



Implementing Instructional Supervisory Responsibilities in Tanzanian Public Secondary Schools: To What Extent Do Head of Schools Perform their Duty

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Authors' contributions

This work was carried out in collaboration between both authors. Author SVC designed the study, literature searches, collected data from the field and wrote the first draft of the manuscript. Author EJS assisted on data analysis and discussion of the study results. Both authors read and approved the final manuscript.

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ABSTRACT

The provision of quality education, among other things, depends on the role played by school heads in handling administrative duties such as the supervision of teachers, who are the key players in curriculum implementation. The purpose of this study was to determine the extent to which heads of schools discharge their instructional supervisory roles to enhance teachers' performance in the daily teaching and learning processes. The study was carried out in the Lindi

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region, Tanzania Mainland in 2021. This study applied mixed methods where both qualitative and quantitative approaches were applied. The study sample comprised of teachers (N=103), heads of schools (N=57) and class masters (N=11) from 57 randomly selected public secondary schools. Data was collected through questionnaires, focus group discussions and interviews. Data were analysed using both quantitative and qualitative approaches where quantitatively researcher employed descriptive and inferential statistics and presented results with frequencies and percentages. Qualitatively a researcher employed a thematic analysis method for identifying and reporting patterns/themes in the data. The study findings revealed that heads of schools failed to discharge their instructional supervisory responsibilities, as teachers were not punctual in attending to schools. There was no regular checking of teachers' professional records except once in the year or by school inspectors. Heads of schools did not supervise teachers on how effectively they could handle students' assessments. Noted was also a lack of instructional resources in schools. For improvement of the provision of quality education it is recommended that heads of schools effectively discharge their duties and where their setbacks, like lack of accommodation around the school, few teachers and lack of instructional resources, they should contact relevant bodies from both government and non-government sectors work together in making friendly teaching environment. Moreover, heads of schools encourage teachers' creativity in using improvised local resources whenever and wherever possible.

Keywords: Instructional supervisory responsibilities; heads of schools; public secondary school.

1. INTRODUCTION

Tanzania has been taking various measures to promote the quality of education in line with the global education outlook for 2030 and sustainable development goal number four which acknowledges education as a key component to the socio-economic development of any nation (MoEST, 2014). Some measures implemented overtime to ensure the delivery of quality education include the establishment of a school inspectorate department in the education system, the introduction of a department of secondary education in district councils parallel to primary education, a review of qualifications of education managers in the education system, and adoption of school-based management model in providing education in the country (MoEST, 2017). However, the quality of education has not been impressive at different levels of the entire education system. Particularly, students' performance in public secondary schools in the Lindi region is poor. For instance, in form four national examinations, the region has been the least performing in the country for four consecutive years from 2014 to 2017 (MoEST, 2017). The implication of poor performance by students is that the nation's initiatives, like the provision of free education, may hardly bring the desired results. Studies on improving the quality of education show that school quality assurance is an important aspect that ensures adherence to standards and objectives of changing education environments [1]. The educational and training policy of 2014 in Tanzania points out that, the

heads of schools are vested with power to supervise the quality aspects of teaching and learning in jurisdiction organizations. However, public concern, astute observations and repeated educational studies indicate that there is an ongoing decline in supervision in schools worldwide today [2], (Ndebele, 2013). This decline is associated with a lack of proper supervision in schools; and has a bearing on the education-related challenges that are making it difficult for countries to achieve their educational goals than ever before.

The outcry of declining education quality is prevalent at a global level which calls for efforts to improve supervision of education systems to ensure effective learning process [3,4]. A report on quality education in sixteen countries of the Association of Southeast Asian Nations and six other countries of the Asian –Pacific region (ASEAN = 6) explicates that, the issue of quality education to all is a challenging issue that education providers should focus on equipping graduate with 21st requisite knowledge and skills [5,6]. The effort to ensure all children of school-going age through policy deliberation to increased access to education opportunities has coupled with several challenges resultant in declining quality of education [3]. To complement efforts on ensuring the quality of education delivery for all, studies elsewhere inform that the education system should strengthen education system management which is the overriding component to marshal resources [5], (Mok, 2006), [6]

In Tanzania, reports show that despite the implementation of a free education policy, the education system is facing several challenges. In their study, Chiwamba & Kigobe [7] revealed several challenges encountered by school heads while implementing their supervisory roles in most public secondary schools as multiple responsibilities, lack of qualification, negative attitude of teachers toward supervision, inadequate training among heads of schools and large number of teachers as well as poor communication skills. In addition to that, Mgonja's study [8] found that local government officials were not closely supervising and monitoring the Regional and District Education Officers (DEOs).

