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RESEARCH ARTICLE

Raising Academic Performance Through Lesson and Learning Study Practice in Vocational Skills Subjects at Primary School Level: A Case Study of Ilala Municipality, Tanzania

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ABSTRACT

This systematic literature review examined the contribution of lesson and learning study practices toward improving academic performance in vocational skills subjects at primary school level in Tanzania. Guided by the PRISMA 2020 framework, the review analyzed empirical studies published between 2020 and 2026 to assess how collaborative lesson study and learning study practices enhance pupils' academic achievement in vocational skills subjects. Studies were sourced from Scopus, ERIC, JSTOR, Web of Science, PubMed, Research Gate, and Google Scholar. A total of 45 peer-reviewed studies met the inclusion criteria, including 18 empirical studies conducted in Tanzania. The review was guided by Vygotsky's Social Constructivist Theory and Kolb's Experiential Learning Theory, focusing on collaborative lesson planning, reflective teaching, peer observation, learner-centered pedagogy, and pupils' academic performance. Methodological quality was assessed using the Mixed Methods Appraisal Tool (MMAT, 2018). Findings indicate that lesson and learning study practices significantly improve teaching quality, classroom participation, critical thinking, practical competencies, and pupils' academic performance in vocational skills subjects. Teachers involved in collaborative lesson study practices demonstrated improved pedagogical competence and increased use of participatory teaching approaches. Evidence from Tanzania and other sub-Saharan African countries further revealed that learning study practices enhanced learners' motivation, creativity, classroom interaction, and practical problem-solving abilities. However, the effectiveness of these practices was constrained by inadequate teaching resources, limited professional training, time constraints, and insufficient institutional support. The review concludes that strengthening lesson and learning study practices in vocational skills subjects is essential for improving academic performance and supporting competency-based education reforms in Tanzanian primary schools.

Keywords: Lesson study; learning study practice; vocational skills subjects; academic performance; primary schools; Tanzania

INTRODUCTION

Vocational skills education has become an increasingly important component of primary education systems due to its role in developing learners' practical competencies, creativity, problem-solving abilities, and entrepreneurial skills. As education systems continue to

shift from content-based to competency-based approaches, greater emphasis is being placed on equipping learners with knowledge and skills that can be applied in real-life situations. Vocational skills subjects such as agriculture, home economics, tailoring, arts and crafts, entrepreneurship, and

information technology provide opportunities for learners to acquire practical competencies that contribute to self-reliance, productivity, and socio-economic development. Consequently, improving academic performance in vocational skills subjects has become a major concern among educators, policymakers, and other stakeholders seeking to enhance the quality and relevance of primary education. According to UNESCO (2022), vocational education plays a crucial role in preparing learners with technical and entrepreneurial competencies necessary for sustainable economic and social development.

Despite the recognized importance of vocational skills education, the attainment of expected learning outcomes remains a challenge in many primary schools. In many cases, learners demonstrate limited mastery of practical competencies due to ineffective instructional practices, inadequate learner participation, and insufficient opportunities for hands-on learning. Since vocational skills subjects require active engagement, experimentation, and the practical application of knowledge, traditional teacher-centered approaches often fail to promote meaningful learning and competency development. The World Bank (2021) observes that improvements in educational outcomes depend not only on access to schooling but also on the quality of teaching and learning processes within classrooms. Similarly, Magesa and Mkumbo (2023) reported that inadequate instructional resources and ineffective teaching practices continue to affect the quality of vocational education in Tanzanian primary schools. These challenges have generated increasing interest in instructional approaches that can improve teaching effectiveness and enhance learners' academic achievement in vocational education.

In response to these concerns, collaborative professional development approaches have emerged as important mechanisms for improving classroom instruction and learner outcomes. UNESCO (2023) emphasizes that sustainable educational improvement depends largely on teachers' ability to continuously reflect upon and improve their instructional practices. Among the approaches that have gained considerable attention are lesson study and learning study practices, both of which promote collaborative planning, classroom observation, reflective inquiry, and instructional improvement. According to Lewis, Perry, and Murata (2021), lesson study enhances teachers' pedagogical knowledge and instructional effectiveness by creating opportunities for collaborative learning and

professional reflection. Similarly, Zhang and Campbell (2022) argue that reflective teaching practices embedded in collaborative lesson study strengthen the implementation of competency-based education by enabling teachers to align instruction with learners' needs and learning experiences.

