% of the target population is representative enough for a research study. Therefore, 9 public primary schools (30% of 30), 9 head teachers from primary schools (30% of 30), 82 teaching staff (30% of 273) and 2 WEOs (30% of 8) were selected. In addition, 2 School Quality Assurer Officers

(SQAQs) were selected. Therefore, the sample size for this study comprised of 95 respondents.

Stratified & simple random sampling technique was used to select 9 teaching staff each from 8 primary schools while 10 teachers (5 females & 5 males) were sampled from one big school. Criterion purposive sampling was employed for 9 head teachers each from public primary school. Similarly, 2 WEOs and 2 SQAQ were sampled purposively. Gender was considered to avoid bias. The researcher collected both quantitative and qualitative data using questionnaire, interview guide and document analysis.

Questionnaires were administered to 82 teachers while interview guide was used to collect data from Head Teachers, SQAQ and WEOs. The researcher reviewed reports from SQAQ that shows head teachers' supervision of CPD programmes in public primary schools in Kondo District Council. The report indicated how the exercise is conducted and how it has contributed to improve teacher competence, lesson preparation, and learner achievement. Similarly, the researcher reviewed suggestions made by SQAQ for possible improvement in supervision of school based in-service teachers' training in public primary schools. Validity of the research instruments was ensured by CPD experts and research supervisor. In order to check for reliability of quantitative instruments (questionnaires) the researcher conducted a pilot study in 10% of the sample size where research tools were administered to different groups of respondents. The reliability was determined through Cronbach Alpha Coefficient method and the coefficient $r = 0.817$ was generated. Therefore, the instrument was considered appropriate for the current study (Zakariya, 2022; Doval et al., 2023). The reliability for qualitative instrument was ensured by triangulation and peer debriefing. Anonymity of respondents, confidentiality of data collected and audio recording was done with consent from the respondents. To ensure that plagiarism and fraud are avoided in the current study, the researcher adhered to the correct citation and acknowledged borrowed or cited works.

4. Results and Discussion

This section presents responses from quantitative and qualitative instruments followed by the discussion on the Effectiveness of Head Teachers' Supervision of Continuous Professional Development Programmes on Teachers' Performance in Public Primary Schools in Kondo District Council.

4.1 Assessment of how various continuous professional development programmes are organized and supervised in public primary schools in Kondo district Council

The first objective of this study aimed to assess how various continuous professional development programmes are

supervised in public primary schools. Teachers were provided with a Likert scale consisting of ten statements and asked to indicate their level of agreement or disagreement where; 5=Strongly Agree (SA), 4=Agree (A), 3= Undecided (U), 2= Disagree (D) and 1= Strongly Disagree (SD). Their responses were then quantified on a five-point scale ranging from 1 to 5 to generate frequencies, percentages, and mean scores. The interpretation of these findings was based on the

scale proposed by Nyutu et al. (2021), in which a mean score between 1.00 and 1.80 represents a very low level of organization and supervision, 1.81 to 2.60 indicates a low level, 2.61 to 3.40 reflects a moderate level, 3.41 to 4.20 corresponds to a high level, and 4.21 to 5.00 represents a very high level. Responses from teachers on a Likert scale were quantified to generate frequencies and percentages as presented in table 1.

Table 1: Responses from Teachers on how Various Continuous Professional Development Programmes are organized and Supervised in Public Primary Schools in Kondoa District Council (n=82)

