

Extensiveness of Heads of Schools Coaching Role on Teachers' Professional Development in Community Public Secondary Schools in Simanjiro District, Tanzania

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ABSTRACT: *This study was conducted to examine the extent to which heads of schools' coach teachers to improve their professional development in community public secondary schools in Simanjiro District, Tanzania. The study was guided by the theory of Total Quality Management (TQM). The study employed convergent research design under the mixed methods research approach. The target population in this study included teachers of community public secondary schools, heads of schools and the District Secondary Education Officer. The study sample comprised of 73 respondents in which 60 teachers were sampled through stratified and simple random sampling technique. Questionnaires and interview guides were used to collect the required data. The reliability of quantitative instruments was established through Cronbach Alpha. The validity and reliability of qualitative instruments was established through triangulation method. Quantitative data were analysed by using descriptive statistics such as frequencies, means, and percentages and presented in tables with the aid of Statistical Package for Social Science (SPSS) version 23. The qualitative data were analysed by developing themes from research questions and present them in narrative form and direct quotations. The study found out that to a small extent heads of schools perform coaching role since they have inadequate coaching knowledge which is caused by the lack of training, seminars or workshops to heads of schools. The study concluded that the extent heads of schools perform the role of coaching to improve teachers' professional development is too small. The study recommends that the government should finance both heads of schools and teachers' trainings and seminars concerning their careers for their professional development.*

KEY WORDS: head of school, coaching, professional development.

INTRODUCTION

The foundation of any academic exercise is its teachers. Their performance has a major impact on whether instructional activities are successful or unsuccessful (Asako, 2022). Teachers are essential members of any educational system (Ricard & Pelletier, 2016). The quality of a system's teachers determines how effective it is (Mathew et al., 2017). Thus, the importance of teachers' professional development for enhancing education cannot be overstated. It is crucial that schools implement and improve methods to improve teacher job performance. Despite technological advancement, teachers continue to be in demand and offer a genuine learning experience through their passion and continued professional growth (Jonas & Mkulu, 2022). Professional development is one of the essential elements that school leaders should use to effect teachers because they are frequently seen as having the greatest influence on teachers and their practices (Brown & Militelo, 2016). Teachers' professional development is influenced by a number of elements, including their work environment, job description, salary, compensation package, satisfaction with their jobs and policies. The same elements are crucial for determining teachers' productivity, which has an impact on the growth of the whole school (Mwesiga, 2018). The coaching function of heads of schools is also credited with helping teachers advance in their careers. As stated by Linder & Eyal (2017), heads of schools are expected to play a role in directing the professional development of the teachers (staff) through planning and managing the learning and

development process. The plan should be based on the teacher's preferences and professional requirements at each stage of their professional careers. Based on these ideas, school leaders are given the responsibility of accomplishing, directing, supporting, and encouraging teachers' professional growth at their workstations. By supporting experiments, results, and the allocation of resources to promote teachers' learning, as well as by boosting the implementations of new learning, heads of schools are expected by policy to create a learning environment at their institutions (Awodiji & Charity, 2020). If instructors are effective in their classrooms, schools are more likely to succeed (Galvez, 2018). Professional development truly involves incorporating a variety of tasks that must be completed to meet predetermined goals and outcomes. However, poor coaching techniques might be to blame for instructors' lack of professionalism, which emphasizes the significance of more effective coaching. Therefore, competent coaching from school administrators is necessary for effective and efficient teaching (Gavez, 2018). Achieving goals is made easier and productivity is increased with effective management (Fatimah, 2022). Better educational outcomes have recognized the need of education coaching. In this sense, school administrators help instructors develop the skills necessary for more effective instruction of children (Heaton, 2016).

Tanzania implemented teacher professional development for the first time in 1972 through Teachers Resource Centres with funding from the Danish government (Hengeleza, 2016). Through this attempt, 282 centres to advance the teaching profession in Tanzania were already established in the year 1999. Additionally, the Tanzania Education and Training Policy (2014) directs the directors of schools to make in-service teacher training mandatory at the working stations and to coordinate it with the advancement of teacher education and the enhancement of teaching methodology. The goal of this strategy is to improve teachers' knowledge and skills, modernize their pedagogy of teaching and learning, and give high-quality instruction for the good of the nation. The policy encourages all staff members to work together and learn as a team. The policy is to be applied to teachers and school administrators in the same way as ideals of inclusion and embracing diversity are thought to be crucial for the development of young learners.

