# Unveiling strategies for strengthening pedagogical development to enhance tutors' teaching competencies in technical institutions in Tanzania: Insights from selected institutions in Dodoma Region

Elizabeth Eston Mbilinyi[1]
Mohamed Msoroka[2]
Mary Ogondieki[3]

[1]beth.mbilinyi@gmail.com

[123]The Open University of Tanzania

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## ABSTRACT

This study examined strategies for strengthening pedagogical development to enhance tutors' teaching competencies in selected technical institutions in Dodoma Region, Tanzania. The study was motivated by the recognition that technical tutors require not only occupational expertise but also effective pedagogical, interpersonal, and classroom management competencies to facilitate competency-based learning. The study was informed by Experiential Learning Theory as a theoretical lens to guide the study. A qualitative research approach was adopted, guided by a case study design to obtain an in-depth understanding of how pedagogical development strategies are implemented and experienced within institutional contexts. The study purposively selected approximately eight participants, comprising technical tutors and institutional leaders with direct experience in teaching, staff development, academic management, and quality assurance. Data were collected through semi-structured individual interviews and documentary review where relevant institutional documents were accessible. Data were analysed thematically using Braun and Clarke's six-phase approach, with attention to both institution-specific experiences and cross-case patterns. The findings revealed four major strategies for strengthening tutors' pedagogical development to enhance their competencies, namely strengthening classroom management and control, developing tutors' personal and professional character, coaching and mentoring for behavioural improvement, and practical and experiential pedagogical training. The findings critically demonstrated that pedagogical competence extends beyond knowledge of teaching methods. Effective tutors require the capacity to manage student behaviour, prevent classroom conflicts, communicate appropriately, demonstrate emotional control, and model professional conduct. Individual coaching and mentoring were particularly important because they enabled tutors to identify the underlying causes of teaching difficulties and receive personalised feedback rather than relying solely on general training programmes. Furthermore, practical and experiential exposure to other trainers and institutional environments broadened tutors' pedagogical repertoires by exposing them to alternative approaches to lesson delivery, student engagement, and practical learning. The study concludes that tutor pedagogical development should be understood as a continuous, context-responsive and multidimensional process, rather than a one-time training activity. Technical institutions should therefore integrate classroom management, professional character development, individual coaching, mentoring, and experiential learning into systematic staff development programmes. The study recommends stronger institutional mechanisms for continuous pedagogical support, peer and professional learning, practical exposure, and personalised coaching to ensure that tutors can effectively translate pedagogical knowledge into competent teaching practice.

**Keywords**; Strategies, Strengthening Pedagogical Development, Tutors' Teaching Competencies, Technical Institutions, Tanzania

## I. INTRODUCTION

Technical and Vocational Education and Training (TVET) is central to developing a competent workforce capable of supporting socioeconomic transformation, technological advancement, and innovation (Bitegera & Bisanda, 2021). However, Tanzania continues to experience a mismatch between the competencies expected by employers and those possessed by TVET graduates (Gyekye & Amo, 2024; Leyaro & Comel, 2019), raising concerns about the effectiveness of teaching and learning processes through which occupational competencies are developed. This challenge is partly associated with the pedagogical capacity of technical teachers/tutors, who are responsible for translating technical knowledge and occupational skills into meaningful learning experiences. Although effective pedagogical skills enable teachers to prepare learners for the world of work (Lolo & Sudira, 2019), evidence indicates that many TVET tutors enter teaching with strong technical qualifications but inadequate pedagogical preparation (Toroka & Kafanabo, 2024). In Tanzania, this concern is reinforced by recruitment practices that emphasise technical



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qualifications, academic performance, and industrial experience, while prior pedagogical knowledge is not consistently a prerequisite for employment (NACTVET, 2025a). Consequently, pedagogical development should extend beyond initial teacher preparation and be understood as a continuous process through which tutors develop, refine, apply, and sustain effective teaching competencies. The critical issue, therefore, is not only whether tutors possess technical expertise, but whether institutions provide effective strategies that enable them to convert such expertise into competent pedagogical practice.

