AN ASSESSMENT OF SECONDARY SCHOOLS' HEAD TEACHERS EFFECTIVE SUPERVISION IN TEACHING AND LEARNING PROCESS IN KINONDONI MUNICIPALITY

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A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA

2017

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled: **An Assessment of Secondary Schools' Head Teachers Effective Supervision in Teaching and Learning Process in Kinondoni Municipality"** in partial fulfillment of the requirements for the degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Date

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DECLARATION

I, **Hyasinta Moris Masao**, do hereby declare that this dissertation is my own original work and that it has not been presented and will not be presented to any other University for a similar or any other degree award.

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Signature

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Date

DEDICATION

This dissertation is dedicated to my beloved late parents Moris Masao and Claudia Mosha who laid the foundation of my struggle for knowledge; they are most precious people in my life. Also to my beloved husband Damas Maro together with my daughter Aika-Grace and my three sons Frank, Deogratius and Victor whose dedicated prayers contributed significantly to successful completion of this work.

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the sampled secondary schools for sparing their time and effort towards this study. Lastly, I wish to thank all those wonderful people who helped me in several different ways during this study.

ABSTRACT

This study assessed the secondary school's head teacher's effective supervision in Teaching and Learning process and its consequences on students' academic performance. The study employed both quantitative and qualitative research approaches in which descriptive research design was used. Four secondary schools, two high and two low performing schools from Kinondoni district in Dar es Salaam region were purposely selected to form sample schools. A sample of four heads of schools, sixty teachers, eighty students, one District Education Officer, and one head of District quality Assurance Department made total of one hundred and forty six respondents..Data were collected through questionnaires, interviews, and documentary review and thereafter analyzed by using Statistical Package for Social Sciences (SPSS) and the results presented in a form of descriptive statistics (mean, frequency). Also Chi-square test was used in analyzing the effect of head of school supervision of teaching and learning activities..The study found that High Performing Schools (HPS) had effectiveness in supervising teaching and learning activities compared to Low Performing Schools (LPS}. .It is concluded that effective supervision of teaching and learning activities by head of schools result into high students' academic achievement compared to ineffective supervision. Consequently, schools with effective supervision of academic activities tended to have better academic performance than with relatively poor supervision. The study recommends that, teaching and learning activities.. Also the study recommends that, the government in collaboration with department of secondary schools education at MoEST should provide guideline for heads of schools effectiveness in supervision of teaching and learning activities.

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CHAPTER ONE

INTRODUCTION

1.1   Overview

This chapter deals with the background, statement of the problem, purpose and objectives, and research questions,significance of the study,scope of the study, conceptual framework,definition of key terms, limitation, delimitation and organization of the study.

1.2   Background to the problem

The education system in Tanzania is examination oriented in which the quality of education is seen in terms of the number of students passing national examinations. Necessarily, thus, any attempt to conceptualize students' academic achievement has to be looked at through examinations. The academic performance in form four national examinations in secondary schools has remained steadily poor for many years.

For example, the 2008 results show that the pass rates were poorer than those of 2007(URT). Generally, the performance levels declined from 37.8 percent in 2004 to 26.8percent in 2008 for the first five years of CSEE performance analysis (Table 1.1 below proves) and also the four years consecutively tremendous decline from 17.9 percent in 2009 to 9.6 percent in 2012 with a slight increase of 18.8 percent in 2013 (Table 1.2 below proves).

Table 1.1: Academic Performance in CSEE, 2004-2008: Percentage of Students in each Division

Year	Division						Total number of candidates
	I	II	III	I-III	IV	FAIL	
2004	4.8	8.4	24.6	37.8	53.7	8.5	63,487
2005	5.2	6.5	21.9	33.6	55.7	10.7	85,292
2006	4.5	6.9	24.3	35.7	53.4	10.9	85,865
2007	5.1	8.6	21.9	35.6	54.7	9.7	125,288
2008	3.5	6.4	16.9	26.8	56.9	16.3	163,855

Source: Computed from URT through BEST (May, 2009)

Table 1.2: Academic Performance in CSEE, 2009-2013: Percentage of Students in each Division

Year	Division						Total number of candidates
	I	II	III	I-III	IV	FAIL	
2009	1.9	4.4	11.6	17.9	54.7	27.4	248,336
2010	1.5	2.8	7.1	11.4	38.9	49.7	351,214
2011	1.1	2.4	6.5	10	43.6	46.4	339,330
2012	0.9	2.8	5.9	9.6	33.6	56.8	397,222
2013	1.9	5.4	11.5	18.8	39.5	41.7	403,789

Source: Computed from URT through BEST (May, 2014)

Although the trend above shows that all schools generally perform poorly, inter school comparison suggests that some secondary schools perform better than others (Khamis, 2000; Lyamtane, 2004; Mgani, 2006; URT 2008). For example, Nkonya (2009) maintains that the most recently released results show privately owned schools continuing to outperform public schools, especially in form four national examinations. Furthermore, the author shows that in 2006 national form four examination only six students from government schools were listed among the first

top 60 candidates. Students from non-government institutions scooped positions one to thirteen, while the best performers from government schools were ranked from twenty three onwards. This raises issues about the factors contributing to poor performance in some secondary schools compared to others.

General factors contributing to poor performance have been identified. These include, for example: students' negative attitude towards science subjects(s); unqualified teachers; and poor laboratory facilities (Omari, 1995; Malekela, 2000; Galabawa & Nikundiwe, 2000; Nyamubi, 2003; Mgani, 2006). Moreover, other researchers have attributed poor performance to lack of school infrastructure, incompetence of teachers in media technology, ineffective pedagogy, unorganized school facilities and equipments (Ramadhani, 2000; Kiduanga and Wamuza, 2005).

Furthermore, poor performance has been attributed to lack of financial support from government, low standards of education at all levels from primary to secondary and shortage of school facilities (Kazaura, 2000; Makene, 2004; Galabawa, 2005). Health problems among school children have also been associated with poor performance. For example, Wamuza (2004) and Kiduanga (2005) established that pandemic diseases such as typhoid and malaria were reasons which influenced poor performance.

However, lack of motivation, inadequate social and educational incentives among teachers have been found to have impact on teaching quality which leads to poor academic performance. Teachers' motivation is another factor that has been associated with poor academic performance (Davidson, 2007).

Additionally, researchers have found that there are personal and socio-economic factors which relate to poor students academic achievement. For instance, Mandari (1996) attributed poor performance to quality teachers, size of class, age differences, teaching and learning materials, attendance, truancy, medium of instruction, cultural deprivation, environment, motivation, teaching methodologies and tuition classes.

In any educational institution the ultimate goal is the provision of quality education. The goals cannot be attained unless there is a well established and effective management and administrative machinery (URT, 1995). Some writers have observed that the greatness of school is defined not with respect to buildings, but also with regard to the school management (Musungu & Nasongo, 2008).

A careful analysis of those factors influencing academic performance would suggest that they can be grouped into two major categories namely, poor school infrastructure and scanty financial resources. Nevertheless, there has been little research to investigate the supervisory role can play in schools' academic performance. Though some researchers have underscored the importance of effective school management in enhancing learning (Lyamtane, 2004; Urio, 2006; Musungu & Nasongo, 2008), there has been no attempt to examine the effectiveness of heads of schools in the supervision of teaching and learning activities in enhancing schools' academic performance. Therefore, this study attempted to address this knowledge gap.

1.3   Statement of the Problem

Previous studies regarding factors influencing academic performance have mainly focused on those related to limitations on physical and financial resources. Very few

studies have examined the effect of school management styles (Mgani, 2006). For any educational institution to survive the vital goal should be the provision of quality education which is in most cases translated into schools' academic achievement in national examinations.

This goal cannot be attained unless there is a well established and effective management and administrative machinery. Therefore, this study assessed secondary schools' head teachers' effectiveness in supervising teaching and learning activities in enhancing schools' academic performance in form four national examinations through supervision of teaching and learning activities.

1.4   General Objective

The objective of this study is to examine the heads of secondary schools' effectiveness in supervising teaching and learning activities and its consequences on schools' academic performance

1.5   Specific Objectives of the Study

More specifically, the study attempted to:

(i)   Assess the frequency with which the heads of schools supervise teachers' work on academic achievement.

(ii)   Examine roles played by heads of schools that relate to students and teachers management in improving students' performance.

(iii)   Assess means through which teaching and learning process take place at school level.

(iv)   Asses how different leadership styles undertaken by the heads of secondary school to improve students' and teachers' performance.

1.5   Research Questions

1.5.1   Research question for Objective Number One

Does heads of school's frequency and effective in supervising teaching and learning activities?

1.5.2   Research questions for Objective Number Two

(i)   What roles do heads of schools play in enhancing teachers and students' performance?

(ii)   To what extent are heads of schools effective in fulfilling administrative activities?

(iii)   Does heads of schools' effectiveness in fulfilling administrative activities help teachers and students improve their performance?

1.5.3   Research questions for Objective Number Three

(i)   What teaching methods do teachers normally use in the classroom?

(ii)   What ways do teachers use in assessing students' academic achievement?

1.5.4   Research questions for Objective Number Four

(i)   How is decision making by heads of schools arrive at?

(ii)   How effective are heads of school in fulfilling leadership roles?

(iii)   What effect does frequency supervision has on students' achievement?

1.6   Significance of the Study

The findings of this study have highlighted how heads of schools' effective in supervising teaching and learning activities affected schools' performance. Moreover, the findings provide greater insight to the administrators and managers of

schools into the factors that contribute to high academic performance. Lastly, the findings were expected to enlighten heads of schools in order to address the challenges that impair the improvement of students' achievement in Certificate of Secondary Education Examination (C.S.E.E).

1.7   Scope of the Study

The study was carried out in twelve selected secondary schools in only one district in Dar es Salaam called Kinondoni. The management style differs from one school to another. Also the study was limited to the school heads, internal supervisors of teachers, students' work and managerial roles of school head at the school level. Thus, the result may not necessary be generalized to all secondary schools in the country. Moreover, the study included a sample of high performing, and low performing secondary schools in Kinondoni municipality regardless to whether the school is a public or private one. The study focused on the effectiveness of heads of secondary schools in enhancing schools' academic achievement in national form IV examinations. The study respondents were heads of secondary schools, Ordinary – level teachers and form III students of sample schools. The respondents provided authentic information on the effectiveness of heads of schools in supervising teaching and learning activities and its possible effects on schools' academic performance.

1.8   Conceptual Framework

In building up the model for this study the Stufflebeam Model of evaluation was deemed useful. Stufflebeam model consists of four components (Context, Inputs, Process, and Product/ Outcome) can best explain the administrative task and school

situation that lead to high or poor performance in examinations. These components can also be categorized as independent variables (context, inputs, and process) and dependent variable (product/outcomes) as follows:

Context: Context is defined as the environment in which school operates. This environment is made up of political, economical, legal, demographic, cultural and international conditions. In this study context refers to school influence in the selection of students, mobilization of teaching and learning resources, and its relationship with the surrounding community. Effectiveness of head of school depends on political will for change, good school economic status to enabling implementation of plans.

Inputs: Inputs refer to the requirement that is used upon to facilitate quality outcome in teaching and learning process at a school. The inputs can be teachers, learners, and the teaching and learning resources which are also referred too in this study. It is assumed that head of school can be effective in the environment where basic school inputs are available.

Process: The word process refers to the effective use of inputs in order to realize the cherished outcomes. It entails the use of different methods of teaching, regular class assessment and feedback. It involves the process of planning, organizing, coordinating, decision making, communicating, influencing and evaluating as suggested by Commonwealth Secretariat- CWS (1993). In this study, effectiveness of head of school in supervising teaching and learning activities will be enhanced with these processes.

Product/Outcome: it refers to the overall results achieved from classroom teaching. It is measured in terms of quality and quantity. In this study product/outcome will be high academic performance and amounts acquired for the quality education (values, skills, attitudes and norms) which are essential for good performance.

Since this model comprises of components of administrative process, which are planning, organizing, decision making, coordinating, communicating and evaluating, and the basic inputs such as teachers, students, teaching and learning facilities; supervision of teaching and learning process; effective teaching and learning(output); high academic performance(outcome). This model had been designed to explain the managerial roles which contribute to high performance in schools. Management Training for Education Personnel – MANTEP (1995) notes that the leadership roles a head of school performs in an effective school are activities that are necessary to facilitate teaching and learning process.

Therefore, the proposed model for effectiveness of school heads in enhancing academic performance in secondary schools involves the following components: heads of school, administrative process, basic inputs, regular class supervision, effective teaching, high academic performance and quality education.

