

Challenges to knowledge-sharing practices and their influence on teaching competencies among teachers in selected secondary schools in Morogoro Municipality

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ABSTRACT

Knowledge-sharing among teachers is widely recognized as a critical driver of professional development and enhanced teaching competencies. However, in resource-constrained secondary education systems in Tanzania, various challenges often impede effective knowledge-sharing. Guided by two theories, Social Capital Theory (SCT) and Social Exchange Theory (SET), this study examined the challenges to knowledge-sharing practices and their influence on teaching competencies among teachers in selected secondary schools in Morogoro municipality. Specifically, the study assessed the influence of challenges to knowledge-sharing practices on teaching competencies among secondary school teachers in Morogoro municipality. The study employed a mixed-method approach, integrating quantitative and qualitative approaches to provide a comprehensive understanding of the influence of knowledge-sharing practices on teaching competencies. Quantitative data were collected from 175 secondary school teachers using questionnaires, while qualitative data were obtained through semi-structured interviews. Data were analyzed using SPSS version 27 to determine frequency, percentages, and regression analysis was used to examine the influence of challenges to knowledge-sharing practices on teaching competencies among teachers, while content analysis was used to analyze qualitative data. The findings indicate that respondents generally agreed that all identified factors constitute barriers to effective knowledge-sharing, as reflected by mean scores above the midpoint of the five point Likert-scale ($M > 3.00$). Limited ICT infrastructure ($M = 3.67$, $SD = 1.416$) and cost-related barriers ($M = 3.67$, $SD = 1.332$) emerged as the most critical barriers. Moreover, regression analysis revealed that lack of motivation ($\beta = .234$, $P = .034$) and lack of confidence/self-efficacy ($\beta = .393$, $P = .007$) were statistically significant predictors of teaching competencies. The study recommends increased investment in ICT infrastructure and financial support for teacher collaboration, as well as ongoing professional development programs that strengthen teachers' motivation and self-efficacy. Moreover, school leaders should establish institutional policies that formalize knowledge-sharing practices through professional learning communities, mentoring, peer observation, and collaborative planning. The study provides practical insights for education policymakers and school administrators to institutionalize collaborative professional development frameworks, thereby cultivating a sustainable culture of peer learning and ultimately enhancing the quality secondary education in Morogoro municipality.

Keywords: Knowledge, Knowledge-Sharing Practices, Morogoro Municipality, Secondary School Teachers, Teaching Competencies, Tanzania

I. INTRODUCTION

The educational system in Tanzania is undergoing reforms to promote development, diversity, and effectiveness. Teachers' knowledge-sharing practices are one of the keys to success in these reforms. Central to this development is knowledge-sharing (KS) which is the process through which explicit (documented and external in the form of documents, graphs, tables, charts, symbols) or tacit (found in the minds of human stakeholders and derived from personal experiences) knowledge is communicated to other individuals, teams, communities, or organizations (Yeboah, 2023). It is now a professional requirement for secondary school teachers to continuously improve their abilities.

Knowledge-sharing among educators is a crucial factor for improving teaching quality, encouraging creativity, and establishing a cooperative atmosphere (Liu & Chang, 2024). The implementation of knowledge sharing practices among secondary school teachers cannot go without any barriers. One of the most commonly mentioned barriers to knowledge-sharing is a lack of time, particularly in institutions with high student populations or insufficient staff (Upadhyaya, 2024). Teachers may be overburdened with teaching or administrative duties, which reduces their time for cooperation and knowledge sharing (Mutua, 2022). According to Mgaya (2024) a study in Tanzania show that teacher's ability to participate in knowledge sharing activities is frequently restricted by their heavy workloads and time constraints. Obona et al., (2024) highlights that leaders in secondary schools struggle to provide professional development to secondary school teachers due to limited time and resources.

According to Zeinabadi (2023) a study in Tehran-Iran show that, lack of rewards in the organization, lack of leadership and managerial direction, a lack of resources, and inadequate space for knowledge sharing are the barriers of knowledge sharing in the organization. Moreover, a study by Yener and Arslan (2017) show that, rewards encourage the sharing of knowledge and organizations can create incentive programs for knowledge sharing initiatives. For instance, giving bonuses to organizational members who actively carry out knowledge sharing. Herman and Gigliotti (2025) agree that, lack of incentives and a system of rewards discourages people from creating, disseminating, and applying knowledge.

In an increasingly digital world, the role of technology in education has become vital. Secondary school teachers, in particular, stand to profit from the increased communication and collaboration that technology enables. However, the fulfillment of these advantages is frequently hampered by a number of technological barriers that affect knowledge sharing among secondary school teachers. According to Ofosu-Asare (2024) a study in Ghana found that inadequate technological infrastructure, low bandwidth internet connectivity, lack of digital skills among secondary school teachers can make it difficult to share knowledge effectively. Teachers may be reluctant to use digital platforms for cooperation if they lack the necessary resources and training. Similarly, Moses (2024) notes that school heads in Arusha city-Tanzania encounter managerial-related barriers to professional growth, such as insufficient technological support, which affects teachers' ability to engage in knowledge sharing activities. A study by Malekani (2018) in Morogoro-Tanzania found that, poor access to Information and Communication Technologies (ICTs), along with insufficient training, hinders teacher's ability to use digital resources for knowledge dissemination.

1.1 Statement of the Problem

Knowledge-sharing practices among secondary school teachers are essential for continuous professional development, improving instructional quality, classroom experience, and ultimately fostering better student learning outcomes (Brinkman, 2022; Oni & Avcı, 2024). Effective collaboration and communication among secondary school teachers would allow them to exchange teaching strategies, best practices, and insights that improve their teaching competencies (Mgaya, 2024). Teachers can inspire each other and share teaching methods, resulting in new insights (Charband & Navimipour, 2018).

However, many secondary school teachers in Tanzania face challenges related to knowledge sharing among themselves (Msonge & Lekule, 2024; Nyoni, 2018). Knowledge-sharing practices remain irregular, informal, and poorly coordinated (Mugisha et al., 2023). Secondary teachers often work in isolation, relying on their own experiences instead of benefiting from shared professional knowledge, which restricts opportunities for exchanging pedagogical insights (Al-Kurdi et al., 2018; Yonas et al., 2023).

