

**TEACHER UNDERSTANDING OF THE ROLE OF SCHOOL SUPERVISION
AND ITS EFFECTS ON THEIR TEACHING IN SECONDARY SCHOOLS IN
MUSOMA MUNICIPALITY**

PATRICE CHARLES NYAKIGHA

**A DISSERTATION SUBMISSION IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF ART IN
EDUCATIONAL ADMINISTRATION, PLANNING AND POLICIES STUDIES
OF THE OPEN UNIVERSITY OF TANZANIA**

2020

CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation titled: “*Teacher Understanding of The Role of School Supervision and its Effects on their Teaching In Secondary Schools in Musoma 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.

.....

Prof. Elinami Swai
(Supervisor)

.....

Date

COPYRIGHT

No part of this work may be reproduced, stored in any retrieval system, or transmitted in any form by any means, electronically, photocopying, recording or otherwise without prior permission of the author or The Open University of Tanzania in that behalf.

DECLARATION

I, **Patrice Charles Nyakigha**, do hereby declare that this Dissertation is my own work that to the best of my knowledge has not yet been submitted, in for any Degree in any University.

.....

Signature

.....

Date

DEDICATION

This work is dedicated to the Almighty God for his protection, guidance, strength, knowledge and wisdom. It is also dedicated to my lovely wife, Shani Gatti Nyakigha, my children, Leonard and Airen, my mother Cecilia Mang'ana and my father, Mang'ana Stackus Nyakigha.

ACKNOWLEDGEMENT

I whole heartedly thank the Almighty Jehovah God for his bless of giving me education up to University level and the mighty hand he always extended to me during all my school and University days.

Secondly, I would like to extend my gratitude and thanks to my supervisor, Pof. Elinami Swai. Her patience, diligence and support throughout this whole process were precious. In the absence of his encouragement and belief in the ideas pursued herein, the current work would not have come to completion. I am indebted to him for the support, parental and brotherly advice and help she gave me, for which I will always be very grateful.

I wish also to extend my heartfelt gratitude to my loving family for its emotional and financial support rendered to me whenever needed during my graduate studies. I particularly thank my lovely wife for her valuable time and encouragement she gave to during the studies process and proposal writing. Lastly, I would like to thank my friends Chacha, Izumba, Mafwimbo Malima, George Mgeta, my sister Beatrice for their advices and Mr. Machera, C. for his individual guidance which I eagerly needed and got in due time; without them, this work would not come to its completion.

ABSTRACT

The study examined teacher understanding of the role of school supervision and its effect on their teaching in selected secondary schools in Musoma. Specifically, the study explored the meanings that the teachers attached to the role of school supervision in secondary schools and assessed the challenges that school supervisors face as they engage in school supervision activities in Musoma Municipality. Descriptive and correlation research design and self-constructed questionnaire and structured interviews were used to gather data. Quantitative data were analyzed by the use of frequency, percentage, mean, and standard deviation, while content analysis was used to analyse qualitative data. The study indicated that there is a strong and positive relationship between teacher understanding of the role of school supervision and school effectiveness and students' performance with a Correlation Coefficient of, $r = 0.72$. These implied that where teachers acknowledged school supervision, they tended to support and follow their instruction; hence they work as a team. Where the role of school supervision was not well known, the teaching was low as well as performance of the students. The challenges that the school supervisors faced were related to lack of cooperation from the teachers. The study recommends the school inspectors to regularly provide teachers with prompt feedback to enable them to understand their strong and weak areas and make changes. For further study, it is recommended that assessment of the perception of the other school stakeholders be done on the role of supervision in secondary schools.

TABLE OF CONTENTS

CERTIFICATION	ii
COPYRIGHT	iii
DECLARATION.....	iv
DEDICATION.....	v
ACKNOWLEDGEMENT.....	vi
ABSTRACT	vii
LIST OF TABLES	xii
LIST OF FIGURES	xiii
LIST OF ABBREVIATIONS AND ACRONYMS	xiv
CHAPTER ONE	1
INTRODUCTION AND BACKGROUND OF THE PROBLEM	1
1.1 Introduction	1
1.2 Background to the Problem.....	1
1.3 Statement of the Problem	7
1.4 General Objective.....	8
1.5 Specific Objectives.....	8
1.6 Research Questions	8
1.7 Significance of the Study	9
1.8 Delimitation of the Study	9
1.9 Limitation of the Study	10
1.10 Definition of Key Concepts and Terms	10

CHAPTER TWO	12
LITERATURE REVIEW	12
2.1 Introduction	12
2.2 Theoretical Framework	12
2.3 Empirical Literature	14
2.3.1 Role of School Supervision.....	14
2.3.2 Relationship between the School Supervisor and School Effectiveness	19
2.3.3 Challenges that School Supervisors Face	22
CHAPTER THREE	25
RESEARCH METHODOLOGY	25
3.1 Introduction	25
3.2 Research Design.....	25
3.3 Study Area.....	26
3.4 Population of the Study	27
3.5 Sample Size	27
3.6 Sampling Procedures.....	28
3.7 Research Instrument.....	29
3.7.1 Self-administered Questionnaire	29
3.7.2 Documentation Review	31
3.7.3 Key Informant Interview Guide	31
3.8 Validity and Reliability of Data	32
3.8.1 Validity.....	32

3.8.2	Reliability	32
3.9	Ethical Issues	33
3.10	Data Analysis	34
CHAPTER FOUR.....		35
DATA PRESENTATION, ANALYSIS AND DISCUSSION		35
4.1	Introduction	35
4.2	Respondents` Demographic Characteristics	35
4.3	Respondents` Demographic Characteristics	36
4.3.1	Sex.....	36
4.3.2	Age	37
4.3.3	Education Level	37
4.4	Understanding of Teachers about the Role of School Supervision.....	37
4.5	Relationship between School Supervision and School Effectiveness.....	40
4.6	Challenges that School Supervisors Face as they Engage in School Supervision.....	41
CHAPTER FIVE		45
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS		45
5.1	Introduction	45
5.2	Summary of the Study.....	45
5.2.1	Teacher Understanding of the Role of School Supervision	45
5.2.2	Relationship between School Supervision and School Effectiveness and Students` Performance	47
5.2.2.1	Shortage of School Supervisors	47
5.2.3	The Challenges of the School Supervision in Selected Secondary	

Schools	48
5.3 Conclusion.....	49
5.4 Recommendations	49
5.5 Further Research	50
REFERENCES.....	51
APPENDICES	59

LIST OF TABLES

Table 3.1: Demonstrates the Distribution of the Sample Size	28
Table 3.2: Definition of Scale	30
Table 4.1: Respondents` Demographic Characteristics	36

LIST OF FIGURES

Figure 2.1: Program Theory of Supervision 13

LIST OF ABBREVIATIONS AND ACRONYMS

Med-APPS	Master of Education in Administration, Planning and Policy Studies
MoEC	Ministry of Education and Culture
MoEST	Ministry of Education Science and Technology
OUT	Open University of Tanzania
UNESCO	United Nations Educational, Scientific and Cultural Organization
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE PROBLEM

1.1 Introduction

This chapter introduces the study on teacher understanding of the role of school supervision in secondary schools Musoma Municipality Mara Tanzania. The chapter contains sections on the background to the problem, statement of the problem, the purpose and objectives of the study, research questions, significance of the study, delimitation, limitation, theoretical basis, conceptual framework and definitions of key concepts and terms.

1.2 Background to the Problem

It is widely known that educating people is the most important policy for the development of any society in the world. Development practitioners believe that any society that needs to have sustainable development should invest much on its human resources so as to have stable economic, social and political development. To attain this, it requires the effectiveness and commitment of stakeholders particularly teachers, school leaders and management, (Aggarwal, 1985).

Teachers are the guiders who always pave the way for learners to achieve their targets. To attain that, teachers' abilities to deliver what is needed to the learners should be carefully monitored so as to make them competent enough to teach effectively. However, teachers should be well prepared before entering class and should follow all the procedures during classroom instruction delivery in order to make students learn accordingly. Therefore, to ensure that teachers are performing their activities to the maximum level, school inspectors are there for monitoring purposes.

In the recent decades, school supervision has grown to become a vast enterprise. It employs thousands of people, consumes massive amounts of money and demands huge amounts of time from both their employers and the teachers they supervise. However few planners and policy makers have adequate data on the understanding of the role of school supervisors in boosting school effectiveness and students' performance; and in general, the implication of school supervision for education systems and for social change are underestimated and poorly understood (UNESCO, 2007).

School supervision has also received inadequate attention in other parts of the world. This is partly because, despite deep roots, until recent decades the role of school supervision in boosting school effectiveness and students' performance has been limited in scope and significance. Only since the 1990s has research and policy attention begun to focus on the phenomenon in a significant way. Much of the initial attention focused on traditional inspectorial model of supervision, where school supervision was literally taken from the traditional concept of supervision. The word supervision comes from two Latin words: 'super' and 'video'. Super means 'over' or 'above', while video means 'to see'. Therefore, taken together, super-video simply means 'to see from above' or to 'oversee' (Marecho, 2012). This literal meaning did not consider the impact of supervision on teachers, or on school effectiveness or on students' performance. The consideration was more on teachers doing the job assigned by these 'super' 'video' individuals.

School supervision has been expanding in many countries so much so that it can be considered the third emerging education sector in addition to school planners and

managers (Dang & Rogers, 2008). School supervision is one of the most important issues in the countries where there is a large demand for quality education but the access to this education is limited due in part, by inadequate resources such as human, financial and other teaching and learning resources.

According to Mohanty (2008), school supervision is twofold: the first one is related to overseeing the management of school and the second is overseeing the classroom teaching. Overseeing the management of school, supervision includes providing support on physical facilities to the teachers, checking the safety and security of the school, maintaining proper service conditions and redressing grievances of teachers in time. School supervision at this level also entails checking the accounts and records of the school and maintaining proper distribution of work load amongst the teachers.