Lack of effective supervision in secondary schools impacts negatively on the education system as it lowers the quality of education. Unless this problem of lack of effective supervision is solved, otherwise quality of education will not improve despite the current investments directed to that sector (Ngussa, 2014). However, effective intervention requires a tough understanding of the role of the education stakeholders, entrusted with the responsibility to oversee how education provision, plays. Establish more particularly in the context of this study, the extent to which heads of schools discharge their instructional supervisory responsibilities. Only then can one determine the level of their performance and suggest remedies if need be. Considering the literary work on a state of education and measures to improve its quality, teachers are the key component that will make it hs. It is argued that no education system can be of quality than the quality of its teachers [9]. Quality teachers need effective supervision to ensure the effective implementation of the curriculum. Quality teachers constitute professional practice that encompasses the conceptualization and delivery of academic programmes and courses [10]. Therefore, the research problem investigated whether heads of schools in public secondary schools in the Lindi region were discharging their instructional supervisory responsibilities in a way that would consequently ensure teachers' effective performance in the teaching and learning process.

2. BRIEF LITERATURE REVIEW

Effective work supervision is an important strategy for realizing organisational goals [11]. More than ever, today's world of globalization

where various policies formulated result in challenges requires proper and effective supervisory strategies to be able to survive sustainably [12]. Like any other sector, therefore, the education sector at all levels requires effective supervision from those entrusted with that responsibility, the head of the school being one of them.

Tanzania, like many countries south of the Sahara, has sought to address the existing education problems and tackle new challenges resulting from the ongoing macro-economic, social and political reforms (Ngussa, 2014). For instance, Education Sector Development Programme (ESDP) was introduced in the 1990s and the introduction of free education to all public primary schools to help the government achieve its long-term human development and poverty reduction targets. It was also to address other problems facing the education sector related to the quality of the education process, access by all children, create internal efficiency, management and financing [8].

The success in the education sector, as observed by Siamoo [13] among other things, depends on the leadership skills of education supervisors at various educational levels. One of the levels where the educational goals can be realized is at school where the head of school effectively supervises teachers to ensure effective teaching and learning [14], (Lunenburg, 2010). Scholars such as Blasé and Blasé [15], Lilian [16] and Louis (2009) point out that supervision of instruction has the potential to improve classroom practices. It contributes to student success, promotes professional growth and improves teachers' skills and knowledge. Through supervision, the head of the school cooperates with teachers by engaging in dialogue for improving instruction to improve students learning and success (Sergiovanni & Starratt, 2007).

The consequence of lack of supervision is the decline of education as it causes poor performance by students. For instance, a study by Musa (2014) pointed out that there were indicators of falling standards of teaching and learning in Lindi and Mtwara regions in Tanzania, due to several factors, one of them being a lack of supervision whereby teachers did not mind their own business while neglecting teaching. Studies by HakiElimu, [17] have shown that teachers in most schools in Tanzania do not mind improving their teaching, as they tend to

report to school at the time of their choosing. The main cause of this negligence is the lack of close supervision at the school level by the head of the school entrusted with such a responsibility.

The reviewed studies, among other things, have indicated that poor supervision in education causes poor performance as Musa (2014) presented the case of Lindi and Mtwala regions where public secondary school students performed poorly in their form four national examinations as the result of poor supervision by education leaders such as DEO. However, educational instructions are carried out at the school level where teachers, the head of a school and students interrupt the teaching-learning process. One wonders whether heads of public secondary schools in the Lindi region play their instructional advisory role and if they do to what extent, these concerns formed this study's gap, which rationalized the need to conduct an investigation.