Without a culture of collaboration, teachers may find it difficult to enhance and develop their teaching competencies, such as classroom management, instructional strategies, lesson planning, student engagement, communication skills, assessment and evaluation skills, and pedagogical content knowledge (Amani et al., 2021; Yonas et al., 2023). This study, therefore, aims to examine challenges to knowledge-sharing practices and their influence on teaching competencies among teachers in selected secondary schools in Morogoro municipality. By identifying and analyzing individual, organizational, and technological factors that hinder effective knowledge-sharing, the study seeks to generate evidence-based insights that can inform school leadership, policymakers, and other education stakeholders in designing strategies to strengthen knowledge-sharing practice and enhance teaching competencies.

1.2 Research Objectives

- i. To examine the challenges hindering effective knowledge-sharing practices among secondary school teachers in Morogoro Municipality.
- ii. To assess the influence of challenges to knowledge-sharing practices on teaching competencies among secondary school teachers in Morogoro municipality.

II. LITERATURE REVIEW

2.1 Theoretical Review

This study uses two theories, Social Capital Theory (SCT) and Social Exchange Theory (SET), together to better understand and explore challenges to knowledge-sharing practices and their influence on teaching competencies among teachers in selected secondary schools in Morogoro municipality.

2.1.1 Social Capital Theory (SCT)

Social Capital Theory (SCT) explains how trust, shared norms, and social networks among teachers influence their participation in knowledge-sharing practices. Social Capital Theory (SCT) was first systematically conceptualized by the sociologist Pierre Bourdieu in 1986, viewing it as a way for individuals to access a shared resource. Social capital is defined as the resources available to individuals and groups through their social relationships. These resources consist of knowledge, ideas, assistance, trust, and cooperation (Claridge, 2018a). According to Andriani and Christoforou (2016), social capital encompasses different forms of social entities, such as norms, rules, information channels, expectations, and obligations. These entities are integrated into the systems of social organizations. Furthermore, social capital includes social norms (personal attitudes and social values), networks, and social trust that facilitate coordination and cooperation for mutual benefit (Saz-Gil et al., 2021). Moreover, social capital includes trust, recognition, common language, and shared vision (Engbers et al., 2017).

Social capital theory is considered to be a framework for understanding the significance of interpersonal interactions and shared resources. According to Sachs (2015), social capital, derived from our capacity to consider others, think generously, and act cooperatively, is essential for achieving our needs and creating social capital. We wish to support, share, give, and receive from one another. Many of the things we need and desire cannot be produced only by ourselves; instead, cooperation or reciprocity is necessary (Claridge, 2018b). Knowledge sharing practices among secondary school teachers may be greatly supported by the creation of social capital in a variety of settings, such as meetings, project groups, and cross-border teams (Mugisha et al., 2023).

Social capital theory consists of different forms of dimensions, such as structural, cognitive, and relational dimensions. Social capital in the structural dimension indicates the relationship, the presence of a network of access to people and resources, associations, and institutions that link people and groups (Claridge, 2018c). The significance of "who you know" and the accessibility of resources through these relationships are emphasized in this dimension. The cognitive dimension focuses on the intangible elements such as beliefs and perceptions, which can be measured by the levels of trust, reciprocity, and civil identity at community and individual levels (Sánchez-Arriet et al., 2021). This dimension emphasizes the importance of "how you think" and the mutual understanding that supports teamwork. Social capital in relational dimension is concerned with feelings of mutual trust that are shared by many actors within the social context such as group, organization, and community (Saz-Gil et al., 2021). This dimension highlights the significance of "how you feel" in relationships and the emotional attachments that strengthen social interactions.

Social capital theory provides useful insights into how secondary school teachers might improve their knowledge-sharing practices. Social capital theory fosters trust, which is necessary for teachers to feel safe sharing knowledge, resources, or even failures. Teachers in schools with a high level of social capital are more likely to collaborate, plan classes together, and seek assistance (Edinger & Edinger, 2018). For instance, a teacher struggling with class management is more likely to seek help from a colleague if they have a solid, trusting connection. Teachers' willingness to share, work together, or ask for assistance depends heavily on trust, norms, and social ties, all of which are core elements of social capital (Mahatmya et al., 2024). Furthermore, by using this theory, it allows someone to focus not only on what is shared, but also on how and why it is shared.

Social capital improves the effectiveness of professional development programs by making it more collaborative and ongoing (Anderson et al., 2019). This is due to the fact that professional development is not just a one-off workshop; it is embedded in relationships and everyday conversations. For instance, a teacher might follow up on a professional development session by discussing ideas with a trusted colleague and co-developing a lesson plan. Social capital influences how, when, and why teachers share knowledge. Knowledge sharing becomes more efficient and natural when networks of relationships, trust, and cooperation get stronger. This, in turn, can lead to better teaching techniques and higher student achievement (Zain et al., 2022). More connected teachers have greater access to a variety of teaching strategies, resources, and innovations. The more teachers are networked, both within and between schools, the more knowledge spreads (Li & Lu, 2025).

Schools with a high level of social capital are more likely to foster shared norms and a continuous learning culture (Ochieng & Yeonsung, 2021). In this case, teachers understand the importance of sharing knowledge and improving teaching competencies. For instance, when the school culture promotes peer learning walks and feedback, knowledge sharing becomes part of the everyday routine. Similarly, according to Melesse and Belay (2022) study in Ethiopia, if a school lacks social capital, such as little trust, poor networks, or isolated teachers, knowledge hoarding may occur. In this instance, teachers may work in silos, resulting in stagnation, redundant effort, and exhaustion. For instance, new teachers may struggle alone instead of benefiting from experienced mentors.

2.1.2 Social Exchange Theory (SET)

Social Exchange Theory (SET) is a sociological and psychological paradigm for explaining human interactions and social behavior in terms of cost-benefit analysis. It was originally introduced by American sociologist George Homans (1958) and expanded by Blau (1964). George Homans approached the study of social exchange by starting

with groups, then working down to individuals to analyze human behavior. The theory was later extended by Peter Blau in understanding organizational behavior (Blau, 1964).

According to Social Exchange Theory, people participate in social interactions when they believe the benefits such as support, information, and recognition outweigh the costs such as time, effort, or risk. Furthermore, Social Exchange Theory (SET) explains that the motivation behind an individual's social interaction is motivated by the anticipation of receiving social rewards, such as respect, prestige, and approval (Gómez, 2021). According to social exchange theory, whether or not we choose to continue a social association is determined by how we value the benefits and costs of each relationship (Stafford, 2017). When the risks outweigh the rewards, they will end or terminate the relationship. The goal of this exchange is to maximize benefits and minimize costs.