Overseeing the teaching on the other hand, supervision includes monitoring of the classroom instruction, providing guidance to teachers for improving teaching, evaluation and assessment of students' performance and the like. At this level, school supervisors go physically in the classrooms to observe the way teaching is conducted.

According to Kchhar (2005) school supervision includes those activities which are primarily and directly concerned with studying and improving the conditions which surrounding the growth of students and education as a whole, that is; school supervision is there to ensure education quality is maintained at all level as it was required. Furthermore, it is asserted by Wilcox (2000) that school supervision as the oldest method of supervising teachers and school programmers, aims to help teachers

to perform their activities in a manner that would lead to the development of academic performance and education in general. It is an essential instrument of the government, and in particular the Ministry of Education, which can use it to ensure that performance in schools, is improving. On the other hand, it can be used as a way in which school data on teaching and learning are collected as well as the way to foster accountability among schools and staffs.

Teachers must improve their teaching and learning process that aims at developing the capacities of all the students, supervision is responsible for the highest performance of teachers and students in schools. Furthermore, the Ministry of Education, Science and Technology (MoEST, 2016) has stressed the necessity of teacher supervision as a strategy to insure quality of teaching and learning.

Many researchers believe that school supervision has the potential to improve teacher performance, and contribute to student success through the teacher professional development and improvement in classroom teaching and learning (Sergiovanni & Starratt, 1999). Supervision is viewed as a joint venture in which supervisors and teachers meet and deliberate on how to improve teaching and learning which logically contribute to student success (Sergiovanni & Starratt, 2002).

School effectiveness, means degree to which objectives of the school are achieved and the extent of which the targeted problems are solved. School effectiveness can be measured by the extent to which goal, objectives in term of quantity, quality and time has been reached (Syarwan 2012). As Kreps (1986) puts it, effectiveness is the degree

to which the organisation achieves its goal. He further suggested that effectiveness of the organisation as the product of both the quality and quantity of the organisation outputs and the quality of the organisation processes. The effectiveness of the school can be seen from the output of the school that can be measured in accordance with the average achievement of the student at end of their formal education at the school.

A study by Syarwan (2012) identified 719 factors associated with school effectiveness. Mortimore *et al* (1995) in Syarwan (ibid,) described 11 factors that are important for the school effectiveness are: (i) professional leadership, (ii) implement the vision and mission, (iii) the school environment, (iv) concentration on learning and teaching, (v) high expectation, (vi) motivation, (vii) monitoring of the progress, (viii) the rights and responsibilities of students, (ix) teaching caring to achieve the goal, (x) organisation learning and (xi) participation and relationship with the home school. Effectiveness of the school is the focal point of the school management while Davis *et al* (2005) identified the factors connecting it with school effectiveness are: (a) pupil control system, (b) school, (c) involvement of students (d) increase academic disciplines, (e) the behaviour of the teacher, (f) management in the classroom and (g) management structure.

Normally the goal of the school is to ensure a smooth running of the school activities including teaching, learning and assessment, as well as students' academic performance. In this study Students performance refer to the high performance grade of students in their subject as it was reflected in the official records filled at the Academic Master's Office (Director of studies office)for Examination their results.

This has been measured on average of questions in which the respondents has been asked the extent of agreement on the aspect of performance (as it has been covered in the questionnaire).The grade measurement were; A (5) = Excellent, B (4) = Very Good, C (3) = Good, D (2) = Fair and F (1) = Failure. These measurements depend on students` grade in subject which are rated as; A = 75 - 100, B = 65 - 74, C = 55 - 64, D = 30 - 54 and F= 0.0 – 29. Davis *et al* (2005)

Generally, school supervision helps to check and control the quality of education delivered to learners. This also leads and shows teachers proper ways and methods of teaching learners so as to have good results. According to Wilcox (2000), school supervision is a near world-wide educational practice and process of assessing the quality and/or performance of schools by external evaluation agents. It is a vital means for monitoring the delivery of education according to stipulated curriculum and set standards, and it also ensures efficiency and quality delivery in education.

However, there has been lack of professional leadership, poor implementation of school vision and mission, poor school environment, poor learning and teaching, low expectation, low motivation, low monitoring of the progress in schools (A-Harbis ,2006). This indicates that, with all the efforts invested for the aim of improving education there are many challenges that seem to impede the development of teachers in supporting the students as a result schools` academic performances is still declining year after year.

Some education practitioners have tried to raise different concerns that may be the causing agents of deterioration of education development in Tanzania including inadequate school facilities and a low morally among students and teachers (Makene,

2004); inadequate use of teaching and learning materials in classroom situations (Anyakoha, 1992) and even the government decided to ban primary and secondary schools' sports tournaments for the reasons that they consume much time that would have been spent in classroom instruction (Machera, 2012). Some associate minimal education development with teachers' abilities to teach in classes (Bileha, 2011 & Sambujo, 2004) and perhaps teachers' job moonlighting from their primary jobs to seek for more income (Obiria, 2012). But with all these concerns with some recommended steps to be taken to combat the situation, without close school supervision, and the teachers' understanding and acknowledging the importance of school supervision role on school effectiveness and on students' performance, the deterioration of education will continue to be in the same situation.

1.3 Statement of the Problem

School supervision is a vital means for monitoring the delivery of quality and required education in order to raise school standards and students' performance. It is a way that ensures efficiency and quality delivery in education. It is the closer monitoring system that is there to ensure that teachers are performing their teaching activities according to set standards for better academic performance in school regardless of the school level.

However, many studies (see for example Wilcox, 2000) show the academic performance in secondary schools is still declining year after year that it raises questions on teachers' commitment and their abilities to teach and the impact of school inspectors on teachers' job performance extensive study has been conducted to understand the importance of teachers understanding of the role of school supervision

in secondary schools; neither examining the views of the teachers about the relationship between school supervision and school effectiveness; nor determined the challenges that school supervisors face as they engage in school supervision activities. This study aims to fill this gap in the literature, focusing in secondary schools in Musoma Municipality.

1.4 General Objective

The general objective of this study was to examine the teacher understanding of school supervision and its effect on their teaching in secondary schools in Musoma Municipality.

1.5 Specific Objectives

These were as follows:

- (i) Explore the meanings the teachers attach to the role of school supervision in secondary schools in Musoma Municipality.
- (ii) Assess the challenges that school supervisors face as they engage in school supervision activities in Musoma Municipality.

1.6 Research Questions

The study was guided by two research questions as the basis for collecting information on the research problem.

- (i) What are the meanings that the teachers assign to the role of school supervision in secondary schools in Musoma municipality?
- (ii) What are the challenges that school supervisors face as they engage in school supervision activities in Musoma municipality?

1.7 Significance of the Study

Since this study examine the impact of school supervision on teachers' job performance in secondary schools, its findings have been useful in providing the following details to educational policy makers, planners, officials, practitioners and stakeholders.

- (i) The study expects to provide details on the impact of school supervision on teachers' job performance and students' academic performance in secondary schools.
- (ii) The study expects to provide details on the advantage of school supervision with regard to school development in terms of academic performance and teachers' work abilities and performance.
- (iii) The study expects to bring to view the challenges the school supervisors encounter as they perform their supervision role in schools.

1.8 Delimitation of the Study

This study was conducted in Musoma Municipality. It involved seven (7) secondary schools. The study focused on students and secondary school teachers from those schools. This study confined itself to examining the influence of school supervision on teachers' attendance in schools, the rate of school supervision in secondary schools and the relationship between teachers' job performance and school supervision. Therefore, the findings of this study should not be taken as the findings of all secondary schools in Tanzania as they derived from a limited number of secondary schools in Musoma Municipality.

1.9 Limitation of the Study

The current study intended to seek opinion from the teachers on what meaning they attach to the roles of the school supervision, this issue is sensitive to the teachers and thus, care was needed in approaching the teachers to avoid problems in data collected.

To approach the teachers and to get their opinions the current researcher explained that their answers were confidential and that their opinions were for the purpose of the study; assisted the researcher to get relevant opinion on the meaning the teacher they attach to the role of the school supervisors in secondary schools.

1.10 Definition of Key Concepts and Terms

School supervision

The term ‘school supervision’ has different meanings in different countries. Simply (Penzer, 2011) defines school supervision as “an evaluation of the effectiveness of a school with a significant component that involves external inspectors” (i.e. it is not only, though it may be partly, a self-evaluation).

While (Eurydice, 2004) defines school supervision as Critical appraisal involving examination, measurement, testing, gauging and comparison of materials or items used in a School environment.

Job performance

Refers to the term used to indicate to what extent related work, activities was performed and how well those activities were done or it is accomplishment of a given work measured against preset known standards of completeness (Nampa, 2007).

Academic performance

Refers to performance outcomes that indicate the extent to which a person has accomplished specific goals that focus of activities in instructional environments, specifically in school, college, and university (UNESCO, 2004).

School systems mostly define cognitive goals that either applies across multiple subject areas (e.g., critical thinking) or the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement has been considered to be a multiphase construct that comprises different domains of learning. Because the field of academic achievement was very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it (UNESCO, 2004).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews previous studies and recent research studies pertinent to the role of school supervision in secondary schools; the relationship between school supervision and school effectiveness; and the challenges that school supervisors face as they engage in school supervision activities. The first part presents the theoretical framework. This is followed by the empirical literature and the last part is conceptual framework.

2.2 Theoretical Framework

Theoretical Framework is a group of the concept which is well organized systematically hence to provide or focus on rationale, and tool for the integration and interpretation of information, it is a theoretical structure of assumptions, principles, and rule that holds together the ideas comprising concept (Corbin, 1998). The study has been based on restructured Program Theory of supervision coined by Chen (1990). As illustrated in Figure 1, the program theory assumes that supervision leads to satisfactory quality of educational processes and to more added values in terms of teacher performance and student performance.