According to Beteille and Evans (2019), efforts have been made in North America and some regions of Africa to ensure teacher professional development and an efficient teaching and learning process. These efforts include ensuring job satisfaction where salaries are paid on time, enhancing teaching job security, expanding access to opportunities for teacher professional development, implementing high-quality teacher professional development, and providing stru Additionally, from 2008 to 2013, Tanzania established the Teacher Development Management Strategy (TDMS) to help with the management of in-service teachers at all levels of education. Through this strategy, research groups were helped by the Tanzanian government to look into the issue and make recommendations on how to support teacher professional development. Findings suggested that school-based teacher professional development was a useful strategy for retaining teachers in their current positions (Mwakabenga, 2018; Mwakabenga et al., 2019).

According to Namamba & Rao (2017), postgraduate programs in Tanzania pay minimal emphasis to the training of teacher educators compared to undergraduate programs. There aren't many professional development opportunities for teacher educators, which limits their professional development. In order to have competent human resources citizens in the future, government needs to prioritize teachers by investing in their professional development and providing them salaries and incentives on time. This can be accomplished from the workplace, where the head of the school is accountable for inspiring, fostering a supportive environment, encouraging and enabling teachers to take part in various workshops, seminars, short courses, and in-service training to gain knowledge, skills, and effective pedagogies to support students in achieving their academic objectives. A school's work environment and, by extension, teacher professional development are greatly influenced by the quality of the leadership at that school. According to Okoth (2016), ineffective leadership practices used by school administrators frequently result in inadequate professional development, which is why teachers aren't content with their jobs. This indicates that some school administrators are not qualified to monitor teachers, which frequently results in misunderstandings and causes instructors to feel uneasy at their workstations and reluctance to advance in their careers due to a lack of support from school administrators.

Therefore, it is important for teachers to grow professionally in order to support students in achieving their educational objectives. Teachers have a great deal of potential for impacting not only students but

also working environments, parents and guardians, and the local community. As a result, it is the duty of the school principal to promote an environment that supports teachers' professional growth. In reality, Sumra & Kataro (2014) criticized the public secondary schools for not implementing school-based professional learning effectively, which resulted in the instructors' very bad pedagogical practices, which in turn resulted in the students' poor performance. In light of this, a researcher plans to investigate how heads of schools may better support teachers' professional development in Simanjiro District, Tanzania, community public secondary schools.

Statement of the problem

The professional development of teachers is seen as a contribution to the educational system that can boost educational daring and improve the standard of instruction. The profession of teaching requires professional development as a key instrument. Supporting teacher professional development, according to Education and Training Policy (2014), is a key component of improving the quality of education. Various studies continue to assert that despite problems, teacher professional development is still effective for improving the quality of education. It was the responsibility of the government, donors, and education stakeholders to facilitate and offer in-service training to teachers in Tanzanian public schools (Mwakabenga, 2018). According to Tanzania Teacher Development Management Strategy (TDMS), the success of this strategy has received minimal funding (Mwakabenga et al., 2019). Teachers' pedagogical knowledge of new standards should be improved by school leaders who are competent, capable, and able to support teachers through professional development. As a result, several summaries opine that little is understood about how school leaders contribute to the growth of the teaching profession. This study aims to investigate the extent to which heads of schools in community public secondary schools in Simanjiro District, Tanzania, perform the coaching role necessary to enhance teachers' professional growth.

Research Question

To what extent do heads of schools' perform the role of coaching to improve teachers' professional development in community public secondary schools in Simanjiro District?

Significance of the Study

The results of this study are anticipated to help policy makers and other educational stakeholders by ensuring that heads of schools are aware of their responsibilities as coaches to teachers in community public secondary schools in the Simanjiro District. This will improve teachers' professional development. The study's findings were predicted to aid educators in achieving their personal and professional objectives and in advancing their professional progress. Secondary school instructors may learn about the coaching function of their respective head of schools and modify their roles accordingly.

Theoretical Framework

William Deming, who popularized the total quality management (TQM) idea in the 1950s, described it as a collection of organizational management procedures designed to guarantee that the company continually meets or exceeds customer expectations. TQM is a philosophy of continuous improvement that can only be realized by those who work to improve the quality of the activities they engage in. For example, head teachers have a key responsibility to see to it that the academic performance of the children in the schools they oversee improves.