Secondary school teachers are more willing to share knowledge when they trust their colleagues and believe the sharing will be reciprocated (Wu & Lee, 2017). A study by Singogo (2024) in Tanzania revealed that, trust among teachers and school administration had a beneficial influence on organizational citizenship behaviors, such as voluntary knowledge sharing. Teachers who feel supported by their institution are more likely to share their knowledge (Romani-Dias & Carneiro, 2020). Moreover, a study by Matete (2021) in Tanzania found that perceived organizational support enhances teachers' trust in their colleagues and management, creating a collaborative environment favorable to knowledge sharing. Empowering leadership styles can foster knowledge sharing by making teachers feel respected and motivated. Wu and Lee (2017) suggest that empowered leadership improves teachers' psychological capital, which in turn increases their willingness to share knowledge. Teachers weigh the benefits of sharing knowledge, such as professional growth and recognition, against the potential costs, such as time investment and loss of competitive advantage (Kulwa & Mwila, 2022). Therefore, understanding these dynamics can assist secondary school teachers in developing solutions that reduce perceived costs while increasing perceived benefits.

2.2 Empirical Review

2.2.1 Individual Challenges Affecting Knowledge-Sharing Practices Among Teachers

Collaborative knowledge-sharing practices ranging from informal peer exchanges to formalized professional learning communities are essential for preparing teachers with the skills, strategies, and reflective capacities required for effective instruction. Despite the recognized benefits of collaborative professional practices, studies conducted in sub-Saharan Africa and globally indicate that teacher's engagement in knowledge-sharing practices remains limited, especially in resource-limited environments.

Pasique and Maguate (2023) reported that, lack of time and heavy teaching load are major obstacles to knowledge sharing, and this is due to their hectic schedules, teachers frequently face challenge to find time for collaborative activities, which limits their opportunities for professional engagement. Moreover, there are reasons to believe that some of the academic staff is unwilling to share their knowledge voluntarily. For example, according to a study by Kmiecik (2021) revealed that there are various reasons why academic staff are reluctant to share knowledge. These reasons include the fear of losing one's value, the cost involved, the uncertainty about how the receiver will use the shared knowledge, the acceptance and respect of a strong formal and hierarchical power, and actual negative consequences of sharing knowledge with subordinates. Individuals frequently retain information because they view it as a personal advantage that keeps them relevant in an organization (Farooq, 2018). In such a circumstance, the individual cannot be forced to give such information, but rather motivated and encouraged to share it. Even if the individual is motivated and encouraged, one significant constraint to knowledge sharing is the behavior and attitude of these people to share the knowledge (Obrenovic *et al.*, 2020).

2.2.2 Organizational Challenges Affecting Knowledge-Sharing Practices Among Teachers

In educational settings, a culture that does not value or prioritize knowledge sharing can create barriers that hinder collaboration and the exchange of teaching practices among teachers (Hoang, 2024). According to Fullwood and Rowley (2017); Rushud (2021) highlights barriers to effective knowledge sharing (KS) practices in organizations, including lack of trust, poor leadership, rewards, communication issues, status inequalities, lack of resources, and network connections. Other barriers include lack of time, fear that one's KS may lessen job security, poor evaluations by the receiving unit, and differences in education levels. Moreover, Kanyundo *et al.* (2023) a study in Lilongwe-Malawi found that inadequate awareness about the significance of knowledge sharing, lack of top management support, lack of knowledge management policy, lack of management commitment, and lack of knowledge management champion or advocates hinder the knowledge sharing practices. Furthermore, a school principal who fails to set clear objectives and actively encourages knowledge-sharing activities may lead to an environment in which such practices are undervalued (Wang *et al.*, 2024). In addition, a study by Komba and Mwakabenga (2019) in Tanzania identified challenges for teachers professional development such as, a lack of clear policies and guidelines for teacher professional development, and ineffective organization of teacher professional development activities.

A study by Mbuli and Zhang (2020) in Tanzania indicates various barriers such as inflexible scheduling of training, insufficient resources, poor program organization, a lack of support and supervision, a lack of commitment from school administration, and bias during in-service training. It is advised that policymakers and education stakeholders should cooperate to ensure that these activities are sufficiently funded and contextually relevant (Majani, 2023). According to a study by Msonge and Lekule (2024) highlights that school heads in Tanzania frequently struggle to encourage teacher collaboration because they lack managerial skills and proper training in fostering collaboration among teachers. This deficiency contributes to the inadequate knowledge sharing culture in schools.

2.2.3 Technological Challenges Affecting Knowledge-Sharing Practices Among Teachers

A study by OECD (2020) in Latin America schools show that unstable internet connectivity and limited broadband infrastructure in semi-urban and rural areas hindered teachers' participation in digital knowledge-sharing platforms. Kawala (2018), a study in Uganda, reported that teachers still face difficulties in adopting the use of ICT in teaching due to several factors, including inadequate computer skills, negative attitudes towards ICT, lack of adequate strategies to prepare teachers to integrate ICT in teaching and learning, systems, and digital content.

In Tanzania, many schools, particularly those in rural areas, face challenges such as unstable and unreliable electricity supply, limited access to computers and the internet, and out-of-date equipment and software (Simbeye, 2020). These limitations hinder the ability of teachers to participate in digital learning and knowledge sharing activities. According to Bendera (2024) in his study on the adoption and usage of ICT in teaching and learning in Tanzanian secondary schools revealed that 94.1% of studies reported insufficient ICT infrastructure, 47.1% reported limited ICT skills or knowledge among teachers, and 29.4% cited inadequate teacher training as major challenges to ICT integration. The study concludes that ICT adoption and usage in Tanzania secondary schools is at a low level.

2.2.4 The Influence of Challenges to Knowledge-Sharing Practices on Teaching Competencies Among Teachers

Teaching competencies have become one of the most important determinants of educational quality in the 21st century. As educational systems adapt to rapid technological shifts, curriculum updates, globalization, and diverse student needs, teachers are now required to possess and demonstrate a broad range of competencies beyond subject matter expertise (Allen et al., 2024; Nyaaba & Zhai, 2024). These competencies include lesson planning, classroom management, instructional delivery skills, assessment techniques, and communication digital literacy. The quality of these competencies has a major impact on students' academic performance, motivation, critical thinking, and lifetime learning outcomes.