According to proponents of this theory, to stimulate educational quality (in either way) supervision must consist of a proportional working method using a framework for supervision that results in the publication of information concerning the quality of schools. The subsets of supervision, school and classroom visits should be aimed at

evaluating education with a view to improving school with its activities of teaching and learning. The program theory seeks to clarify how supervision should lead to certain effects, for instance; change students' performance. Three main assumptions that may be articulated from this description of the pillars of the program theory reconstructed in this study are the following: If the supervisor assesses the quality of schools, schools has attain satisfactory levels of quality and also offer more added values in terms of teacher performance and student achievement; If the supervisor employs proportional supervision, schools offer more added values; and If the supervisor publishes its findings in an accessible manner, schools will offer more added values.

Presumably if applied effectively, program theory may help school supervisors bring desired change in schools in Tanzania, particularly in Musoma Municipality Mara Tanzania. This theory helps to understand the intents and purpose of school supervision.

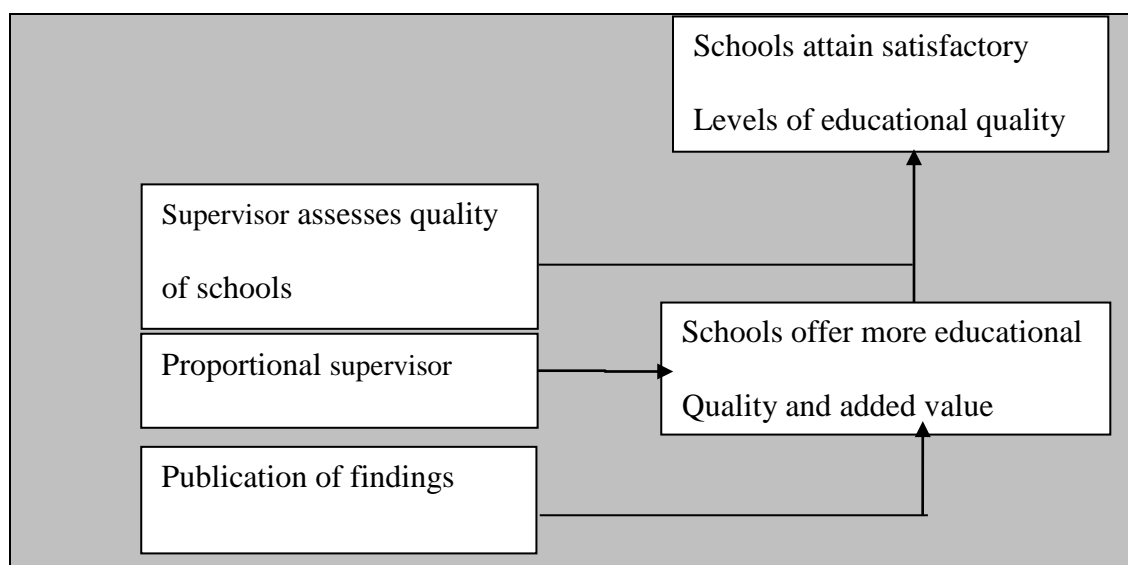


Figure 2.1: Program Theory of Supervision

Source: Ehren *et al.*, (2005)

The question, however, is: do school supervisors in Tanzania reflect the use of program theory? This theory primarily applied to supervisor and student's performance. Thus, after collecting and analyzing data, the researcher related study findings to the use of restructured Program theory in the setting of Tanzania.

2.3 Empirical Literature

Empirical literature reviews refer to the knowledge derived from investigation, observation, experimentation, or experience, as opposed to theoretical knowledge based on logical or mathematical assumption.

2.3.1 Role of School Supervision

Carroll (2007) did a research on teacher understanding of the effects of school supervision on school effectiveness and student's performance in Australia. On his study, data was collected through face-to-face interview, questionnaire (open and closed question) whereby 45 peoples out of 69 were involved in the interview. The findings showed that Supervision was an intervention that provided by a senior member of a profession to a junior member or members of that same profession. This relationship was evaluative, extends over time, and has the simultaneous purposes of enhancing the professional functioning of the junior member(s), monitoring the quality of professional services offered to the clients.

Furthermore, finding showed that the role of supervision is to make sure that teacher's and other faculty members are done what they're have been supposed to done and that students are receiving the best education and good performance in school. He concluded that; the role of school supervision creates awareness, of the effects of

school supervision on school effectiveness and student's performance in educational field.

Another study on teacher understanding of the effects of school supervision on school effectiveness and student's performance in Primary school was carried by Oleteipa (2013) in Loliondo Ngorongoro District Arista. The study found out that school supervision carried supervision practices, generally in primary school and particularly in classrooms at least once in a school academic term. During the study, 64.3% of teachers' respondents agreed that each term school supervision is done to ensure that teaching and learning is taking place. Meanwhile head teachers reported that they had seen significant positive changes in teachers conduct, teaching behavior and improvement in classroom teaching, and also practices helped them to develop professionally in the field of education. The study made recommendation to the District Education Officer, School Supervisors and teachers of elementary schools to take further studies on other possible factors that influences students' performance to be interested to educational researcher should be conducted to verified reality.

Reeves (2002) also conducted a research study on the status of educational supervision within New York City Public School in USA. This study analyzes the link and role of school supervision on educational field and student performance, whereby different data were collected through questionnaires and interviews. Classroom teachers were interviewed on understanding of school supervision within several New York City Public Schools. The results indicated that centralized education reform had serious consequence for instructional supervision and it determining the 'tone' of the school. He suggested that the highly centralized system of schooling that mandated

prescribed curricula, added responsibilities for supervision and instated narrow definition of accountability aimed to, above else, hold principals(and thus teachers) accountable for increase in student achievement transformed school supervision into a monitoring function.

Relationship between school supervision and school effectiveness. Several studies have been conducted on the teacher understanding of the effects of school supervision on school effectiveness and student's performance. Next is a discussion of some of the relevant studies done in different countries. The study conducted in USA by Haas, (2002) looked on teaching methods used in all subjects, while the proposed study examined teaching methods used in science subjects at A-level. The study found that teaching methods influence student learning hence good performance in secondary school.

A study by Gulobia, Wokadala and Bategeka (2010) in Uganda on the teacher understanding of the effects of school supervision on school effectiveness and students' performance was analyzes the link between educational inputs; teaching methods and pupils' performance in secondary school at (O-level) while the proposed study examined the teaching methods used in secondary schools (A-level). The findings showed that teaching and learning strategies contribute to better school performance. Gulobia, Wokadala and Bategeka suggested that the role of school supervision in secondary school helps to satisfactory quality of educational processes as the key part of the school development.

Sajjad, (2011) conducted a study on the teacher understanding of the effects of school supervision on school effectiveness and student's performance. The study determined

the effectiveness of the various teaching methods used for teaching student at graduate level from the faculty of arts while the proposed study examined the effects of teaching methods on students' performance in science subjects in public secondary schools at A-level. The research found that lecture method was the best teaching method followed by group discussion, testing and assignment (homework) other teaching methods rated are individual presentation, seminars, workshops, conferences, brain storming and case study. Students' perception and ratings about the interesting and effective teaching methods is a way to suggest improvement on teaching or learning process hence create good understanding which result into effectiveness of performance.

Furthermore, several studies have indicated that a correlation between school supervision and teachers' work performance exist at different levels. For instance, research findings by Gerumi (2002) indicated statistically that there was a very low correlation between supervision and students' performance, but there was a negative negligible correlation between teacher performance and student achievement. Also, research study indicated that there was a significant effect exerted by monitoring practices of teachers' performance in secondary schools.

On the other hand, while correlating supervision with quality teaching in Wakiso district secondary schools, Nambassa (2003), study findings indicated that lack of supervisors and inadequate inspection brings about poor-quality teaching and learning in secondary school. In conclusion, head teachers have to supervise teachers in order to boost quality teaching and learning in secondary schools.

Even though there was an evidence of the relationship between school supervision and student professional development, we cannot undermine due to the fact that, this correlation between these two variables applies only to the few study participants or respondents in particular parts of the globe. In order to generalize this finding, a study must be undertaken in Musoma Municipality for a partial generalization of the findings on the correlation between school supervision and student's performance. This presents vital study because it compares the impact of external evaluation (inspection) on students work performance with internal evaluation (supervision) on teachers' job performance in schools.

Similar study was conducted by Williams (2003) in Washington DC. On the role of school supervision on school effectiveness and student's performance. Classroom students, teachers and school building administrators were involved in the study. Data were collected through depth interviews, also standardized test score examination were undertaken to prove hypothesis. Data obtained from administrators and teachers were used to confirm or to reject the role of school, supervision on effectiveness and student's performance. The results of the study indicate that school supervision has a significant positive relationship with student performance. He recommended that strong supervision is a means for school improvement and students' performance. Also, he suggests that supervision without having a good climate condition of learning and teaching, community building, vision development and school culture, the expected performance cannot be achieved as it was intended. Therefore, building administrative should improve learning environment of school so as to foster learning in education.

Glanz and Shulman (2007) on his research in 1970s and 1980s on principal supervision and students' performance, he said that supervision is a non-evaluative process in which instructional dialogue is encouraged for the purpose of engaging teachers to consider effective strategies to promote students' performance, and its recommendation for strong supervision as a means for school performance as well as the effectiveness of the schools, he recognized the importance of quality supervision by constantly identifying strong supervision as instrument in creating positive school climate and as a correlate of high achieving schools. Such efforts set the tone for future emphases on measures of students' performance.

2.3.2 Relationship between the School Supervisor and School Effectiveness

Sergiovanni and others (1995) have defined Educational supervision as "an art that can release teachers' initiative, responsibility, creativity, internal commitment and motivation". According to study conducted by Sergiovanni and others, (1995), proved that there is a relationship between the school supervisor and school effectiveness, create awareness and interventions to supervise to understand the underlying processes of supervision and therefore, be a more active participant in the supervision process. A dialogue developed between supervisor and supervisee as a means to share personal styles and preferences for frameworks help to stimulate effective success in educational performance. In relation to that study, he suggests that, conducive environment should be maintained so as to promote teaching and learning in schools.