Strength of the Theory

Colleagues within the institutions, according to Merih (2016), are also clients and depend on others' internal services to carry out their jobs well. Everyone who works in a school provides services to others and receives services from others. Each employee provides and gets services. According to the study, teachers' internal customers, the students and parents, are the ones they serve by instructing and advising them in academics and social issues. Therefore, in order to increase teachers' professional development, coaching programs that include trainings, seminars, and teaching and learning materials must be offered to teachers in community secondary schools in the Simanjiro District.

According to the theory, it is the responsibility of the head of school to coach teachers by ensuring that they are happy in their positions and continually improve their instruction through better teaching, learning, improved teaching and learning methods, and training as well. This ensures that teachers perform well at their jobs in the community secondary school in Simanjiro District.

Weakness of the Theory

Total Quality Management is a generic approach to enhancing quality management in any organization; however, it does not address educational institutions like schools, universities, and others in particular. Additionally, the theory only clarifies the responsibilities of managers (heads of schools) in terms of enhancing the institution's quality; it leaves out the responsibilities of other employees (staff instructors), who must enhance both the quality of instruction and the teaching process.

Application of the Theory to the Study

TQM is essential to this study because it upholds the principle that organisations should listen to their customers and implement change to satisfy their needs. Accordingly, the current study, which is based on the extensiveness of heads of schools' coaching roles, insists on meeting the needs of teachers, specifically their professional development. The theory can be used when corrective measures, such as the use of training, guidance, seminars, and workshops, can be applied if there are any failures in community secondary schools in the Simanjoro District, especially when teachers do not reach their expectations.

Review of Empirical Studies

An analysis of the opportunities and difficulties faced by school administrators in providing professional development support to teachers within their schools who have been judged to be performing poorly in the UK was the goal of Rhodes' (2017) study. The conversation was framed in the framework of performance management, while accepting the managerialism rhetoric, which presupposes that all school administrators want to improve subpar teacher performance out of concern for the students' educational welfare. Although there are inherent power inequalities between managers and teachers, the study looked at the significance of an open discussion based on trust in order to identify the real reasons for subpar teacher performance. The study also looked at potential conflicts between the demands of managerialism and the use of support built in genuine collegiality and collaboration for managers, given that peer coaching and mentoring procedures have been demonstrated to have some success in improving bad teacher performance. Finally, the results showed that peer-networking, coaching, and mentoring methods are viewed as crucial in education as a way to support rising standards and attainment. The need for this study was prompted by the fact that, despite the positive outcomes revealed by peer coaching, the role of the head of school as a coach had not been investigated. Therefore, the current study looked at how well the heads of schools implemented their responsibilities in coaching teachers to improve their professional growth in Simanjoro District's community public secondary schools.

Vanblaere (2017) carried out research on the crucial function of department heads in secondary schools in Belgium. However, there is a dearth of quantitative evidence on the contribution of departmental leadership to the growth of PLCs in secondary school subject areas. It was thought to be extremely pertinent to research how department heads may support the characteristics of professional learning communities in their departments because professional learning communities are recognized as potential environments for teachers' ongoing professional growth. The study looks at how the traits of interpersonal professional learning communities in departments connect to two aspects of departmental leadership (group- and development-oriented). 62 departments of secondary schools in Flanders, 248 experienced math and French instructors participated in a survey (Belgium). Collective accountability and reflective discussion were used as dependent interpersonal features of professional learning communities in two multilevel regression models.

The study's conclusions showed that departmental leadership has the potential to foster optimism about the qualities of interpersonal professional learning communities. Teachers who felt their departmental leadership was highly group-oriented had a greater sense of departmental collective responsibility. In addition, the reported frequency of teachers' reflective conversations is substantially correlated with teachers' opinions of departmental leadership that is focused on both group development and individual growth. According to the study, department heads are crucial in fostering the features of interpersonal professional learning communities in their respective departments. Department heads must therefore be properly chosen and given enough support. Despite the fact that department heads are crucial in facilitating the characteristics of interpersonal professional learning communities in departments, the role of heads of schools as coaches has not been investigated, necessitating the need for this study. By using a convergent research design with mixed techniques and a target population of secondary school

teachers, the current study investigated the extent to which the function of coaching played by heads of schools improves teachers' professional growth.