Knowledge-sharing practices such as peer-to-peer sharing, mentorship and coaching practices, documentation and sharing, technology-based sharing, workshops and seminars, and Communities of Practice are now widely regarded as the foundation of teacher professional development (Mohammed et al., 2023). When teachers collaboratively share pedagogical knowledge, classroom management techniques, and technological innovations, they collectively enhance their teaching competencies, which are the best predictors of student academic achievement (Ventista & Brown, 2023).

International organizations increasingly recognize collaborative professional learning as one of the most effective approaches for strengthening teacher professionalism and improving educational quality. Collaboration professional learning is emphasized by organizations such as United Nations Educational, Scientific and Cultural Organization (UNESCO) and the Organization for Economic Co-operation and Development (OECD) as a crucial strategy for improving educational quality and achieving Sustainable Development Goal 4, which promotes inclusive and equitable quality education (OECD, 2025; UNESCO, 2025). A cross-national evidence from the United States, China, Finland, and Singapore found that schools characterized by strong knowledge-sharing cultures generally exhibit higher levels of instructional innovation, teacher self-efficacy, organizational learning, and student achievement (Zhang et al., 2024). Many educational institutions around the world still face major obstacles that prevent teachers from effectively exchanging professional knowledge, despite the recognized benefits of knowledge-sharing. A systematic review conducted by Graham et al. (2024) found that when teachers engage in regular knowledge-sharing, they experience reduced professional isolation, higher self-efficacy, and accelerated the adoption of evidence-based pedagogies. A study by Debnath (2025) demonstrates that barriers to knowledge-sharing can impede teachers professional development, reduce teacher self-efficacy, and limit their capacity to respond effectively to complex classroom challenges by restricting opportunities for collaborative learning, reflective practice, and access to collective professional expertise.

Many countries in Sub-Saharan Africa have implemented teacher professional development initiatives that emphasize collaboration, mentoring, communities of practice, and technology-supported professional development as strategies for improving teacher competencies and educational quality. However, a systematic review by Oubibi et al. (2024) covering teacher education across Africa revealed that knowledge-sharing among teachers in online professional

learning is constrained by unreliable internet connectivity, inadequate ICT infrastructure, lack of digital devices, and insufficient technical support.

In Tanzania, the government has placed significant emphasis on teacher collaboration and continuous professional development as strategies for improving instructional quality through the Educational and Training Policy (ETP, 2014, updated 2023) and the National Strategy for Inclusive Education. A study conducted by Ngao and Sang (2024) in Tanzania indicates that while Professional Learning Communities (PLCs) facilitate teachers' collaboration and Information and Communication Technology (ICT) integration, their effectiveness is restricted by inadequate digital resources, insufficient ICT infrastructure, limited institutional support, and inadequate teacher capacity. Moreover, Mgaya (2024) reported that teachers encounter restricted opportunities for professional development, inadequate ICT resources, poor working conditions, and low digital competence, all of which hinder ongoing professional development. These constraints reduce opportunities for collaborative learning, ultimately limiting teachers' ability to improve instructional delivery, classroom management, lesson planning, and technology integration.

III. METHODOLOGY

3.1 Description of the Study Area

This study was conducted in Morogoro municipality, which is located in the Morogoro region. Morogoro municipality lies between latitudes 4°49' and 6° south of the Equator and longitudes 37°4' and 38° east of the Greenwich Meridian. Morogoro Municipality serves as the administrative center for Morogoro Region, and it is bordered by Morogoro Rural District to the east, Mvomero District to the north, and the Uluguru Mountains to the south. Morogoro municipality has thirty-one (31) public secondary schools and thirty-two (32) private schools.

Morogoro municipality was selected because it features a mixture of urban and peri-urban secondary schools, which can reflect different challenges and opportunities in knowledge-sharing. This diversity allowed for a comprehensive analysis of different teaching practices and the potential for knowledge-sharing across different educational contexts. Furthermore, Morogoro municipality is experiencing urbanization, which has the potential to alter educational dynamics. The urban context provided unique opportunities for teachers to engage in knowledge-sharing practices by leveraging community resources and networks, which are more widespread in urban settings than in rural locations (Ndhlovu & Sawe, 2022).

3.2 Research Design

Based on the nature of this study, the research design adopted was cross-sectional, which measured units from a sample of the population at only one point in time. The researcher chose this research design because it allowed a combination of various survey methods for gathering both qualitative and quantitative data. The design also offers quick results at minimal cost (Hunziker & Blankenagel, 2024).

3.3 Research population

The target population of 359 comprised both private and public secondary school teachers from Morogoro Municipal. This group was selected because they are the major actors participating in the processes of knowledge-sharing and professional competencies in the education system. Headmasters/headmistresses and District Secondary Educational Officer (DSEO) were also part of the study as key informants. Their inclusion was essential due to their strategic roles in shaping the school environment, and they are responsible for organizing professional development activities, fostering a collaborative culture, and supporting internal communication among teachers. Moreover, the DSEO provided a broader, policy-level perspective on educational policy implementation and resource allocation.

3.4 Sampling Procedures

A combination of purposive, random, and stratified sampling techniques was employed in this study to enhance the relevance of the findings. The purposive sampling technique was used to select secondary schools to be included in the study. Again, the purposive sampling technique was used to select key informants: Heads of secondary schools and the District Secondary Education Officer (DSEO). Moreover, the stratified sampling technique was employed to select respondents from two main strata based on ownership type, namely public secondary schools and private secondary schools. Within each selected school, teachers were selected randomly from staff lists to minimize selection bias and to ensure that each teacher had an equal chance of inclusion.

3.5 Sample Size

The study involved 189 respondents as a sample size from the total population of 359 (comprising 297 public and 62 private secondary school teachers) obtained from the official list provided by the Municipal Secondary Education Office. Eight (8) secondary schools were selected (four public and four private) purposefully by considering two best

performing schools from urban and peri-urban areas, including public and private, and two low performing schools, including private and public from urban and peri-urban areas of Morogoro municipality.