According to research conducted by the Ministry of Education (1994), showed that educational supervision is the set of activities designed to attain educational objectives, to render the teaching or learning effective to reach and develop the

curriculum, to help teachers to find out their teaching problems and come up with the solution by themselves and develop professional growth which help student to perform well on his studies hence to have a good grades which has been referred as quality. Data collected from supervisor indicate that, effective performance was results of good relationship between school supervision and the nature of the instructional effectiveness of the teacher. According to researcher concluded that, one of the measures by which this quality is assured is through educational supervision; the quality of teachers should be maintained so as to create good relationship between school supervision and school effectiveness.

Glathorn & Mhama (1992), on study on the relationship between school supervision and school effectiveness, they focus much on the instructional objectives, content of the instruction, characteristics of teachers, learners, and specific conditions of the instruction that can play a great role in the educational supervision. After collection of the data through group discussion, finding showed that, supervisor need to advice staff teacher on how to demonstrate knowledge to students. Once situational has been practiced, methods of teaching create relationship between school supervision and school effectiveness in education, and if, when the teacher lacks control of the methods of teaching, it does not bring quality to student to perform well. The main purposes of supervision are to improve classroom instruction and to promote professional growth and development teachers.

Another study was conducted by Haile Selassie (2002), on the influence of teaching methods on student Achievement and relationship between school performances in Virginia Polytechnic Institute, he proved that in order to have a good performance

there should be a good supervision with well-organized staffs. Supervision provides a mechanism for teachers and supervisors; supervisors must see themselves not as critics of teaching performance, but rather as collaborators with teachers; teachers should not be viewed as consumer of time, but as generators of knowledge about learning and teaching; acquiring an understanding of the learning teaching process demand the collection of many types of data. And supervisor should focus not only on individual teachers' but also on groups of teachers. These findings encourage relationship between the school supervision and school effectiveness. Furthermore, the researcher found that successful leadership can play a highly significant role in improving relationship between the school effectiveness on student achievement. He later researcher drew conclusion that leadership is second only to classroom instruction among all school related factors that contribute to what students learn at school.

Williams (2003) conducted also study on relationship between school supervision and school performance in New York City in public school in USA. Data were collected through field survey, researcher use ex-post factors, score from standardized student achievement over two-year period assessed. He examines the relationship between the school administrative and student performance. Results of finding showed that, there are unique competencies and skills involved in supervision that allow the supervisor to help the supervisee.

The practice of supervision exist it provides a framework for the process. In addition, supervisors incorporate various methods that encourage supervisee development. In conclusion he suggests that the essentially managerial aspects of a managers' work are their responsibility for monitoring and improving the work of others; and their

managerial effectiveness was determined by their capacity to improve the work of others.

2.3.3 Challenges that School Supervisors Face

Several studies were conducted on the challenges that school supervisors face in the process of school supervision on educational field and student performance, hence reached on suggested that, in order to maintain successful supervision these challenges bellow should be solved. A study conducted by Al-Harbis (2006) shows that one of the challenges is shortage in the number of supervisors in relation to the number of schools. This is supported by Badah (2013) conducted studies at secondary schools of A-Rass Area, in the Kingdom of Saud Arabia. Badah collected data through depth interviews, also standardized test score examination was undertaken to prove hypothesis. Data obtained from administrators and teachers were used to confirm the contents. The results of the study indicate that those schools were inspected at once per year due to shortage in number of supervisors. His study can be related to Tanzanian situation where there is limited number of external supervisions, in most of schools the external supervision process is mainly done at once per year.

Lack of formal training for supervisor has also been discussed in the literature. This was announced by Munson, (1981) when he argued that many school supervisors do not have formal course of supervision and some have dropped supervision course completely as the knowledge explosion has placed more demands for the inclusion of various content. Daniellson & McGreal, (2000) also quotes the same ideas in Assefa Ekyaw, (2014) and commented that limited supervision experience lack of skills as being problems in teacher supervision. He also reported that supervisors did not have

enough training in providing constructive feedback while maintaining relationships. This challenge is similar to Tanzania context where there is no special training offered at any level of education especially in secondary school level and diploma teaching and at University to the student taking education and become heads of the school and supervises in those schools without any training skills.

Poor techniques and methods of supervision have also been discussed in the literature. Munso, (1981) on his studies in Kwara state public primary school at Australia indicate that most of the supervision relay only on looking on lesson plan, schemes of work and bank of the questions and not teaching and assessment. Munson argued that, this can be problematic since field instruction and supervision of professional practices often requires different techniques. The challenges are the same as in Tanzania contents, where most of supervisors relying on their experience of how they were supervised and fail to integrate various ways of supervision process. For example, the use of collaborative method, self-directed and portfolio methods in assisting teachers during supervision is not applicable to the most of majority of supervisors of Tanzania.

In relation to challenges facing supervisor, Assefa (2014) address collusion on how those challenge will be solved hence to reach on good role in promoting teaching and learning in school all over the world. He recommended that instructional supervision in every zone must arrange induction training for beginner teachers; teachers should be assisted in preparing lesson plan; teacher should be emphasized in developing/selecting instructional material and workshops to support teachers to do action research on the specified field. For Tanzania to archive the objective of

supervision; Government, educational leaders, society and teachers should be geared to positive attitude about supervision and teaching profession, continuous training to supervisors and teachers and ongoing supervision process. Combination of all mentioned will help to increase awareness and confidence to the teachers and supervisors hence good performance in secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter was done and hence deals with the explanation of different methods that were expected to be used in conducting this research which includes research design, area of study, targeted population, sample size, data collection, methods of data analysis and validity and reliability of the study has been discussed with vivid example.

3.2 Research Design

The research design refers to the overall strategy that one may choose to integrate the different components of the study in a coherent and logical way. This is done in order to ensure that one effectively addresses the research problem. Research design constitutes the blueprint or the roadmap for the collection, measurement, and analysis of data. According to Kothari, research design is a plan, a roadmap and blueprint strategy of investigation conceived so as to obtain answers to research questions (Kothari, 2004). So, it is the heart of any study. The study has been conducted using descriptive co-relation research design in order to describe events, phenomena, and situations (Ahuja, 2009). Co-relation methods involve collecting data in order to determine whether and to what degree a relationship exists between two or more variables (Amin, 2005). Also, it helped to find out the relationship between school supervision on school effectiveness and student's performance in secondary schools in Musoma Municipality Mara - Tanzania.

Quantitative research approach was employed to quantify the respondents' answers towards certain variables, hypothesis or demographical data to draw statistical conclusion and comparison. According to (Amin, 2005), quantitative involves collection of numerical data to explain, predict and control phenomena of interest, data analysis being mainly statistical. It was quantitative because the researcher measured the effects of school supervision on school effectiveness and students' performance in their schools using inferential statistics based on the research questions. Data was collected from identified sample schools.

3.3 Study Area

Musoma Municipal Council was officially inaugurated in 1963 as a Town Council under section four (4) of the Local Governments Ordinance of 1962. It was registered in 1982 by the Local Government (Urban Authorities) Act of 1982 together with all Councils in Tanzania (URT, 2005) Musoma Municipal Council has a total of twenty-five (25) secondary schools, eighteen (18) secondary schools owned by Government and 7 secondary schools owned by the Non-Government Organizations. The intended schools in this study are public schools.

Musoma Municipal Council is one of the 8 districts of Mara Region. It covers an area of 6,300 hectares and it lies between the altitude of 1,140 and 1,320 meters above the sea level. The town is the administrative capital of Mara Region. The whole town area is a peninsula east of the Lake Victoria. It is bordered by Bunda district in the South, Musoma Rural district in the West and in the East is Tarime District. In the North, is bordered by the shores of Lake Victoria. The area was selected because it is situated near the researcher's residence. The study has been conducted in seven

selected secondary schools in Musoma Municipality. The selection of schools was based on years of existence, population and simplicity for the researcher to access the required information. These schools include; Musoma technical, Songe girls, Makoko day, Nyamitwebiri, Nyabisare, Mwembeni and Paroma.

3.4 Population of the Study

Musoma Municipal Council has a total of twenty-five (25) Secondary schools. The study has been conducted in seven (7) Secondary Schools which are Musoma Technical School, Songe Girls, and Makoko day, Nyamitwebiri, Nyabisare, Mwembeni and Paroma in which 21 teachers were involved. The researcher decided to use the above seven (7) schools and 21 teachers because they were in position to provide useful information about the study. Thus, this study used supervisors, academic teachers, Head of schools and class teachers.

3.5 Sample Size

The sample size of this study was based on 338 Morgan and Krejcie (1970), Table (as seen in Appendix 3) determines the sample size of the study. Since the targeted population of the study was 2800 respondents, Morgan and Krejcie (1970) recommended that if a researcher has a target population of 2800, the sample size for this study should be 338. Therefore, the sample size of this study has 338 respondents (students) and 21 key informants (teachers) who made 359 respondents (students and teachers). This is the optimum sample size, which fulfills the requirements of efficiency, representativeness, reliability, and flexibility (Kothari, 2004). Key informants have been used, this is in line with Sekaran (2003), who defines key

informants as respondents who hold important information which is relevant to the objectives of the study to give the information, they hold.