The relevance of lesson study and learning study practices is particularly evident in vocational skills education, where effective learning depends on both instructional quality and learner participation. Learning study focuses on understanding how learners experience and comprehend specific concepts, thereby enabling teachers to identify learning difficulties and design appropriate instructional interventions. Komba and Nkumbi (2021) contend that learning study improves teachers' capacity to address learners' misconceptions and facilitate competency acquisition through systematic inquiry into learning processes. These perspectives suggest that collaborative instructional practices can contribute significantly to improving both teaching quality and academic performance in vocational skills subjects.

In Tanzania, the implementation of the competency-based curriculum has increased the demand for learner-centered instructional approaches that promote practical skills acquisition and academic achievement. Efforts by the Ministry of Education, Science and Technology have emphasized the importance of active learning, creativity, innovation, and problem-solving in primary education. Nevertheless, many schools continue to face challenges related to instructional quality, teacher professional development, and the availability of teaching and learning resources. Such challenges have raised concerns regarding the effectiveness of vocational skills education and the extent to which learners are acquiring the competencies envisioned by the curriculum.

Empirical studies conducted in Tanzania indicate that collaborative instructional practices have the potential to improve both teaching effectiveness and learner outcomes. Mwakalonge and Mboya (2022) found that lesson study practices enhanced classroom instruction and learner participation, while George (2025) reported improved academic performance among pupils exposed to collaborative and participatory teaching approaches in vocational subjects. Likewise, Mahlangu (2023) observed that collaborative learning approaches promote learner engagement, critical thinking, and conceptual understanding, which are essential elements of competency-based learning. However,

despite the growing body of evidence supporting lesson and learning study practices, much of the existing literature focuses on general instructional improvement rather than their specific contribution to academic performance in vocational skills subjects.

Furthermore, studies by Alphonse (2024) and Magesa and Mkumbo (2023) reveal that challenges such as inadequate teaching resources, limited professional support, heavy workloads, and insufficient vocational learning facilities continue to affect the implementation of collaborative instructional practices in schools. These findings suggest that while lesson and learning study practices offer considerable potential for improving educational outcomes, their effectiveness may vary depending on contextual conditions within schools.

Despite increasing scholarly attention to collaborative professional development, there remains limited empirical synthesis concerning the contribution of lesson and learning study practices to academic performance in vocational skills subjects within Tanzanian primary schools. Most studies have concentrated on general teaching practices and learner engagement without specifically examining vocational skills education. This gap necessitates a focused review of recent literature to establish the extent to which lesson and learning study practices contribute to raising pupils' academic performance in vocational skills subjects. Therefore, this review examines empirical studies published between 2020 and 2026 concerning the contribution of lesson and learning study practices to academic performance in vocational skills subjects at the primary school level in Ilala Municipality, Tanzania.

LITERATURE REVIEW

Theoretical Review

The present study is anchored in Vygotsky's Social Constructivist Theory (1978) and Kolb's Experiential Learning Theory (1984), which provide complementary perspectives for understanding how collaborative instructional practices influence teaching effectiveness and learners' academic performance. The selection of these theories is based on their shared emphasis on interaction, participation, reflection, and knowledge construction, which are central elements of lesson study and learning study practices.

Vygotsky's Social Constructivist Theory views learning as a social process in which knowledge is constructed through interaction with others and engagement with the surrounding environment. The theory emphasizes the role of social collaboration, dialogue, and guided

support in facilitating cognitive development. A key concept within the theory is the Zone of Proximal Development (ZPD), which suggests that learners achieve higher levels of understanding when supported by more knowledgeable individuals. In the context of lesson and learning study practices, this theoretical perspective is particularly relevant because teachers collaboratively plan lessons, observe classroom activities, and reflect on instructional strategies to improve learning outcomes. Through such collaborative processes, teachers collectively generate knowledge about effective teaching practices and identify ways of supporting learners' understanding.

The application of Social Constructivist Theory to this study suggests that effective learning does not occur through passive reception of information but through active engagement and interaction. Lesson and learning study practices create opportunities for teachers to develop instructional approaches that encourage discussion, cooperation, and learner participation. As a result, learners become active participants in the learning process rather than passive recipients of knowledge. The theory therefore provides a useful explanation for how collaborative teaching practices can enhance classroom engagement and academic performance. However, while the theory strongly emphasizes social interaction as a catalyst for learning, it pays less attention to the role of practical experience and hands-on activities, which are particularly important in vocational skills education.