Comstock & Margolis (2020) conducted the study in USA on whether some recent district-level teacher leadership programs have incorporated both instructional coaching and formal evaluations into teacher leaders' responsibilities that could reveal the challenges to the relational dynamics, necessary for effective coaching. Using a sense making lens, the researcher conducted a qualitative case study of one district's effort to integrate coaching and formal evaluation in their teacher leadership policy. Researcher performed a total of 26 semi-structured interviews with district administrators, school leaders, teacher leaders, and teachers in two different schools, as well as seven observations of teacher leadership activities. The researcher deductively and inductively coded field notes and interview transcripts. According to the research, when given autonomy, principals drew on a variety of sources to understand and implement this policy, and the messages they sent through school leadership norms had a significant impact on how teachers and teacher leaders experienced and enacted the integration.

Relationships between teachers and teacher leaders were not hampered by the integrated district policy in and of itself; rather, what was most important for teachers was how much they saw their teacher leaders as being a part of a bigger system of support or responsibility. According to Comstock & Margolis' (2020) research, school norms that administrators establish while implementing teacher leadership policies have a significant impact on how teachers see their relationship dynamics with teacher leaders. The notions of successful leadership and coaching at the school level influence the special role that teacher leaders play in implementation. The study concentrated on adding formal assessments and instructional coaching to teacher leaders' duties. Additionally, the current study used a convergent research design with mixed techniques to assess the degree to which the coaching role of school leaders enhances teachers' professional development.

Mestry (2017) conducted a study on the principals' perspectives and experiences of their instructional leadership functions to enhance learner achievement in public schools in Durban, South Africa. The study examined how eight school administrators saw and experienced their roles as instructional leaders to enhance student performance through open-ended surveys and in-person interviews. He learned that school administrators now have to deal with more demands, difficult choices, and duties than ever before. Their days often consist of a variety of administrative and management tasks such resource acquisition, learner discipline, parent conflict resolution, and handling unforeseen teacher and learner crises. Numerous school administrators denied claims that their main responsibility was to oversee teaching and learning, according to the findings. It is important for school principals to emphasize their role as instructional leaders by highlighting best teaching practices and keeping their schools focused on curriculum, teaching, and assessment to meet learner needs and improve learner achievement. School principals who give high priority to curricular matters undoubtedly have a positive impact on teacher and learner performance. Although school leaders who give curriculum a high priority clearly have a good impact on teacher and learner performance, the role of school leaders as coaches has not been investigated, necessitating the current study. Therefore, the current study looked at how much the coaching function of heads of schools in community public secondary schools in Simanjiro District impacted teachers' professional growth.

Shamaki (2015) conducted a study in Nigeria to find out the appropriate leadership style that could make teachers to be effective in their job productivity. A total of 165 teachers were used in the investigation. Data analysis methods included frequency counts, percentages, and the chi-square test. A research survey was conducted using stratified proportionate random sampling as the sampling approach, and questionnaires with a total of 20 items were produced and given to staff members of a sample of public secondary schools in Taraba State, Nigeria. It was discovered that democratic leadership styles, as evidenced by rated items, contribute more to teachers' job productivity than autocratic approaches do. The following suggestions were given based on the findings: principals should emphasize a democratic leadership style in the management of schools, and seminars and workshops should be held for teachers to refresh their knowledge. The study focused on leadership style to be utilized to increase teachers' job productivity, but the function of heads of schools as coaches has not been investigated, despite the fact that democratic style contributes more to teachers' job productivity than autocratic style, making the current study necessary. The purpose of this study was to determine how much the coaching role of school leaders in community public secondary schools in Simanjiro District enhances teachers' professional development.

METHODOLOGY

The study used a convergent research design with a mixed methods approach, emphasizing the simultaneous collection, analysis, and fusion of qualitative and quantitative data and results. The study's intended participants included 270 secondary teachers, 16 school administrators, and 1 district secondary education officer. Six school principals, six instructors, and one district education officer made up the sample size. According to the categorization of population components, probability and non-probability sampling approaches were used in the study.