Table 3.1: Demonstrates the Distribution of the Sample Size

Schools` Name	Number of Students	Sample Size
Musoma technical	447	54
Mwembeni	441	53
Paroma	378	46
Nyamitwebiri	345	42
Nyabisare	399	48
Songe girls	399	48
Makoko	391	47
Total	2800	338

Source: Researcher 2017

The sample size above each school can be calculated by the formula stated by Saunders (2007).

$$\text{Sample size of single school} = \frac{\text{Population of Single School}}{\text{Total Population}} \times \text{Total Sample Size}$$

3.6 Sampling Procedures

In regard to the respondents, the researcher used simple random sampling to select 338 respondents (students), because in random sampling every item of the universe has an equal chance of inclusion in the sample, also the sample have the same composition and characteristics as the universe (Kothari, 2004). This is in line with Amin (2005), who states, " *that a random sampling is obtained from the population in such a way that samples of the same size have equal chances of being selected*". In regard to teachers, the researcher used purposive sampling to select the 21 respondents

(head teachers, Academic masters and subject teachers) as key informants, because they were few to give primary information that were required within the selected schools. In purposive sampling items for sample are selected deliberately by the researcher; his choice concerning the items remains supreme (Kothari, 2004). This is also in line with Amin (2005), who states that for purposive sampling, the researcher chooses subjects whom his/her opinion are likely to supply information relevant to the research problem and the judgment of the research in selecting the respondents more useful than the representativeness of the sample.

3.7 Research Instrument

Based on research and reviewed literature, the study has used three instruments which are self-administered questionnaire, secondary data and key informant interview guide for this study. Gall et al. (2007) asserted that, *“the use of those instruments would be appropriate in providing valid assessment of variables to be studied.”* O`Neill (2000), (as cited by McGowan, 2007), contended that there are several advantages of using those tools in research such as: (a) they are efficient ways of reaching a wide range of the study, (b) the instruments are less expensive, and (c) the stimuli provided to the participants in the study was consistent and esthetical with opportunities for uncensored responses are greater.

3.7.1 Self-administered Questionnaire

Self-administered questionnaire has been structured to have both open ended and closed questions. This was because the respondents in this study are literate and have the ability to read, understand and give their response in writing. The completed

schedule was collected from the respondents individually or in groups as suggested by (Kothari, 2004). The closed ended questions were developed on a five (5) point Likert Scale that is strongly agree, agree, not sure, disagree, and strongly disagree. The researcher developed close ended questions on a 5 points Likert Scale which were developed by utilizing the item analysis approach, where a particular item is evaluated on the basis of how well it discriminates between those persons whose total score is high and those whose score is low (Kothari, 2004).

The researcher adopts this type of scale so as to give respondents a wider choice of answers and therefore, gathering different views of respondents. The open-ended questions have been developed for the respondent to express their views (opinion) and suggestions. The instrument has been used because they are the means through which accurate information have been drawn out in the study of this kind where a variable under investigation requires statement of facts and personal opinions. The questionnaires were administered to the respondents after getting official permission from the respective authorities that is Municipal Education Officer and heads of school to their respective

Table 3.2: Definition of Scale

Response rating	Mean Range	Scale	Interpretation
Strong Agree	4.24-5.00	4	Very high
Agree	3.43-4.23	3	High
Not sure	2.62-3.42	2	Medium
Disagree	1.81-2.61	1	Low

Source: Adopted from Renis Likert (1932)

3.7.2 Documentation Review

These are data obtained from other people's findings. They are obtained from various records such as textbooks, journals, statistical abstract, magazine, films and map. In order to find out students' performance the researcher has used checklist to determine the records as a Documentary Review Guide to get general information of students' academic performance from individual school level performance for three years past. This is in line with Amin (2005), who states that, "*documentation provides information by carefully studying written documents or visual information source.*" The researcher has used documentation and this was official documents provided by school for record keeping such as students' examination results for the year 2014, 2015 and 2016.

3.7.3 Key Informant Interview Guide

In order to supplement the questionnaire instrument, the researcher used key informant interview guide. The targeted respondents were the headmasters, academic masters (Director of studies) and subject teachers in the selected secondary schools in Musoma Municipality, Mara - Tanzania. This is because they have key information needed for the study which the questionnaire might not give clearly, such as performance of the teachers and motivational aspects that the questionnaire might not capture. Additionally, Sekaran (2003) defines key informants as *respondents who hold important information which is relevant to the objectives of the study by giving the information they hold*. Interview guide has an advantage of clarifying question to the respondents as he/she gives relevant data (Kinoti, 1998 and Mugenda, 1999 as cited by Ssendendo, 2008).

3.8 Validity and Reliability of Data

3.8.1 Validity

Validity is the extent to which the instrument measures that which it was intended to measure, or, how truthful the research results are. In other words, validity determines whether the research truly measures what was intended to measure or how truthful the research results are. Validity referred question like: Does the research instrument allow you to hit "the bull's eye" of your research object? Researchers generally determine validity by asking a series of questions, and will often look for the answers in the research of others (Joppe, 2000).

Validity measures the extent to which the instrument achieves what it sets out to do (Smith, 2003). The validity of instrument has been measured by using content valid index, that is, the total number of valid items/total number of items. If the average index is 0.7 or above, then the instrument has been considered valid (accepted) for this study (Amin, 2005). The validity of instrument has been established through consultation with the supervisor and other research experts.

3.8.2 Reliability

According to (Joppe, 2000) defines reliability as: The extent to which results are consistent over time and an accurate representation of the total population under study which is referred to as reliability, and if the results of a study can be reproduced under a similar methodology, then the research instrument is considered to be reliable. Furthermore, Reliability is a concept used for testing or evaluating quantitative research. The idea is most often used in all kinds of research. If we see the idea of

testing as a way of information elicitation, then the most important test of any qualitative study is its quality.

Insofar as the definitions of reliability and validity are concerned, in research, it reveals two strands: Firstly, with regards to reliability, whether the result is re-applicable. Secondly, with regards to validity, whether the means of measurement are accurate and whether they are actually measuring what they are intended to measure (Glesne & Pushkin, 1992).

3.9 Ethical Issues

Ethics refers to legal rules that govern behavior **or method or procedure or perspective** for deciding how to act and for analyzing complex problems and issues (Emory and Cooper, 1991). In relation to research it is important to have an ethical in research, because it promotes **the aims of research**, such as knowledge, truth, and avoidance of error. For example, prohibitions against fabricating, falsifying, or misrepresenting research data hence promote the truth and avoid error.

Likewise, since research often involves a great deal of cooperation and coordination among many different people in different disciplines and institutions, ethical standards promote the **values that are essential to collaborative work**, such as trust, accountability, mutual respect and fairness (Borg and Gall, 1989). For example, many ethical norms in research, such as guidelines for authorship, copyright and data sharing policies, and confidentiality rules in peer review, are designed to protect intellectual property interests while encouraging collaboration.

Most researchers want to receive credit for their contributions and do not want to have their ideas stolen or disclosed prematurely. Third, it helps to ensure accountability to the public and also help to build public support for research (Borg and Gall, 1989).

3.10 Data Analysis

Data has been analyzed, whereby for quantitative data the computer program SPSS has been used to analyze the data. This is because, this program is simple and easy to analyze and interpret the findings. Objective 1 and 3 will be analyzed by using descriptive statistics where frequencies and percentage tables and weighted mean have been used. Objective 2 has been analyzed by using Pearson Correlation in order to establish the relationship between the effects of school supervision on school effectiveness and student's performance in secondary schools and make a reference. The hypothesis has been tested by using P - value of Pearson Coefficient Correlation at 0.05 significant levels. If the calculated P - value is ($P \leq 0.05$), the researcher will have rejected the Null Hypothesis.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the study findings on teachers' understanding of the effects of school supervision on school effectiveness and student's performance in secondary schools Musoma Municipality, Mara – Tanzania.

The first part establishes the demographic characteristics of the respondents and this is followed by the responses that are reported according to the research objectives: to explore the understanding of teachers about the role of school supervision in secondary schools in Musoma Municipality, to examine the views of the teachers about the relationship between school supervision and school effectiveness in Musoma Municipality, and to determine the challenges that school supervisors face as they engage in school supervision activities in Musoma Municipality, Mara – Tanzania.

4.2 Respondents' Demographic Characteristics

The original sample size for this study was 359 respondents, but in the course of data collection, the researcher managed to collect 353 questionnaires, meaning that 6 questionnaires represented an error of omission. However, 353 questionnaires already portray a 98.32% rate of return. Descriptive statistics (frequency and percentages) were used to analyze objective one, which was to find out the demographic characteristics of the respondents in terms of sex (gender), age, marital status and

educational level. The frequency and percentages were meant to establish the most frequently occurring response and the least frequently occurring responses.

4.3 Respondents` Demographic Characteristics

Table 3 presents the characteristics of the respondents including sex, age, marital status and educational level.

4.3.1 Sex

Regarding sex of respondents, male was 212 (60.05%) and female were 141 (39.94%). Male Respondents were majority by 212 (60.05%). Basically, this means that the study had both male and female respondents. Shrake (2004) says when a society does not believe that women can equally do as good as what men can, unequal demographics of the male and female would exist.

Table 4.1: Respondents` Demographic Characteristics

Items	Description	Frequency	Percentages
Sex (gender)	Male	212	60.05
	Female	141	39.94
Age	15 -30	332	94.05
	31 -35	13	3.68
	36 -40	6	1.69
	41and above	2	0.5
Marital status	Single	333	94.33
	Married	20	5.66
	Divorced	0	0.0
Education level	Certificate	0	0
	Diploma	6	28.57
	Degree	11	52.38
	Other	4	19.05

Source: Field Survey (2017) N = 353

4.3.2 Age

In respect to respondents' age structure (94.05%) 332 were in age of 15-30, (3.68%) 13 were in age 31-35. This shows that most of students' respondents in form three were in age of (18-21) (60.3%) (1.69%) 06 were in age of 36-40 and (0.5%) 02 were in age of 41 and above as indicated in the Table 4 above. This shows that most students in Musoma Municipality are in the age of (15-30) years old. This might be due to the study itself which required many students rather than teachers which were used as key informants.