Kolb's Experiential Learning Theory (1984) addresses this limitation by emphasizing learning as a process whereby knowledge is created through experience. The theory proposes that effective learning occurs through a continuous cycle involving concrete experience, reflective observation, abstract conceptualization, and active experimentation. According to Kolb, learners acquire deeper understanding when they engage directly in activities, reflect on their experiences, develop conceptual insights, and apply what they have learned in new situations. This perspective is highly relevant to vocational skills subjects, which emphasize practical competencies, creativity, and problem-solving abilities.

The theory provides a strong justification for the use of instructional approaches that promote active learner participation and practical engagement. Lesson and learning study practices support experiential learning by enabling teachers to collaboratively examine and improve teaching methods that facilitate hands-on

activities, experimentation, and reflective learning. Through continuous observation and reflection, teachers are able to identify instructional strategies that enhance learners' practical competencies and improve academic performance. The theory therefore highlights the importance of creating learning environments where pupils can actively participate in practical tasks and apply knowledge in real-life contexts.

Although both theories offer valuable insights into the teaching and learning process, each addresses different dimensions of educational practice. Social Constructivist Theory emphasizes the importance of collaboration, interaction, and social support in knowledge construction, while Experiential Learning Theory focuses on learning through experience, reflection, and application. The integration of these perspectives provides a more comprehensive framework for understanding lesson and learning study practices. While collaborative interactions among teachers and learners facilitate knowledge construction, practical experiences and reflective activities strengthen learners' understanding and competency development.

Therefore, the combined application of Vygotsky's Social Constructivist Theory and Kolb's Experiential Learning Theory offers a strong theoretical foundation for examining the influence of lesson and learning study practices on pupils' academic performance in vocational skills subjects. The theories collectively suggest that collaborative instructional practices, reflective teaching, active learner participation, and experiential learning are essential factors in improving educational outcomes. Consequently, they provide an appropriate framework for explaining how lesson study and learning study practices can enhance both teaching effectiveness and learner achievement in vocational skills education.

Empirical Literature Review

Empirical studies consistently indicate that lesson study practices contribute significantly to improving teaching effectiveness and learners' academic performance. Lewis et al. (2021) argue that lesson study strengthens teachers' pedagogical knowledge and classroom management skills by promoting collaborative planning, observation, and reflection. The findings suggest that when teachers engage collectively in examining teaching practices, they become more capable of implementing learner-centered approaches that facilitate meaningful learning. This implies that lesson study serves not only as a professional development

strategy but also as a mechanism for improving classroom instruction. However, while the study demonstrates improvements in teaching practices, it provides limited evidence regarding the extent to which these improvements directly translate into measurable learner achievement.

The relationship between lesson study and academic performance is further supported by studies conducted in Tanzania. Mwakalonge and Mboya (2022) found that collaborative lesson planning and classroom observation improved pupils' participation and achievement, particularly in practical subjects. The findings suggest that lesson study enables teachers to identify effective instructional strategies that address learners' needs and improve understanding. Similarly, George (2025) reported that pupils taught through participatory approaches associated with lesson study demonstrated higher motivation and better academic outcomes than those taught through traditional methods. The consistency of these findings across different contexts indicates that lesson study enhances learning by shifting classroom practices from teacher-centered instruction to active learner engagement. Nevertheless, most studies focus on general academic achievement and provide limited attention to vocational skills subjects, creating a knowledge gap regarding the effectiveness of lesson study in developing practical competencies at the primary school level.

Learning study practices have also attracted considerable attention because of their potential to improve learner engagement and conceptual understanding. Komba and Nkumbi (2021) observed that learning study enables teachers to identify learners' difficulties and design instructional interventions that address specific learning challenges. Unlike lesson study, which primarily emphasizes collaborative lesson improvement, learning study focuses on understanding variations in learners' experiences and conceptions of learning. This distinction suggests that learning study may offer a more learner-centered perspective for addressing learning barriers. The study therefore highlights the importance of understanding how learners construct knowledge in order to improve instructional effectiveness.