Statement	SA		A		U		D		SD		Mean
	f	%	f	%	f	%	f	%	f	%	
1. CPD programmes are organized through workshops and seminars conducted within schools to improve teachers' pedagogical knowledge and classroom practices & are commonly supervised by head teachers, academic masters, and ward education officers	45	54.9	2	2.4	4	4.9	31	37.8	0	0.0	3.74
2. Teachers engage in peer learning sessions where they observe one another's lessons, share experiences, and provide feedback for professional improvement & supervise school leaders through collaborative activities to ensure effectiveness	4	4.9	16	19.5	0	0.0	0	0.0	62	75.6	2.78
3. Experienced teachers mentor newly recruited or less experienced teachers through classroom guidance, lesson preparation support, and instructional coaching that is monitored by head teachers and district education officers.	37	45.1	44	53.7	1	1.2	0	0.0	0	0.0	4.44
4. Schools organize teachers into professional learning communities where they meet regularly to discuss instructional challenges, curriculum implementation, and assessment strategies and school management teams and instructional leaders supervise these groups	5	6.1	44	53.7	1	1.2	0	0.0	32	39.0	2.89
5. Neighbouring schools form clusters where teachers meet periodically for joint professional development activities, demonstrations, and sharing of best practices supervise by Ward and district education coordinators	63	76.8	15	18.3	0	0.0	0	0.0	4	4.9	4.62
6. CPD activities are organized through Teachers' Resource Centres where teachers access instructional materials, attend training sessions, and participate in subject-specific discussions coordinated & supervised by resource centre and education officers	33	40.2	44	53.7	1	1.2	4	4.9	0	0.0	4.29
7. Head teachers and quality assurance officers supervise CPD by conducting classroom observations, reviewing lesson plans, and giving professional feedback to teachers to improve instructional effectiveness.	17	21.2	51	62.4	13	16.4	0	0.0	0	0.0	4.12,
7. Selected teachers are trained first and later disseminate knowledge and skills to fellow teachers within schools or clusters supervised by educational authorities to ensure consistency and quality	64	78.0	0	0.0	14	17.1	0	0.0	4	4.9	4.46
9. Schools organize CPD using digital platforms, online courses, webinars, and ICT-supported	3	3.7	13	15.9	0	0.0	35	42.7	31	37.8	2.05

training to improve teachers' competencies in modern teaching approaches supervised through reporting systems and online monitoring tools											
10. CPD programmes are supervised through regular monitoring, evaluation meetings, progress reports, and feedback systems conducted by head teachers, ward education officers, and quality assurance	32	39.0	46	56.1	4	4.9	0	0.0	0	0.0	
											4.34
Grand mean											3.31

Source: Field Data (2026)

The data presented in table 1 offer critical insights into various continuous professional development programmes organized and supervised in public primary schools in Kondoa district Council. A total of 45 teachers accounting for 54.9% strongly agreed and 2 teachers accounting for 2.4% agreed that CPD programmes are organized through workshops and seminars conducted within schools to improve teachers' pedagogical knowledge and classroom practices, and are commonly supervised by head teachers, academic masters or mistress, and education officers. Meanwhile, 37.8% disagreed, 4.9% were undecided and none strongly disagreed. The mean score of 3.74 posted corresponds to a high level of agreement. This implies that collaborative professional training opportunities enhance teachers' classroom effectiveness and professional growth. This finding aligns with that of Avalos (2021), who found that school-based workshops and seminars significantly improved teachers' instructional competencies and curriculum delivery when properly coordinated and supervised by school leadership and educational authorities.

While explaining the relevance of each CPD programme offered to teachers' instructional needs in public primary schools in Kondoa District Council in open ended questions, a respondent admitted that; CPD programmes are essential in enhancing teachers' professional knowledge, pedagogical skills, and instructional effectiveness. School-Based In-Service Teachers' Training enables teachers to share experiences, learn new teaching approaches, and address classroom challenges collaboratively.

Another respondent noted that: ward and cluster workshops expose teachers to curriculum updates, assessment practices, and innovative teaching methods. Subject panel meetings and Professional Learning Communities help teachers strengthen subject content knowledge, develop instructional materials, and improve learner achievement. The findings shows that overall, CPD programmes contribute to improved teaching quality, learner engagement, and academic performance.

In addition, the statistics show that 4.9% teachers strongly agreed and 19.5% agreed while 75.6% strongly agreed that teachers engage in peer learning sessions where they observe one another's lessons, share experiences, and provide feedback for professional improvement under the supervision of school leaders through collaborative activities. This CPD programme posted a mean score of

2.78 that reflects a moderate level indicating that it is not commonly practiced in most public primary schools in Kondoa district Council. Those who were in agreement believe that it can really improve teachers' performance in public primary schools. This suggests that although schools recognize the importance of collaborative and peer learning sessions, such approaches are still not widely or effectively implemented in many public primary schools. This finding concurs with the study by Harris and Jones (2022), who reported that peer collaboration and lesson observation improved reflective teaching practices and promoted professional learning among teachers. The study further noted that collaborative supervision strengthened instructional improvement and teacher confidence.