In response to this challenge, the Tanzanian government and TVET regulatory institutions have introduced several initiatives to strengthen tutors' pedagogical capacity. For instance, NACTVET introduced Open and Distance E-Learning (ODeL) programmes on Competency-Based Education and Training (CBET) delivery and assessment to equip tutors with instructional techniques and teaching methodologies (NACTVET, 2025a). However, the coverage of such initiatives remains incomplete. NACTVET (2024) reported that, among 12,511 technical teachers, only 6,415 (51.2%) had undergone CBET delivery and assessment training between 2019/2020 and 2023/2024, leaving 6,096 (48.7%) without such training. Similarly, the CAG in 2024 reported that 46.7% of technical teachers in technical institutions had not received CBET training. More critically, participation in formal training does not necessarily translate into sustained pedagogical competence or effective classroom practice. Evidence continues to indicate weaknesses in pedagogical capabilities, compounded by overcrowded classrooms and inadequate teaching resources that encourage reliance on traditional teaching approaches (Vimbelo & Bayaga, 2024; Ahmad, 2024). Such approaches may limit learner engagement, reduce opportunities for real-life learning, and constrain the application of occupational skills in workplace contexts (Kargbo et al., 2026). Thus, the challenge extends beyond increasing the number of tutors who attend pedagogical training. It requires attention to the strategies through which tutors receive practical support, coaching, mentoring, professional exposure, peer learning, and institutional opportunities to apply and strengthen what they learn.

Despite increasing recognition of the importance of pedagogical development, a clear knowledge gap remains regarding the specific strategies through which tutors' teaching competencies are strengthened within Tanzanian technical institutions. Existing studies have largely examined skills mismatch, teacher qualifications, CBET training, and the general need for pedagogical competence (NACTE, 2025b; Toroka & Kafanabo, 2024), but provided limited explanation of the practical institutional strategies through which tutors develop, improve, share, and sustain pedagogical competencies. International evidence similarly suggested that TVET tutor career pathways and professional development remain unclear in many contexts, while pedagogical competence requires continuous professional practice rather than dependence on short-term training alone (Chimbi & Jita, 2021). What remains insufficiently understood, therefore, is how technical institutions identify tutors' pedagogical needs, what development strategies they use, how tutors experience and participate in those strategies, and which institutional conditions enable or constrain their effectiveness**.** This gap is particularly important in the Tanzanian context and remains underexplored at the institutional and regional level, including selected technical institutions in Dodoma Region. The present study therefore seeks to unveil strategies for strengthening pedagogical developmentdrawing insights from selected institutions, focusing on actual institutional practices and tutors' experiences rather than merely the availability of formal training programmes.

### 1.1 Research Objective

This study was set to explore strategies for strengthening pedagogical development to enhance tutors' teaching competencies in technical institutions in Tanzania,

### 1.2 Research Question

What strategies can strengthen pedagogical development to enhance tutors' teaching competencies in technical institutions in Tanzania?

## II. LITERATURE REVIEW

### 2.1 Theoretical Review

#### 2.1.1 Experiential Learning Theory

This study was informed by Experiential Learning Theory. David Kolb's Experiential Learning Theory (ELT) provides a useful lens for understanding how tutors develop and strengthen teaching competencies through practical experience and reflection (Kolb, 1984). The theory explains learning as a continuous process in which individuals gain concrete experience, reflect on that experience, develop new understanding, and apply improved approaches in practice. This is highly relevant to the present study because tutors in technical institutions learn not only through formal pedagogical training but also through classroom teaching, workshop instruction, interactions with learners, peer engagement, and responses to everyday teaching challenges (Smith & Gillespie, 2023). In practical terms, a tutor may experience difficulties in classroom management, reflect on the causes of the problem, discuss possible solutions with



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a mentor or colleague, and then apply a different teaching or classroom-management approach in subsequent lessons. The study therefore uses ELT to examine how tutors' actual teaching experiences contribute to the development of their pedagogical competencies and how strategies such as coaching, mentoring, peer learning, practical training, and reflective practice can strengthen this process.