4.3.3 Education Level

This shows (refers) to accomplishment of teachers in the field of education Table 4 indicates that 11 (52.38%) of the teachers are first degree holders, 6 (28.57%) are holders of Diploma 04 (19.05%) have (other education) which means master's degree/post graduate qualification. This result suggests that secondary schools in Musoma Municipality are taught with qualified teachers.

4.4 Understanding of Teachers about the Role of School Supervision

The first objective of the study was to explain the understanding of teachers about the role of school supervision in secondary schools in Musoma Municipality, Mara – Tanzania. Interview was used to solicit this information. The question was: *What is the role of school supervision in your school?* The following were some of the responses.

Teacher 1: The role of school supervision for me is to ensure that teaching is done and school environment is conducive for teaching and learning.

Teacher 2: What I know on the role of school's supervision is done for improve teaching and learning process all over the world. Satisfactory levels of quality and will also offer more added value in terms of teacher performance and student achievement.

Teacher 3: The role of school supervision is field, which was introduced so as to provide service and to help teachers in to facilitate their own professional career.

In relation to the response of the teachers on the role of school supervision it indicates that both have the same answers as far as education content it concerns. From the above responses, the understanding of the role of school supervision may means different things to different people, simply because of lack of knowledge of the theory of school supervision, with the result that there may be considerable confusion in the day to day interactions of the teachers and school supervisors. This confusion leads to apparently contradictory viewpoints, ranging from claims that school supervisory is wastage of time and intrusion of smooth school activities and an act of undermining teachers' professionalism, and therefore the major role of school supervision become meaningless for the teachers and for the students. The awareness and understanding of the role of school supervision – evidenced in this study have not, however, been translated in school effectiveness and students' academic performance, with no consideration of the philosophy behind school supervision. The situation remains, in most schools, analogous to an Old Vic production of Hamlet in which the choice of an actor to play the melancholy Dane is left largely to chance. Of course, they would prefer an Olivier or a Burton, but perhaps Wally Cox will just have to do.

This is supported with Chain (1990) who answered that supervision leads to satisfactory quality of educational process and to add values in terms of teacher

performance and students' performance. This also was supported by (MoEC, 2005). Which improve that the role of school supervision in Tanzania is done to ensure that school environment, various policies such as the school rules and regulations, school uniforms, availability of teaching and learning materials, and number of classrooms, desks and toilets/latrines available in the school. They also, assess the teacher/pupil ratio, incomes and expenditures of the financial resources of the school both from the government and from the school projects. Having effective of school supervision will help to achieve profession growth of the teachers and student's academic performance (MoEC, 2005).

This is in line with O'Connor, 2001 who declared that the supervisions had made little or no useful impact on students' performance. Furthermore, an inappropriate conceptualization of whole school supervision embodied in an unreasonable expectation of what was possible in the circumstances may have added to their dissatisfaction. To quote Ferguson in his recent publication "they –School inspectors– were 'not dealing with perfect processes but with imperfect judgments made by fallible human beings working under pressure in often difficult circumstances'" (Ferguson, 2000: 144).

During his study, O' Connor (2001) discovered that the initial assertion by most teachers that the whole school supervisions had made very little impact in terms of developing the school, and its subsequent contradiction by some of them can be interpreted in a number of ways all of which pivot on the notion that because of the tentative nature and status of knowledge their judgment in fact may be wide of the mark. The study by Nyahove (2014) revealed that the teachers although perceive the

role of supervisors to be of importance interims of checking how the curriculum is being implemented, there have been underground dissatisfaction among teachers on the school supervisors to interfere the teachers and they tend to explain the unpractical things to the teachers who have the experience of the classroom practice. This rise tensions between the two sides. Hence, the teachers attach meaning to the supervisors in mixed feelings that is not at the end concluding best relationship between the two sides.

4.5 Relationship between School Supervision and School Effectiveness

The second objective was assessing the relationship between school supervision and school effectiveness. Interview schedule was used to get information from the teachers. The question was:

“What are your views on the relationship between school supervision and school effectiveness?”

Teacher 1: I believe there is a close relationship between school supervision and school effectiveness because that is what is expected. But this is not what is actually happening. A lot of schools have no necessary resources to teach and the supervisors have no powers to ensure schools have adequate materials, so despite the good intentions, the goal is not realized.

Teacher 2: Good instruction of school supervision to teaching staffs help to improve effectiveness in teaching and learning in secondary schools.

Teacher 3: The relationship between school supervision and school effectiveness it leads to satisfactory quality of educational processes.

The findings on views of the teachers about the relationship between school supervision and school effectiveness in secondary schools Musoma Municipality as cited by respondents. The findings show that, respondents who proved that close relationship between school supervision and school effectiveness leads to satisfactory quality of educational processes were 21 (100%), respondents who said it helps to improve school with its activities of teaching and learning were 20 (95.25%), political interference were 18 (85.71%) respondents who said it helps to school teachers to improve teaching and learning processes and develops academic counseling were 17 (80.95%). This means that the major views of the teachers about the relationship between school supervision and school effectiveness is that it leads to satisfactory quality of educational processes.

This is further observed from representative's quotes of respondents "the role of school supervision in my school helps to satisfactory quality of educational processes "the response of the teachers were supported by Sorgiovanni and others, (1995) pointed out that the relationship between the school supervisor and school effectiveness, create awareness and interventions to supervise hence, to understand the underlying process of supervision and therefore be active participant in the supervision process.

4.6 Challenges that School Supervisors Face as they Engage in School

Supervision

The third and the final objective of this study was to determine the challenges that school supervisors face as they engage in school supervision activities in Musoma. Interview schedule was used to collect this information.

The question was:

“What are the challenges that school supervisors face as they engage in school supervision in Musoma?”

The following were some of the responses.

Teacher 1: “One of the challenges is shortage in the number of supervisors in relation to the number of schools”. This is the challenge because supervision processes fail to achieve its objective of improving teacher’s profession and achieving student academic excellences due to little supervision received.

According to Badah, *et al* (2013) they observe that due to shortages of supervisors they rarely visit the teachers because of large numbers of teachers on their schedule. Munson, C. (1981) also supported the idea, he relates to the Tanzanian situation due to the limited number of external supervisors, in most of schools the external supervision process is mainly done at once per academic year.

Teacher 2: On my side, “I think lack of formal training for supervisory make them uncomfortable in problems solving in educational issues”.

The response from the teacher is similar with research studies by Alhamed (cited in Rashid, 2001), which based on the challenges that school supervisor’s face, among secondary school teachers in Cyprus. The results of the study prove that, lack of continuous training system for supervisors to update their educational knowledge and skills is obstacle of the practice of supervision. Alhamed suggests that training

program of supervisor is very important; it aimed at improving skills for supervisors and makes them to become effective on doing their job.

Oluochi (2013) maintains that getting the funds and other transport resources have been a big challenge to the district supervisors when doing school supervision. Given the school remote environment and the distance from the district, make some schools go even ten years unsupervised by the school inspectors.

Teacher 3: The response from the third teacher's based on "the perception of teachers toward supervision".

Through field discussion, it is observed by the teacher and supervisor is also seen as vital. Classroom observation appears to work best if in cycle of preparation, observation and feedback, hence the need for supervisor and supervisee to work hand in hand before even after the observation process. In doing all these, teacher must feel that the supervision is there to serve and to help them in order to facilitate their own professional so as the goals of the school might be better attained effectively (Lilian, 2007). Various activities such regularly classrooms visiting and forcing the teachers to prepare lesson plan daily push most of teachers to perceive supervision in negative aspect. In line with this, researches shown in UNESCO (2007) pointed out that, bitter complaint about supervisor work further include irregular and bad planning of visits every time. Teachers also strongly dislike the classic fault-finding approach and expect supervisors to treat them as professionals and take into account the specific realities of the school when providing advice (UNESCO, 2007).

In response to the teachers above, according to objectives of the research its concern, several studies recommended that there must be effective support the supervisors on the instruction and an efficient program of supervision. Teaching can become more precise if the supervision process plays its significant roles (Leeper, 1969). It means that, effective improvement on the skills of teaching largely depend on efficient and effective supervision (Leeper, 1969). Furthermore, he argued that these should involve motivation of teachers, inspiration and trust, these will help to develop positive attitude to the teachers about teaching and job satisfaction of the supervisors. The suggestion will be useful to Tanzania if the supervisors will arrange and work on it because it will help to increase awareness and confidence to the new teachers.

According to Assefa (2014), commended that, teachers expect a lot of professional support from educational administrators as they had great experience and better skill; they must be committed to help and support teachers rather reasoning of having many responsibilities. In Tanzania it is true that educational leaders have many responsibilities and making supervision as an extra duty while teachers need effective supervision. Having effective support will help to achieve profession growth of the teachers and student's academic performance.

For Tanzania to archive the objective of supervision; Government, educational leaders, society and teachers should be geared to positive attitude about supervision and teaching profession, continuous training to supervisors and teachers and ongoing supervision process. When these will be performed effectively will create effectiveness of school and student's performance in secondary schools in Musoma Municipality.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

School supervision has grown to become a vast enterprise. It employs thousands of people, consumes massive amounts of money and demands huge amounts of time from both their employers and the teachers they supervise. Therefore this study aimed at addressing questions regarding to whether teachers have a clear understanding of the role of school supervision, their views and huddles that school supervisors encounter in their day to day school supervision. Chapter 1 dealt with the introduction and background of the problem, while chapter 2 presents the literature related to this study. Chapter 3 is on the research methodology and chapter 4 was about data presentation.

5.2 Summary of the Study

5.2.1 Teacher Understanding of the Role of School Supervision

If the goals of school supervision in secondary schools are to be accomplished, teachers need to understand their role and how it relates to school effectiveness and students' academic performance. Based on programme theory, school supervision has a great potential to help the school management, the teachers and the students' performance. For all its educational value, the understanding of the relationship between school supervision and school effectiveness and students' academic performance still remains on the margin of teachers' repertoire of understanding. Consequently, secondary schools are characterized by the teachers who consider school supervision as an intrusion without and added value to their day-to-day

teaching and assessment, as a result of which most of the schools find school supervision to be boring, uninteresting, and irrelevant (Shaughnessy et al 1985).