The conceptual framework will be useful to this study in various ways. Firstly, the study will base on the premise that headship plays a significant role in determining academic performance. Secondly, headship encompasses a variety of task and roles which in turn enables the acquisition of basic inputs whose effective operationalization will positively affect academic achievement. Lastly, the school

heads internal supervision will lead to effective teaching resulting into high academic achievement as well as quality education. Internal supervision will include regular checking of teachers' internal professional records, and regular classroom teaching supervision. The conceptual framework for this study can be summarized in following figure.
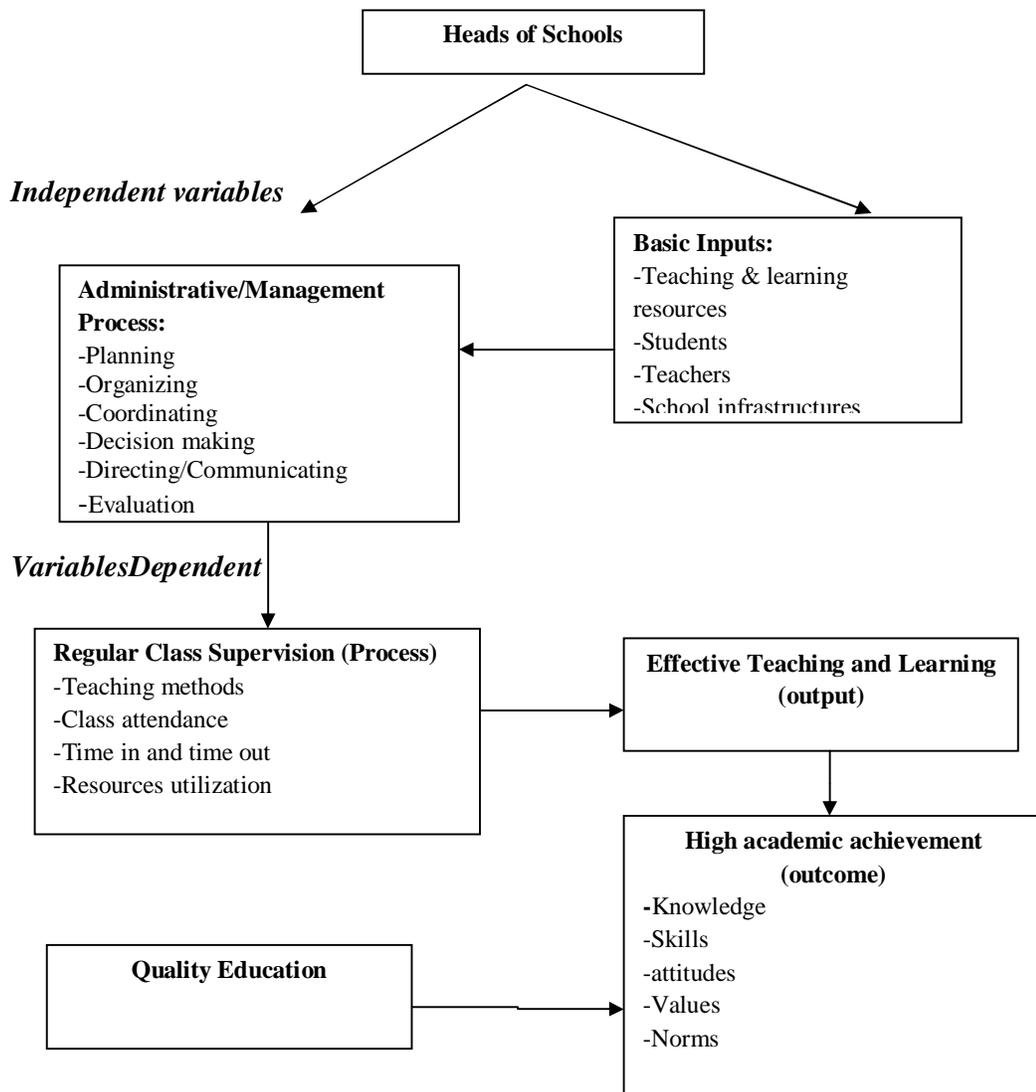
Figure 1.1: A conceptual Framework for Heads of Secondary Schools'
Effectiveness in Supervising Teaching and Learning Activities in
Kinondoni Municipality

Source: Adopted and modified from Musungu & Nasongo (2008)

Head of school: The head of school is the leader in a school, and the person in charge of every detail of the running of the school, be it academic or administrative (Amanda and Murphy, 2003). School heads as school's chief executive are charged with overall responsibilities of managing teachers and other school resources. The head of school is essentially a leader of the staff and students of the school.

Administrative process: In this study, administrative process involves, planning, organizing, coordinating, communicating, directing, decision making and evaluation of teaching and learning activities.

Basic Inputs: In this study, basic inputs refer to teachers, learners, school infrastructure and teaching and learning resources which are vital for school functioning without them school is functionless. Even though inputs are necessary for school functioning, Rajan *et al*(2007) contend that educational quality is best understood not in terms of material inputs (eg.The number of classrooms and desks), but also in terms of outcome or 'learner capabilities – means the skills and aptitudes that students develop in educational process.

Regular class supervision (process): Refers to the periodical supervision of the class to see how teaching and learning process takes place to ensure effective teaching with relevant pedagogy and contents.

Effective teaching and learning (output): Effectiveness relates to getting the right things done, teaching and learning is called 'effective'

1.9   Definition of Key Terms and Concepts

Effectiveness: it is the degree to which the organization attains its set goals and objectives (Hoy and Miskel, 1991). In this study effectiveness entails the extent to which the head of school strives to achieve high academic performance.

Management: in this study management is defined as the process consisting of a number of activities, like planning, organizing, staffing, coordinating, directing, and controlling (Galabawa, 2001). In this study managerial role will entail activities undertaken by the head of school for the purpose of improving students' academic performance.

Academic performance: The concept of academic performance has been associated with quality education. Different perspectives of quality education consider academic achievement and academic access as the basic factors in demonstrating the quality of education. From this aspect the quality of education refers to the performance on national examination results and the success of the school in transferring children to higher levels.

School effectiveness: This is about performance of the school as expressed by the output of the school. It is measured by achievement of learners over time. Scheerens, (2000) defines school effectiveness as the degree to which schools achieve their goals, in comparison with other schools that are equalized in terms of student – intake through manipulation of certain conditions by the school itself or the immediate school context.

Supervision: in education, it the activity carried out by supervisors (heads of schools) to see the productivity and progress of employees in order to improve the

quality of teaching and learning process. Glanz, Shulman, & Sullivan (2005) maintain that supervision is purposeful, targeted, and central to promoting a school wide instructional program wherein student achievement is always at the forefront.

Motivation: Is defined as an essential factor for classroom effectiveness and school improvement. Teachers' motivation has to do with teachers' desire to participate in education process.

1.10   Limitations of the Study

In conducting the study, the researcher encountered different limitations which may have somehow affected the carrying out of the study and its findings. One of the challenges is that during data collection some teachers and pupils were unable to speak English during the study. To overcome this problem, the researcher translated the interview guide from English language into Kiswahili language and was allowed them to use Kiswahili during the interview. Due to that situation, teachers and pupils were free to give out their ideas and opinion while interviewing them. Also another challenge was teachers were unwilling to be recorded when were interviewed and observed. The researcher took an initiative of convincing them and told them that their information will be secured.

Second, some teachers were reluctant to be observed during the teaching lesson because they felt shy and others they felt that were inspectorate. However, to overcome the above mentioned limitation the researcher educated and convinced the teachers on the importance of the study and told them that she was observing and not inspectorate them. After educating them they were willing to be observed.

The third challenging issue the researcher encountered was how to keep tract of what was going in the lesson and at the same time taking notes during classroom observation. In order to solve the problem the researcher used electronic devices to record the lesson by using sound record or audiotape from the handset.

Forth, in collecting data, two classroom teachers (one of the key informants) were not available during interview and classroom observation because they had got problems. One of them was sick; one was got permission due to family problem. Because the study also used simple random sampling for classroom teachers, the researcher addressed this by interviewed the rest who were available at school.

The last limitation was when securing a research permit; some officers from district office like DED, and District Education Officer for secondary schools were busy executing some administrative role and attending seminars. The researcher continued to make follow ups for two weeks until the permission letter was given.

1.11 Delimitation of the study

The study was geographically delimited to Dar es Salaam region especially in Kinondoni municipality. Also, because of time, effort and financial resources constraints, the study was confined to only twelve secondary schools where by three schools were selected from each location of Kinondoni district, meaning that those three schools found in Eastern, Western, Northern and Southern part of the district were selected to make a good representation of the sampled schools.

1.12 Organization of the Study

This dissertation is organized in five chapters. Chapter one contains the background, statement of the problem, purpose and objectives, research tasks and questions, scope

of the study, conceptual framework, definition of key terms, delimitation and limitation of the study. Chapter two involves theoretical stances, the concept of secondary school, roles of heads of secondary schools; determinant of academic performance; empirical findings and lastly synthesis of literature review. Chapter three covers the research approach, research design, study area, target population, the sample, and sampling techniques, and instruments for data collection. Finally, it gives an account on data collection methods, validation of instruments, data analysis procedures and ethical considerations. Chapter four presents, analyses, and discuses the findings of the study. Chapter five contains summary, conclusion and recommendations for action and for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1   Introduction

In Tanzania, supervision has been a neglected area of education management for a longtime. During the 1970s, the word 'inspector' or 'supervisor' had a negative connotation and even became a taboo term in some countries. Inspection was seen as an old fashioned non-democratic institution and a few countries got rid not only of the terminology, but also the supervision service itself. Even today, it is symptomatic that most countries do not publish any data or statistics on supervision and support services. Not only do they not publish them, they are often simply not available (UNESCO, 2007).

2.2   Theoretical Stances

2.2.1   Concepts of Management, Administration and Leadership

Management: is defined by various scholars as follows: Urio (2006) maintains that management is a social process with the responsibility of ensuring that administration takes part in the organization efficiently. Kiwia (1995) asserts that management is the process of decision making and control over the action of human beings for the purpose of attaining predetermined organization goals. Koontz and O'Donnel (as cited in Urio, 2006) define management as the process of designing and maintaining an environment in which individuals working together in groups accomplish effectively selected aims. Mayo 9as cited in Gupta, 2006) from the Hawthorne experiments contends that management must understand and recognize interpersonal and groups relations on the job, he discovered that in management job

satisfaction increased through employee participation in decision rather than through short term incentives. However, he found that, job satisfaction increased as workers given more freedom to determine the conditions of their working environment and to set their own standard of output.

Administration: deals with assembly, processing and communication of information. The goal of administration is to ensure soft running of the organizations' process and providing them with information needed for completing their duty. Babyegeya (2002) defines administration as a process of establishing policies, structures, procedures and organizing activities that will effectively attain various educational objectives.

Leadership: practices are about changing the way things are and creating new future. A leader is someone who people naturally follow their own choice. Fapojuwo (2002) and Ade (2003) see leadership as the ability to guide, conduct, direct o influence others for the purpose of achieving common goals. All managers must be leaders, but not all leaders must be managers. For example, there are a lot of leaders like community leaders, teachers, parents, club leaders, etc. who are not in managerial positions.

2.2.2   Functions of Management / Administration

According to Fayol (1993) school management has something to do with the fundamental processes of planning, organizing, commanding, coordinating and controlling. To support this, management comprises a series of processes that are vital for organization to pull off its objectives as Miklos (1975) as well as Cample *et*

al (1983) have produced a combination of the most common processes among writers namely; planning, organizing, coordinating decision making, communication, influencing and evaluating. These management functions are crucial for effective management of the school's activities which are directed towards achieving the goal of educating students.

Planning: is to prepare for and predict future events. According to Ojo and Olaniyan (2008), planning is persistent and most important. Its pervasiveness originates from the fact that it is necessary for performing other key management functions – organizing, directing, staffing, and controlling. Planning entails determination of control, direction and methods of accomplishing the overall organizational objectives. It is an organized idea about ways and means for achievement of pre arranged goals (Gupta, 1990). Planning is an important function of management. Without proper planning there are not things to be done in a classy manner. Therefore planning is very important for improvement of teaching ad learning activities in a school.

Organizing: is an important managerial activity by which managers bring together human resource and material resources for achievement of the objectives of the project (Gupta, 1990). Galabawa (2001) contends that the resources must be related to one another in a system of activities necessary for completion of the plan, and which are arranged in groups assigned to individuals, this being the process of organizing. Organization makes possible the coordination of diverse activities. Organizing refers to the way the organization allocates resources, assigns tasks, and goes about accomplishing its goals. In the process of organizing, managers arrange a

framework that links all workers, tasks, and resources together so the organizational goals can be achieved.

Coordinating: is defined as harmonization of individual goals to contribute to organizational goals (Koontz & O'Donnel, 1998). Urwick (as cited in Galabawa, 2001) maintains that coordination involves the determination of the mix of natural and human resources as required by firms; objectives and as limited by its capacity to obtain resources.

Decision making: is the process of sufficiently reducing uncertainty and doubt about alternatives to allow a reasonable choice to be made from among them. According to Urio (2006) decision making is defined as the process of specifying the nature of a particular problem and selecting among variable alternatives in order to solve it.

Communication: refers to the process of exchange of information and feedback. Also defined as a two way process, which involves sharing of message, ideas or attitude that produce a degree of understanding between a sender and a receiver (URT, 1998). It is necessary for a manager (head of school) to orally explain processes and give direction to workers (teachers). It is also necessary for managers to give verbal praise to workers. Managers are also expected to conduct meetings and give talks to groups of people.

Directing: is a process of supervising, or leading workers to accomplish the goals of the organization. In many organizations, directing involves making assignments, assisting workers to carry out assignments, interpreting organizational policies, and informing workers of how well they are performing.

Assessment: ascribed as an active role in which they are consciously used in educational process to change teachers' behavior and classroom instruction, which in turn, are expected to raise students learning standard (Urio, 2006). To Urio, heads of schools are supervisors in their areas of specialization. They have to make sure that the curriculum is evaluated to judge effectiveness of its delivery. In support of this, Ojo and Olaniyan (2008) maintain that evaluation of teaching result helps to measure the school activities to see whether the school is meeting the developmental and educational needs of the students.

2.2.3   Effectiveness

Effectiveness means the capability of producing an effect. In management, effectiveness relates to getting the right things done. Also, effectiveness in the degree to which objectives are achieved and the extent to which targeted problems are resolved. In contrast to efficiency, effectiveness is determined without reference to costs, and whereas efficiency means "doing the   thing right", effectiveness means "doing the right thing" (Drucker, 2006). In schools the heads of schools as the leader needed to do the right thing in achieving educational goals.

2.2.4   An Operational Definition of Supervision Services

In most of countries, supervision services have a long history. According to UNESCO (2007), many European countries set up supervision system, generally known as the inspectorate in the nineteenth century. However, since then many changes have occurred and in all countries supervision services, throughout their long history, have become complex and intricate systems, using different terminologies and playing different roles. It might be useful therefore at the

beginning of this study to identify an operational definition in order to provide the analysis and discussion with a focus and clear boundaries.