3. METHODOLOGY

This study sought to determine the extent to which heads of schools discharge their instructional supervisory activities in Lindi region secondary schools. The study was descriptive with the application of qualitative and quantitative approaches. Creswell [18] elaborates that, mixed methods research involves the collection of both qualitative and quantitative data, integrating the two forms of data using a distinct design with philosophical assumptions as well as the theoretical framework. The study had four objectives to be studied as follows, heads of schools in ensuring teachers' punctuality; checking teachers' professional records; supervising teachers on students' assessment and providing teachers with instructional resources. To realize the set objective, the study used 171 participants including 114 teachers and 57 heads of schools. The categorization of participants' characteristics based on their sex, educational qualifications and age is presented in (Table 1).

As indicated in Table 1, a total number of 120 (70.1%) male teachers and 51 (32.2%) female teachers participated in this study. Observed from the above composite table of findings on demographic variables; 171 teachers who were involved in this study revealed that the majority 96 (56%) were bachelor's degree holders, the majority 109 (63.7%) participants were of 30-35 years of age category, and majority 91 (53.2%)

participants had working experience of between 6-10 years. Findings on the demography profile of participants reveal that they were responsible credible qualified in educational matters.

The level of education and the working experience of teachers show that they were capable of implementing curriculum in secondary schools effectively. According to HakiElimu [17], the more teachers experience the better performance by such a teacher in the teaching and learning process. HakiElimu described more that, a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation.

3.1 Sample and Sampling Procedures

The stratified random sampling technique was used to select the sample for this study. To obtain the sample size, the Lindi Regional Education office consulted to avail the whole list of all 124 public secondary schools in the region. The average of forty-six points three percent (46.3%) of the schools from each of six (6) districts formed the study-sampling frame. All the school names in each district were written on pieces of paper and mixed up in a container. Then, the researcher randomly selected a sample of 57 out of 124 public secondary schools, to form the total school sample size. These sampling procedures were in line with Ary, et al [19]. Teachers in each selected secondary school formed a total study sample of 171 teachers as indicated in Table 2.

3.2 Methods of Data Collection

Data for the study was collected by using interviews, questionnaires and Focused Group Discussions (FGDs). Interviews were conducted with 57 heads of schools in visited secondary schools. The information explored from the interview guide helped to determine the core instructional supervisory activities of heads of schools. In particular, the deliberation of the interview aimed to explore various techniques used by heads of schools in supervising teachers' work. The researcher held group discussions with 11 class masters to get their experiences, views, and opinions on the extent to which heads of schools discharge their instructional supervisory responsibilities in enhancing teachers' performance while a questionnaire was used to gather information from 103 teachers

Table 1. Profile of participants

Variables	Descriptor	N	Percent
Sex	Male	120	70.1
	Female	51	29.9
Professional qualification	Diploma	35	20.5
	Degree	96	56
	Masters	40	23.3
Age group	Less than 30	35	20.6
	30-35	109	63.7
	36-41	22	12.9
	42-47	4	2.1
	More than 47	1	0.3
Working experience	1-5	54	31.6
	6-10	91	53.2
	11+	26	15.3

Table 2. Sampled schools and teachers by district council

S/N	District	No. schools	School sample size	Teachers sample size
1	Lindi rural	16	8(50%)	24
2	Kilwa	26	13(50)	39
3	Liwale	17	8(47.1%)	24
4	Nachingwea	27	11(40.7%)	33
5	Ruangwa	21	9(42.9%)	27
6	Lindi urban	17	8((47.1%)	24
	Total	124	57	171

3.3 Data Analysis

Data were analysed using both quantitative and qualitative approaches whereas the quantitative researcher employed descriptive and inferential statistics. Results from quantitative analysis were presented using frequencies and percentages. Qualitatively a researcher employed a thematic analysis method for identifying and reporting patterns/themes from the respondents. Thematic analysis is a qualitative data analysis method that involves reading through a data set (such as transcripts from in-depth interviews or focus groups) and identifying patterns in meaning across the data-derived themes. Creswell [18] described thematic analysis as a systematic process for coding data in which specific statements are analyzed and categorized into themes that represent the phenomenon of interest. Therefore in this study, careful analysis of statements and stories from the interviews and focus group discussions were identified.