Both a questionnaire and an interview guide are used to gather data. Through the use of Cronbach Alpha, the validity of quantitative data was determined for the teachers' questionnaire ($r=0.98$). Two research professionals from Mwenge Catholic University will be consulted regarding the reliability of quantitative instruments. Data from a variety of sources were triangulated to establish the validity and reliability of the qualitative data. The computer is used to code, enter, and analyze the quantitative data into percentages and frequencies. The analysis of the qualitative data was done by categorizing the contents into themes. The order of all responses is based on the study question.

RESULTS AND DISCUSSION

The study sought to determine how much coaching school leaders provide to advance teachers' professional growth. The study initially looked at how much the head of school performs the coaching job, as seen in Table 1.

Table 1 The Extent to which Heads of Schools Coaching Role has Helped to Improve Teachers' Professional Development (n=60)

Items	Not at all		To small extent		To moderate extent		To great extent		To a very greater extent		Mean
	f	%	F	%	f	%	f	%	f	%	
Helped me to attain my organizational and individual goals	4	6.7	38	63.3	5	8.3	6	10.0	7	11.7	2.57
Aid on building teaching skills among teachers	2	3.3	5	8.3	5	8.3	36	60.0	12	20.0	3.9
Improves teachers performance on teaching	3	5.0	5	8.3	4	6.7	29	48.3	19	31.7	3.9
Leads to commitment among teachers and improve achievement	2	3.3	6	10.0	6	10.0	21	35.0	25	41.7	4
Bring positive results on teachers performance	5	8.3	40	66.7	4	6.7	5	8.3	6	10.0	2.45
Passes experience and skills to other teachers	3	5.0	7	11.7	4	6.7	28	46.7	18	30.0	3.9
Assists teachers to overcome conflict	4	6.7	3	5.0	5	8.3	26	43.3	22	36.7	4
Provide problem solving skills.	2	3.3	5	8.3	8	13.3	25	41.7	20	33.3	3.9
Improve teachers' job performance	4	6.7	37	61.7	4	6.7	9	15.0	6	10.0	2.60
Increases teachers' job satisfaction	2	3.3	7	11.7	8	13.3	30	50.0	13	21.7	3.8
Provided effectively in this school	3	5.0	39	65.0	4	6.7	7	11.7	7	11.7	2.60
Have adequate coaching knowledge	3	5.0	39	65.0	5	8.3	8	13.3	5	8.3	2.55
Conduct coaching program in this school	13	21.7	27	45.0	7	11.7	5	8.3	8	13.3	2.47
Teachers attend coaching programs conducted by heads of schools	15	25.0	22	36.7	6	10.0	9	15.0	8	13.3	2.55

Source: Field Data (2022)

According to data in Table 1, while 10.0% of teachers stated that the problem was very important, only 63.3 percent of teachers said their head of school coaching had helped them achieve organizational and personal goals. According to the data, the study discovered that coaching by heads of schools very little aided staff instructors in achieving both organizational and personal objectives. This suggests that the leadership development programs that school leaders deliver to staff instructors are ineffective or

incompetent, which is why these programs don't help teachers achieve their collective and individual goals.

Data in Table 1 show that a small percentage of teachers (66.7%) believe that the heads of school coaching program has a favourable impact on teachers' performance (Mean = 2.45). The slight majority of teachers who responded said that heads of schools coaching programs only slightly improved teachers' performance. This could be because staff teachers did not pay attention to the heads of schools when they were acting as coaches or because there was no training offered at the schools that would have given the heads of schools a chance to act as coaches.

Table 1 further show that, according to 61.7% of teachers (mean = 2.60), coaching from heads of school only slightly improves teachers' job performance. The heads of schools acknowledged that instructors are not given trainings, seminars, or workshops to help them achieve organizational and personal goals, as well as to improve their performance and that of their students. "Things have changed, and no longer do we have seminars for teachers" one of the heads of school A added during the interview. (Interview, 21st June 2022).

And another head of school D added this to the study.

There have been similar trainings in the past, but not recently; at the present, these seminars and workshops have not taken place, thus we do not have workshops. We used to hold seminars, but not now. (Interview, 29th June 2022)

It implies that since they rely on the government to provide teachers with financial assistance so they can attend such seminars and training, school administrators hardly ever arranged coaching sessions specifically for teachers for their professional development. The obstacles faced by school leaders when offering coaching sessions to teachers often result in inefficient coaching or failure to offer coaching at all, which has a negative impact on teachers' ability to do their jobs more effectively. This result conflicts with that of Rhodes (2017), who found that peer-networking, coaching, and mentoring programs are significant in the field of education for helping to improve teachers' performance and standards.