For the purpose of the study, the term 'supervision services' should be understood as covering all those activities whose main function is to inspect, control, evaluate; and advise, assist and support teachers and learners. Accordingly, the main focus of the study will be on internal supervision of teaching and learning activities and its effect on secondary schools' academic performance. According to Kadushin (1992) supervisor is a person who assessing cases, organizing work and taking decision on behalf of the agency. In work environment is one who oversees workers to ensure that work was done well and to standard. To support this, Mayo (1993) contends that supervisors should be less aloof, more people oriented, more conserved, and skilled in handling personal and social situations. He further concluded that, supervisors needed training in understanding the personal problem of workers, and also in listening and interviewing techniques.

2.2.5   Function of Supervision

Kadushin (1992) stated the function of supervision in the administrative, educational and supportive terms. In administrative means the promotion and maintenance of good standards of work, co-ordination of practice with policies of administration, the assurance of an efficient and smooth- running office; in educational means the educational development of each individual worker on the staff in a manner calculated to evoke her fully to realize her possibilities of usefulness, and in supportive means the maintenance of harmonious working relationships, the cultivation of spirit de corps. However, Mayo (1933) revealed that productivity could

be increased not only by improving working conditions but through informal relations among the members of the work group.

2.2.6   Importance of School Supervision

UNESCO (2007) asserts one of the main roles of any school supervision system is to monitor the quality of education, i.e. of schools and teachers. This supervision is expected to have a positive impact on their quality. As such, supervision forms part of an overall quality monitoring and improvement system, which includes other devices such as examination and achievement test, and self-assessment practices by school and teachers. However, Mayo (1933) asserts that interpersonal relations, attitudes of the supervisor and other social and psychological factors have great influence on workers' morale and productivity. Hence, attitude of the supervisors play a great role for a schools' academic permanence.

2.3   Effective Teaching and Learning Processes

Effective teaching and learning can be seen through the pedagogy used, pedagogy encompasses, what is taught or learned means content in relation to the curriculum and syllabus, how it is taught or learned means approaches to teaching and learning process, if it is the lecture, question- answer, discussion, demonstration or experiment, why it is taught or learned means the underpinning values, philosophy or rationale. Why have a strong influence on what is taught or learned and how. Therefore, effective teaching and learning the teachers should place the learner firmly at the heart of the learning process. It promotes the idea that the learner is a partner in learning process and that the learner should be empowered to determine their own learning (Lifelong Learning UK's Website – LUK, 2007).

Effective teaching and learning, teachers expected to support the learners directly or indirectly in al aspects of their learning journey. This means teachers; Collaborating with other individuals and organization; Planning; organizing and managing varied learning experiences; Giving feed back and guidance; and maintaining an inclusive, equitable and motivating learning environment. "The key purpose of the teacher is to create effective and stimulating opportunities for learning through high quality teaching that enables the development and progression of all learners" LLUK, (2007).Moreover, (LLUK, 2007) contends that effective learning often takes place best when students have opportunities to express ideas and get feedback from their teachers. For feedback to be more helpful to learners, it must consist of more than the provision of correct answers. Feedback ought to be analytical, suggestive, and to come at a time when students are interested in it. And then there must be time for students to try again.

2.4   The Concept of Secondary Education

World Bank (2005) describes secondary education as a gateway to the opportunities and benefits of economic and social development. In Tanzanian context secondary education is well defined by the Education and Training Policy (ETP, 1995) which states that secondary education is a Post – primary formal education offered to persons who successfully complete seven years of primary education and have met the requisite entry requirements. Secondary education is now being recognized as a cornerstone of educational system in the 21st century. World Bank (2005) emphasizes that quality secondary education is crucial in creating a bright future for individuals and national alike.

Moreover, in Tanzania the formal secondary education consists of two sequential cycles. The first cycle is a four year programme of Ordinary Level (O – Level) secondary education. The second cycle is a two year programme of Advanced Level (A – Level) secondary education. Form 4 and 6 examinations mark completion of secondary education cycles and the results of these examinations are used for selection of students for further formal education and training and also for certification.

2.4.1   Objectives of Secondary Education

The educational Training Policy (ETP, 1995) has outlined several objectives of secondary education as follows:

(i)   To consolidate and broaden the scope of baseline ideas, knowledge, skills and principles acquired and developed at the primary education level.

(ii)   To enhance further development and appreciation of national unity, identity, personal integrity, respect for and readiness to work, human rights, cultural and moral values, customs, traditions and civic responsibilities and obligations.

(iii)   To promote development of competency in linguistic ability and effective use of communication skills in Kiswahili and in at least one foreign language.

(iv)   To provide opportunities for the acquisition of knowledge, skills, attitudes and understanding of the prescribed or selected fields of study.

(v)   To prepare students for tertiary and higher education, vocational, technical and professional training.

(vi) To inculcate a sense and ability for self study, self – confidence and self advancement in new frontiers of science and technology, academic and occupational knowledge and skills.

2.4.2   Structure of Secondary School Education in Tanzania

Secondary school education is subdivided into two cycles - ordinary level that starts from form one to form four and advanced level that starts from form five and ends to form six. Ordinary level consists of four years of study while advanced level consists of two years. Students who successfully complete ordinary secondary education can go to the next stage of advanced level secondary education, vocational training, professional training or the world of work, while those who successfully complete advanced level secondary education join both tertiary and higher education and training institutions or join the world of work (BEST, 2007; ETP, 1995). The secondary schools are categorized into two groups. There are public secondary schools and private secondary schools. The public sector includes conventional government and community secondary schools, both of which receive fully funding for recurrent costs.

2.5   Roles of Heads of Secondary Schools

In Tanzania a head of secondary school occupies a strategic position in the managerial, administrative and leadership roles of the school. He / she is the pivot around which the success of the institution revolves. The head of school is the representative of the ministry at the institutional level. According to Mosha (1988) and Campel *et al* (1983) the main functions of the head of school involve implementation of the school's instructional programme; the welfare of the staff and

the student personnel; the development and maintenance of the physical plant; the acquisition and care of the school facilities and equipment; and the promotion of the healthy school – community relations. The head of school is also responsible for the overall school management. All these responsibilities are aimed at attaining the educational goals of secondary education. The head is supposed to influence teachers and other workers to contribute to the best of their abilities towards the achievement of educational goals through supervising teaching and learning activities in school.

Therefore, heads of schools who possess the required leadership attributes would seem to be successful and effective in their schools by promoting and enhancing the teaching – learning process and direct the groups' effort towards the desired effectiveness.

According to Hoy and Miskel (1991) indicators of effective school include: good school academic performance, positive student discipline, satisfied and motivated staff and students, good interpersonal relations at the work place, high staff and students' morale. Schools which fall short at these indicators would therefore seem to be characterized by poor student academic performance. However, all effective and ineffective schools have heads of schools who are believed to posses the required leadership attributes for efficient and effective management of the institutions.

The role of a leader (head of school) in managing an organization is to assist in identifying worthwhile goals, devise appropriate strategies for achieving such goals and provide direction and motivation to the followers so that the desired goals can be attained. The concept of role could be useful in a description of leadership.

Effective leaders (head of schools) usually posses certain leadership attributes which will enable them to influence and motivate their subordinate towards successful performance or organizational objectives. These attributes include both personal qualities and administrative or leadership skills. Koontz and Weihrich (1998) have pointed out skills which they consider crucial for successful leaders. These skills are: technical, human, and conceptual and design skills. Technical skill is knowledge of proficiency in activities involving methods, processes and procedures.

The human skill is the ability to work with people, its cooperative effort; it is teamwork and the creation of an environment in which people feel secure and free to express their opinions. A conceptual skill refers to the ability to see the 'big picture' totality of organization: to recognize significant elements in a situation and to understand the relationship among the elements. Design skill connotes the ability to solve problems in ways that will benefit the organization. Leaders need to do more than see problem. They must have the skill to propose workable solutions to it in the light of realities they face.

The management role includes some curriculum and instruction supervision, but overall school management is the primary role the school heads play. As the accountability movement gained momentum, the role of the school heads changed from school manager to school instructional leader and then to the school reform leader. With this shift in role focus, headmasters/ headmistresses retained their management roles. School heads play multiple roles such as school manager, instructional leader, and the leader of school reform.

Ojo and Olaniyan (2008) suggest the following roles of heads of schools: planning and policy making, selection and developing personnel, improving the educational programme, curriculum development, instructional improvement, provision and maintenance of fund and facilities, managing the school, student personal services, educational evaluation, reports, record keeping and management, principal supervisory leadership, and maintenance of external interrelationship with the community and other institutions.

Schools are service organizations. Like a leader in any other organization the major role of heads of schools is to ensure that the set educational goals and objectives are realized. The role of the head of schools therefore include: discerning and influencing the development of goals and policies of the schools; working out ways and means of how best to accomplish them according to the circumstances obtaining in the schools. They have to understand their staff aspiration and students' expectations and needs; and strive to meet hem with the available resources. They must establish and coordinate the programs activities performed by various groups in their schools.

In secondary schools, teachers are professionally trained for their major job, i.e. teaching, and their tasks are well defined. Hence, the head of school needs to supervise and monitor implementation of these tasks. The head of school is responsible for all academic and non- academic matters.

In general terms the heads of secondary school is responsible for student welfare and discipline, curriculum development, staffing and timetable, staff duties and covers, implementation of education policy, teaching and learning, school development

planning, professional development and appraisal, assessment and reporting, external examinations procedures, admissions, parental liaison, budget planning and implementation, extra – curricular activities and school trips.

2.6   The Effectiveness of Head of Secondary School as a Leader

Any experienced teacher may become a heads of school in the Tanzanian context by following the traditional system of recruitment by selection. Yet, not every head of school is an effective head and even less effective leader. It is obvious that for schools to be effective, they need to have effective leaders. The researcher needs to know to what extent the heads of schools in his study are effective, especially in supervision of teaching and learning activities. This can be measured through an investigation into their leadership behavior and the supervision task they perform to achieve school effectiveness.

The head of school is an educational leader who promotes the success of all teachers by acting with integrity, fairness and in an actual manner (Gupton, 2003). The HoS role is best viewed as being part of web of environmental, personal and in-schools relationships that combine to influence organizational outcomes. The HoS is the leader of the school who must be responsible for seeing that support, direction and guidance are given to the teachers. He/she must not only be a supervisor in this sense, but must also be a facilitator and guide. Gupton (2003) confirms this assertion by referring to the role of the principals as the one the coordinator and integrator of teachers and learners so that the support system is created in which teachers can grow and further development of their teaching skills.

It can be deduced that the heads role is aimed at teaching and learning in his/her school. Teachers and learners are at the center of his/her headship. Indeed, the mantra of every head should be effective teaching and learning since the pursuit of learner academic success is the essential goal of the school.

Therefore, in line with this mission, Kruger (2003) asserts that principals can and should make a difference in academic standards of schools. They should therefore aim at influencing the internal school processes that are deeply linked to the school's mission (Nelson & Sassi 2005). These internal processes may range from school policies and norms to the instructional practices of teachers.

This calls for heads to engage more actively in supervising the school programmes and in focusing teacher's attention and professional commitment on learner learning. West – Bumham (2001) emphasizes the significance of the principal's role appropriately: the quality of supervision determines the quality of learning and learner achievement at school.

Effective headship is very closely linked to school effectiveness. According to Mulford (1996), an effective school is a school in which there is a sense of mission, high expectations, academic focus, feedback as academic performance, administrative leadership, teachers taking responsibility and a support system. The heads of school should manifest certain leadership behaviours that could build up a school of educational excellence.

He/she should create favourable conditions that would promote a sound culture of teaching and learning. According to the National Education Department (2000), the principal should:

(i)   Set up staff development programmes

(ii) Visit classes and follow up discussions

(iii) Look at learners' work

(iv) Discuss learners' academic progress

(v)   Moderate test and exams

These principals aim to initiate opportunities conducive to promoting effective instruction in the classrooms. Short (1998) asserts that focus of the principal in instigating such action is on what the school wants to achieve, what it wants to be and what it wants to do for the learners academically. Furthermore, Nelson and Sassi (2005) state that if the valued activity of the school is teaching and learning, then it is from this that all else should follow including the defining of leading, and interaction between teachers and principle, and between teachers and teachers. In sum, the head's role is to advocate high – quality instructional practices in classroom by using various beliefs, decisions, supervision, strategies and tactics. For the purpose of this study, the heads of schools' effectiveness in supervision is closely linked to school's academic performance. Therefore, the emphasis should focus firmly on the head's role of achieving effective supervision.

2.7   Determinant of Academic Performance

The issue of poor academic performance in any educational institution is not a function of one factor but a combination of different factors. These factors have been enumerated by different scholars as the key contributors for high or low performance in schools. These factors include: teaching methods / pedagogy, students and teachers assessment and feedback, effective leadership, supervision, effective

financing, motivational factors, qualities and availability of physical resources, human resource, class size, and students' school absenteeism.

2.7.1 Teaching Methods

Academic performance of any secondary school is influenced by the teaching method used by teachers in classroom. The best teaching method is the one that combines varieties of methods that involve learner and make them learn actively. Chogo (1983), Menrad (1993), Ramadhan (2000) and Wamuza (2005) found out that when teaching methods used are not effective hinder the process of interaction between learners and teachers, thereby causing learner to be passive.

2.7.2 Students and Teachers Assessment and Feedback

Mosha (2000) maintains that, regular students' assessment provides useful information that can be used to judge progress made and it gives learners, teachers and educational mangers an opportunity to take remedial measures so as to improve performance. To support this, Brunei (2007) maintains effective monitoring of school teaching and learning process affects teachers and students academic performance. The author added that headmasters must be alert in ensuring that any methodology and pedagogy used in the classrooms is effective. If not, they have to find one that is suitable and effective.

2.7.3 Effective Leadership

Effective leadership also is important factor for academic performance. Fapojuwo (2002) sees leadership as the ability to guide, conduct, direct or influence the fellowship for the purpose of achieving common goals or task, the leader thus possesses the ability to influence others to achieve result. Ojo and Olaniyan (2008)

suggest that a good leader is one who is capable of persuading others to move enthusiastically towards the achievement of school goals.