4. FINDINGS AND DISCUSSION

4.1 The Extent to Which Heads of Schools Ensure Teachers' Punctuality

Under this objective, the study sought to assess the extent to which heads of schools ensure

teachers' punctuality in their respective schools. In this regard, Table 3 presents the summary of teachers' opinions regarding the extent to which heads of schools ensured teachers' punctuality in their respective public secondary schools, analyzed and presented in frequency and simple percentage.

To achieve this objective, teachers (N=103) were given questionnaires with items to be measured. Then teachers had to respond by selecting any of the five given options; SA (strongly agree), A (Agree) UC (Uncertain), SD (Strongly disagree) and D (Disagree). The findings are illustrated in Table 3.

Table 3 shows that 68 (66%) respondents disagreed that their heads of schools ensured that teachers arrived at school on time. The results of the study illustrate that heads of schools did not make much effort to ensure that teachers come to school early. Concerning whether the head of schools put in place a good system that would ensure every teacher attends his/her classes on time, the result shows that 76 (74.8%) of respondents disagreed with the statement. Therefore, there was no good system for ensuring teachers' punctuality in the studied public secondary schools in the Lindi region. Responding to a statement that heads of schools often discipline teachers who get to school late; 66(64%) respondents disagreed with the

statement. The questionnaire results from teachers show that teachers in the study area were not satisfied with disciplinary measures taken by the heads of schools to teachers who came late to work.

Regarding the item on whether the school attendance register was used to check teachers' punctuality, 76 (73.9%) disagreed with the statement disclosing that the school attendance register was not effectively used to ensure teachers in studied public secondary schools in the Lindi region. In response to whether heads of schools were making sure that time for teaching and learning was effectively utilized, 65(65%) of teachers disagreed with the statement revealing that there was no mechanism to track the effective use of teaching and learning time among teachers

The interview with the heads of schools supports the questionnaire results whereby only 18(31.8%) out of 57 heads of schools said that they had well-established systems for supervising teachers' punctuality. This means more than 60 percent had not established systems to ensure teachers' punctuality at their schools. For those who had such a system, it was revealed through interviews that the mechanisms set for checking teachers' punctuality included class journals that were used to monitor teachers' attendance and performance in each class. In such journals,

there was a column where students could write their comments on what was accomplished during the class, e.g. teaching, writing notes, doing tests or assignments, laboratory and so forth. At the end of each week, all class journals are handed to the school heads for comments and evaluation.

For those schools where teachers' punctuality was not enhanced, it was revealed that, though the timetable and teachers' attendance register were in place, there was no serious effort by school supervisors to ensure that teachers came early and adhered to the school timetable. The interview also revealed that there were no regular meetings between heads of schools with their teachers to evaluate teachers' attendance.

However, in the interview results from those few schools where mechanisms for punctuality have been established, participants explained how they were used. For example, during an interview, one head of school had this to say;

In this school like many public schools, we have attendance register whereby all teachers are required to sign to show that they are at work. Failure to sign means that one is not at the workstation. All teachers are supposed to sign before 7:30 am but some come late. For those who came late persistently, I just give them verbal warnings as a reminder. No other measures are taken against them...

Table 3. Teachers' views on the extent to which heads of schools ensure teachers' punctuality

S/N	Statement	SA		A		UC		D		SD	
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
1	The head of this school ensures teachers come to school on time every day	11	10.6	16	15.4	8	7.8	42	41	26	25.2
2	The head of this school has put in place well system that ensures every teacher attends his/her classes on time.	13	12.3	12	11.3	2	1.6	42	40.8	34	34
3	The head of this school often disciplines teachers who are late to school.	12	11.7	18	17.5	7	6.8	33	32	33	32
4	In this school attendance register check the punctuality of teachers in this schools	5	4.8	18	17.5	4	3.9	39	37.8	37	36
5	In this school, the end-of-the-year award encourages teachers to be early in school	8	7.8	22	21.4	2	1.8	44	43.7	27	26.2
6	The head of school makes sure that time for teaching and learning is effectively utilized	12	11.7	10	9.7	14	13.6	39	37.8	28	27.2

Another head of school said that;

As you can see in this attendance register...I put a red line between those who come before 7:30 and after 7:30...red line is a work-up call for those who came late...it also helps district officials when they visit our school to take measures against latecomers... Normally many teachers do not like their names to appear after the red line. Therefore, this alone is a punishment to them.