However, for data presentation and with a consideration of confidentiality and fluent discussion, the eight secondary schools were assigned a unique code and were identified as school A, B, C, D for private schools and school 1, 2, 3, 4 for public schools instead of using actual names. One (1) respondent was a District Secondary Education Officer (DSEO), and eight (8) respondents were heads of schools from the eight different secondary schools. The sample size was obtained using Yamane's formula for calculating sample size $n = \frac{N}{1+N(e^2)}$ Where N is the population size and e is the level of precision, which is ± 5 , thus, $n = \frac{359}{1+359(0.0025)} = 189$

Table 1

Summary of Sample Sizes for Private Secondary Schools

S/N	Name of the school	Number of secondary school teachers	Sample size (n)
1.	School A	13	07
2.	School B	21	11
3.	School C	19	10
4.	School D	09	05
Total		62	33

Source: Number of secondary school teachers obtained from Morogoro Municipal Secondary Education Office

Table 2

Summary of Sample Sizes for Public Secondary Schools

S/N	Name of the school	Number of secondary school teachers	Sample size (n)
1.	School 1	53	28
2.	School 2	108	57
3.	School 3	76	40
4.	School 4	60	31
Total		297	156

Source: Number of secondary school teachers obtained from Morogoro Municipal Secondary Education Office

However, out of the 189 questionnaires distributed to secondary school teachers, 175 were completed and returned, yielding a response rate of 92.6%, while 14 questionnaires (7.4%) were not returned. According to Seibu et al. (2025) argues that a response rate above 80% is considered excellent for analysis and reporting. The high response rate implies significant participant involvement and provides sufficient data for further statistical analysis, thereby enhancing the credibility and representativeness of the study findings (Holtom et al., 2022).

3.6 Data Collection Methods

This study used two main data collection methods, namely questionnaires and semi-structured interview guides. Primary data were collected using the qualitative method for non-numerical data, which is an interview guide, and the quantitative method for numerical data, which is the questionnaire. These methods were designed to complement each other in terms of analysis and verification. Questionnaires were the main tool for data collection in the study, and the unit of analysis consisted of teachers from secondary schools in Morogoro municipality. A five-point Likert scale was used to assess challenges to effective knowledge-sharing practices among secondary school teachers in Morogoro municipality, Tanzania. Challenges to knowledge-sharing practices (the independent variable) were measured using a five-point Likert type frequency scale. Response options ranged from not at all, very low, low, moderate, to major challenge, and were coded as 1,2,3,4, and 5, respectively. Again, the dependent variables (teaching competencies) were measured using a five-point Likert-type frequency scale. Response options ranged from Never, to Always, and were coded as 1,2,3,4, and 5, respectively. Before analysis, the instruments internal consistency was assessed using Cronbach's alpha. The instrument yielded a Cronbach's alpha value of 0.86, indicating good internal consistency reliability.

3.7 Statistical Analysis

Qualitative information collected from the interview guide was conceptualized, summarized, and analyzed using content analysis. Quantitative data were coded and analyzed using SPSS version 27. Descriptive statistics such as mean, standard deviation, and inferential statistics such as linear regression were used to analyze the influence of knowledge sharing practices on teaching competencies among secondary school teachers in Morogoro municipality. The employed multiple linear regression model was expressed as:

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6 + \dots + \beta_{21}X_{21} + \varepsilon$$

Where,

Y = Teaching competencies

β_0 = Y intercept

$\beta_1 - \beta_{21}$ = Regression coefficients

(X1= Lack of motivation, X2= Lack of confidence/self-efficacy, X3= Time constraints, X4= Limited awareness, X5= Personal attitudes and mindset, X6= Limited experience with collaborative practices, X7= Low ICT skills and digital competence, X8= Limited ICT infrastructure, X9= Inadequate technical support, X10= Cost-related barriers, X11= Weak leadership support, X12= Unsupportive organizational culture, X13= Inadequate reward and recognition systems, X14= Ineffective policies and guidelines, X15= Poor organizational structure, X16= Age, X17= Teaching experience, X18= Education level, X19= Gender, X20= School type, X21= Position/Responsibility)

ε = Error term

Before running linear regression, the following assumptions were tested: multicollinearity, autocorrelation, and homoscedasticity. Moreover, the model was used to determine the relative contribution of each challenge to knowledge-sharing practice and their influence on teaching competencies among teachers in Morogoro municipality.

IV. FINDINGS & DISCUSSION

4.1 Demographic Information of the Participants

This section provides important contextual information for understanding the findings on challenges to knowledge-sharing practices and teaching competencies. The participants varied in characteristics such as gender, age, educational level, teaching experience, and school ownership, providing a diverse representation of teachers in the selected secondary schools. This variation is relevant because teachers' demographic and professional characteristics may shape their opportunities experiences and willingness in knowledge-sharing activities and develop teaching competencies.

Table 3

Demographic Information of the Participants (n=175)

Variable	Category	Frequency (n)	Percentage (%)
Gender	Male	102	58.3
	Female	73	41.7
Age (Years)	21-30	35	20.0
	31-40	71	40.6
	41-50	57	32.6
	51-60	12	6.8
Education level	Diploma in Education	10	5.7
	Bachelor's Degree	149	85.1
	Postgraduate Diploma	8	4.6
	Master's Degree	8	4.6
Teaching experience	Less than 1 year	5	2.9
	1-5 years	39	22.3
	6-10 years	48	27.4
	More than 10 years	83	47.4
Position/Responsibility	Ordinary teacher	132	75.4
	Head of department	25	14.3
	Academic teacher	18	10.3
School type	Public/Government	142	81.1
	Private	33	18.9

Table 3 presents descriptive statistics of respondents' demographic and professional characteristics, including gender, age, education level, teaching experience, position or responsibility, and school type. Understanding the characteristics of participants is crucial for contextualizing the findings and strengthening the validity of the analysis.

The findings in Table 3 indicate that out of 175 respondents, 102 teachers (58.3%) were male, while 73 teachers (41.7%) were female. Moreover, with respect to age distribution, the findings show that the largest proportion of respondents was within the 31-40 years age group (40.6%), followed by those aged 41-50 years (32.6%). This pattern

indicates that the teaching workforce in the sampled schools is predominantly composed of mid-career professionals. Regarding education qualifications, the data show that a very large majority of respondents, 149 teachers (85.1%) hold a Bachelor's degree. This distribution suggests that most teachers in the study area have attained the maximum professional qualification required for teaching in secondary schools in Tanzania. The teachers were asked to indicate their teaching experience. Findings show that 83 teachers (47.4%) have more than 10 years of teaching experience, followed by teachers with 6-10 years of experience, who account for 27.4%. These findings demonstrate that the majority of teachers in the sample are highly experienced professionals. Furthermore, concerning professional roles within schools, the majority of respondents, 132 teachers (75.4%), are ordinary classroom teachers, while 25 teachers (14.3%) serve as heads of departments, and 18 teachers (10.3%) hold the position of academic teachers. Finally, regarding school ownership, the results show that 142 respondents (81.1%) work in public or government schools, while 33 respondents (18.9%) are employed in private schools.