2.7.4 Supervision and Performance

Supervision of teaching and learning processes is an important factor for school academic performance. Through supervision the heads of schools can be aware of what is going on in the classrooms, means that how do teachers teaching (methods/pedagogy) and content used in relation to the educational policy, curriculum, scheme of work, syllabus and lesson plan. Afolakemi and David (2007) maintain that the level of supervision of teaching personnel in schools affects students' academic performance.

2.7.5 Effective financing

Effective financing creates a good climate for teachers and students; it makes everyone in an academic institution to be committed and to produce quality products. Quality services can be maintained if there is a sustainable management and financing (Galabawa, 1995).

2.7.6 Motivation

Motivation refers to the process of arousing, directing and sustaining behavior. (Kemmerer, 1990) observes that motivation includes things such as salary increments, training opportunities, allowances, fringe benefits, public recognition, teaching and learning materials.

2.7.7 Availability and Quality of Physical Resources

Availability and use of quality teaching and learning materials is also the determinant of academic performance. The schools equipped with enough resources and good use

of them exhibit high performance. Lyamtane (2004) maintains that the availability and supply of instructional materials facilitate good school performance.

2.7.8 Human Resource

Okumbe (1998) maintains that human resource in educational industry include the students and the workers. In the context of this study the workers means the teachers and non-teaching staff. Teachers are very important for any educational institution to function and for achieving quality education. Trained teachers are vital to an educational organization because physical resources alone, however enough and quality can not enable good academic achievement by the school (Lyamtane, 2004; and Ndabi and Naawe, 1993).

2.7.9 Class size and Students' Performance

A number of students in a classroom have an impact in the effectiveness of the classroom interaction between a teacher and students. More congested classrooms hinder the use of some teaching-learning approaches such as participatory approach that involve group discussion. Fabunmi, *et al* (2007) argue that, class size, student classroom space and class utilization rate are the determinants of the academic performance of secondary school students in Senior Certificate Examinations (SSCE). They reported that most of the public secondary schools in Oyo state in Nigeria experience classroom congestion whereby the average class size exceeds 50; also Masuidi (1999) and Mashaka (2005) reported the same condition for many public secondary schools in Tanzania. They further reported that, the few secondary schools that have enough teaching staff, at a time have low classroom utilization

rates because of poor supervision. The situation has affected the academic performance of students in secondary schools where students perform poorly.

2.7.10 Student's School Absenteeism and Performance

Some students experience absenteeism from their schools because of different reasons including health problems, lack of financial supports to incur the school needs such as school fees, exercise books, text books, pens/pencils, uniforms, school bags and transport especially for those dwelling in towns where they need to board cars. They also lack important needs such as food, health service, parent's supervision and clothing. Absenteeism has caused low academic performance in examinations.

Moonie *et al* (2008) conducted a study to investigate the relationship between school absence, asthma status and academic performance in school-aged children in a predominantly African American urban school district. They further reported that, absenteeism plays an important role in determining students' achievement on both standardized tests and classroom performance because students who are used to be absent from schools miss lessons from which the tests are constructed to make evaluation. They concluded that, secondary schools that have poor students' attendance experience poor academic performance.

2.8   Empirical Reviews

Some empirical reviews that relate theoretical stances which have been discussed in the previous section are presented hereunder:

2.8.1   Empirical Reviews from Outside Tanzania

Gerumi (2003) did a study on the impact of instructional supervision on teacherss' performance and students' achievement in the secondary schools of Garchitorena. The researcher found that: school heads were outstanding on the five areas of supervisory practices; majority of the teachers had very satisfactory performance, but most of them had no factors and the achievement level of students in English, Mathematics, and Science in all the five secondary schools was fair.

Glanz, Shulman, and Sullivan (2007) did a study on the connection between impact of instructional supervision and students' achievement. The results indicated that in many instances principals who were given many non-instructional duties did not have the time to undertake continuous and meaningful supervision. Often, such supervision was relegated to coaches neither trained in supervision nor given organizational authority to effectuate needed reforms to ensure quality teaching. Teachers in many cases indicated that supervision was perfunctory and evaluative.

Afolakemi and David (2007) did a study on supervision and quality of teaching personnel effects on students' academic performance whose purpose was to examine the effects of supervision and quality of teaching personnel on students' academic performance in the context of schools in Nigeria. The study revealed that, there is significant effect of supervision on students' academic performance; it means that the level of supervision of teaching personnel in schools affects students' academic performance. Also the study revealed that supervision statistically and significantly predicts academic performance. Lastly, the study shows that there is the need for proper supervision by the teaching personnel.

Musungu and Nasongo (2008) did a study on "The head-teacher's Instructional role in Academic Achievement in Secondary Schools in Vihiga district, Kenya". The purose of the study was to investigate the instructional role of the head – teacher in academic achievement in Kenya Certificate of Secondary Education (KCSE) examinations in Vihiga district of western province. The findings of the study showed that head-teachers' instructional role included regular checking of teachers' professional records, regular class supervision, and management plan for carrying out curriculum goals.

2.8.2   Empirical Reviews from Tanzania

There are few directly related studies that have been done in Tanzania, but in the topic on study is part and parcel of school leadership. Daudi (2002) in reporting his findings on roles of headmasters in administration of Muslim secondary schools revealed that factors that affected headmaster performance included reliance on students' fees as a source of fund and lack of in- service training for newly appointed headmasters.

Temu (1997) did a study on "Teamwork and Implementation of Project". His findings revealed that school heads had confidence in teachers, and were supportive to staff and students. The working relationship between teachers and school heads were participative. Also found that democratic leadership system was dominant in seminaries whereby both teachers and students were fully involved in all matters pertaining to the running of these institutions.

A study conducted by Lyamtane (2004) on managerial aspects influencing performance of Catholic Seminaries in National Examinations. Findings show that

seminaries had enough, well maintained and equipped physical resources and well stipulated policy, mission and vision. As for academic evaluation it was found that, there were regular academic evaluation in the form of terminal and annual examinations, monthly test, weekly quizzes and assignments. Teachers and students were highly motivated to work hard. Al finds indicate that, the performance of seminaries in National Examinations owes much from the managerial aspects.

Also a study carried by Mgani (2006) on leadership style and school performance in National Examination Councils of Tanzania (NECTA). The findings showed that the dominant teaching methods in public secondary schools (PSS) were question and answer, discussions and demonstrations. The study indicated that the majority of school heads and teachers teaching in PSS were trained, though there were big problems of shortage of teachers, teaching and learning materials negatively affecting school achievement at NECTA.

Ndabise (1992) in his study notes that, the function of leadership style depends much on regulations set by the hierarchy of authorities. What is democratic, autocratic, delegate and *laizez faire* depends much on the objectives set by MOEC. Similarly in implementing the directing or policy statements from MOEC, DEOS, Or REOs the school heads do not have any choice.

2.9   Synthesis from the Reviews

Despite all these studies, there has been no systematic study on how effective the heads of schools are in supervising teaching and learning activities affects academic performance in Tanzania. The widely held studies showed the different factors contributed to poor performance in NECTA, and on supervision in general but not on

effectiveness of heads supervision of teaching and learning activities in enhancing academic performance in secondary schools. Also the studies which are closely related to this study mostly done outside Tanzania did not deal with this topic. This attribute constitutes the building ideas for this study in an attempt to fill the knowledge gap.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1   Introduction

Kothari (1990) defines research methodology as a way to systematically solve the research problem. This chapter covered the research approach, research design, study area, target population, the sample, and sampling techniques, and instrument for data collection. The chapter also presents data collection methods, validation of instruments, data analysis procedures and ethical considerations.

3.2   Research Approach

Both qualitative and quantitative research approaches were employed in this study. Qualitative research involves a deep exploration of responses for purposes of obtaining comprehensive information about a phenomenon (Cohen et al, 2000). It was necessary for this study to combine both approaches because each research design has shortcomings and each needs to be complemented by the use of the other approach.

In this study qualitative approach was used to collect data that addressed the research questions for objective number two and four because they needed much in-depth verbal description. In contrast to qualitative information, quantitative information was collected from teachers and students, and was used to verify what was accomplished at school level by heads of school as mangers of school. Quantitative approach was used to get data on the research question for objective number one, three and four because it required some numerical information. Such information

was collected through documentary reviews and questionnaires. Best and Kahn (1993) put it that, quantitative descriptive research uses quantitative methods to describe, record, analyze and interpret conditions. The same views are held by Civil (1993) who argues that quantitative research is reported in numerical forms as well as in terms of verbal description.

3.3   Research Design

A research design is a plan indicating systematic arrangement and strategies of investigation employed by a researcher in order to gather data required to address specific research questions and objectives (Gall *et al*, 1996; Hitleman & Simon, 2002; Kothari, 1990). In this particular study case study research design was chosen. The choice of this design is influenced by the purpose of this study which is to give some information and facts on the effectiveness of the heads of schools in the supervision of teaching and learning activities, and its possible effects on schools academic performance. Frankel and Wallen (1993) describe descriptive analysis as that method that involves asking a large group of people questions about a particular issue. Information is obtained from a sample rather than the entire population at one point in time which may range from one day to a few weeks.

However, according to Best and Kahn (1992), descriptive research design usually deals with functional relationship between two variables. In descriptive research design the variables are not manipulated by the researcher. Rather, it involves events that have already place and may be related to a present condition. The main goal of descriptive research design is to develop conclusion that can be generalized to the rest of population.

3.4 Area of Study

Dar es Salaam region especially Kinondoni municipality which forms the area is one of the thirty regions in Tanzania Mainland. It is a coastal region located near Indian Ocean eastern part of Tanzania. It is the most populated district compared to the other two districts of Ilala and Temeke of the same region. The district borders Bagamoyo (Coastal region) to the north, Indian Ocean and Zanzibar Island to the East, Ilala district to the south, and Kibaha district (Coastal region) to the west.

Three reasons influenced the choice of Kinondoni Municipality/district as the area of this study. First, Kinondoni district has both urban schools which represent the whole environment of Tanzania. Therefore, the findings can be generalized to the rest of the schools of similar environment in Tanzania. Second, the Ministry of Education and Vocational Training, and other crucial offices such as office of Inspectorate team and head quarter office of Teachers' Service Department (TSD–Ubungo Plaza Building) are located in Dar es Salaam as such the heads of schools are expected to be most effective in supervising academic activities in their respective schools compared to upcountry. Third, the researcher is the area resident who is so familiar with many issues related to the study such as the location of the sampled schools; this will help to avoid an unnecessary cost of hiring a horst person as a guide.

3.5 Target Population

Target population is defined as the large group of units that have one or more characteristics in common in which a researcher would like the results to be generalized (Hittleman & Simon, 2002). According to Cooper (1989) and Vans

(1990) target population means all those members or individuals or groups or other elements that the researcher hopes to be represented in the study. In this study, the target population included the heads of schools, teachers and students in secondary schools in Kinondoni municipality.

The study focused on 4 public and private owned secondary schools, 4 heads from each school, 1 District Educational Officer, 1 District Quality Assurer, 60 teachers, and 80 students. Therefore, all heads of the sampled schools, teachers, and students from four secondary schools in Kinondoni municipality will constitute the population, since the population is large, only a sample from the population will be used during the study.

3.6   Sample and Sampling Techniques

Kothari (1990) defines sample as a small group of units that represent characteristics of the large population. Cohen et al (2000) define a sample as a strategic and purposive category of respondents who provide information for the study. In identification of sufficient sample size, Fless (1973) suggests that for the 500 population, the sample size should be 217, then based to this suggestion a sample of 60 teachers were taken from 120 population, 80 students were taken from 190 population; 4 heads from twelve selected secondary schools in Kinondoni municipality; 1 District Quality Assurer; and 1 District Educational Officer which make a total sample of 146. The respondents were expected to provide relevant information concerning effectiveness of heads of schools in supervision of teaching and learning activities.

Table 3.1: Showing the Characteristics of the Study Respondents

SN	Categories of Respondents	Number of Respondents			Percentage of Respondent		
		Males	Females	Total	Males	Females	Total
1.	Students	30	50	80	20.5	34.2	54.7
2.	Teachers	40	20	120	27.4	13.7	41.1
3.	Heads of schools	2	2	4	1.4	1.4	2.8
4.	Quality Assurers	1	0	1	0.7	00	0.7
5.	District Education Officer	1	0	1	0.7	00	0.7
	GRAND TOTAL	**74**	**72**	**146**	**50.7%**	**49.3%**	**100%**

Source: Field Data (2016)

A sampling technique refers to the process of selecting the participants of the study in a sample from the population. This study employed two types of sampling techniques, namely purposive and random. Purposive sampling according to Krishnaswami (2000) refers to the deliberate selection of sample units that conform to some predetermined criteria that involve choosing of cases which the researcher judges as the most appropriate ones for the given study.

Therefore, in this study the purposive sampling technique was used to select six highest and six lowest ranking schools in the municipality (in accordance to NECTA form four examinations for the period between 2010 and 2014) from Kinondoni district giving a total sample of twelve public secondary schools. Moreover, the heads of the sampled schools were purposively be selected to form a sample due to the position they hold in their schools.

Kothari (2008) defines random sampling as a design where every item of the universe has equal chance of inclusion. This study used random sampling technique to select twenty teachers and twenty students from each school to participate in the study by writing their names on pieces of papers, which will be folded and put in a

container. They were then randomly picked until the required sample size will be obtained. Therefore, a total of 492 respondents were selected for the study, with 12 heads of schools, 240 teachers and 240 students.

3.7   Data Collection Methods and Instruments

Kothari (1990) argues that the choice of methods and instruments for data collection depends on the type of investigation, objectives, scope of the inquiry, financial resources, available time, and the desired degree of accuracy. The instruments that were used for data collection in this study are interviews, documentary review and questionnaires, which were selected on the basis of the nature of research tasks and questions.