Interview findings from two heads of schools reveal that there are no strict measures taken to ensure teachers are adhering to professional practices in schools. Teacher absenteeism and late coming to school always affect academic learning time, therefore affecting the whole process of teaching and learning. Moreover, laxity among heads of schools in supervising teachers is another indication of their failure to exercise supervisory roles to their subordinates.

Focus group discussions from class masters support the findings through questionnaires and interviews. During the discussion, participants revealed that it was common in their schools to see teachers loitering during working hours leaving their students unattended. For example, one of the experience class masters narrated from one of the studied schools had this to say;

In this school, we have an attendance register and teaching timetable. One could expect teachers to come early and sign before 8:00 am, but that is not the case here...teachers come and leave anytime.....they never adhere to the timetable at all....someone may have double periods...for example 80 minutes but he/she may use only 40 minutes or never attend at all...

The assertion above shows that teachers' punctuality in sampled secondary schools was a challenge. It was also revealed that the attendance register and school timetable were not used to monitor teacher's punctuality as they were used just for formality. This is also confirmed by one of the participants from one of the studied schools said;

In this school, teachers are required to sign the attendance register early in the morning before 7:30 am and teach his/her lessons as indicated in the school timetable. However,

many teachers are far from this area thus coming (to school) early is a challenge for them. The number of teachers is also a problem, particularly in science subjects. For example, we have only one physics and mathematics teacher...under this scenario, it is a challenge to follow the timetable.

From the questionnaire, interview and focus group discussion, one can conclude that heads of schools did not take serious measures to ensure teachers' punctuality in the study area. Attendance registers and school timetables have customarily continued to be used without any posit effect on teachers' punctuality. These findings are in line with other previous studies [20], (Betweli, 2013), [21]. These studies established that heads of schools' ability to supervise teachers' punctuality was limited. They could not manage the teachers' attendance they expected to supervise and they lacked leadership and management skills. This is a serious limitation for achieving quality education.

4.2 Teachers' Professional Records

This objective sought to determine the extent to which heads of schools check their teachers' professional records. To achieve this objective, teachers (N=103) were given questionnaires with items to be measured. Then teachers had to respond by selecting any of the five given options; SA (strongly agree), A (Agree) UC (Uncertain), SD (Strongly disagree) and D (Disagree). The findings are illustrated in Table 4.

Table 4 the views of the secondary schools' teachers on whether the head of schools checks teachers' professional records, about 64(62.2%) of the respondents disagreed with the statement, revealing that heads of schools were not checking teachers' professional records to identify discrepancies that need improvements.

Responding to item 2 which sought to determine whether heads of schools ensured that teachers prepared a scheme of work before the commencement of the new academic year, 55(53.3%) of the respondents disagreed with the statement, informing that heads of schools were not ensured that scheme of work are prepared by teachers before a new academic year.

Table 4. Teachers' opinions regarding whether heads of schools check teachers professional records

S/N	Statement	SA		A		UC		D		SD	
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
1	The head of school checks teacher's professional records to identify discrepancies that need improvement	22	21.4	16	15.4	1	1	36	35	28	27.2
2	The head of the school ensures teachers prepare a scheme of work before the commencement of the new academic year	42	40.7	13	12.6	12	11.7	2	2	34	33
3	The head of school ensures teachers prepare their lesson notes and lesson plans before going to class	12	11.6	18	17.6	7	6.8	32	31	34	33
4	The head of the school took disciplinary action against teachers who failed to write lesson plans, schemes of work or lesson notes	5	4.8	18	17.5	4	3.9	39	37.9	37	35.9
5	Head of school teachers incorporate appropriate teaching methods, instructional materials and homework in their lesson plan	44	42.7	26	25.3	2	1.9	8	7.8	23	22.3

On the item measuring if heads of schools ensured that their teachers prepare lesson notes and lesson plans before going to class, 66(64%) of the respondents disagreed with the statement, disclosing that heads of schools did not take into seriousness follow-up on teachers' preparations before going to class.