Moreover, the data indicates that 45.1% teachers strongly agreed, 53.7% agreed while 1.2% were undecided that experienced teacher's mentor newly recruited or less experienced teachers through classroom guidance, lesson preparation support, and instructional coaching monitored by head teachers and education officers. In this case, the mean score posted was 4.44. This represents a very high-level rating. These findings imply that collaborative supervision, mentoring, and structured monitoring systems play a significant role in strengthening teachers' professional growth. This finding is in agreement with the study by Hobson and Maxwell (2020), who found that mentoring and coaching programmes contributed significantly to teacher competence, instructional effectiveness, and classroom management skills among novice teachers. The study further established that mentorship programmes become more effective when regularly supervised by educational leaders.

Table 1 also show that 76.8% of teachers strongly agreed & 18.3% agreed while an extremely minority (4.9%) strongly disagreed that neighbouring schools form clusters where teachers meet periodically for joint professional development activities, demonstrations, and sharing of best practices supervised by ward and district education coordinators. Since the item recorded a mean score of 4.62 that is above the grand mean score of 3.41, this implies that teachers considered it as having enormous influence on teachers' performance. This shows that CPD approach is more strongly practiced than others. This finding is consistent with the study by Jita and Mokhele (2021), who found that cluster-based teacher development programmes enhanced professional collaboration, sharing of

instructional strategies, and curriculum implementation effectiveness. Their study further revealed that supervision by district education authorities strengthened coordination and sustainability of cluster activities.

When interviewed, the head teacher one (HT1) pointed out that:

“The common CPD programmes offered to teachers in our school include school-based workshops and seminars, mentorship and coaching programmes, peer learning and lesson observation, subject panel meetings, cluster-based training, professional learning communities, Teachers’ Resource Centre (TRC) training sessions, curriculum orientation programmes, ICT integration training, inclusive education training, classroom management training, assessment and evaluation workshops, and School-Based In-Service Teachers’ Training (SITT). Teachers also participate in district-organized refresher courses and external seminars facilitated by education officers and trainers” (*Personal interview with HT1, 12th May, 2026*).

This was also made evident as one of the head teacher in school two (HT2) remarked that:

In-Service Teachers’ programmes such as workshops and seminars, mentorship and coaching programmes are highly relevant and useful because they help teachers improve teaching methods, classroom management skills, lesson preparation, learner assessment techniques, and subject content mastery. They also assist teachers in understanding curriculum changes, integrating learner-centered approaches that are learners are not the empty set they know something, they need chance and time to develop new ideas, and addressing classroom challenges. Through CPD programmes, teachers gain new knowledge and skills, confidence that improve learner participation and academic performance (*Personal interview with HT2, 13th May, 2026*).

This was further supported by SQA0 (SQA01) who said:

Head teachers supervise and facilitate SITT sessions by preparing training schedules, mobilizing resources, coordinating facilitators, encourage peer learning, monitoring teacher attendance and participation, and ensuring that training activities address instructional challenges. They also provide professional guidance, conduct classroom supervision, evaluate programme effectiveness, and encourage

collaboration among teachers during training sessions (*Personal interview with SQA01 on 13th May, 2026*).

Responses from the head teachers imply that CPD programmes led by the government are perceived as more credible, relevant, and worth attending. The findings provide insight into the extent to which these programmes are effectively implemented and supervised in public primary schools. They further help to identify the strengths and challenges associated with CPD practices in schools and their contribution to improving teachers’ professional growth and instructional effectiveness in Kondoa District Council. These views align with that of Avalos (2021), who found that school-based workshops and seminars significantly improved teachers’ instructional competencies and curriculum delivery when properly coordinated and supervised by school leadership and educational authorities.

Additionally, table 1 show that 78.0% of the sampled teachers strongly agreed while 17.1% were undecided yet extreme minority (4.9%) strongly disagreed that selected teachers are trained first and later disseminate knowledge and skills to fellow teachers within schools or clusters supervised by educational authorities to ensure consistency and quality. This item recorded a higher mean score of 4.46 that is above the grand mean score of 3.41 implying that these programmes are effectively implemented and supervised in public primary schools. This finding is in agreement with the study by Opfer and Pedder (2020), who found that cascade training models enhanced dissemination of professional knowledge and promoted widespread teacher capacity-building when properly supervised and monitored by education authorities.

The data further show that, 3.7% of teachers strongly agreed and 15.9% agreed while 42.7% disagreed, 37.8 strongly disagreed and 15.9 were undecided that schools organize CPD using digital platforms, online courses, webinars, and ICT-supported training to improve teachers’ competencies in modern teaching approaches supervised through reporting systems and online monitoring tools. The mean score of 2.05 indicates a low level. This suggests that although schools recognize the importance of collaborative and technology-supported learning, such approaches are still not widely or effectively implemented in many public primary schools. This finding agrees with the study by Trust and Whalen (2021), who reported that online and ICT-supported professional development programmes improved teachers’ digital competencies and instructional innovation. However, the study also identified challenges such as inadequate ICT infrastructure, limited internet access, and insufficient technological skills among teachers, which affected programme effectiveness.