4.2 Challenges Affecting Knowledge-Sharing Practices Among Teachers in Selected Secondary Schools in Morogoro Municipality

This section examines the major challenges that may hinder effective knowledge-sharing practices among teachers in selected secondary schools in Morogoro municipality. It focuses on individual, technological, and organizational barriers that can influence teachers' ability and willingness to share knowledge, experiences, and professional practices. Identifying these challenges is important for understanding the conditions that shape knowledge-sharing and, ultimately, the development of teaching competencies.

Table 4

Challenges Affecting Knowledge-Sharing Practices Among Teachers in Selected Secondary Schools in Morogoro Municipality (n=175)

Challenges	Mean	Std. Deviation
Lack of motivation	3.61	1.334
Lack of confidence/self-efficacy	3.01	1.554
Time constraints	3.47	1.458
Limited awareness	3.29	1.500
Personal attitudes and mindset	3.30	1.540
Limited experience with collaborative practices	3.36	1.539
Low ICT skills and digital competence	3.62	1.267
Limited ICT infrastructure	3.67	1.416
Inadequate technical support	3.62	1.409
Cost-related barriers	3.67	1.332
Weak leadership support	3.32	1.513
Unsupportive organizational culture	3.33	1.532
Inadequate reward and recognition systems	3.27	1.539
Ineffective policies and guidelines	3.39	1.545
Poor organizational structure	3.18	1.576

Table 4 presents survey data on perceived challenges to effective knowledge-sharing practices among secondary school teachers in Morogoro municipality, Tanzania. The responses were measured using a five-point Likert scale (where 1=not at all, 2=very low, 3=low, 4=moderate, and 5=major challenge) and analyzed using descriptive statistics, particularly means and standard deviations. The mean range interpretation are as follows; mean scores ranging from (1.00 to 1.80) indicates that teachers perceive these factors as very low barriers to knowledge-sharing, mean scores ranging from (1.81 to 2.60) indicate low barriers, (2.61 to 3.40) indicate moderate barriers, (3.41 to 4.20) indicates high barriers, and mean scores ranging from (4.21 to 5.00) indicates very high barriers.

Overall, the findings indicate that respondents generally agreed that all identified factors constitute barriers to effective knowledge-sharing, as reflected by mean scores above the midpoint of the five point Likert-scale ($M > 3.00$). To provide a structured and insightful discussion, these 15 challenges are grouped into three primary themes including individual, organizational, and technological challenges.

Regarding individual challenges faced by secondary school teachers in Morogoro municipality in engaging in knowledge-sharing practices, all factors (lack of motivation, lack of confidence/self-efficacy, time constraints, limited awareness, personal attitudes and mindset, limited experience with collaborative practices, and low ICT skills and digital competence) collectively indicate mean scores above 3.0, suggesting that teachers generally perceive these as moderate to high barriers, which directly affects the effectiveness of knowledge-sharing in school systems. The most serious limitations identified by the respondents are low ICT skills and digital competence with a mean score of 3.62, followed by a lack of motivation with a mean score of 3.61. This suggests that even where ICT facilities exist, teachers may lack sufficient digital literacy to effectively utilize online platforms, learning management systems, social media

groups, or collaborative digital repositories for professional learning. As a result, teachers continued to rely on face-to-face interactions rather than utilizing online knowledge-sharing platforms. This result aligns with the quantitative finding from one Head of School who said that;

“Many teachers still have limited skills in using digital technologies. While they can perform basic tasks such as typing documents or sending messages via WhatsApp, they face difficulties using online platforms such as Google Classroom, Microsoft Teams, Zoom, or cloud storage to exchange teaching materials and professional experiences.” Head of School, 12/02/2026

This finding is consistent with the study conducted by Nzilano (2025) who revealed that the digital divide, a shortage of ICT resources, and poor internet connectivity as primary factors hindering technology adoption in Tanzanian schools. Similarly, these findings corroborate those of Muñoz et al. (2021) who argued that teachers’ digital competence significantly determines their participation in collaborative knowledge-sharing activities.

Another important challenge identified was lack of motivation with mean scores of 3.61. This finding suggests that some teachers may not perceive sufficient personal or professional benefits from sharing their knowledge and experiences with colleagues. Without intrinsic (professional satisfaction) or extrinsic (rewards/recognition), teachers may prioritize their individual responsibilities over collaborative professional learning. This was supported by the study conducted by Hejazi and Khamees (2022) who demonstrated that motivation is one of the strongest predictors of knowledge-sharing behavior, because individuals are more willing to share valuable knowledge when they expect personal satisfaction, reciprocal support, or organizational recognition. Similarly, Social Exchange Theory (SET) contends that knowledge-sharing depends largely on individuals’ perceptions that the benefits of sharing outweigh the related costs (Xie et al., 2025). Moreover, lack of confidence/self-efficacy emerged as the lowest-rated challenge with a mean score of 3.01. This suggests that most teachers believe they have valuable knowledge but are blocked by other factors. This finding is contrary with the study conducted by Acker et al. (2014) who found that teachers are hesitant to share knowledge because they fear judgment or doubt their own pedagogical competence.

Regarding technological challenges, all three (limited ICT infrastructure, inadequate technical support, and cost-related barriers) have high mean scores ranging from 3.62 to 3.67. Limited ICT infrastructure ($M=3.67$, $SD=1.416$) and cost-related barriers ($M=3.67$, $SD=1.332$) emerged as the most critical barriers. This finding indicates that if schools lack reliable internet, electricity, computers, or funding to sustain digital platforms, teachers cannot easily share modern teaching materials or insights. Additionally, the high mean score for limited ICT infrastructure was supported by the District Secondary Education Officer (DSEO), who said that,

“Despite government efforts to improve ICT integration in education, financial restrictions have hindered the provision of adequate digital infrastructure.” District Secondary Education Officer (DSEO), 17/02/2026

This findings are consistent with studies by Mtebe and Raphael (2018); Peter (2022) who revealed that inadequate ICT infrastructure and high internet charges remain major obstacles to the use of collaborative digital learning platforms in Tanzanian educational institutions. Similarly, Maro et al. (2024) indicated that digital infrastructure is a necessary requirement for teacher collaboration and professional knowledge exchange, especially in developing countries where technology resources are unevenly distributed. Moreover, cost-related barriers align perfectly with a recent study by Machemba and Biswal (2025) who reported that limited financial resources restrict both professional training and ICT integration in Tanzania.