Responding to the statement on whether heads of schools took disciplinary action against teachers who fail to prepare lesson plans, schemes of work or lesson notes, about 76(73.8%) of respondents disagreed with the statement. This implies that heads of schools did not ensure teachers prepared lesson plans, and lesson notes before going to classrooms nor did they take disciplinary action against those who didn't comply with these professional practices and quality assurance guidelines. The study findings therefore reveal that heads of schools did not supervise their teachers effectively as they did not bother to ensure professional records were prepared and used. This failure implies that the teaching and learning process was unplanned, which is against teaching professionals.

The findings from class masters through FGDs supported the teachers' views through a questionnaire. During the discussion, participants complained that heads of schools insisted on the filling of lesson plans, schemes of works and subject logbooks not to ensure syllabi are covered timely, but for the sake of formality as

required by school inspectors. This statement was often repeated by participants during FGDs, as one class master, from one of the studied schools said;

Schemes of work are written and inspected at the beginning of the school academic year, and then, there is no more inspection until the next year. Lesson plans are randomly inspected because I have many sessions for teaching.

The findings from the focus group discussion as reported by quoted participants contradict the majority of findings on the item measuring attitudes on the preparation of scheme of work by teachers and inspection of the same by heads of school. The findings from FGDs in this context inform that there is no regular tendency from teachers and heads of schools respectively to preparation and inspection of a scheme of work, which is an important document to ensure effective teaching, and learning processes are well implemented.

When asked the same question, one class master from school another school, had this to say;

In this school, we have an academic committee, which is headed by the academic master. One of their tasks is to check teachers' professional records such as lesson plans, lesson notes and schemes of

work. Nevertheless, speaking from my experience, the preparation of lesson plans and lesson notes is a challenge to many teachers. Teachers are not regularly preparing them...some teachers use the same lesson notes for many years without updating them.

This quotation reveals that heads of schools delegate supervision of academic activities such as the inspection of important documents that guide effective teaching and learning processes. Delegation of responsibility is a good thing to commend, however, if not well implemented and with no close follow-up leads to failure to meet teaching goals as findings from the majority have indicated.

When heads of schools asked through interviews, it was also confirmed that they did not check professional records. The respondent cited some of the reasons that make it a challenge to check those records as one of the interviewed heads of schools said that;

Frankly speaking, it is not possible to check all teachers' lesson plans every day due to the large number of teachers and other managerial responsibilities I have. Concerning the scheme of work, this one was submitted at the beginning of the academic year. We keep them in a safe place to show school inspectors or other district education officials when they visit our school.

The above assertions show that schemes of work and lesson plans were not regularly checked by the heads of schools since they were used simply to appease school inspectors but did not add any value to teaching and learning.

Generally, one can conclude that heads of schools did not check teachers' professional records regularly but simply kept them for the school inspectors to see when they visited schools. This is contrary to the professional requirement in teaching. As shown by Blasé & Blasé [15] heads of schools regularly, check all the teachers teaching and learning documents to fulfil the instruction supervision. Moreover, Cruz., et al [22] insist that heads of schools must check the teaching standards in reference to lesson plans, schemes of work....records of work covered, ensure teacher's attendance on duty

and students' attendance in the class by keeping their respective records in the registers.

4.3 The Extent to Which Heads of Schools Supervise Teachers on Students' Assessment

With this objective, the study sought to examine whether the head of school supervises teacher's student assessments. To achieve this objective, teachers (N=103) were given questionnaires with items to be measured. Then teachers had to respond by selecting any of the five given options: SA (strongly agree), A (Agree) UC (Uncertain), SD (Strongly disagree) and D (Disagree). The findings are illustrated in Table 5.