In this study, ELT is further reflected in the institutional conditions that facilitate or constrain tutors' experiential learning. Kolb and Kolb (2005) emphasise that learning is influenced by the environment in which experiences occur. Thus, technical institutions can strengthen tutors' teaching competencies by creating opportunities for practical pedagogical training, classroom observation, mentoring, peer exchange, external exposure, reflective discussions, and experimentation with improved teaching methods. For example, tutors can be supported to reflect on classroom-management challenges, learn alternative approaches from experienced colleagues, and test those approaches in subsequent teaching sessions. Similarly, exposure to other technical institutions can provide new teaching experiences and allow tutors to compare and adapt effective practices. Reflection is particularly important because it enables tutors to identify weaknesses in their teaching, assess what works, and make appropriate improvements. Therefore, ELT guides this study in identifying and explaining practical strategies through which technical institutions can transform tutors' everyday teaching experiences into continuous professional learning and improved teaching competencies.

**2.2 Empirical Review**

Empirical evidence shows that strengthening pedagogical development requires a combination of formal training, workplace learning, collaboration, mentoring, coaching, reflection, and exposure to professional practice, rather than reliance on short-term courses alone. Gümüş and Bellibaş (2023), using evidence from 32 European countries, found that job-embedded practices such as coaching, mentoring, teacher networks, and action research were associated with teachers' self-efficacy, while conventional workshops, seminars, and courses were less consistently influential. Similarly, Van der Bijl (2021), through a systematic review of 54 studies, identified structured programmes, self-directed learning, collaborative school-based activities, and industry-based activities as four major forms of professional learning. Ahmed (2024) further showed in Sweden that vocational teachers strengthen their pedagogical competence through interaction with industry, including workplace visits and engagement with workplace supervisors, which enables them to integrate current occupational knowledge into teaching. These findings suggest that effective pedagogical development is best understood as a continuous and practice-oriented process through which tutors acquire knowledge, reflect on teaching experiences, exchange practices with colleagues, and apply improved approaches (Komba et al., 2025). However, much of this evidence originates from European education systems and general school contexts. It therefore provides limited understanding of how such strategies operate within technical institutions in Tanzania, where tutors may require pedagogical support that is closely connected to technical instruction, workshop practice, classroom management, and occupational demands. More importantly, existing studies identify different professional development approaches but provide limited insight into which strategies tutors perceive as useful, how they are implemented institutionally, and how they contribute to strengthening tutors' actual teaching competencies.

African evidence further demonstrates that the effectiveness of pedagogical development depends not simply on the availability of training but on the quality, continuity, relevance, participation, and institutional support surrounding professional learning. Van der Bijl (2021) found that industry-based workplace learning provided South African TVET lecturers with opportunities to update practical knowledge and strengthen its connection with teaching. However, Mushi et al. (2025), based on 150 teachers in Ghana, identified inadequate follow-up after in-service training as a major professional development constraint, alongside limited government sponsorship and teacher involvement in determining training content. Mitchell (2024) concluded that professional development in Africa is frequently standardised and externally driven, limiting teachers' professional agency. Similar concerns are evident in East Africa, where Niyonasenze et al. (2024) identified continuous professional development as important for updating trainers' teaching and technical skills. In Uganda, Okumu and Opio (2023) found that coaching and training workshops supported teachers' pedagogical skills.