4.2 Possible Ways for Improving the Supervision of CPD programmes in public

primary schools in Kondoa District Council.

The second objective assessed the role of administrative support in shaping primary school teachers' willingness to participate in in-service training programmes in Kondoa District Council. The five-level Likert scale was employed to make the unit of analysis in which 1=Strongly Disagree (SD), 2=Disagree (D), 3=Undecided (U), 4=Agree (A), 5=Strongly Agree (SA), F=frequencies, P=Percentages. The rate of percentage described as; ≤ 20 =extremely

minority; 21-49= minority; 50 – 59=moderate; 60 – 69= majority; 71 – 89= very high majority; 90 – 99=extremely majority; 100= overwhelming majority (Taherdoost, 2019). Following Warmbrod (2024), a mean score above 3 indicated ways that are more effective in improving the supervision of school based CPD programme, while a mean below 3 suggested otherwise. A mean score exactly equal to 3 reflected uncertainties about the effectiveness of the strategies in improving the supervision of school based CPD programme. Responses from teachers on a Likert scale were quantified to generate frequencies and percentages as presented in table 2.

Table 2: Possible Ways for Improving the Supervision of CPD programme such as School Based in- Service Teachers' Training in public primary schools in Kondoa district Council (n=82)

	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Mean
	f	%	f	%	f	%	f	%	f	%	
1. Regular supervision by head teachers would improve the Supervision of CPD programme such as School Based In- Service Teachers' Training (SITT) in Schools	81	98.8	1	1.2	0	0.0	0	0.0	0	0.0	4.99
2. Providing sufficient teaching and learning resources would enhance CPD programme effectiveness	51	62.2	31	37.8	0	0.0	0	0.0	0	0.0	4.62
3. Allocating specific time for workshops and seminars, programmes activities would improve teacher participation	81	98.8	1	1.2	0	0.0	0	0.0	0	0.0	4.99
4. Training head teachers on instructional leadership would strengthen CPD programme supervision	38	46.3	44	53.7	0	0.0	0	0.0	0	0.0	4.46
5. Involving teachers in decision-making would improve ownership of SITT programmes	81	98.8	1	1.2	0	0.0	0	0.0	0	0.0	4.99
6. Motivation and incentives for teachers would enhance participation in CPD programme.	67	81.7	2	2.4	0	0.0	13	15.9	0	0.0	4.5
7. Support from District Education Officers would improve SITT implementation	81	98.8	1	1.2	0	0.0	0	0.0	0	0.0	4.99
8. Continuous monitoring and evaluation would improve the quality of SITT programmes	36	43.9	46	56.1	0	0.0	0	0.0	0	0.0	4.44
9. Sharing best practices among schools would strengthen CPD programme supervision	81	98.8	1	1.2	0	0.0	0	0.0	0	0.0	4.99
10. Aligning mentorship and coaching activities with teachers' professional needs would improve their effectiveness	68	82.9	14	17.1	0	0.0	0	0.0	0	0.0	4.83
Grand Mean											4.78

Source: Field Data (2026)

From table 2, the data indicate that several strategies can significantly improve the supervision of CPD programme such as School-Based In-Service Teachers' Training (SITT) in public primary schools in Kondoa District Council. The grand mean score of 4.78 demonstrates that respondents strongly agreed that effective supervision, adequate support systems, and participatory leadership are essential for improving the quality and effectiveness of CPD programmes. The findings further imply that strengthening instructional leadership, resource provision, monitoring systems, and teacher involvement can enhance teachers' professional development and instructional performance. The finding concurs with Jita and Mokhele (2021) who found that supervision through technological support tools and trainer guidance improved teachers' task design skills and reduced instructional errors.,

While responding to open-ended questions on strategies that can enhance head teachers' supervision of School-Based CPD programmes, one participant reported that; providing head teachers with training in instructional leadership, mentoring, coaching, and supervision skills are good strategies. Also, allocating adequate resources, time, and logistical support for planning, monitoring, and evaluating CPD activities could enhance head teachers' supervision of SITT.