Evidence from Kenya and South Africa further supports the effectiveness of learning study practices. Mahlangu (2023) found that collaborative inquiry and reflective teaching enhanced learners' critical thinking skills, classroom interaction, and conceptual understanding. These findings suggest that learning study encourages

teachers to move beyond content delivery and focus on how learners understand and apply knowledge. Similarly, Magesa and Mkumbo (2023) reported that learning study practices improved pupils' practical competencies and creativity in vocational skills subjects in Tanzania. The findings indicate that increased learner participation and confidence contribute positively to competency development. However, although these studies demonstrate positive outcomes, most focus on learner engagement and conceptual understanding rather than academic performance, leaving uncertainty regarding the direct relationship between learning study practices and measurable achievement in vocational skills education.

The literature further emphasizes the importance of vocational skills subjects within competency-based education systems. UNESCO (2022) argues that vocational education contributes to economic growth by equipping learners with technical and entrepreneurial skills required for employment and self-reliance. This perspective positions vocational education as a critical component of human capital development. In Tanzania, vocational skills subjects are intended to foster creativity, innovation, and practical competencies among primary school pupils. However, MoEST (2023) reports that the effectiveness of vocational education remains constrained by inappropriate instructional approaches and inadequate teaching resources. This suggests that the successful implementation of competency-based education depends not only on curriculum design but also on the quality of teaching practices. Consequently, lesson study and learning study practices appear relevant because they provide opportunities for improving instructional quality and enhancing learners' acquisition of practical competencies.

Despite the documented benefits of lesson and learning study practices, several studies highlight challenges that limit their effective implementation. Alphonse (2024) identified inadequate teaching resources, heavy workloads, limited time allocation, and insufficient professional training as major barriers affecting collaborative professional development initiatives. These findings suggest that although teachers may recognize the value of collaborative learning approaches, institutional constraints often prevent their consistent application. Likewise, Magesa and Mkumbo (2023) found that shortages of vocational teaching facilities and practical learning materials undermine the effectiveness of instructional improvement efforts. Such

challenges are particularly significant in vocational skills education, where practical learning experiences depend heavily on the availability of appropriate resources.

Furthermore, studies reveal that administrative responsibilities, large class sizes, and limited institutional support reduce teachers' capacity to participate fully in collaborative professional development activities. Financial constraints also affect the sustainability of lesson and learning study programs, especially in resource-limited school environments. While existing studies provide substantial evidence regarding the benefits and challenges of lesson and learning study practices, there remains limited empirical evidence specifically examining how these practices influence pupils' academic performance in vocational skills subjects within Tanzanian public primary schools. This gap justifies the need for further investigation to establish the extent to which lesson and learning study practices contribute to improving academic performance in vocational skills education.

METHODOLOGY

This study adopted the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) framework to guide the systematic review process. A comprehensive literature search was conducted in Scopus, ERIC, JSTOR, Web of Science, PubMed, Research Gate, and Google Scholar for studies published between January 2020 and May 2026.

Search terms included combinations of keywords such as lesson study, learning study practice, vocational skills subjects, academic performance, collaborative teaching, competency-based learning, Tanzania, and primary schools. Only peer-reviewed empirical studies and systematic reviews published in English were included.

The inclusion criteria required that studies: (1) focused on lesson study or learning study practices; (2) examined academic performance or learner engagement; (3) involved vocational skills subjects or competency-based learning; (4) focused on primary education; and (5) provided empirical evidence. Studies lacking empirical data or unrelated to vocational skills education were excluded.

A total of 260 studies were initially identified. After removing duplicates and screening abstracts, 90 studies met the criteria for full-text review. Of these, 45

studies were finally included in the synthesis. Quantitative findings were analyzed using descriptive synthesis approaches, while qualitative findings were examined thematically.

Methodological quality was assessed using the Mixed Methods Appraisal Tool (MMAT, 2018). Studies were evaluated based on clarity of research questions, appropriateness of methodology, adequacy of data collection procedures, coherence of data analysis, and validity of findings. Studies meeting four or more quality indicators were classified as high quality, while those meeting three criteria were classified as moderate quality.