Given the current status of secondary schools in Tanzania, there is a need to transform secondary schools from closed to open organization. Secondary school teachers need to be concerned with how to make school supervisors their colleagues and collaborators in education. To that end, we need to understand how teachers understand the role of school supervision and their view on its performance in bringing about school effectiveness and students' academic performance. When we come to know more about teachers' understanding of the role of school supervision, we will be in a better position to efficiently and effectively deal with the problems of teacher inefficiency in secondary schools in Tanzania. The present study attempted to address this need by investigating the teachers' understanding of the role of school supervision and their views on its effectiveness in bringing about school effectiveness and students' performance in Musoma district. For this reason, this study is significant in terms of its potential to contribute to the gap in the literature.

As Marecho, (2012). Reported, much of the initial attention focused on traditional concept of supervision, which meant 'to see from above' or to 'oversee' with no consideration of its impact on school effectiveness or on students' performance. However, the participants of this study quite positively understood the relationship between school supervision and school effectiveness and students' performance. This interesting finding of the study seems to be inconsistent with previous research results. Since this study used a small sample, it may be the case that the participants' understanding of the relationship between school supervision and school effectiveness

is just an exception to the understanding and teaching in many secondary schools in Tanzania.

Perhaps the sampling of the participants, all of whom were more inclined to teacher effectiveness than the average secondary school teacher, was the reason for their leaning toward school effectiveness and students' performance. Or it is because of the current debate on quality education the raising standards of teaching and learning teachers have begun to see the importance of school supervision. Because of the influences of educational discourses on the importance of school supervision on school effectiveness in recent years, teachers' view of school supervision might have been changed within the last decade and a half. That is, today's secondary school teachers might be different from that of the 1990s in terms of several respects including teachers' understanding and urge for quality education. What is more, teachers' conceptions of school supervision are dynamic rather than static. Teachers continuously modify, change, redefine, or add to their understanding of school supervision on the basis of their experiences in a variety of settings. For this reason, further studies should be undertaken in order to illuminate the question of whether teachers' belief on the role of school supervision has changed or not.

5.2.2 Relationship between School Supervision and School Effectiveness and Students' Performance

5.2.2.1 Shortage of School Supervisors

The findings of the study suggest that the participants did not have enough knowledge base on at least one of the school supervision theories. As a result, they had difficulty explaining how school supervision theories, especially programme theories, relate to

satisfactory quality of educational processes and to more added values in terms of teacher performance and student performance. Therefore, one of the themes that emerged from the data is teachers' difficulty articulating their perspectives on the relationship between school supervision and quality of education and students' performance. To illustrate this, the heads of schools did not recognize how school supervision relates to realization of quality of education and teacher effectiveness.

When asked about their views of the relationship between school supervision and school effectiveness and students' performance, many hesitated before giving their answers. After being provided a brief explanation about the role of school supervision, some said, 'I don't really have a strong opinion on how school supervision really fit into quality education and students' performance. This may mean, 'I don't really have that strong knowledge base on programme theory. It is probably something that I should read about more'.

5.2.3 The Challenges of the School Supervision in Selected Secondary Schools

The discussion has shown that the supervision system is not performing to the maximum as they lack of the proper supervision induction that would guide properly to do their jobs in the proper ways. The discussion has also showed that the supervisors are challenged by the shortages of funds and the remote allocation of schools; this limits their navigation to the assessments and inspection assignments.

This practice leaves many schools unchecked for years, which impede the quality of teaching and learning among school students.

5.3 Conclusion

In relation to the objectives the following were made; in relation to demographic characteristics it was concluded that male respondents dominated at 212 (60.05%) The study revealed that the status of students` performance was found to be very strong with regard to the school supervision on school effectiveness. This means that when School Supervision goes up, student performance also goes up. Improvement on school`s supervision such as school visits and classroom visits perceived by student result in student performance. The study also revealed that this two-variable depending each other.

It was further concluded that there is strong relationship between school supervision and student`s performance in Secondary Schools Musoma Municipality. Therefore, if positive effectiveness of school supervision will be maintained, students will have positive attitudes towards the subject, hence student`s performance will be high, and also if school supervision will have negative attitude towards school visit and classroom visit the student`s performance will be low. It was also found that, apart from the role of the school supervision, other factors contributes to low academic performance were poor teaching and learning environment, poor support from the parents with regard to academic and disciplinary issue, long distance from home to school and crowded of the students in the classroom in secondary schools Musoma Municipality.

5.4 Recommendations

The following recommendations are given based on the findings of this study. The government through the Ministry of education and vocational training should help

make changes as required in order to improve students' performance in secondary schools in Musoma Municipality Mara-Tanzania; also, it is necessary that workshops and seminars to be organized to emphasize the effect of school supervision on school effectiveness and students' performance.

Although this study has achieved its aim and objective of examine understanding of the effects of school supervision on school effectiveness and student's performance in secondary schools in Musoma Municipality and Relationship between the school supervisor and school effectiveness.

There are a number of related aspects that warrant additional research. These are as follows:

The study recommends the school inspectors to regularly provide teachers with prompt feedback, if possible, immediately after inspection for teachers to diagnose their strong and weak areas. In addition to that being done, they should increase the frequency of school inspection, especially in remote areas. It is also recommended that the school inspectors should explain to the teachers their goals and objectives so that teachers are clear of what they are expected to do.

5.5 Further Research

The study investigated teachers' perception on the role of the school supervision: Case of selected Musoma secondary schools. Another study is recommended to assess the perception of the other school stakeholders like school board members on the role of supervision in secondary schools.

REFERENCES

- Aferguson, N., Earley. P., Fidler, B., & Ouston, J. (2000). *Improving Schools trndhelicon: The se/f: Inspecting school*, London, Paul Chapman Publishing.
- Amin, M. E. (2005). *Social Science Research Concept, Methodology and Analysis*. Uganda: Makerere University Printer.
- Amin, M. E. (2004). *Foundation of Statistical Inference for Social science Research*. University of Yaounde Cameroon and Makerere University Kampala Uganda.
- Armstrong, M. (2003). *Team Rewards*. London Chartered institute of Personnel and Development.
- Assefa, E. B. (2014). *The practices and challenges of instructional supervision: in Sossa zone primary schools*.
- Badah, A. (2013). *Difficulties Facing the Educational Supervision Processes in the Public School of the Governorate of Jarash of Education*. Journal of International education Research.
- Creeswell, J. W. (2012). *Educational research: Planning, conducting and evaluating*
- Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed methods approach* (2nd Ed.). Thousand Oaks, CA: SAGE Publications.
- Carroll, M. (2007). *One More Time: What is Supervision?* Psychotherapy in Australia, VOL 13 NO 3, and Australia viewed on 20th December, 2012.
- De Grauwe, A. (2008). School Supervision: A Tool for Standardization or for Equity? *Directions in Educational Planning: Symposium to Honor the Work of Françoise Caillods: Thursday 3 July –Friday 4 July 2008*.
- Nevo, D. (1983). The conceptualization of educational evaluation: An analytical review of the literature. *Review of Educational Research*, 53(1), 117-128.

- De Grauwe, A., & Naidoo, J. P. (2004). School Evaluation for Quality Improvement: an ANTRIEP Report [online]. Available: <http://unesdoc.unesco.org/images/0013/001398/139804e.pdf> [23 November 2007].
- Dean, J. (1995). 'What teachers and head teachers think about supervision', *Cambridge Journal of Education*, 25, 1, 45-52.
- Eurydice. (2004). *A Close-up on the Evaluation of Schools* [online]. Available: <http://www.eurydice.org/portal/page/portal/Eurydice/showPresentation?Pubid=060EN> [16 November 2007]
- Fazel, J. (2009). *Planning education systems for future excellence*. Dar es Salaam: University Press
- Ferguson, N., Earley, P., Fidler, B., & Ouston, J. (2000) *Improving Schools trndhpeclion: The Self: inspec/in school*, London, Paul Chapman Publishing.
- Fleming, I., and Steen, L. (2004). *Supervision and Clinical Psychology: Theory, practice and perspectives*. Brunner-Routledge: New York NY 10001.
- Furlang, J. (2002). Ideology and reform in teacher education in England: Some reflections on Cochran-Smith and Fries. *Educational Researcher*, 31, 23-25.
- Galabawa, J. (2001). *Development and issues regarding Universal Primary Education (UPE) in Tanzania*. Paper Presented at ADEA Biennial Meeting Held in Arusha, Tanzania, 7-11 October.
- Glatthorn, A. A. (2000). *Principal as curriculum leader shaping what is taught and tested*. New York: Corwin.

- Haas, M. S. (2002). *The Influence of Teaching Methods on Student Achievement*, Unpublished Research, and Dissertation Submitted to the Faculty of the Virginia Polytechnic Institute and University.
- Guloba, M. Wokodola J. & Bategeka (2010). *Does Teaching Methods and Availability of Resources Influence Pupils' Performance*, (Unpublished Research) in Uganda.
- Glanz J., and Behar L. S. (2000). *Paradigm debates in curriculum and supervision: Modern and postmodern perspectives*. Westport, CT: Bergin and Grvey.
- Grauwe, A. (2007). *Transforming School Supervision into a Tool for Quality Improvement*. *Journal of International Review of Education* 53:709-714.
- Jeffrey, B., Woods, P. (1998) *testing teachers: the effect of school supervision on primary teachers*. London: Flamer Press.
- Jeffrey, B., Woods, P. (1998). *Testing teachers: The effect of school supervision on primary teachers*. London: Falmer Press.
- Joppe, M. (2000). *The Research Process*. Retrieved February 25, 1998, from <http://www.ryerson.ca/~mjoppe/rp.htm>
- Kokkinos, K. (2000). *Dimension of occupational stress on secondary school teachers in Cyprus*. In S. Georgiou, L. Kiriakides. And Christou, K. *Contemporary research in Education* (pp. 5-13). Nicosia: University of Cyprus.
- Kokkinos, K. (2000). *Dimensions of occupational stress on Secondary School Teachers in Cyprus*. In S. Georgiou, L. Kiriakides, & Christou, K. *Contemporary Research in Education*, (pp.5-13). Nicosia: University of Cyprus.