When asked about administrative efforts in supporting teacher training during the interviews, many head teachers admitted that their engagement often determines whether teachers show interest in attending. This was made evident from the head teacher nine (HT9) who said that;

Supervision of SITT could be improved through regular monitoring by head teachers and district education officers, provision of adequate teaching and learning resources, strengthening instructional leadership skills among head teachers, allocating specific time for SITT activities, increasing funding for teacher training programmes, involving teachers in planning training activities, and improving collaboration among schools. Continuous evaluation and feedback systems should also be strengthened (*HT9, 19th May, 2026*).

Another respondent, WEO2 added;

Teacher engagement and participation can be enhanced by involving teachers in decision-making and planning of training activities, providing motivation and incentives, recognizing teachers' achievements, ensuring that training programmes address teachers' real classroom challenges, creating supportive learning environments, promoting teamwork and peer learning, and scheduling training sessions at convenient times. Providing certificates and opportunities for career development may also encourage participation (*Personal interview with WEO2, 12th, May, 2026*).

Also, another head teacher HT5 responded that

Institutional and policy measures that could sustain effective supervision include establishing clear national guidelines for CPD and SITT implementation, allocating sufficient budget for teacher professional development, strengthening monitoring and evaluation systems, providing regular leadership and supervision training for head teachers, improving collaboration between schools and district education offices, integrating ICT in teacher training, and ensuring regular inspection and support from quality assurance officers. Policies that promote continuous teacher learning and professional accountability would also strengthen programme sustainability (*HT5, 16th May, 2026*).

Responses from the interviews imply that school administration support plays a critical role in motivating teachers to attend training. The head teachers see that encouragement and recognition from school leaders enhance teachers' willingness to participate. These findings are in agreement with what teachers indicated in their questionnaires whereby the majority of them mentioned that they feel supported.

The data in table 2 demonstrate that regular supervision by head teachers would improve the supervision of School-Based In-Service Teachers' Training (SITT) in schools had a mean score of 4.99. By implication, a mean score above 3 and close to five indicated a way that is more effective in improving the supervision of school based CPD programme. The study emphasized that regular supervision helps teachers receive continuous guidance, feedback, and professional support necessary for improving classroom practices. This finding is in agreement with the study by Hallinger and Wang (2021), who reported that active instructional supervision by head teachers enhances teacher professional development, instructional quality, and school performance.

The data shows that providing sufficient teaching and learning resources would enhance SITT effectiveness had a mean score of 4.62 which is above 3.0 indicating a strategy that is effective in improving the supervision of school based CPD programme. By implication, resource availability enhances teachers' acquisition and application of pedagogical skills. This finding concurs with the study by Moon (2022), who found that adequate teaching and learning materials significantly improve the effectiveness of professional development programmes by enabling teachers to participate actively in practical instructional activities.

From table 2, allocating specific time for SITT activities would improve teacher participation had a mean score of 4.99. By implication, a mean score above 3 indicated a way that is more effective in improving the supervision of school based CPD programme. The study emphasized that scheduling professional learning activities appropriately minimizes conflicts with classroom teaching responsibilities. This finding is consistent with the study by Opfer and Pedder (2020), who reported that allocating

adequate and structured time for professional development activities improves teachers' participation, engagement, and commitment to training programmes. The data that training head teachers on instructional leadership would strengthen SITT supervision had a mean score of 4.50. This finding agrees with the study by Bush and Glover (2021), who found that leadership training equips head teachers with supervisory and instructional management skills necessary for supporting teacher development and school improvement. The study further established that instructional leadership competencies enhance the coordination and supervision of professional development programmes.

The data that motivation and incentives for teachers would enhance participation in SITT had a mean score of 4.44. In this regard, the study established that motivated teachers are more willing to engage actively in continuous learning and professional growth activities. This finding concurs with the study by Boudersa (2020), who found that teacher motivation, recognition, and incentives positively influence participation in professional development programmes and improve instructional performance. The data that support from District Education Officers would improve SITT implementation had a mean score of 4.99. This finding agrees with the study by Hyler, and Gardner (2020), who reported that support from educational authorities and instructional leaders strengthens the implementation, monitoring, and sustainability of teacher professional development programmes. The study emphasized that external support enhances programme coordination and accountability.

4.3 Data from various Documents Reviewed

The researcher reviewed reports from School Quality Assurance officers (SQAQO) that shows head teachers' supervision of Continuous Professional Development (CPD) programmes in public primary schools in Kondo district Council. The report indicated how the exercise is conducted and how it has contributed to improve teacher competence, lesson preparation, and learner achievement. Similarly, the researcher reviewed suggestions made by School Quality Assurance officers (SQAQO) for possible improvement in supervision of school based in-service teachers' training in public primary schools.