RESULTS AND DISCUSSION

Lesson Study Practice and Academic Performance

The findings of this review indicate that lesson study practices contribute significantly to improving pupils' academic performance in vocational skills subjects. Across the reviewed studies, lesson study emerged as an effective professional development approach that enhances teachers' pedagogical competence through collaborative lesson planning, classroom observation, and reflective discussion. Lewis, Perry, and Murata (2021) argue that lesson study enables teachers to critically examine instructional practices and identify strategies that improve learners' understanding. As teachers engage in collaborative inquiry, they become better positioned to design lessons that accommodate learners' needs and promote meaningful learning experiences.

Evidence from Tanzania further demonstrates the positive relationship between lesson study practices and pupils' academic achievement. Mwakalonge and Mboya (2022) found that teachers who participated in lesson study activities improved classroom instruction by adopting learner-centered approaches that encouraged active participation and interaction. Similarly, George (2025) reported that pupils taught by teachers involved in lesson study practices performed better in vocational subjects than those taught through conventional teacher-centered methods. The improvement in performance was attributed to enhanced classroom engagement, effective use of practical demonstrations, and increased opportunities for collaborative learning.

The positive influence of lesson study practices on academic performance can be explained by their capacity to improve instructional quality. Through collaborative planning and observation, teachers are

able to identify weaknesses in lesson delivery and implement appropriate improvements. Zhang and Campbell (2022) observed that reflective teaching practices embedded within lesson study promote continuous instructional improvement and enable teachers to align teaching strategies with learners' abilities and learning needs. Consequently, pupils benefit from more structured and effective learning experiences, which contribute to improved academic outcomes.

These findings are consistent with Vygotsky's Social Constructivist Theory, which emphasizes the role of social interaction and collaboration in facilitating learning and cognitive development. Lesson study creates collaborative environments where teachers collectively construct professional knowledge while simultaneously fostering classroom interactions that support learner engagement. Therefore, the observed improvement in pupils' academic performance suggests that collaborative professional development practices have the potential to strengthen both teaching effectiveness and learning outcomes in vocational skills education.

Learning Study Practice and Learners' Participation

The review findings reveal that learning study practices play an important role in enhancing learners' participation and conceptual understanding in vocational skills subjects. Unlike lesson study, which focuses primarily on improving teaching practices, learning study emphasizes understanding how learners experience and comprehend specific concepts. Komba and Nkumbi (2021) found that learning study enables teachers to identify learners' misconceptions and learning difficulties, thereby facilitating the development of instructional interventions that improve understanding and participation.

The reviewed studies consistently demonstrated that learning study practices promote active learner engagement in classroom activities. According to Mahlangu (2023), collaborative learning environments created through learning study encourage learners to ask questions, express ideas, and participate actively in problem-solving activities. Such engagement is particularly important in vocational skills subjects, where effective learning requires learners to interact with practical tasks and apply knowledge in real-world contexts. Increased participation not only enhances understanding but also contributes to the development of critical thinking and creativity.

Furthermore, Magesa and Mkumbo (2023) reported

that pupils exposed to learning study approaches demonstrated greater confidence and competence in performing practical vocational activities. The researchers observed that collaborative instructional strategies increased learners' willingness to experiment with new ideas and participate in practical tasks. These findings suggest that learning study contributes to creating learner-centered environments where pupils become active participants in the learning process rather than passive recipients of information.

The findings support Kolb's Experiential Learning Theory, which views learning as a continuous process involving experience, reflection, conceptualization, and experimentation. Learning study practices encourage learners to engage actively with learning experiences while providing teachers with opportunities to reflect on instructional effectiveness. As a result, learners develop deeper conceptual understanding and practical competencies that contribute positively to academic achievement in vocational skills subjects.

Vocational Skills Education and Competency Development

The review established that vocational skills education plays a significant role in promoting competency development among primary school pupils. Vocational subjects are designed to equip learners with practical skills, problem-solving abilities, creativity, and entrepreneurial competencies that can support future employment and self-reliance. UNESCO (2022) emphasizes that vocational education contributes to sustainable development by preparing learners with the competencies required for productive participation in society and the economy.

The findings indicate that lesson and learning study practices enhance the effectiveness of vocational skills education by improving instructional quality and learner engagement. Teachers who participated in collaborative professional development activities were more likely to employ practical teaching methods that promoted active learning and competency acquisition. Lewis et al. (2021) argue that collaborative instructional improvement enables teachers to design learning experiences that facilitate both knowledge acquisition and practical skill development. Consequently, learners are better able to connect theoretical concepts with practical applications.