3.7.1   Interviews

Interviews deal with data collection through direct verbal interaction between the researcher and the respondents. Cohen et al (2000) posit that interviews help the respondents to project their own ways of defining the world. Face to face personal interviews with twelve heads of schools will be carried out to give detailed information on the study. The semi-structured interviews were administered to heads of high and low performing schools, with the aim of getting more information on their role in academic achievement. Krishnaswan (2003) argues that with semi-structured interview the interviewer has the freedom to probe the interviewees to elaborate on the original response or to follow a line of inquiry introduced by the interviewer. Responses from interviews were hand recorded on the note book and each interview will last for half an hour. Interviews were used to collect the in-depth

information on the managerial functions (planning, coordinating, organizing, communication, directing, decision making and evaluation) and supervision of teaching and learning processes.

3.7.2 Questionnaires

A questionnaire refers to a list of questions formulated and ordered to obtain information from respondents regarding their views, opinions and values. Munn *et al* (1996) define questionnaires as documents containing a number of questions which respondents have to complete by themselves. They are suitable as tools of data collection because they allow the researcher to reach a larger sample within limited time. They also ensure confidentiality and thus gather more candid and objective replies. The questionnaires prepared both for students and teachers in high performing schools and low performing schools.

The questionnaires with closed and open ended items were used to collect the direct information from the students and teachers on areas such as, involvement in decision making by the heads of schools whether or not the teacher attend the class regularly, assessed their work and if feedback was given for their academic improvement as well as examining whether their individual needs are catered for by the school management and administration. For teachers, the questionnaires will be used to tap information on their involvement in decision making by school administration, whether or not they use participatory teaching methods, if their social welfare are taken care of, whether or not they are regularly guided by their heads of schools, they are supplied with adequate teaching and learning materials and lastly, if the guidance they receive from the head of school helps them to improve their teaching process.

3.7.3 Documentary Review

This study employed documentary review as instrument for data collection. Descombe (1998) asserts that documentary review has advantages of providing vast information; it is cost effective and provides data which are permanently available. The following documents were used: subject logbooks (provide information on pace of teaching in accordance with the syllabus); lesson plans (help to get information on the teachers' preparedness before classes); schemes of work (indicate the planned pace of syllabus coverage by a subject teacher in a given academic term or year); students notes books (show if teachers provide homework and check the students' progress).

Other documents include, form four national examination results (show the extent of individual or whole school academic performance); book loan registers (indicates if books are loaned to students); continuous assessment marks (show whether or not teachers give students exercises, mark and record them); school vision, mission and motto (show what the schools intend to achieve academically); whole school development plan (give the information on the school strategies to achieve its goals).

3.8   Validity and Reliability of Study Instruments

It was necessary to ascertain the validity and reliability of instruments used for data collection so that the research findings become reliable. In order to ascertain content and validity, the questionnaires and interviews were presented to fellow Master students in the faculty of education Open University of Tanzania for scrutiny and advice. This helped to improve the instruments. The questionnaire and interview items were then constructed in away that they related to the questions.

Grinnell (1993) observes that reliability measures the degree of accuracy. It ensures that the instruments generate similar data when used by independent researchers. The author further observes that to remove possible errors, every instrument should be pre-tested before it is formally administered. To ensure reliability of the questionnaire and interview schedule the researcher will conduct a pilot study in three secondary schools in Kinondoni municipality which are not part of the sample for the actual study. The main purpose of the pilot study was to check the suitability and clarity of the questions on the designed instruments, relevance of the information to be sought, the language to be used and the content validity of the instruments from the responses given.

3.9   Methods of Data Analysis

The quantitative data collected through questionnaires were analyzed through SPSS, which is computer software, and thereafter be presented by the use of frequencies and percentages. The SPSS was deemed appropriate for this study because it involves the description, analysis and interpretation of circumstances prevailing at the time of study. This study used frequencies and percentages because they easily communicate the research findings to majority of readers. Gay (1992) advocates that frequencies easily show the number of subjects in a given category.

Qualitative data gathered through face interview with the heads of schools will be coded then transferred into a summary sheet by tabulating. These were then be tallied to establish frequencies, which were converted to percentage of the total number. Responses from open-ended questions were recorded. To determine the frequencies of each response, the numbers of respondents giving similar answer were converted

to percentages to illustrate related levels of opinion. Responses from head's interviews were organized into themes and categories that emerged. Information from the records on the role of the heads of schools was used to complement and to cross check data collected using other instruments (questionnaires and documentary reviews).

3.10   Ethical Consideration

Prior to undertaking the study, the researcher sought significant to consider ethical issues in order to avoid misunderstanding with the respondents. Therefore, the researcher paid attention to rules and regulations during the process of preparations, conducting research in the field and reporting of the data.

3.10.1 Research Clearance

The researcher obtained research clearance to legally conduct the study from the Director of Research and Publication, The Open University of Tanzania. Thereafter, it was taken to the Regional Administrative Secretary (RAS) in Dar es Salaam region who forwarded the letter to the Kinondoni District's Administrative Secretaries (DAS). Finally, the DAS forwarded the letter to four secondary schools in their respective area of jurisdiction.

3.10.2 Informed Consent

Informed consent involve making the respondents aware of the purpose of the study, the manner in which it would be conducted and the importance of the data that would be generated from the study. The heads of schools, teachers and students were informed about the objectives of the study, the way in which it would be conducted

and the significance of the study. Hence, every respondent participated in the study willingly.

3.10.3 Confidentiality

To ensure confidentiality, the researcher withheld information that obtained confidentially and that information was used for academic purpose only. Also, the information collected was kept in a safe manner in such a way that no un authorized person could access it and questionnaires that filled by teachers and students were numbered instead of writing their names so as to ensure confidentiality between the researcher who collected the information and the respondents who responded to it.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION OF FINDINGS

4.1   Introduction

This chapter presents, analyses and discuses the findings of the study that assess the secondary schools' head teachers effective supervision in teaching and learning process and its effect on secondary schools' academic performance in Dar es salaam. Data were collected through interviews, questionnaires and documentary review, and analyzed using Statistical Package for Social Sciences version 16.0. This chapter is organized in three major sections: these are Introduction; findings; and discussion.

The findings and discussion are presented in accordance with the research questions posed in chapter one, namely; to investigate the effectiveness and frequency with which the heads of school supervise teachers' work, to examine activities carried out by heads of schools that relate to students and teachers management in improving their performance, to assess how teaching and learning processes take place at school level to promote students achievement, and to assess how different leadership roles undertaken by the heads of schools improve students' and teachers' performance.

4.2   Findings

4.2.1 Schools Categorization

Four secondary schools were involved in this study. These schools were categorized into two groups, namely low and high performing schools. The categorization was based on their ranking by NECTA form four exams for the periods 2004-2008 and 2009-2013 consecutively. All secondary schools located in Kinondoni district but

nationally ranked 1st -50th position in CSEE performance were selected to form the higher performing schools while those which ranked 700th position and below were selected to form the lower performing schools (NECTA, 2009 and NECTA, 2014 Statistics), and those ranked 51st – 699th were considered as average performing schools which were excluded from the study. Therefore, a total of four secondary schools were selected in Kinondoni district as study sample.

4.2.2   Demographic Characteristics of respondents

A total of one hundred and forty six participants participated in the study and completed the questionnaire, whereby 80(54.8%) were form three students, 60(41.1%) were Ordinary level teachers, 4(2.7%) heads of selected secondary schools, and 2(1.4%) Kinondoni District Education Officers. Within the 146 participants, 50.3% were males while 49.7% were femadle. Students' age ranged between 16 and 19 (mean age average = 17.5) and teachers' age ranged between 25 and 48 (mean age average=36.5).

4.2.3   Effectiveness of Heads of Schools

Effectiveness of heads of schools in supervision of teachers' work was measured and presented in a tabular form number 4.1 as hereunder using researchers own yardstick whereby, 100 percent given to the head of school that checks.

Therefore, any head of school was considered effective if he / she meets the set yardstick above or surpasses them (i.e. scoring 100 percent or above) and ineffective if he/she didn't meet the set yardstick (i.e. scoring below 100 percent). Andrews as reported by Msungu & Nasongo (2008) maintain that effective principals are

perceived as those who were involved in proper tuition and revision, thorough supervision of teachers' and students' work, proper testing policy, syllabus coverage, teacher induction courses and team building, as well as communicating the school vision effectively, providing resources for instruction, and maintaining a high visible presence in all parts of the school.

Table 4.1: Items to be Supervised

Items to be supervised	Frequencies	
	How many times per term	How many times per day/week
(i) Lesson plan	65	Once per day
(ii) Scheme of work	13	Once per week
(iii) Class journal	65	Once per week
(iv) Teacher's lesson notes	39	Thrice per week
(v) Subject's logbook	65	Once per week
(vi) Classroom teaching	19	Three per day
(vii) Students' cont. Assess	65	Once after 4 weeks

Source: Field Data (2016**)**

4.2.4   Schools' academic Performance

In measuring schools' academic performance the researcher used national examination form IV results whereby division I was considered as very good, II good, III average, IV poor and 0 very poor.

4.2.5   Health of schools Supervision of Teacher's Work

The researcher sought to investigate the frequency and effectiveness with which the heads of schools supervise teacher's work on academic achievement. This was reflected through the research task and question posed in chapter one, and

accomplished through questionnaires, interview and documentary reviews. To get information for this, items were listed and respondents were required to indicate whether or not the heads of school have a tendency of assessing teacher's work performance. The findings regarding the effectiveness of heads of schools in supervision of teachers' work are presented in Figure 4.1. It was revealed that 90% head of school in high performing schools had a tendency of supervising teachers' work regularly, compared with 52% in low performing schools
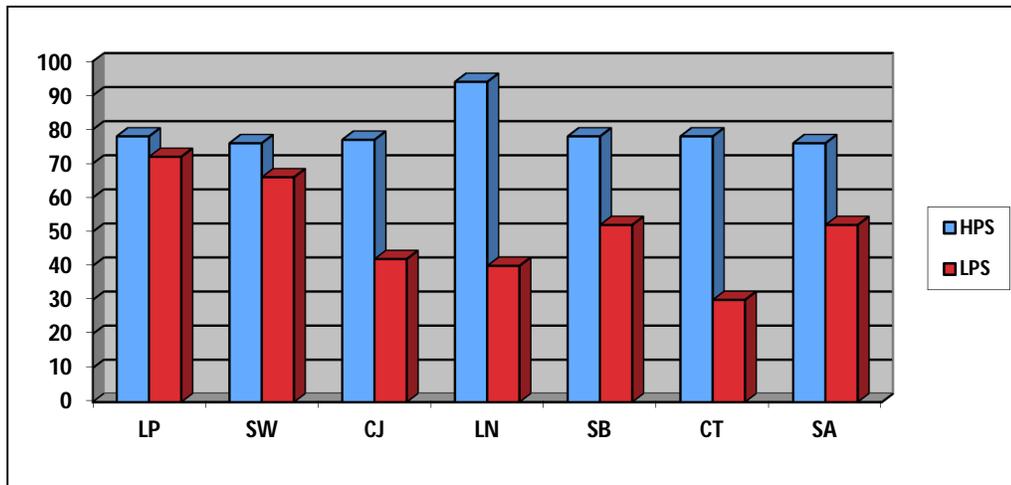
Figure 4.1: **Head of Schools Frequency in Supervising Teachers' Work Per Term**
Source: Field data (2016)

HPS=High Performing Schools; **LPS**= Low Performing School; **LP**=Lesson Plan; **SW**=Scheme of Work; **CJ**=Class Journals; **LN**=Lesson Notes; **SB**=Subject Logbook; **SA**=Students continuous Assessment.

Figure 4.1 above shows that the headmasters/mistresses in high performing schools were regularly checking lesson plans, teachers lesson notes, subjects logbook, classroom teaching and students' continuous assessment. For example, they scored 96 percent on checking teachers' lesson notes, followed by classroom teaching,

lesson plan and subject logbook 78 percent, scheme of work, class journals, and students' continuous assessment 76 percent. On the other hand, the heads of low performing schools mainly focused on checking lesson plan and scheme of work.

On investigating whether the frequency of internal supervision of school heads influence teaching and learning process, the findings indicated that a majority of 90% teachers' responses in high performing schools say it is helpful compared with 78% in low performing schools.

Moreover, from the interviews carried out with four heads of schools, district education officer, and quality assurance officer concerning frequency of supervision, the findings show that almost all heads of the high performing schools regularly looked at the teachers' lesson plans, records of students' continuous assessment, classroom teaching, subject logbook, teachers' lesson notes, and scheme of work. They also looked at the students' exercise books weekly with the help of second masters or mistresses. This was contrary to the Low Performing Schools where the interviewed two heads of schools checked teachers' work only occasionally.

However, in reviewing the documents i.e. lesson plans, students' continuous assessment, students' exercise books, subject logbook, teachers' lesson notes and scheme of work to see if there are available and heads of schools supervise them or not, and looking if there is any recommendations. The findings show that heads in high performing schools were more regularly recommended the records than low performing schools.

Chi-square test was conducted to examine whether the difference in frequency supervision effectiveness between head of school in high performing schools and

low performing schools was statistically significant. The results showed that the difference was statistically significant: $X^2 (12, 6) = 14.43$, $_P$=0.01.

4.2.6 Teachers' and Students' Views on Heads of Schools Effectiveness in Managing Schools Activities

The research objective examined the activities carried out by heads of schools that relate to students and teacher management in improving their performance. Three main research questions were associated with this research objective. The first question sought to find out what activities do heads of schools perform in enhancing schools' academic performance. In gathering information for answering this question, the researcher gave a list of activities to both students and teachers, and requested them to respond by putting a tick or a cross against each activity which their heads of schools performed. The activities were divided into two groups: those concerning teachers and those concerning students. Activities for teachers were: in-service teachers training, creating conducive working environment, maintaining harmonious interpersonal relationship, extra – curricular activities and motivating teachers.

Activities for students were: evaluation of student academic performance, guidance and counseling, hiring of enough teachers, purchasing of enough teaching and learning materials, creating conducive learning environment to students, solving students' problem and maintaining students' harmonious interpersonal relationship. All the activities were ticked by both teachers and students, suggesting that all the listed activities were performed by heads of schools in both high performing schools and low performing schools.