From the reviewed documents, the study revealed that school heads and quality assurance officers supervise CPD by conducting classroom observations, reviewing lesson plans, and giving professional feedback to teachers to improve instructional effectiveness. Often, they also monitor mentorship programmes organized by experienced teachers offered to newly recruited or less experienced teachers through classroom guidance, lesson preparation support, and instructional coaching aimed at improving subject competency, pedagogical competency and communication proficiency.

Moreover, both Head Teachers and SQAQOs agree that classroom management is generally strong in most schools. Teachers are able to maintain order and create conducive learning environments, with only a few requiring additional support and guidance. Concerning subject competency, Head Teachers identified Mathematics and Science subjects as areas that teachers need significant improvement. Quality assurance officers, however, rated subject competency as fairly good across most subjects, suggesting that while overall competency is acceptable, specific subject areas require focused capacity building.

Both groups rate pedagogical skills as fairly good, indicating that teachers generally apply appropriate teaching methods and instructional strategies, although there is room for further enhancement for better learners' outcomes. From documentary review, communication skills are generally adequate. Head Teachers highlight strong proficiency in Kiswahili but noted weaknesses in English language communication. Quality assurance officers also rate English proficiency as fairly good, implying that continued efforts to strengthen English language skills would benefit teaching and learning processes.

In addition, teachers are fairly effective in facilitating School-Based In-Service Teacher Training (SITT) activities. This suggests reasonable participation and implementation, although further support could enhance effectiveness and impact. Furthermore, from table 3, assessment practices are considered fairly good by both groups. Teachers demonstrate acceptable skills in learner assessment, but there is potential for improvement in the design, administration, and use of assessment results to inform instruction. These findings align with Darling-Hammond (2020) who reported that teachers generally engage in professional dialogue and mentoring at a satisfactory level. The findings suggest a positive culture of professional collaboration, though strengthening mentoring practices could further support teacher development.

5. Conclusion and Recommendations

5.1 Conclusion

With respect to the findings, the following conclusions were made.

The study concludes that CPD programmes are organized and supervised in public primary schools to a moderate level. This is evidenced by the grand mean score of 3.41. The findings indicate that mentorship programmes, cluster-based training, resource centres, instructional supervision, in-service training, and monitoring systems are organized and supervised in public primary schools. These CPD programmes significantly contribute to teachers' professional growth and curriculum implementation as seen in the mean score above 3.0. However, lower mean scores in peer learning sessions, professional learning communities, and ICT-supported CPD suggest that some

collaborative and technology-based CPD programmes are not yet fully effective in schools. Therefore, strengthening supervision, collaboration, and technological support is essential for improving the effectiveness of CPD programmes in public primary schools.

The study concludes that improving the supervision of CPD programmes such as workshops and seminars, mentorship and coaching programmes, peer learning and lesson observation, SITT in public primary schools requires strong instructional leadership, adequate resources, participatory management, effective monitoring, and institutional support. The high grand mean score of 4.78 indicates that respondents strongly agreed that regular supervision, teacher involvement, sufficient training resources, motivation, and support from educational authorities are critical for enhancing the effectiveness of SITT programmes. Furthermore, aligning SITT activities with teachers' professional needs and encouraging collaboration among schools significantly contribute to improving instructional quality and curriculum implementation.

5.2 Recommendations

Based on the conclusion, the study recommended the following:

1. School administrators should increase the frequency of workshops and seminars to strengthen teachers' pedagogical knowledge and instructional competencies. Schools should promote peer learning and collaborative teaching practices through structured lesson observations and feedback sessions. Mentorship and coaching programmes for newly recruited teachers should be strengthened and consistently supervised by educational leaders. Head teachers and quality assurance officers should intensify classroom observation and professional feedback mechanisms to improve teaching effectiveness.
2. Head teachers should conduct regular supervision and follow-up of CPD programmes such as workshops and seminars, mentorship and coaching programmes, peer learning and lesson observation, and SITT activities to ensure effective implementation and teacher support. Teachers should be actively involved in planning and decision-making processes related to SITT programmes to improve ownership and commitment. Motivation strategies such as recognition, incentives, and professional rewards should be introduced to encourage teacher participation in SITT activities.

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