Within Tanzanian context, Komba et al. (2025) reported that professional development is often linked to curriculum reforms and donor-supported projects and dominated by workshops and seminars that may be disconnected from classroom realities. Kanyonga et al. (2025) found that 83% of trainers in technical institutions had received competence-based education training, although the cascade model raised concerns about dilution of training content. Kafyulilo et al. (2016) demonstrated the potential of collaborative teacher design teams, although their evidence was subject-specific, while Leyaro & Cornel. (2019) examined workshops and school-based professional development in Tanzanian secondary schools mainly in relation to job performance. The critical gap, therefore, is not simply the absence of professional development programmes, but the limited empirical understanding of the strategies through which tutors' pedagogical development can be strengthened in the specific context of Tanzanian technical institutions. The present study therefore seeks to unveil strategies for strengthening pedagogical development, with a purpose of enhancing tutors' teaching competencies in selected institutions in Tanzania.



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## III.METHODOLOGY

### 3.1 Research Approach

The study adopted a qualitative research approach to explore strategies for strengthening pedagogical development to enhance tutors' teaching competencies in selected technical institutions in Dodoma Region. The qualitative approach was appropriate because the study sought to understand tutors' and institutional leaders' experiences, perceptions, practices and interpretations regarding how pedagogical development is organised, implemented and experienced within their institutions. Rather than measuring the frequency or statistical relationships among variables, the approach enabled participants to describe in their own words how they acquire, develop and apply teaching competencies through activities such as formal pedagogical training, CBET training, mentoring, coaching, peer learning, classroom observation, reflective practice, self-directed learning and external professional exposure. The approach also enabled the researcher to examine institutional conditions, challenges and opportunities that shape tutors' pedagogical development and may not be adequately captured through quantitative methods.

### 3.2 Research Design

The study employed a case study research design to obtain an in-depth understanding of strategies for strengthening pedagogical development within the real-life context of selected technical institutions. The case study design was appropriate because pedagogical development is influenced by the institutional environment in which tutors work, including leadership support, staff development arrangements, peer interaction, available resources, mentoring practices and opportunities for professional learning. This design enabled the researcher to examine how pedagogical development is organised and experienced within each selected institution and to identify similarities and differences across the cases. Tutors provided evidence about their actual experiences and application of pedagogical development activities, while institutional leaders provided information about institutional policies, programmes, support mechanisms and implementation practices. The design therefore allowed the study to move beyond identifying whether professional development activities exist to understanding how and under what institutional conditions particular strategies strengthen tutors' teaching competencies.

### 3.3 Study Area

The study was conducted in selected technical institutions in Dodoma Region, Tanzania. Dodoma Region was selected because it provides an appropriate setting for examining pedagogical development within technical education institutions serving learners in different occupational areas. The selected institutions constituted the cases through which the researcher examined how pedagogical development is planned, implemented, supported and experienced. The institutions provided an opportunity to examine tutors with different technical backgrounds, teaching experiences and levels of pedagogical preparation. The study area was particularly relevant because technical tutors are expected to integrate occupational expertise with appropriate pedagogical approaches to facilitate competency-based learning..

### 3.4 Target Population

The target population comprised technical tutors and relevant institutional leaders responsible for teaching and staff development in the selected technical institutions. Technical tutors constituted the primary participants because they directly engage in teaching and experience the pedagogical development processes investigated in the study. Their experiences provided evidence on the types of development opportunities available, how tutors participate in them, what they learn, and how they apply the acquired knowledge and skills in classroom and practical teaching. Institutional leaders were included as key informants because they are involved in planning, coordinating, supporting and monitoring tutors' professional development. Their perspectives provided evidence on institutional policies, training programmes, mentoring and coaching arrangements, resource provision and other mechanisms intended to strengthen tutors' teaching competencies.