After seeing that all listed activities were performed in all school categories, the researcher was interested to know the school heads abilities in fulfilling these activities by requesting teachers and students to rate their head of schools effectiveness in achieving them. The respondents ticked the correct answer in the box containing the correct value; there were five response options,

Strongly Agree; Agree; Neutral; Disagree; Strongly Disagree. The results are summarized in Table 4.2 for students and Table 4.3 for teachers.

Table 4.2: Students Responses on Heads of Schools Effectiveness in Fulfilling His/Her Activities

S/N	Activities	Responses in Percentage									
		High Performing Schools					Low Performing Schools				
		SA	A	N	D	SD	SA	A	N	D	SD
1	Evaluating students academic performance	82	15	2	1	0	60	30	7	3	0
2	Guidance and counseling of students	68	20	10	2	0	40	50	3	7	0
3	Hiring enough teachers	86	12	2	0	0	27	33	30	10	0
4	Purchasing enough teaching and learning materials	86	14	0	0	0	30	27	33	10	0
5	Creating conducive learning environment	74	20	6	0	0	50	23	20	7	0
6	Solving students problem	70	22	4	2	2	46	52	1	1	0
7	Consultation with students	60	32	6	1	1	17	33	33	17	0
8	Maintaining students harmonious interpersonal relationships	68	30	1	1	0	53	37	5	5	0
	Average	74.2					40.3				

Source: Field Data (2016)

Where: SA=Strongly Agree; A= Agree; N=Neutral; D=Disagree; SD=Strongly Disagree

From Table 4.2 it seems that, students' responses who rated their Heads of Schools effectiveness in fulfilling their roles is high ranged from 60 – 86 percent (i.e. 74.2% average) in high performing schools which means that heads of schools were very effective in fulfilling their roles while in low performing schools ranged from 17 – 60 percent (i.e. 40.3% average) which means heads of schools were not effective in fulfilling their roles.

Table 4.3: Teachers' Responses on Heads of Schools Effectiveness in Fulfilling Administrative Activities

S/N	Activities	Responses in Percentage									
		High Performing Schools					Low Performing Schools				
		SA	A	N	D	SD	SA	A	N	D	SD
1	Consulting teachers before making decisions	85	12	2	1	0	42	30	27	1	0
2	Strive to give teachers in-service training	88	10	0	2	0	30	23	30	17	0
3	Creating conducive working environment	76	22	2	0	0	27	13	20	40	0
4	Maintenance of harmonious interpersonal relationship	76	16	8	0	0	20	37	33	10	0
5	Motivating teachers	84	10	6	0	0	38	43	12	7	0
	Average	**81.8**					**31.4**				

Source: Field Data (2016)

Where: **SA**=Strongly Agree; **A**= Agree; **N**=Neutral; **D**=Disagree; **SD**=Strongly Disagree

Table 4.3 shows that teachers in high performing schools who rated that their head of schools effectiveness in fulfilling their activities is high range from 76 – 85% (i.e. 81.8% average) which means that their head of schools were very effective while in low performing schools teachers rated that heads of schools effectiveness is high

ranged from 20 – 42 % (i.e. 31.4% average) which means heads of schools were not effective at all in fulfilling their activities.

Chi-square test was conducted to examine whether the difference in supervision effectiveness between high performing schools and low performing schools was statistically significant. The results showed that the difference was statistically significant: $X^2 = (240, 6) = 12.0, p = 0.003$.

When teachers and students were asked whether these activities were useful in improving academic performance, 76 percent of teachers and 72 percent of students in high performing schools responded in affirmative, while 48 percent of teachers and 54 percent of students in the low performing schools responded the same (see Figure 4.2.

HPS   **Views**   LPS
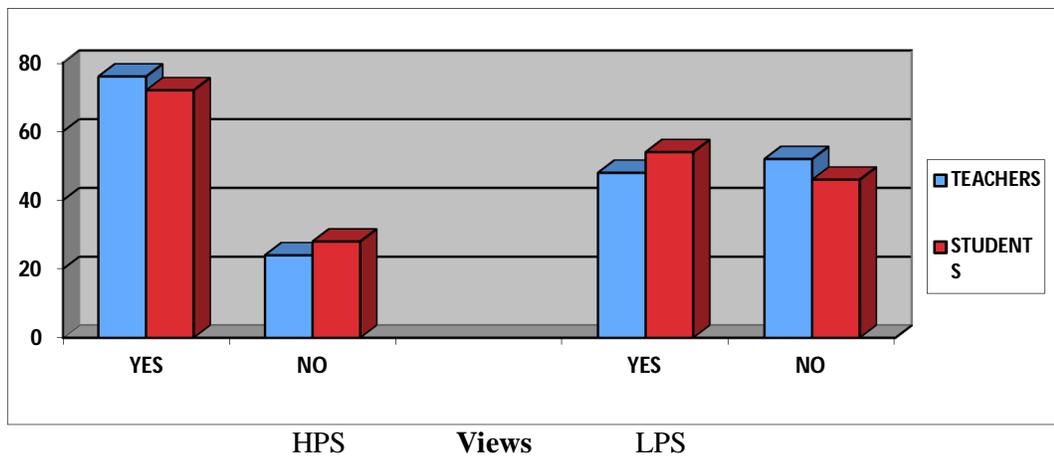
Figure 4.2: **Teachers and Students Responses in Percentage on the Usefulness of Administrative Activities in Improving their Academics**

Source: Field data (2016)

Where: HPS=High Performing Schools; LPS=Low Performing Schools

From figure 4.2 above it seems that teachers and students in both high performing schools and low performing schools have different views that heads of schools

effectiveness in fulfilling their administrative activities was important for improving their academic achievements.

4.2.7   Effective Leadership and Teaching – Learning Process

Research objective number three examined the teaching and learning process in selected secondary schools. To get information for this, teachers were provided with a list of five possible methods they use in their teaching. They were asked to indicate which of the methods they used with three response options: often, seldom, and never. The results are summarized in Table 4.4.

Table 4.4: Teachers' Responses on the Teaching Methods Employed in Percentage

S/N	Methods	High Performing Schools			Low Performing Schools		
		Often	Seldom	Never	Often	Seldom	Never
1	Question – answer	90	7	3	80	20	0
2	Discussion	93	7	0	54	42	4
3	Demonstration	80	20	0	50	47	3
4	Experimental	10	90	0	5	65	30
5	Lecture	9	85	6	85	15	0

Source: Field Data (2016)

The results from Table 4.3 above show that the most frequently used method for high performing schools were discussion (93%), question-answer (90%) and demonstration (80%). Conversely, two teaching methods were most frequently used in low performing schools, namely lecture (85%) and question – answer (70%).

4.2.8   Frequency of Teachers' Assessment of Students' Academic Work

Another item that was assessed in relation to teachers' supervision effectiveness was on students' academic work. Teachers were provided with five items that are

commonly used to assess student academic work in secondary schools, namely exercises; home works, quizzes; tests; and examinations. They were asked to indicate the frequency at which they used these methods. The results are summarized in Table 4.5.

Table 4.5: Teachers' Responses on the Assessment Ways Employed in Percentage

S/N	Ways	Percentage of High Performing Schools(N=30)				Percentage of Low Performing Schools(N=30)			
		WK	MN	MD	ET	WK	MN	MD	ET
1	Exercises	87	13	0	0	60	33	7	0
2	Home works	87	10	3	0	55	45	0	0
3	Quizzes	57	43	0	0	37	47	16	0
4	Tests	15	75	10	0	3	33	63	0
5	Examinations	0	10	57	33	0	5	15	80

Source: Field data (2016)

Where: **WK**= Weekly; **MN**= Monthly; **MD**= Mid term; **ET**= End of Term.

The results in Table 4.4 above show that, exercises and home works were the most frequently used methods of assessment in both high and low performing schools through different proportions. For example, 87% of teachers in high performing schools indicated that they used exercises and home works weekly compared to 60% exercises and 55% home works of teachers who used those methods in low performing schools.

4.2.8 Leadership Roles and Academic Performance Improvement

The research objective number four sought to gather information on how effectiveness in different leadership roles undertaken by heads of schools improves students and teachers performance. Under this objective the researcher wanted to

know from individual students and teachers, the way decision making by high performing schools is arrived at, how effective heads of schools in fulfilling leadership roles are and the effect of supervision on schools' academic performance. The results are summarized in Figure 4.3.
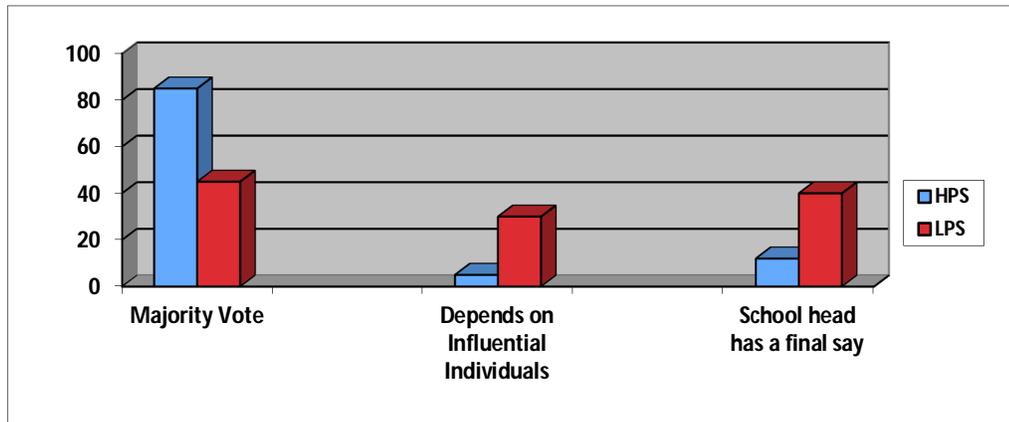
Figure 4.3: Percentage of Decision Making Process in High and Low Performing Schools

Source: Field Data (2016)

The findings in Figure 4.3 above show that majority of respondents (85%) in high performing schools and (45%) in low performing schools indicated that decision making was by majority vote, this tends to suggest that school heads in high performing schools were more effective and democratic in reaching decisions by considering majority views than in the low performing schools.

4.2.9 Frequency of Staff Meetings

Here the researcher was interested to know how head of schools were effective in supervision through conducting staff meetings. Under this particular leadership role, the teachers were asked to indicate the frequency of staff meetings in their schools as summarized in the Figure 4.4.
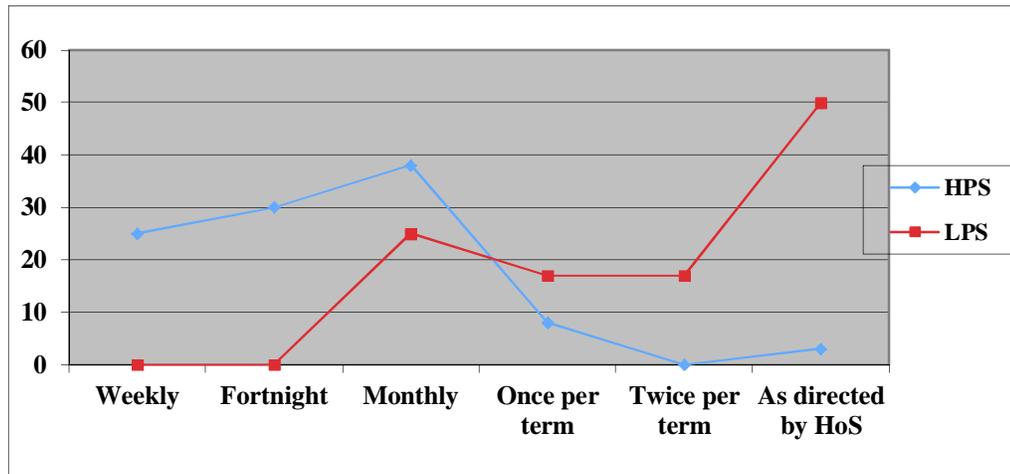
Figure 4.4: Percentages of Frequencies of Staff Meetings in a Year

Source: Field data (2016)

Where: **HPS**=High Performing Schools; and **LPS**=Low Performing Schools

Figure 4.4 shows that high performing schools have a tendency of holding meetings more regularly than low performing schools; in the high performing schools meetings are conducted weekly and fortnight while in low performing schools staff meetings were done monthly and by the head of schools discretion.

4.2.10 The Existence of Students'School 'Baraza'

The researcher investigated the heads of school effectiveness in supervision through conducting students' school Baraza. Students were asked to indicate whether students' school Baraza was held in accordance to the school calendar and at any time when needed in their school or not. The findings for this particular variable indicated that in high performing schools 36 (94%) respondents admitted that it is held according to school calendar and when needed, while on the other side of low performing schools 18 (47%) respondents agreed (Figure 4.5 proves).
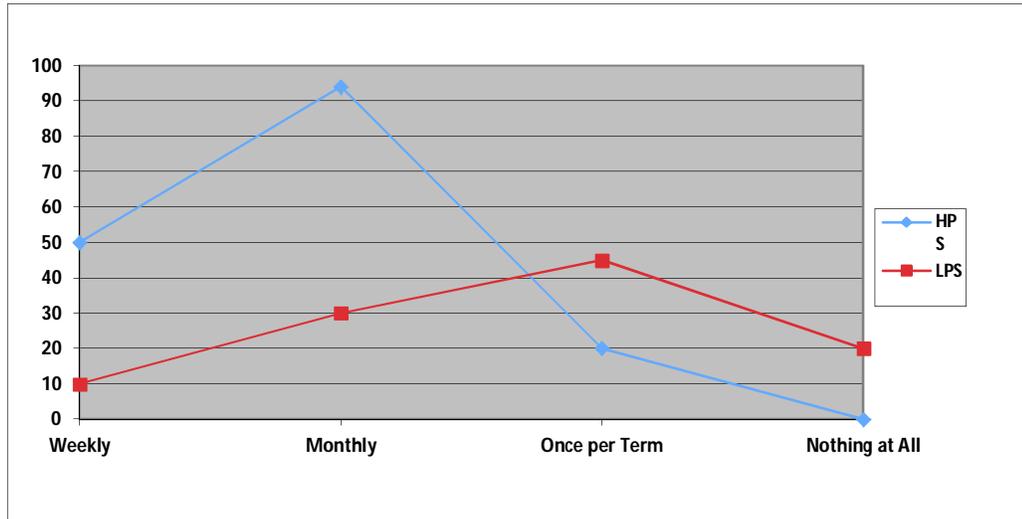
Figure 4. 5: Percentages of Frequencies of Students' School Baraza Meetings

Source: Field data (2016)

The findings in Figure 4.5 above indicate that, (50%, 10%) of the respondents stated that students' school Baraza meetings were conducted weekly; (94%, 30% Monthly); (0%, 20% Once per term) in high performing schools and low performing schools respectively, and 20% of respondents maintained that there was no such a chance in low performing schools.