According to data in Table 1, 65.0% of teachers said the heads of schools coaching program is only partially effective in their schools (mean = 2.60). This is because the coaching is only occasionally provided, as stated by the heads of schools, and because it is difficult for the heads of schools to conduct coaching due to financial issues.

The responses from the teachers were supported by heads of schools during the interview with head of school A who said that;

For instance, one of the teacher gave a very good presentation that he had just printed off the internet during a meeting we held with the teachers yesterday. He was given the chance to offer a presentation to us yesterday about switching from a content-based to a competent curriculum. Some of the professors who were previously oblivious but are now capable learned about it since it was so excellent. I agree with your approach, and this is what we're trying to do to stay current with the changes. (Interview, 21st June 2022).

Therefore, what heads of schools genuinely offer is peer coaching, which helps teachers succeed and feel good while adjusting to academic changes. The ability for staff instructors to express their ideas and opinions during interactive coaching can help to make the coaching function very effective in enhancing teachers' job performance. This conclusion is in relation to Rhodes' (2017) discovery that systems for peer networking, coaching, and mentoring are vital in education because they help raise standards and achievement.

Data in Table 1 showed that 60.0% of teachers indicated that coaching provided by school leaders helps them more in developing teachers' teaching skills (Mean=3.9). Table 1 also shows that 46.7% of teachers (Mean=3.9) believe that heads of schools pass on experience and expertise to other teachers to a greater extent.

During the interview session head of school F said that;

We aim to hold roundtable meetings with my instructors on a regular basis to identify their areas of weakness and provide guidance on how to improve those areas. Moreover, figuring out their strengths will enable us to choose whether to provide them a specific motivator so that others might learn from those who are excelling. (Interview, 27th June 2022)

Another head of school B further disclosed:

I lead workshops inside the school and then debates so that everyone may benefit from the new approaches to teaching and learning. Another thing I do is invite visiting lecturers from other schools. I also have a program where I take teachers to other schools so they can learn new teaching techniques, but I only do this occasionally when I notice that the teachers' performance is lacking. (Interview, 22nd June 2022)

It has been discovered that what school administrators strive to do is promote instructional coaching to support their teachers in developing their teaching abilities. School administrators take steps to make sure that coaches-provided teaching abilities are acquired by teachers. The study's conclusion is related to that of Comstock & Margolis (2020), who proposed that leaders' duties should include both official evaluations and instructional mentoring.

Additionally, it was discovered that 65.0% of teachers believed their school leaders had only a minimal amount of coaching expertise (Mean = 2.55). During the interview session head of school F said that;

I have been a head of school for thirteen years, but due to the fact that I started my position right after graduation in 2009, I have only ever attended one training for the position. Since then, I have not received any instruction to improve my knowledge. (Interview, 27th June 2022).

This is also supported by other head of school D by saying that;

Of course, I once had the opportunity, and it had been more than ten (10) years since I had it. At that time, we travelled to the Y Region to receive instruction. I recall that for seven months, we received management and leadership training there. If not, we hold meetings with the heads of the schools, which are held at the district, regional, zonal, and national levels. Thus, occasionally, we have some representatives or anything similar. (Interview, 29th June 2022).

It has been discovered that school heads have not attended trainings about their profession for many years, which prevents them from having a significant amount of coaching knowledge. They would have increased teacher professional development as well if they had this knowledge to a significant degree. The current study's findings concur with those of Rhodes (2017) that peer-network processes, coaching, and mentoring are crucial in education because they help raise standards and attainment.

CONCLUSION AND RECOMMENDATIONS

According to the findings, the degree to which heads of schools undertake the function of coaching is minimal because of a variety of circumstances, including a lack of training and heads' lack of competency in the coaching role. Instructors, on the other hand, do not receive workshops and seminars to aid in their professional advancement. As a result, teachers greatly underperform in terms of professional development in schools and fall short of their own personal goals as well as those of their organizations. Based on the findings, the study advises school administrators to implement the coaching role for teachers in order to enhance their professional development.

In order for school administrators to do their jobs successfully, put them into practice, and support teachers in their careers, the study also advises the government to fund instructors and send them to various seminars about their careers. Teachers and school administrators must adapt to changes in education because the world is changing.

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