### 3.5 Sampling Procedure and Sample Size

The study employed purposive sampling to select information-rich technical institutions and participants with direct knowledge and experience of pedagogical development. The selected institutions were considered as cases based on their relevance to the study, while tutors were purposively selected because of their direct involvement in teaching and experience with pedagogical development activities. Institutional leaders were selected based on their responsibilities for academic affairs, quality assurance, staff development or institutional management. About eight (8) participants were involved in the study. However, in keeping with the case study approach, the adequacy of the sample was considered in relation to the depth and richness of information obtained from the selected cases, rather than statistical representativeness. This sampling approach therefore enabled the researcher to obtain detailed evidence from participants who were directly knowledgeable about the phenomenon under investigation.



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### 3.6 Data Collection Tools

The study used semi-structured individual interviews as the main data collection tool, complemented by documentary review where relevant documents were accessible. The interview guide was developed from the research objective, theoretical perspective and key issues emerging from the literature. Questions focused on tutors' experiences of formal training, CBET training, mentoring, coaching, peer learning, classroom observation, reflective practice, self-directed learning, workplace and external professional exposure, institutional support, and challenges affecting the application of pedagogical knowledge. Probing questions were used to obtain detailed descriptions of actual experiences and examples of how particular strategies influenced teaching practices. The use of different sources was practically important in the case study because it enabled the researcher to compare participants' accounts with available institutional evidence, thereby developing a deeper understanding of how pedagogical development strategies operate within each case.

### 3.7 Data Analysis

The qualitative data were analysed using Braun and Clarke's (2019) six-phase thematic analysis, involving familiarisation with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. The analysis focused on identifying patterns concerning strategies for pedagogical development, tutors' experiences and participation, institutional support, application of acquired competencies, challenges, and conditions that facilitate or constrain effective pedagogical development. Within the case study design, the researcher first examined evidence from each institution to understand its particular context and practices, followed by comparison of emerging themes across the selected cases. This enabled the study to identify both common and institution-specific strategies for strengthening tutors' teaching competencies. For example, evidence concerning coaching, mentoring, peer learning, practical training, external exposure and reflective practice could be examined in relation to how each institution implements and supports these strategies. Thematic analysis therefore enabled the researcher to retain the depth of participants' experiences while also developing cross-case insights into how technical institutions can strengthen pedagogical development to enhance tutors' teaching competencies.

## IV.FINDINGS & DISCUSSIONS

### 4.1 Findings

#### 4.1.1 Strategies for enhancing tutorspedagogical development

Understanding strategies for enhancing tutors' pedagogical development is important because it helps institutions identify effective ways to improve tutors' teaching knowledge, skills, and classroom practices. It also supports the use of relevant professional development, mentoring, peer learning, and institutional support strategies that can strengthen teaching quality and ultimately improve students' learning outcomes. A thematic table 1 indicates the analytical framework of four themes that are explained one after another.

**Table 1**

*Strategies for enhancing tutorspedagogical development*

| Themes | Sub-themes | Respondent's responses |
|---|---|---|
| Strengthening Classroom Management and Control | Class control • Managing student behaviour • Preventing classroom conflict | PE explained that the first responsibility of a tutor is to "control the class" and that classroom management problems may cause students to avoid particular lessons. He noted that training helps tutors understand how their teaching behaviour affects students' participation and classroom discipline. |
| Developing Tutors' Personal and Professional Character | Personal character • Professional conduct Leading by example | PE observed that some teaching problems are not caused by lack of knowledge of teaching methods but by the tutor's "personal character." He gave examples involving anger over students' phone use and tutors failing to model professional appearance and behaviour. He emphasised that tutors should demonstrate the standards they expect from students. |
| Coaching and Mentoring for Behavioural Improvement | Individual coaching Identifying the source of problems • Continuous professional support | PE suggested that when a tutor has difficulties, training alone may not be sufficient. Tutors should be supported by people who can "coach him to see where his problem starts." Coaching can help tutors identify problematic behaviours and develop better approaches to classroom management and interaction with students. |
| Practical and Experiential Pedagogical Training | Practical training Learning through new experiences Application of teaching methods | PE indicated that pedagogical training can be strengthened by exposing tutors to different learning environments. He argued that going outside the institution helps tutors gain practical experience and "find a new voice." Although the teaching content may remain the same, exposure to other trainers and institutions can provide new ways of delivering it. |