As Table 5 shows 78(75.7%) of respondents disagreed with the statement that "*heads of school take disciplinary measures to all teachers who fail to give students assignments, weekly or monthly tests in my school*", disclosing that heads of schools did not take disciplinary measures against teachers who failed to give assignments to teachers.

In the responses on the item on whether heads of schools ensure that teachers conduct tests and assignments weekly in schools, about 60(58.2%) of respondents disagreed, informing that heads of schools did not ensure that their teachers conducted tests and assignments to students.

In responding to the statement on whether heads of schools ensured that teachers communicate to parents about students' academic performance after evaluation in schools, 60(58.2%) of respondents disagreed, revealing that heads of schools did not supervise teachers to ensure that parents get to know the evaluation results of their children. Thus, heads of schools did not provide leadership to ensure teachers deal with students' assessments accordingly.

The findings from the questionnaire are in line with the findings from interviews where heads of schools (57) responded showing teachers do not effectively supervise students' assessments. For instance, during the interview, one of the heads of schools, when asked whether teachers supervised on that angle and this was response,

Table 5. Teachers opinions on the extent to which head of schools supervise

S/N	Statement	SA		A		UC		D		SD	
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
1	The head of school ensures that teachers conduct tests and assignments weekly in my school	18	17.5	11	10.7	14	13.6	39	37.8	21	20.4
2	The head of school often ensures that teachers check notes copied by the students in my school	6	5.8	2	1.9	23	22.4	39	37.9	33	32
3	The head of school ensures that teachers give students enough assignments in my school	4	3.8	5	4.9	21	20.4	32	31.1	41	39.8
4	The head of school ensures that teachers communicate to parents about students' academic performance after evaluation in my school	15	14.6	9	8.7	19	18.5	34	33	26	25.2
5	The head of the school ensures that the teachers mark students' tests and examination	7	6.8	10	9.7	21	20.4	41	39.8	24	23.3
6	The head of the school takes disciplinary measures against all teachers who fail to give students assignments, and weekly or monthly tests in my school	3	2.9	4	3.9	18	17.5	51	49.5	27	26.2
7	The head of school checks learners' progress records	14	13.6	27	26.2	20	19.4	27	26.2	15	14.6

My head of departments is the one who ensures that teachers conduct monthly and weekly tests, and give various assignments and quizzes to students but as you can see, a number of the students...it is difficult for teachers to go through students' exercise books and give constructive feedback...so they just mark quizzes, tests or examinations.

Thus, an unfriendly teaching environment is cited as the cause that hinders teachers from handling students' assessments effectively. This reality is supported also by the findings from Focus group discussions where 11 class masters cited poor teaching environment as the cause for their failure to conduct assessments effectively. From the questionnaire, interview and focus group discussion, it learned that heads of schools did not supervise teachers to ensure that they supervise students' assessment accordingly. Even parents did not get evaluation feedback on their children. Although heads of schools were vested with powers to supervise students' assessment activities in their respective schools, there was a generally noted laxity in carrying out that duty in all studied schools. This laxity marks the failure of heads of schools to carry out their supervisory responsibilities. This is against their professional and administrative

requirement that according to Bower., et al [23] are the first leaders who have the authority to inspect all students learning documents, especially exercise books. This has negative impacts on students' academic progress. For example, Wairimu's study [24] revealed that inspecting pupils' exercise books helps them to know the amount of work given to the pupils and the quality of work done by the teachers.

4.4 The Extent to Which Heads of Schools Provide Instructional Resources to Teachers

The study sought to investigate whether the heads of schools in the study area ensured the availability of sufficient instructional resources to their teachers. Table 6 presents the summary of the teachers' opinions on the extent to which their heads of schools ensure the availability of instructional resources.

As Table 6 indicates 62 (62.2%) of respondents agreed that heads of schools ensure teachers have sufficient textbooks for instructional practice. Therefore, according to the findings, heads of schools ensured that instructional resources were available.