Regarding organizational challenges faced by secondary school teachers in Morogoro municipality in engaging in knowledge-sharing practices, the descriptive results presented in Table 5 demonstrate that all five organizational challenges have mean scores between 3.18 and 3.39, placing them in the moderate challenge category. Ineffective policies and guidelines recorded the highest mean score ($M=3.39$), followed by unsupportive organizational culture ($M=3.33$), weak leadership support ($M=3.32$), inadequate reward and recognition systems ($M=3.27$), and poor organizational structure ($M=3.18$). Ineffective policies and guidelines implies existing policies may be vague, contradictory, or unknown to teachers. Moreover, the finding suggests that the municipality or individual schools lack a clear, strategic framework for knowledge management. Many schools are likely to lack clear policies on knowledge sharing, collaboration, and intellectual property of teaching materials. This was confirmed during the interview, as several heads of School explained.

“Our school does not have a structured policy mandating teachers to document and share best teaching practices. We mostly rely on departmental meetings, but there is no formal framework to ensure that valuable experiences and instructional innovations are shared among all teachers.” Heads of School, 12/02/2026

The findings are also supported by a systematic review conducted by Schaik et al. (2018) who found that school level organizational conditions, including formal structures and institutional arrangements that guide collaboration, significantly influence teachers’ utilization and sharing of professional knowledge. The authors contended that weak organizational structures and insufficient institutional guidance reduce opportunities for systematic knowledge

exchange. Moreover, a research on teachers in specialized education indicates that a lack of policy is a direct barrier to their involvement and professional interactions (Vergeer et al., 2026).

4.3 The Influence of Challenges to Knowledge-Sharing Practices on Teaching Competencies Among Teachers

This section examines how challenges associated with knowledge-sharing practices may influence teachers' teaching competencies in the selected secondary schools in Morogoro Municipality. It focuses on whether barriers to knowledge sharing, including individual, technological, and organizational constraints, are associated with teachers' ability to develop and apply effective teaching competencies.

Table 5

The Influence of challenges to knowledge-sharing practices on teaching competencies among teachers

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	3.573	.389		9.180	.000		
	Lack of motivation	.097	.045	.234	2.140	.034	.382	2.617
	Lack of confidence/Self-efficacy	.140	.051	.393	2.758	.007	.225	4.441
	Time constraints	-.055	.054	-.143	-1.020	.309	.231	4.336
	Limited awareness	-.047	.060	-.127	-.789	.431	.176	5.666
	Personal attitudes and mindset	-.107	.059	-.296	-1.827	.070	.173	5.773
	Limited experience with collaborative practices	.035	.056	.099	.629	.530	.186	5.387
	Limited ICT infrastructure	.069	.052	.176	1.331	.185	.260	3.849
	Inadequate technical support	.106	.060	.268	1.779	.077	.201	4.964
	Low ICT skills and digital competence	-.027	.061	-.062	-.441	.660	.232	4.313
	Cost-related barriers	.006	.049	.014	.122	.903	.330	3.026
	Weak leadership support	-.031	.067	-.086	-.469	.640	.137	7.318
	Unsupportive organizational culture	.093	.079	.257	1.178	.240	.096	10.398
	Inadequate reward and recognition systems	-.033	.056	-.090	-.580	.563	.188	5.323
	Ineffective policies and guidelines	-.107	.060	-.297	-1.782	.077	.164	6.094
	Poor organizational structure	-.023	.049	-.066	-.471	.638	.232	4.311
	Teaching experience	-.066	.067	-.105	-.987	.325	.401	2.497
	School type (0=Public, 1=Private)	.258	.126	.183	2.050	.042	.571	1.753
	Sex (0=Male, 1=Female)	.008	.083	.007	.092	.927	.832	1.202
	Highest level of education	.055	.076	.053	.725	.469	.861	1.162
	Age of respondent	-.062	.066	-.096	-.933	.352	.429	2.330
	Position/Responsibility	.216	.061	.258	3.515	.001	.845	1.184

a. Dependent Variable: Teaching competencies

A multiple linear regression analysis was conducted to examine the influence of various challenges to knowledge sharing practices and demographic factors on the teaching competencies of secondary school teachers in Morogoro municipality. The results indicate that among the fifteen challenge variables examined, lack of motivation ($\beta=.234$, $P=.034$) and lack of confidence/self-efficacy ($\beta=.393$, $P=.007$) were statistically significant predictors of teaching competencies.

Regarding the control variables, school type ($\beta=.183$, $P=.042$) and position/responsibility of a teacher ($\beta=.258$, $P=.001$) also significantly influenced teaching competencies. Most other challenges such as time constraints, limited awareness, limited ICT infrastructure, low ICT skills, cost-related barriers, weak leadership support, unsupportive organizational culture, inadequate rewards, poor organizational structure, teaching experience, sex, educational level, and age did not reach statistical significance ($P>0.05$).

The findings demonstrate that lack of confidence/self-efficacy was the strongest predictor among the challenge variables ($\beta=.393$). This finding implies that teachers' confidence in their professional abilities plays a crucial role in determining whether they participate in knowledge-sharing activities that contribute to teaching competencies. Teachers

who doubt their pedagogical abilities may be hesitant to share teaching experiences, lesson planning, classroom management techniques, or participate in collaborative professional learning due to concerns about exposing weaknesses or receiving negative evaluations from colleagues. This finding aligned with Bandura's (1997) Self-efficacy Theory, which argues that individuals with higher self-efficacy are more likely to undertake challenging professional duties and participate in collaborative learning. Additionally, the result is supported by Acker et al. (2014) who found that knowledge-sharing self-efficacy significantly increased teachers' willingness to share instructional materials and professional expertise. Similarly, Thien and Liu (2024) demonstrated that teachers with higher self-efficacy participate more actively in professional collaboration and instructional innovation. Furthermore, more recent systematic review in Sub-Saharan African conducted by de Wet and Rothmann (2023) confirm that perceived teaching competence and teacher self-efficacy are strongly associated, implying that teachers who doubt their pedagogical competence are less likely to contribute confidently to professional knowledge-sharing.