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The first theme was Strengthening Classroom Management and Control, emerged as an important strategy for tutors' ability to manage classroom activities, student behaviour and interactions during teaching. The findings showed that effective classroom management is an important component of pedagogical development because difficulties in controlling students can interfere with participation and learning process. Therefore, it is. emphasised that the first responsibility of a tutor is to control the class, suggesting that pedagogical development should equip tutors with practical skills for maintaining discipline, managing student behaviour and preventing classroom conflicts. One participant had this to say explained:

> *The first responsibility of a tutor is to control the class" means that a tutor should establish and maintain a well-organised, respectful, and supportive learning environment. Effective classroom control enables tutors to manage student behaviour, maintain attention, organise learning activities, and create conditions that allow effective teaching and learning to take place*(an interview with a Principal at institution A, on September 3rd 2026).

Similarly, a college tutor demonstrated:

> *You know, when tutors are unable to manage student behaviour, the teaching and learning process may be disrupted and students may develop negative attitudes towards particular lessons. Also, training can help us as tutors to understand how individual behaviour influences students' participation and classroom discipline. Therefore, pedagogical development should include classroom management strategies that enable tutors to create an orderly and supportive learning environment* (an interview with tutor 1 at institution Bon September 3rd 2026).

The findings indicate that effective classroom management is an important strategy for preventing classroom conflicts and enhancing tutors' pedagogical development. Both participants emphasised that tutors need appropriate skills to manage student behaviour, maintain discipline, and create a respectful learning environment. This suggests that pedagogical development programmes should equip tutors with practical classroom management and conflict-prevention strategies to minimise disruptions, improve student participation, and promote effective teaching and learning

The second theme, Developing Tutors' Personal and Professional Character, emerged from PE's accounts of the influence of tutors' personal behaviour, professional conduct and ability to serve as role models in the teaching and learning process. The findings showed that some teaching difficulties are not necessarily associated with a lack of knowledge about teaching methods but may originate from tutors' personal character and professional behaviour. PE specifically referred to situations involving anger towards students using phones and tutors failing to demonstrate appropriate professional appearance and behaviour. One participant had this to say:

> *In order to enhance tutors develop skills and competencies, they should uphold their personal and professional character, and maintain their self discipline. Tutors interact with students on a continuous basis, and their behaviour can influence students' attitudes, discipline and participation. Therefore, tutors need to demonstrate patience, emotional control, professionalism and appropriate communication when dealing with students* (an interview with a principal at institution Bon September 3rd 2026).

Similarly, another respondent had this to say:

> *Good tutor characteristics are important for enhancing teaching competence because they promote professionalism, confidence, patience, commitment, communication, and positive relationships with students. Tutors with good character are more likely to create supportive learning environments, respond effectively to students' needs, and continuously improve their teaching practices, thereby strengthening both their professional competence and students' learning outcomes* (an interview with tutor at institution B on September 3rd2026).

The findings indicate that professional appearance and behaviour are important in enhancing tutors' pedagogical competence. Participants emphasised that tutors' self-discipline, patience, emotional control, professionalism, and appropriate communication influence students' attitudes, discipline, and participation. This suggests that tutor development should address not only technical and teaching skills but also professional conduct and personal character, which contribute to positive tutor–student relationships and effective teaching and learning..The third theme, coaching and mentoring for behavioral improvement, emerged from PE's recognition that formal pedagogical training may not adequately address all teaching and behavioral challenges experienced by tutors. The findings showed that tutors who experience difficulties may require individualised support to identify the source of their problems and develop more appropriate professional behaviors. One of the participants had this to say:

> *You know, coaching can help tutors reflect on the underlying causes of their teaching difficulties rather than simply receiving general training. For example, a tutor experiencing classroom management problems may require individual guidance to understand whether the difficulty arises from communication style, emotional responses, classroom organization or interaction with students* (an interview with a principal at institution Con September 4th 2026).