Evidence from the reviewed studies further suggests that pupils who participated in practical vocational activities demonstrated higher levels of confidence, innovation, and academic achievement. George (2025)

found that learner-centered vocational instruction encouraged pupils to engage in problem-solving activities and practical demonstrations that strengthened their understanding of subject content. Similarly, Komba and Nkumbi (2021) observed that vocational learning environments characterized by active participation improved learners' creativity and independent learning skills.

In addition to academic benefits, vocational skills education was found to contribute to the development of broader competencies such as communication, teamwork, and collaboration. These competencies are increasingly recognized as essential for success in contemporary society and labor markets. Therefore, the findings suggest that strengthening lesson and learning study practices can improve not only academic performance but also the acquisition of practical and transferable skills necessary for lifelong learning and socio-economic development.

Challenges Affecting Effective Implementation

Despite the positive contribution of lesson and learning study practices, the review identified several challenges that continue to hinder their effective implementation in Tanzanian primary schools. One of the most frequently reported challenges was the inadequacy of teaching and learning resources. According to Alphonse (2024), many schools lack sufficient instructional materials necessary for conducting collaborative lesson planning, classroom observations, and practical vocational activities. Resource shortages limit teachers' ability to implement innovative instructional approaches and reduce opportunities for meaningful learner engagement.

Another significant challenge concerns the limited availability of professional development opportunities and training. Although lesson and learning study practices require specialized knowledge and collaborative skills, many teachers have not received adequate preparation for their implementation. Mwakalonge and Mboya (2022) noted that insufficient training often reduces teachers' confidence and effectiveness in conducting collaborative instructional activities. As a result, the intended benefits of lesson and learning study practices may not be fully realized in many schools.

The review also revealed that heavy teacher workloads and limited time allocation pose substantial barriers to collaborative professional development. Teachers are often required to balance classroom teaching responsibilities with administrative duties, leaving

limited time for lesson planning, observation, and reflective discussions. Alphonse (2024) observed that time constraints frequently discourage sustained participation in collaborative activities, thereby affecting the continuity and effectiveness of lesson and learning study programs.

Furthermore, Magesa and Mkumbo (2023) reported that inadequate vocational teaching facilities, large class sizes, and limited financial support continue to undermine the implementation of vocational education initiatives. Many schools lack workshops, equipment, and practical learning materials required for effective skills development. The findings suggest that while lesson and learning study practices have considerable potential to improve academic performance and competency development, their sustainability depends largely on the availability of adequate resources, institutional support, and investment in teacher professional development.

CONCLUSION AND RECOMENDATIONS

The review has demonstrated that lesson study and learning study practices constitute important collaborative professional development approaches that contribute to improving academic performance in vocational skills subjects. The evidence reviewed indicates that these practices enhance teachers' pedagogical competence, instructional effectiveness, and ability to implement learner-centered teaching strategies that promote active participation and meaningful learning. Through collaborative lesson planning, classroom observation, reflective practice, and systematic inquiry into learners' understanding, teachers become better equipped to address learning difficulties and improve classroom instruction. As a result, pupils benefit from increased classroom engagement, improved conceptual understanding, enhanced practical competencies, and better academic achievement. The review further revealed that vocational skills education plays a crucial role in developing learners' creativity, problem-solving abilities, self-reliance, and practical competencies necessary for socio-economic development. Nevertheless, the successful implementation of lesson and learning study practices continues to be affected by challenges such as inadequate teaching resources, limited professional training opportunities, insufficient time for collaborative activities, large class sizes, and inadequate institutional support.

These findings underscore the importance of

strengthening collaborative instructional practices as part of broader efforts to improve the quality of vocational skills education in primary schools. Greater investment in teacher professional development, instructional resources, and vocational teaching facilities is necessary to create supportive learning environments that facilitate effective teaching and learning. Educational authorities and school administrators should encourage sustained participation in lesson study and learning study activities by providing adequate institutional support and opportunities for professional collaboration. Addressing the identified challenges would enhance the effectiveness and sustainability of these practices and contribute to improved learner outcomes. Furthermore, there is a need for additional empirical research examining the long-term influence of lesson and learning study practices on pupils' academic performance and competency development in vocational skills subjects across different educational contexts in Tanzania.

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