4.2.11 Effectiveness of Heads of Schools in Fulfilling their Leadership Roles

In investigating the effectiveness of heads of schools in fulfilling leadership roles, respondents were provided with several statements assessing how they rated the effectiveness of their heads of schools in the supervision of academic activities. The results are summarized in Table 4.6. As this table shows, teachers in high performing schools rated the effectiveness of their heads of schools more highly than their counterparts in schools categorized as low performing.

Table 4.6: Percent of Teachers Responses on Effectiveness of Head of School in Fulfilling Leadership Roles

S/N	Statements	Heads of School Effectiveness									
		High performing schools %					Low performing schools %				
		SA	A	N	D	SD	SA	A	N	D	SD
1.	Teachers are satisfied with the degree of their involvement in the management of the school.	70	25	5	0	0	13	30	33	24	0
2.	The head of school maintain a harmonious interpersonal relationship among school members	57	37	6	0	0	10	57	23	10	0
3.	The head of school tries hard to build a conducive working environment in the school for teachers	73	27	0	0	0	23	40	27	10	
4.	The head of school trains teachers on proper ways of supervising students' activities	73	23	0	0	0	10	47	20	23	0
5.	Teachers' consultation with the head of school are quite good, efficient and effective	70	28	2	0	0	17	47	23	13	0
6.	The head of school tries hard to build a conducive working environment in the school for teachers	73	23	0	0	0	23	40	27	10	0
7.	The head of school consults teachers before making decision on matters concerning school development	70	30	0	0	0	10	63	23	3	0
8.	The head of school shows concern for the teachers' social welfare and is eager to help them to solve their personal problem	60	33	7	0	0	17	33	27	23	0

Source: Field data (2016)

Where: **SA**=Strongly Agree; **A**=Agree; **N**=Neutral; **D**=Disagree; and **SD**=Strongly

Disagree.

For example, 70% of teachers in high performing schools reported being satisfied with the degree of their involvement in the management of their schools, while only 30% of teachers in the low performing schools reported as such. Only in a few aspects were the ratings of teachers in both high and low performing schools similar. For example, 70% of teachers in high performing schools reported that the head of school consults teachers before making decision on matters concerning schools development, while 63% in low performing schools reported similar.

Chi-square test was conducted to examine the variation in academic performance between low performing schools and high performing schools. The results revealed that there was statistical significant effect of effective supervision on schools' academic performance. Schools in which heads reported effective supervision performed significantly better than those reporting poor (ineffective) supervision: $X^2 (12, 6) = 12.48, _P = 0.026$.

4.3   Discussion

In this section, critical discussions of research findings are presented. These are built up around the research questions. The researcher's ideas and comments are also made in connection to research findings.

4.3.1   Does Head of Schools Frequency and Effectiveness in Supervising Teaching and Learning Activities Matter?

The findings suggest that in schools where the heads of schools had a tendency of assessing teachers' work regularly and effectively there is better academic performance and improvement of teachers' work performance. Reeves (2002) supports this as the author maintains that supervision is powerful, targeted, and

central to promoting a school wide instructional program wherein student achievement is always at the forefront. Also the author maintains that supervision of works influence teacher in – classroom behavior and attitudes toward student learning that, in turn may affect student achievement levels.

Additionally, the findings relate this idea with those of Andrews as reported by Msungu & Nasongo (2008) who observed that effective principals are those who were involved in proper tuition and revision, thorough supervision of teachers' and students' work, proper testing policy, syllabus coverage, teacher induction courses, and team building as well as communicating the school vision effectively, providing resources for instruction, and maintaining a high visible presence in all parts of the school.

This implies that, the effectiveness and regular of heads of schools in supervising teaching and learning activities had a reflection of the presence of better schools' academic performance in NECTA; this also tells that, for any school which aims to improve their academic performance, the effective supervision of teachers' work is very important.

Therefore, the heads of schools should put more emphasis on supervision of teachers' work for betterment of their schools performance. Supervision is helpful because it enable the heads of schools to know the problems teachers and students incurs during teaching and learning process and make it easier to solve them, hence improvement of students performance

4.3.2 What Activities do Heads of Schools Perform in Enhancing Students and Teachers' Performance?

From the findings it seems that for any schools which aim to achieve its stated goals, the heads of schools should perform the following activities in enhancing teachers' and students' work performance. Those activities for teachers were; in-service teachers training, creating conducive working environment, maintaining harmonious interpersonal relationship, organizing extra-curricular activities and motivating teachers, and for students were; evaluation of students academic performance, guidance and counseling, hiring of enough teachers, purchasing of enough teaching-learning materials, creating conducive learning environment to students, solving students problems and maintaining students' harmonious interpersonal relationship.

Heads of schools that were effective in fulfilling these activities are better in schools' performance, but for heads who step out from these activities their schools' performance are poor. Learning –centered leadership also undertakes an array of activities to monitor the quality of instruction, such as ongoing classroom observations (Heck, 1992). The heads of school who were moving around in the class and observe what is going on make the teachers to be much care in teaching process through this it helps students to learn what was planned and syllabus coverage on time as the result high performance.

4.3.3 To What Extent do Heads of Schools Fulfill Administrative Activities?

Under this question the findings show that in schools where the heads of schools were highly rated effective by their teachers and students in fulfilling administrative activities there is a better academic performance. This implies that, for those schools

where the heads of schools were more effective in fulfilling administrative activities their schools always shine with good academic performance than those schools where their heads of schools were ineffective in fulfilling them.

4.3.4   Does Heads of Schools Effectiveness in fulfilling these Administrative Activities help Teachers and Students Improve their Performance?

The findings show that heads of schools effectiveness in fulfilling their administrative activities is very important for any school to improve students and teachers academic achievements. Hence, heads of schools that creating a good teaching and learning environment, planning and coordinating for teachers training, maintaining good relationship among school and outside community, organizing extra-curricular and monitoring and evaluation of teaching-learning activities facilities teachers and students morale to work hard as a result the schools' performance goes up.

This implies that the school heads that were very effective in fulfilling administrative activities as the overall leader in their schools also perform better. The findings also suggested that those schools with which heads of schools strive to create conducive teaching – learning environment the school's academic performance become better than those schools which such situation does not exist. This situation has being supported by Phillips (2000) who maintained that people work hard with more commitment and interest, and produce high quality work if they are provided with good working conditions. For poor support and poor working conditions on the other hand reduce the morale of teachers and students to work hard hence, poor academic performance. If teachers and students in these poor performance schools were

provided with good working environment they could perform much better. Mayo (1933) contends that physical condition of work exercise some influence on workers' morale and productivity. But a far greater influence exercised by their inter-personal relations, attitudes of the supervisor and other social and psychological factors.

4.3.5   What Teaching Methods do Teachers Normally use in the Classroom?

The findings show that in schools which dominant methods teachers used were discussion, question- answers and demonstration performing higher than those which lecture method was a dominant one. From the findings it seems that for schools to perform better teachers should use teaching methods which are activating and stimulating students for more learning such as discussions, questions-answers and demonstration were the most dominant performance facilitator (Lyamtane, 2004 and Mgani, 2006).

4.3.6 Does Teacher's Frequency in Assessing students' Academic Achievement Matter?

The findings revealed that in schools where teachers were highly had a tendency of assessing students' academic achievement regularly performing higher than those with low frequency in students continuous assessment. This idea supported by that of Furtwengler (1995) who contends that schools that promotes a culture of performance and continuous assessment offer the capacity to enhance student achievement and the teacher's professional growth. Proper supervision by the teaching personnel is a critical component in professional development efforts to improve teaching – learning process in schools (Afolakemi and David, 2006). This suggests that, students' continuous assessment by teachers regularly has positive

effect on students' academic performance. Monitoring student achievement is central to maintaining systematic performance accountability.

4.3.7 How Decisions Making are Arrived at in Schools

The findings tend to suggest that the members of staff in higher performing secondary schools participate fully in the decision making and decision reach from majority opinions. These findings agree with what other researchers have found out. Grieder (1961) insists that in any democratic process those who affected by policies and decisions are entitled to participate fully in making them.

Mayo as cited in Gupta, 2006) found that job satisfaction increased as workers given more freedom to determine the conditions of their working environment and to set their own standard of output. Lyamtane (2004) maintains that when teachers' ideas are honoured by the head of school it increases the satisfaction and morale of the teachers which in turn lead to improve schools' academic performance.

4.3.7.1 Frequencies of Staff Meetings

Staff meetings are means through which school heads and teachers come together to discuss issues concerning the running of a school. It helps the heads of school to give and receive the information about what is going on in the school and to keep all staff members well informed of whatever taking or is going to take place in the school. The findings shows that those which had a tendency of holding meetings had enough time to discuss academic problems they have regularly as it might led them to better performance.

Staff meetings are very important for enabling school heads running school effectively and efficiently. Regular staff meetings are important for a well being of the school (Mbiti, 1989). Staff meetings increasing a sense of belongingness, participation and involvement of teacher in running school, this creates a conducive and harmonious working environment hence a big possibility of achieving stated academic goals. It creates opportunities for teachers to make constructive criticisms amongst themselves and the administration. Lyamtane (2004) contends that no one can claim to be an effective group worker if he or she cannot involve his or her staff in various aspects in the whole process of running an institution. Gupta (1983) maintains that the leader becomes effective group worker when she or he facilitates constructive interaction among group members in such a way that the group experiences and enhances the personal development of each member and the group as a whole in achieving the set goals.

4.3.7.2 The Existence of Students' School Baraza

The findings show that, the existence of students' Baraza as the way to create good relationship between heads of school and students also through it can give directions to them and act as a link between teachers and students. Through holding meeting with the student, the heads of schools can discover what the problems do the students have and what are their needs needed to be fulfilled. The findings suggest that the school where a school Baraza meeting was held according to school calendar they perform better than those such a system does not exist. Lyamtane (2005) suggests that holding students' Baraza strengthen relationship between students and teachers hence improvement in academic performance.

4.3.8 What Effect does Frequent Supervision have on Students Achievement?

The results revealed that in schools where heads of schools were regularly supervising teaching – learning activities had a positive effect on schools' academic performance in NECTA. There has been a close association between supervision and schools' academic performance. This supported by other scholars like Gerumi 92003), Glanz *et al*(2007) and Masungu (2008) who contend that supervision has positive effect on school academic performance.

The sum total of these findings is that though a significant relationship exists between supervision and school academic performance could not relied to predict high students' academic performance for a hundred percent. This can further be confirmed by the combine weight of the predictor variables. So, there is likelihood that there are other variables which possibly are beyond the examined variables or the scope of the study.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1   Introduction

This chapter presents a summary of study, highlights important conclusions and makes recommendations and suggestions based on the research findings, discussions and conclusion. It is divided into two sections. Section one contains summary and conclusions of the findings while section two contains the recommendations.

5.2   Summary and Conclusion

The study assessed the secondary schools head teachers' effectiveness in supervising teaching and learning process at Kinondoni district in Dar es salaam region. Nine research questions from four research objectives were drawn up to guide collection and analysis of data. They investigated the frequency and effectiveness with which the heads of schools supervise teachers' work to examine processes and activities carried out by heads of schools that relate to students and teachers management in improving their performance, to asses how teaching and learning processes take place at school level, and to assess how different leadership roles undertaken by the heads of schools improve students and teachers performance.

The study findings were provided valuable information that advanced the current pool of knowledge on effectiveness of supervision of teaching and learning activities on academic performance. They provided useful information and data which would be useful by heads of schools and teachers to improve supervision of teaching and

learning activities. Furthermore, the study posed some unanswered questions that might form the basis for further research on effective supervision of teaching and learning processes.

The study used a variety of data collection techniques, which were questionnaires, interview, and documentary review. The study was done in four secondary schools in Dar es Salaam region Kinondoni district in particular. The data collected were presented and analyzed on the basis of the research questions that were derived from the purpose and objectives of the study.

The results of the study revealed a great variation in the supervision of teaching and learning activities between high and low performing schools. Heads of high performing schools have a more regular tendency of supervising teachers' and students' academic works than those in low performing schools. Consequently, schools with effective supervision of academic activities tended to have better academic performance than with relatively poor supervision. It is therefore, clear that effective supervision of academic activities is positively associated with better academic performance.

In the light of the results of this study, there is a need to pay attention on the supervision of academic activities for both teachers and students as an important attribute for improving academic activities. Alongside enforcing good schools practices such as students discipline, there is also a great need to institute and enforce supervisory mechanisms on teachers' and students' academic activities.

5.3 Recommendations

In light of research findings and conclusions from the study, two categories of recommendations are made: recommendation for action and for further research.

5.3.1 Recommendation for Action

This study has established that effective supervision of teaching and learning activities and processes by heads of schools has positive impact on improvement of schools' academic performance. Therefore, it is recommended that, to improve on supervision of teachers' work the following measures should be adopted: signing of attendance register, this could be done to help second masters/mistress to organize replacement of teachers who are absent; spot checks, this is management by walking around. Moving while lessons are going on would enable heads of schools to know whether all lessons are being taught; regular inspection of lesson notes, scheme of work and attendance registers. However, the aim should not be that of fault finding. It should be done also to find a way of discussing the lessons with the teachers and thanking them for the work done; random inspection of students' books and assignments. This should be done often to ensure that teachers' assignments are marked as required. Heads of schools would then compare lesson notes , lesson plans and scheme of work.