Table 6. Teachers’ views on the extent to which heads of schools provide instruction resources to teachers

S/N	Statement	SA		A		C		D		SD	
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
1	Head of school ensure teachers have sufficient textbooks for instructional practice	27	26.2	35	34	7	6.8	21	20.4	13	12.6
2	The head of the school assists teachers in selecting and developing instructional materials	5	4.8	2	1.9	2	1.9	48	46.7	46	44.7
3	The head of the school ensures school laboratories have all the necessary facilities	11	10.7	25	24.3	9	8.7	36	34.9	22	21.4

Furthermore, 94 (91.3%) of respondents disagreed that heads of the school assist teachers in selecting and developing instructional materials, disclosing generally that heads of the schools did not assist teachers in selecting and developing instructional materials.

Focus group discussion also supported questionnaire findings. During the discussion, repeatedly participants complained that the heads of schools did not support teachers in selecting and developing instructional materials. They also said, science subjects had an acute shortage of textbooks. During FGDs, one of the participants had this to share,

In this school, the head of the school needs to do more concerning textbooks. We do not have sufficient textbooks and; we lack a library.....all textbooks are kept in the head of the department’s office.... which makes it difficult for students and teachers to access them.

Even responses from interviews by the class master supported the results from the questionnaire and focus group discussion as one-interviewed respondents said that,

Somehow, I can say my school has adequate textbooks for art subjects...the student-book ratio is close to 1:4 but for science subjects textbooks are a challenge as the student-book ratio is more than 1:20...Above all we don’t have a library.... hence books are just kept in teachers’ office.

Another interviewed respondent added that,

We have textbooks for all subjects but not in an acceptable ratio.... but at least we have a few copies for each subject.... with regards to the laboratory room, it is there but without

all the facilities that students need for practicals...this makes it hard for teachers to teach practical.

Generally, the findings from the questionnaire, interview and FGD show that there were no sufficient instructional resources in all the schools studied. This shows clearly that heads of schools had not played their roles well in terms of soliciting teaching and learning resources. This is failing in their duties since according to UNESCO [25] head of a school should ensure teachers effectively perform teaching by creating a conducive teaching-learning atmosphere in a respective school. Moreover, Chiwamba., et al [26], [27,28] posits that there is a significant relationship between the school head’s supervisory strategies and teachers’ instructional performance in terms of teaching materials. Thus, heads of schools should see to it that instructional resources are available by coordinating with relevant entities.

5. CONCLUSIONS

The findings revealed various issues regarding the extent to which heads of schools discharge their instructional supervisory activities. This study discovered that heads of schools did not take serious measures to ensure teachers' punctuality in their schools. Attendance registers and school timetables have habitually continued to be used by schools without any positive effect on teacher’s punctuality. The study also revealed that heads of schools did not check teachers’ professional records for improving performance, but rather satisfy school inspectors. Moreover, heads of schools did not ensure the availability of instructional resources in their schools. The findings however, revealed that the failure of heads of schools to effectively discharge their instructional supervisory activities was to some extent attributed to some factors beyond their

scope such factors as lack of teachers' houses around the school, large classes causing unfriendly teaching and learning environment, teachers living far from the school due to lack of accommodation to mention few.

6. RECOMMENDATIONS

Heads of schools are recommended to communicate with stakeholders from government and non-government entities to facilitate building teachers' houses around the school to solve the problem of punctuality among teachers. Heads of schools should establish mechanisms as control measures to check teachers' professional records. Heads of schools should ensure that teaching resources are available through communicating with relevant authorities. Moreover promoting teachers' creativity in using local resources whenever and wherever possible. However, the study is limited in scope because it delved into studying heads of school supervisory effects on teachers by sampling one region of Tanzania country. Comparative studies on the same topic from developing and developed countries would be more representative is recommendable for a comprehensive understanding of the effectiveness of heads of school supervisory roles in affecting the teaching and learning process.

CONSENT

The study complied with ethical considerations including a data collection release letter from the Open University of Tanzania, consent from local authorities to collect data in their jurisdiction areas, and signed consent from respondents The researcher obtained the consent from each of the study participants.

COMPETING INTERESTS

Authors have declared that no competing interests exist.

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