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Another participant demonstrated:

> *Individual coaching can make pedagogical development more responsive to the specific needs of each tutor by identifying their strengths, weaknesses, and areas requiring improvement. It provides personalised guidance, feedback, and practical support that enable tutors to improve their teaching methods and professional competence according to their individual needs* (an interview with a tutor at institution C on September 4th 2026).

The findings indicate that individual coaching can help tutors develop more appropriate professional behaviors and improve their pedagogical competence by addressing their specific teaching challenges. It enables tutors to reflect on their weaknesses, receive personalised feedback, and develop practical strategies for improving communication, classroom management, emotional control, and interaction with students.

The fourth theme, practical and experiential pedagogical training, emerged from PE's emphasis on learning through practical experience and exposure to different teaching environments. The findings showed that tutors can strengthen their pedagogical competencies when they are given opportunities to observe other trainers, experience different institutional environments and apply new teaching approaches. Such exposure allows tutors to move beyond theoretical understanding and develop practical ways of delivering lessons.

> *You know, tutors exposure to other teaching environments can provide tutors with new perspectives and alternative approaches to teaching. Although tutors may teach similar subject content, different trainers and institutions may use different methods of presenting content, engaging students and organising practical learning activities. Exposure to such practices can therefore broaden tutors' pedagogical repertoires* (an interview with tutor at institution Don September 4th 2026).

Another participant had this to say:

> *I as a tutor believe that practical and experiential training can encourage tutors to reflect on their existing teaching approaches and identify practices that may be improved. Learning from other trainers provides opportunities for professional exchange, observation and experimentation with new teaching methods* (an interview with a tutor at institution Eon September 4th 2026).

The findings demonstrate that enhancing tutors' pedagogical development requires a broader and continuous approach. It involves strengthening classroom management, developing personal and professional character, providing individual coaching and mentoring, and creating opportunities for practical and experiential learning. These strategies indicate that effective pedagogical development is not limited to acquiring teaching knowledge but also involves improving tutors' behaviour, professional conduct, practical skills and ability to respond to classroom situations.

**4.2 Discussions**

The finding that strengthening classroom management and control is an important strategy for tutors' pedagogical development is supported by Chimbi and Jita (2021), who show that teachers often experience difficulties translating pedagogical reforms into actual classroom practices. Their work suggests that effective teaching requires teachers to adapt pedagogical approaches to learners and classroom realities rather than merely possessing knowledge of prescribed methods. This supports the present finding that tutors need practical skills for managing student behaviour, maintaining attention, preventing conflicts, and creating supportive learning environments. Similarly, Johnson and Majewska (2022) emphasise the importance of effective pedagogical practices in shaping classroom teaching. However, the present findings extend these studies by showing that classroom management should be treated explicitly as part of tutors' pedagogical development, particularly within technical institutions where practical and competency-based learning may involve active student participation. Thus, the findings suggest that pedagogical training should move beyond teaching methods to include behaviour management, communication, discipline, and conflict-prevention skills.

The finding that developing tutors' personal and professional character enhances pedagogical competence is also supported by the broader literature on teacher competence and professional learning. Lolo and Sudira (2019) emphasise that vocational teachers require a combination of competencies to perform effectively in technical and vocational education, supporting the argument that technical expertise alone is insufficient for effective teaching. The present findings add an important behavioural dimension by demonstrating that professionalism, patience, emotional control, self-discipline, appropriate appearance, and positive communication influence tutors' relationships with students and their classroom effectiveness. This finding is also consistent with Gyekye and Amo (2024), whose focus on graduate quality and employers' expectations highlights the importance of professional qualities alongside technical knowledge. However, the present study differs by locating these qualities within the tutor–student relationship and showing that tutors act as professional role models. Therefore, pedagogical development in technical institutions should address not only what tutors know and how they teach, but also how they conduct themselves professionally.