Also, it is recommended that, the Government in collaboration with department of secondary schools education at Ministry of Education, science and technology (MoEST) should provide guideline for heads of schools effectiveness in supervision of teaching and learning activities. Seminars for heads of schools should be

organized to make sure that they are aware on how to be effective in supervising teaching-learning activities in their schools, how to manage all the activities in schools and to be a good leader. That should go hand-in-hand with making supervision of schools an area of specialization. The current practice in the government treated supervision as the work of school inspectorate from the district currently known as district quality assurers which most of them seems to have poor knowledge on effective supervision.

Therefore, there is less emphasis in the area of supervision of teaching and learning by heads of schools. In addition, officials in the Policy and Planning Unit at MoEST could develop relevant, specific, supported by resources allocation as well as enforceable policy in supervision by heads of schools. This could be done by involving experts from education unit at MoEST, Administration, Planning and Policy Studies at the Open University of Tanzania, Quality Assurance Department and Heads of Schools. These will help to identify needs and formulate appropriate policies to cater for the needs of Heads of school effectiveness in supervision for better academic achievement.

Furthermore, the study found that there were many heads of schoolswho needed school leadership and administration course. However, the desire for effective supervision, above other administrative and leadership roles, shows that the effectiveness of supervision among heads of schools was very important for better schools' academic achievement. Therefore, head of school must be prepared to manage supervision in their schools for better academic improvement.

5.3.2   Recommendations for Further Research

Based on results from this study, the following recommendations were thought important for further studies. First, findings of this study might have largely reflected the situation, perspectives and beliefs of respondents in the four secondary schools only. Hence, there is a need to conduct a similar study that would involve as many as public and private schools as possible so as to ascertain the entire situation of effectiveness of heads of school in supervision of teaching – learning activities in secondary schools for the purpose of generalization of findings. Second, the present study did not examine attitudes towards heads of schools supervision of teaching and learning activities. Therefore, there is a need to conduct a study specifically to find out the extent to which supervision of teaching and learning activities affect teacher behavior. Third, it is important to carryout a study to find out how is successful supervision hindered by organizational constraints. Fourth, there is a need to investigate which principal supervisory behaviors have the greatest effect on students' achievement.

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APPENDICES

Appendix 1: Questionnaires for Students

Questionnaire no………………………..

Name of the school………………………

Introduction

This questionnaire seeks information about the effectiveness of school head in the supervision of teaching and learning activities and its possible effects on students' academic performance. You are kindly requested to fill it sincerely. However your anonymity is guaranteed and you are assured that the information that you provide will be confidentially kept and will not be under any circumstances communicated to any person apart from the researcher, so feel free to supply genuine information.

Thank you

Instruction: answer the following questions as instructed for each one.

1. How does the head of school contact you to discuss issues pertaining to your academic achievement? (Put tick as appropriate)

     i. Weekly

     ii. Monthly

     iii. Once in a term

     iv. Not at all

2. What activities among the following does the head of school undertake in influencing your performance? [Put tick(s) as appropriate]

     i. Evaluation of students' academic performance

     ii. Guidance and counseling

     iii. Hiring of enough teachers

     iv. Purchasing of enough teaching and learning materials

     v. Creating conducive learning environment to students

     vi. Solving students' problems

     vii. Maintaining students' harmonious interpersonal relationship

3. Put a tick [√] in the column containing the response which you think best describes the head's of school ability in performing the activities in the school.

S/N	Activities	Responses				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Evaluating students academic performance					
2	Guidance and counseling of students					

3	Hiring enough teachers					
4	Purchasing enough teaching and learning materials					
5	Creating conducive learning environment					
6	Solving students problems					
7	Consultation with students					
8	Maintaining students harmonious interpersonal relationships					

4. Do these activities help you to improve your academic performance?

5. Put a tick [√] in the column containing the answer which you think best describes

the head's of school effectiveness in fulfilling his/her roles in this school.

S/N	statements	Answers				
		Strongly Agree	Agree	Neutral	Disagree	Strongly Agree
1	Students' performance in academic is evaluated; feedback given about it and guidance is offered on improving performance.					
2	The head of school strives to ensure that there are enough teachers and other essential materials to facilitate student learning process.					
3	The head of school always strive to create and enhance a conducive learning environment in a school.					
4	The head of school cares about your needs, problems and strive to meet your needs and assists you in solving your problems.					
5	The head of school is accessible to students, friendly and approachable without difficulties.					

Appendix 2: Questionnaires for Teachers

Questionnaire no………………………

This questionnaire seeks information about the effectiveness of school head in the supervision of teaching and learning activities and its possible effects on students' academic performance. You are kindly requested to fill it sincerely. However your anonymity is guaranteed and you are assured that the information that you provide will be confidentially kept and will not be under any circumstances communicated to any person apart from the researcher, so feel free to supply genuine information.

Thank you

1. Region………………….District…………………Ward…………School……
…………
Leadership experience…………………..…..Sex…………………
Academic qualification (a) Master Degree [ ] (b) Degree [ ] (c) Diploma [ ] Tick the applicable.
2. How long have you been in professional experience?
3. How long have you been teaching in this school?
4. Does the head of school have a tendency of assessing your work performance?
   i. YES [ ]
   ii. NO [   ]
   iii. I DON'T KNOW [ ]
5. If YES, how many times do the head of school supervising the following items per term?
   i. Lesson plans...
   ii. Scheme   of work…………………………………………………………………
   .
   iii. Class journals……………………………………………………………………
   …….

    iv.   Lesson notes……………………………………………………………
…...

    v.   Subject logbooks………………………………………………………
……

    vi.   Classroom teaching……………………………………………………
…

    vii.   Students continuous assessment……………………………………………

6. Does head of school supervision help you to improve your work performance?
   i.   YES [ ]
   ii.   NO [ ]
   iii.   I DON'T KNOW [ ]

7. What activities among the following does the head of school undertake in influencing your performance Please tick.
   i.   In-service teacher training
   ii.   Creating conducive working environment
   iii.   Maintaining harmonious interpersonal relationship
   iv.   Organizing extra curricular activities
   v.   Motivating teachers

1. Coordinating teaching- learning process. Put a tick [√] in the column containing the response whih you think best describes the head's of school ability in performing the activities in the school.

Activities	Responses				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.Consult teachers before making decisions					
2.Strive to give teachers in-service training					
3.Creating conducive working environment					
4.Maintenance of harmonious interpersonal relationships					

5.Motivating teachers						

2. Do all these activities help you to improve your work performance?

      a) YES [   ]

      b) NO   [   ]

3. Which of the following teaching methods do you use in the classroom? (Tick the correct response)

Teaching Methods	Often	Seldom	Never
Participatory i. Question-answer			
ii. Discussion			
iii. Demonstration			
iv. Experiment			
Less participatory i. Lecture			

4. In which ways and how often do you asses the academic achievement of your students?

Ways	Answer (Tick)	Frequency of Assessment			
		Weekly	Monthly	Mid-term	End of term
Exercises					
Home works					
Quizzes					
Tests					
Examinations					

5. Please circle the correct response in the question below:

    a) How often are staff meetings held?

    i.   Weekly
    ii.   Fortnight
    iii.   Monthly
    iv.   Once per term
    v.   Twice per term
    vi.   Depends on the discretion by the head of school

    b) Does the head of school consider very well your social welfare?
    i.   YES [   ]
    ii.   NO   [   ]
If no explain…………………………………………………………………………

6. What among the following motivate you to teach in this school? (Tick the correct response)
   i. Provision of free breakfast and / or lunch
   ii. Availability of social services
   iii. Provision of accommodation for staffs
   iv. Great support (caring) by the Head of school
   v. Any of the motivator (please list them……………………………………..
…………………………………………………………………………………

7. What ways do you use to motivate students so that they work hard academically?
…………………………………………………………………………………………
…………………………………………………………………………………………...

8. Do you normally cover the syllabus before national form four examination?
   i. YES [   ]
   ii. NO   [   ]

If not what do you do to make students confortable in doing National Examination?
....
.....

9. As a teacher in this school what do you consider to be the reasons behind the observed good/poor academic performance in this school? (List the reasons)
   i. …………………………………………………………………………………
      …………
   ii. …………………………………………………………………………………
      …………...
   iii. …………………………………………………………………………………
      …………...
   iv. …………………………………………………………………………………
      …………...
   v. …………………………………………………………………………………
      …………...

10. Please! Circle the correct response: which among the following is the way frequently used by your head of school in making decision?
    a. Majority vote
    b. Depends on influential individual teachers
    c. School head has a final say

11. Put a tick [√] in the column containing the answer which you think best describes the head's of school effectiveness in fulfilling his/her roles in this school.

Statement	Responses				
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.Teachers are satisfied with the degree of their					

environment in the management of the school					
2.The head of school maintain a harmonious interpersonal relationship among school members					
3. The head of school tries hard to build a conducive working environment in the school for teachers.					
4. The head of school train teachers on proper ways of supervising students' activities.					
5.Teachers'consultation with the head of school are quite good, efficient and effective					
6. The head of school tries hard to build a conducive working environment in the school for teachers.					
7. The head of school consults teachers before making decision on matters concerning school development.					
8.The head of school shows concern for the teachers' social welfare and is eager to help them to solve their personal problems.					

THANKS FOR YOUR COOPERATION

Appendix 3: Interview Guide with the District Education Officer (DEO)

i.   Region…………………....................................District…………………… ………

     Designation…………………………………

ii.   Professional experience…………………………………………………….(Years)

iii.   Academic qualification (Tick the applicable)

     a. Second Degree in Education   [   ]

     b. Degree   [   ]

     c. Diploma   [   ]

1. How do you describe head of school's effectiveness in supervising teaching and learning in school in your district?
2. Is the head of school's ineffectiveness problem in your district?
3. If your answer is YES in question 2 above, what do you consider the major causes of head of school's ineffectiveness in your district?

i.   ………………………………………………………………………… …………...

ii.   ………………………………………………………………………… …………...

iii.   ………………………………………………………………………… …………..

iv.   ………………………………………………………………………… …………...

v.   ………………………………………………………………………… ………….

4. Among the causes of head of school's ineffectiveness you have identified in question number three above, what are the most frequently committed by the head of school in supervising teaching and learning activities?
5. Does the head of school's ineffectiveness vary with sex, level of education and/or work experience?
6. If YES in question number five above, between the following pairs of groups of heads of schools, which one has more cases of ineffectiveness in supervising teaching and learning activities? Give reasons for your answer in each pair.

i.   Female [   ] Male [   ]

ii.   Diploma in Education[   ], First Degree in Education [   ] and Second Degree in Education [   ]

iii.   Work experience 0-5 years [   ], Work experience 6-10 years[   ] and Work experience 11+ above [   ]

7. How dou you appoint heads of schools?
8. What criteria do you use to appoint the heads of schools?

9. What roles do the heads of school have in supervising teaching and learning activities in your district?
10. Do you think heads of schools are effective in supervising the teaching and learning activities in their respective schools?
11. What challenges do heads of schools encounter in supervising teaching and learning activities?
12. What do you think should be done to overcome the challenges?
13. What impacts do heads of schools' ineffectiveness bring upon teachers' work performance?

THANKS FOR YOUR COOPERATION

Appendix 4: Interview Guide with the District Education Quality Assurer

Officer (DEQAO)

i.　　Region…………………...........................District……………………
………

　　Designation…………………………………
ii.　　Professional
　　experience……………………………………………………….(Years)
iii.　　Academic qualification (Tick the applicable)
　　　d.　Second Degree in Education　[　　　]
　　　e.　Degree　　　　　　　　　　[　　　]
　　　f.　Diploma　　　　　　　　　　[　　　]

1. How do you describe head of school's effectiveness in supervising teaching and learning in school in your district?
2. Is the head of school's ineffectiveness problem in your district?
3. If your answer is YES in question 2 above, what do you consider the major causes of head of school's ineffectiveness in your district?
　　i.　　……………………………………………………………………
　　　　……………
　　ii.　　……………………………………………………………………
　　　　……………
　　iii.　　……………………………………………………………………
　　　　……………
　　iv.　　……………………………………………………………………
　　　　……………
　　v.　　……………………………………………………………………
　　　　…………….
4. Among the causes of head of school's ineffectiveness you have identified in question number three above, what are the most frequently committed by the head of school in supervising teaching and learning activities?
5. Does the head of school's ineffectiveness vary with sex, level of education and/or work experience?
6. If YES in question number five above, between the following pairs of groups of heads of schools, which one has more cases of ineffectiveness in supervising teaching and learning activities? Give reasons for your answer in each pair.
　　　i.　　Female [　] Male [　　　]
　　　ii.　　Diploma in Education[　　]
　　　iii.　　First Degree in Education [　　　　　]　and　Second　Degree　in Education [　　　　]

      iv.   Work experience 0-5 years [   ] ,Work experience 6-10
           years[   ] and

Work experience 11+ above [   ]

7. What roles do the heads of school have in supervising teaching and learning activities in your district?
8. Do you think heads of schools are effective in supervising the teaching and learning activities n their respective schools?
9. What challenges do heads of schools encounter in supervising teaching and learning activities?
10. What do you think should be done to overcome the challenges?
11. What impacts do heads of schools' ineffectiveness bring upon teachers' work performance?

<div align="center">THANKS FOR YOUR COOPERATION</div>

Appendix 5: Documentary Reviews

Name of School………………………………………………………………..…………
District……………………………………………………………………………………
Region.……………………………………………………………………………………

S/N	ITEM	INFORMATION NEEDED
1.	Students	i. Attendance registers ii. Marked notes books iii. Marked tests/examination papers iv. Class journals v. Total number of form three/four students in a school
2.	Teachers	i. Total number of O' Level teachers in a School ii. Book loan registers iii. Lesson plans iv. Subject logbooks v. Scheme of work vi. Subject syllabi vii. Records of students continuous assessment marks viii. Performance improvement work plan
3.	Head of School	i. The whole academic improvement/development plan

THE END