The regression analysis revealed that lack of motivation significantly influenced teaching competencies among secondary school teachers ($\beta=.234$, $P=.034$). This finding suggests that low motivation reduces active participation in knowledge-sharing activities such as professional discussions, peer mentoring, and collaborative problem solving. According to Social Exchange Theory (SET), individuals are more likely to share knowledge when they perceive that the benefits of sharing outweigh the associated costs. Similar findings were reported by Sun et al. (2022) who revealed that intrinsic and extrinsic motivation significantly enhanced employees' willingness to share knowledge. Moreover, Belay and Melesse (2024) found that motivation is widely recognized as a fundamental driver of knowledge-sharing behavior because motivated teachers are more willing to share ideas, mentor colleagues, and participate in professional learning communities. The present finding therefore reinforces previous evidence that maintaining teacher motivation is essential for improving teaching competencies through collaborative learning.

Among the control variables, school type significantly influenced teaching competencies ($\beta=.183$, $p=.042$). This finding suggests that teachers in public and private secondary schools differ in their teaching competencies after controlling for other factors. The findings indicate that teachers in private secondary schools exhibited higher teaching competencies than those in public schools, holding all other variables constant. This may reflect disparities in resource allocation, smaller class sizes, or stricter administrative performance monitoring in the private sector within Morogoro. Previous research in Tanzania also found disparities in teacher supervision, professional development opportunities, and ICT access between public and private schools, all of which may contribute to differences in competency development (Chaula et al., 2024; Koomar et al., 2022). Moreover, position/responsibility of a teacher significantly predicted teaching competencies ($\beta=.258$, $P=.001$). The results suggests that teachers occupying leadership positions, such as heads of departments and academic coordinators, are often more involved in curriculum planning, mentoring, supervision, and collaborative decision making. These responsibilities provide greater opportunities for professional interaction and knowledge-sharing. This finding aligned with Communities of Practice Theory (1998) which contends that regular participation in professional communities facilitates learning, knowledge-sharing, and competency development. It is also in line with the findings conducted by Hendrickx et al. (2025) who found that teachers who actively involved in collaborative professional communities demonstrate higher levels of professional learning and instructional competence.

Contrary to expectations, time constraints did not significantly influence teaching competencies ($\beta=-.143$, $P=.309$). This result contradicts numerous previous studies that identify workload and time constraints as the main obstacles to knowledge-sharing. For instance, Manegdeg and Paglinawan (2024) found that teachers who have too much work to do are less likely to engage in collaborative professional learning. Similarly, Mgaya (2024) found that one of the main obstacles to knowledge-sharing in educational institutions is a shortage of time. The study also revealed that limited ICT infrastructure was not a statistically significant predictor ($\beta=.176$, $P=.185$), despite being commonly identified in earlier studies as a key barrier to knowledge-sharing. This study differs from Swai (2024) who reported that inadequate ICT facilities and unreliable internet access significantly limited teachers' use of digital technology in Tanzanian secondary schools. Moreover, Ngao and Sang (2024) found that inadequate ICT infrastructure limited teachers' engagement in technology-supported professional learning communities.

To ensure the reliability of the regression model, multicollinearity was assessed using Tolerance and Variance Inflation Factor (VIF) values. Most variables in the model fall well within acceptable limits ($VIF<5$). However, some organizational variables showed relatively high multicollinearity. In particular, unsupportive organizational culture recorded a VIF of 10.398, while weak leadership support ($VIF=7.318$) and ineffective policies and guidelines ($VIF=6.094$) also exhibited elevated VIF values. This suggests a high degree of overlap between how teachers perceive culture and leadership. While it does not violate the strict assumptions of multicollinearity, it indicates that these two constructs are highly correlated in the minds of the respondents.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

This study examined the challenges to knowledge-sharing practices and their influence on teaching competencies among teachers in selected secondary schools in Morogoro municipality, Tanzania. The results show that while teachers recognize the importance of knowledge-sharing as a way to enhance professional practice, its effectiveness is constrained by several interrelated individual, technological, and organizational challenges. Low ICT skills and digital competence, lack of motivation, limited ICT infrastructure, cost-related barriers, and ineffective policies and guidelines emerged as the most prominent challenges hindering teachers' participation in knowledge-sharing activities. A multiple linear regression analysis examining the influence of challenges to knowledge-sharing practices on teaching competencies among secondary school teachers, the results revealed that lack of motivation ($\beta=.234$, $P=.034$) and lack of confidence/self-efficacy ($\beta=.393$, $P=.007$) were statistically significant predictors of teaching competencies. The study further established that among the control variables, school type and position or responsibility of a teacher are significantly influenced teaching competencies. Overall, this study contributes to the growing body of evidence on teacher professional learning by indicating that addressing barriers to knowledge-sharing is not merely an organizational concern but a strategic approach to strengthening teaching competencies and improving educational quality. In resource-constrained contexts like Tanzania, fostering supportive conditions for collaborative knowledge-sharing should be viewed as an essential component of educational improvement initiatives aimed at improving teacher effectiveness and, ultimately, students' learning experiences and outcomes.

5.2 Recommendations

The study recommends that the Ministry of Education, Science and Technology (MoEST), the President's Office-Regional Administration and Local Government (PO-RALG), and school administrators should prioritize investment in Information and Communication Technology (ICT) infrastructure by providing adequate computers, reliable internet connectivity, digital learning platforms, and technical support in secondary schools. Strengthening ICT infrastructure will provide an environment in which teachers may efficiently share professional knowledge and participate in technology-supported collaborative learning. Moreover, schools and the district education office should establish incentive mechanisms that recognize and reward teachers who actively participate in knowledge-sharing practices. Both monetary and non-monetary (such as certificates of achievement and professional recognition) incentives can strengthen teachers' intrinsic and extrinsic motivation to share professional knowledge. Furthermore, school leaders should establish institutional policies that formalize knowledge-sharing practices through professional learning communities, mentoring, peer observation, and collaborative planning. Similarly, at the policy level, knowledge-sharing should be integrated into the national Continuous Professional Development framework to enhance teaching competencies and improve the quality of secondary education in Tanzania.

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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