The finding that coaching and mentoring can improve tutors' professional behaviour and teaching competence is strongly supported by Gümüş and Bellibaş (2023), who demonstrate that different forms of professional development are associated with teachers' self-efficacy. Their findings support the present argument that professional development



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is more effective when it provides opportunities for continued learning and support rather than relying exclusively on one-off training. Johnson and Majewska (2022) further distinguish formal, non-formal, and informal learning, providing support for the idea that tutors can develop professionally through individualised and continuous learning experiences. The present findings, however, provide a more specific explanation of how coaching may operate: it can help tutors identify the underlying causes of teaching difficulties and receive personalised feedback on classroom management, communication, emotional responses, and interaction with students. In this respect, the findings suggest that coaching and mentoring should complement formal training by providing ongoing, tutor-specific support. This is particularly important where general training may not address the individual behavioural or pedagogical challenges experienced by tutors.

Finally, the finding that practical and experiential pedagogical training strengthens tutors' competencies is consistent with Johnson and Majewska (2022), who recognise learning as occurring through formal, non-formal, and informal experiences. It also relates closely to Kanyonga et al. (2025), who demonstrate the importance of students' engagement in practical experiments for developing scientific inquiry competencies in Tanzanian TVET. Similarly, Bitegera and Bisanda (2021) demonstrate the relevance of adapting teaching strategies to practical and changing learning environments. These studies support the present finding that tutors can strengthen their pedagogical repertoires through exposure to alternative teaching environments, observation of other trainers, professional exchange, and experimentation with new methods. Nevertheless, the present findings provide a critical contribution by emphasising external exposure as a source of pedagogical renewal for tutors themselves. The evidence that tutors can "find a new voice" through exposure to other institutions suggests that professional learning should not be confined to internal institutional training. Overall, the four findings demonstrate that effective tutor pedagogical development requires a continuous and multidimensional approach combining classroom management, professional character, individual coaching and mentoring, and practical experiential learning.

## V. CONCLUSION & RECOMMENDATIONS

### 5.1 Conclusion

The study concludes that enhancing tutors' pedagogical development requires a comprehensive and continuous approach rather than relying on formal training alone. The findings demonstrate that effective pedagogical competence involves tutors' ability to manage classrooms, control student behaviour, prevent conflicts, communicate appropriately, and maintain positive relationships with learners. Tutors' personal and professional character, including self-discipline, patience, emotional control, professionalism, and appropriate conduct, also emerged as important components of effective teaching. Therefore, technical institutions need to integrate classroom management and professional character development into their tutor development programmes.

The study further concludes that individualised and experiential learning strategies are essential for strengthening tutors' teaching competencies. Coaching and mentoring enable tutors to identify specific weaknesses, reflect on their teaching practices, and receive personalised guidance, while practical exposure to other institutions and trainers provides opportunities to learn alternative teaching approaches. The findings therefore suggest that tutor pedagogical development should be institutionalised as an ongoing process involving coaching, mentoring, practical training, professional exchange, and continuous reflection. Such an approach can enable tutors to translate pedagogical knowledge into effective classroom and practical teaching practices within technical education institutions.

### 5.2 Recommendations

The study recommends that technical institutions should establish continuous and comprehensive tutor pedagogical development programmes that go beyond formal training to include classroom management, professional character development, individual coaching, mentoring, peer learning, and practical exposure to other teaching environments. Institutional leaders should provide regular feedback and personalised support to tutors, while creating opportunities for tutors to observe and exchange teaching practices with experienced colleagues and trainers from other institutions. These strategies can help tutors strengthen their pedagogical, professional, and interpersonal competencies and improve the quality of teaching and learning in technical institutions.

### Declaration of Interest

The authors declare that they do not have any known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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