- Kothari, C. R. (2004). *Research Methodology*, New age International Publisher New Delhi.
- Kothari, C. R. (2008). *Research Methodology and teaching* New age International Publications New Delhi.
- Kothari, C. R. (2004). *Research Methodology: Methods and Techniques* (2nd Ed.). New Delhi: New Age International limited.
- Kothari, C. R. (2004) *Research Methodology: Methods and Techniques, 2nd Ed.* New Delhi: New Age International (P) Ltd., Publishers.
- Koutsoulis, M.(2002/Apr.) “Teacher evaluation from the students” Article presented at the 7th symposium of the Cyprus Educational Society. Nicosia: Cyprus.
- Kutsyuruba, B. (2003) *Instructional Supervision: Perceptions of Canadian and Ukrainian Beginning High-School Teachers*. Master’s Thesis, University of Saskatchewan.
- Leeper, R. (1969). *Supervision: Emerging Profession. Strategies and techniques*: Corwin press, Lillis K. M. (1992). *Improving basic education: Preconditions for successful supervision and supervision -implications for training*. UNESCO May 1992.
- Marecho, E. W. (2012). *Factors influencing the role of quality assurance and standards officers in primary school curriculum implementation in Kitui county, Kenya* (Unpublished master’s thesis). University of Nairobi, Nairobi.
- Matete, R. E. (2009). *The Impact of Primary School Supervision on Teaching and Learning in Tanzania: A Study of Mbeya City District*. Master’s thesis, University of Oslo.

- Matete, R. E. (2009). *The impact of primary school supervision on teaching and learning in Tanzania: A study of Mbeya city district*. Unpublished Master of Philosophy in Comparative and International Education, Institute for Educational Research, Faculty of Education, University of Oslo.
- Meuret, D. & Morlaix, S. (2003) 'Conditions of Success of a School's Self-Evaluation: Some Lessons of a European Experience' in *School Effectiveness and School Improvement*. Vol.14, No.1, pp 53-71.
- Mmbando J. S. & Hongoke C. (2010). *Management, Supervisions and supervision for effective delivery of quality education*. Thematic Paper for the Joint Education Sector Annual Review 2010. Tanzania Commission for Universities
- Manado, J. S., & Hongoke, C. (2010). *Management, Supervision and Supervision for effective Delivery of Quality Education*. Thematic Paper for the joint education sector annual Review 2010. Tanzania Commission for Universities
- MoEC, (2000). *School Supervision Training Manual*, Dar es Salaam: Ministry of Education and Culture.
- MoEC, (2005). *School Inspectorate: Powers, Roles and Responsibilities*.
http://www.moe.go.tz/inspectors/roles_respons.html. Accessed on 6th April 2008
- MoEC, (2005). *School Inspectorate: Powers, Roles and Responsibilities*.
- Mohanty, J. (2008). *Educational Administration Supervision and School Management*, New Delhi: Deep & Deep Publications.
- Monson, E. (1981). Style and structure in supervision. *Journal of education for social work*.

- Mulkeen A. (2005). *Teachers for Rural Schools: A challenge for Africa Ministerial Seminar on Education for Rural People in Africa: Policy Lessons, Options and Priorities* hosted by the Government of Ethiopia, Addis Ababa, Ethiopia, 7-9 September 2005
- Nambassa, M. K. (2003). *The Impact of Classroom Supervision on the Quality of Teaching and Learning in Primary Schools in Wakiso District, Uganda, Unpublished Master's Thesis*. Makerere University, Kampala.
- McGlyn, A. and Shalker, V. (1995). *Recent development in the Scottish process of school weakness in the practice of school supervision. Cambridge Journal of Education, 25(1): 13-21.*
- Nampa, C. (2007). *Supervision and Teachers' Performance in Catholic Secondary Schools in Luwero District, Uganda*. Unpublished Master's thesis, Makerere University.
- National Audit Office, (2010). *A performance audit report on school supervision programme for secondary schools in Tanzania*. Dar es Salaam. Controller and Auditor General (CAG) of the United Republic of Tanzania.
- Nyerere, J. (1967). *Education for Self-Reliance*, Government Printer: Dar es Salaam Press.
- Nzabonimpa, B. (2010). *Head teachers' General and Instructional Supervision*. Published Master's Thesis; Bugema University Education Resource Information Center (ERIC) ED 527043.
- Oleteipa, J. (2013). *School supervision on students' performance*. Thesis; Bugema University Kampala, Uganda.

- O'Connor, P. P. (2001). *The Policy, process and impact of whole school supervision at primary level in the Republic of Ireland from the perspective of some inspectors and teachers*. Edn thesis, The Open University.
- Okumbe, J. A. (1999). *Educational management: Theory and practice*. Nairobi, Kenya: Nairobi University Press.
- Omari, I.M., (1995). *Conceptualizing quality in primary education in Tanzania*. In Paper in Education and Development No.16. Dar es salaam University: 24-48.
- Quantitative and qualitative research; Boston: Pearson Education.
- Reeves, D.R. (2002). *The daily disciplines of leadership: How to improve student's achievement, staff motivation and personal Organization*. An Francisco: Jersey-Bass.
- Sajjad, S. (2011). *Effective Teaching Methods at Higher Education Level*, Unpublished Research, Submitted to the University of Karachi, Pakistan.
- Silasse, H. F. (2002, 2004). "*The status of professional development program for secondary school teachers in Addis Ababa city administration* A.A.U MA thesis.
- Sergiovanni, T. (1995). *The principal ship: A reflective practice perspective* (3rd ed.). Boston: Allyn and Bacon
- UNESCO, (2004). "*School evaluation for Quality improvement*", a report of the meeting of the Asian Network of Training and Research Institutions in Educational Planning (ANTRIEP), Kuala Lumpur, Malaysia 2-4 July 2002.
- URT, (2008). *Basic education statistics in Tanzania (BEST): National data*. Dar es Salaam: Ministry of Education and Vocational Training, October 2008.

- URT, (2008). *Report on school supervision programme for secondary schools in Tanzania*. Dar es Salaam, Controller and Auditor General (CAG) of the United Republic of Tanzania.
- URT, (2009). *Handbook for school supervision. 3rd Edn. Dar es Salaam*: Ministry of Education and Vocational Training. Available from: [Http://216.15.191.173/Inspectors/Roles_Respons.Html](http://216.15.191.173/Inspectors/Roles_Respons.Html). [Accessed 12th December, 2013].
- URT, (2010). *Basic Statistics in Education, National data*: Ministry of Education and Vocational Training. Available from [Http://216.15.191.173/Statistics.Html](http://216.15.191.173/Statistics.Html) [Accessed 22rd December, 2013].
- URT, (2001a). *Basic Education Master Plan (BEMP).Medium Term Strategic and Programme Framework 2000- 2005*. Dar es Salaam: Ministry of Education and Culture.
- URT, (2003). *Joint Review of the Primary Education Development Plan (PEDP). Final Report*. Dar es Salaam: Ministry of Education and Culture.
- Williams, M.W. (2003). *The relationship between principal response to adversity and student's achievement*. Dissertation Abstracts. Cardinal Stritch University Press.
- Whitby, K. (2010). *School Supervision: Recent Experiences in High Performance Education Systems*. CfBT Education.

APPENDICES

Appendix 1: Questionnaires

Dear Respondent,

I am Nyakigha C. Patricea Master's Degree of Education student of The Open University of Tanzania, Mara Region, doing a research entitled "The Effects of School Supervision on Students' Performance Secondary Schools in Musoma Municipality Mara - Tanzania". I feel comfortable to interact with you in this academic exercise Therefore, this questionnaire is intended to capture the research data from you as you are experienced in this field. The questionnaire consists of questions which can take you hardly 15 minutes to finish answering them. The research is purely an academic undertaking thus; no part of information sought will be used for non-academic purpose. I guarantee anonymity and confidentiality.

SECTION A; Demographic Information

For each of the following items, please put on (tick \surd) beside the choice that best describe you.

Sex: Male _____ Female _____

Age: 20-30 yrs. _____ 31-35 yrs. _____ 36-40 yrs. _____ more than 40 yrs. _____

Marital status: (a) Single _____ (b) Married _____ (c) Divorced _____

Others specify

Education level: (a) Teacher grade IIIA (b) Diploma in Education (c) Degree in Education (d) Other specify

INTERVIEW

What do you consider to be the role of school supervision in your school? Please explain with examples,

In what ways do you think school supervision contribute to school effectiveness.

Please explain with examples

What challenges do school supervisors face as they engage in school supervision activities in your school and in other schools in Musoma? Please provide examples.

How do school supervisors help school teachers, improve their teaching in classroom and Develop professionally?

SECTION B: SCHOOL SUPERVISION

The following are a number of statements related to school inspection and teachers job performance. Read each statement carefully and circle corresponding number indicating your best response: 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Not sure (U), 4 = Agree (A) 5 = Strongly Agree (SA)

No.	ITEMS	SD	D	U	A	SA
	SCHOOL VISIT					
1.	Each term school supervision is done to ensure that teaching and learning is taking place.	1	2	3	4	5
2.	Each term school supervision is done to evaluate teacher-pupil rapport.	1	2	3	4	5
3.	Each term school supervision evaluates teachers conduct.	1	2	3	4	5
	CLASSROOM VISIT					
4.	School supervision is done to ensure that teachers have good classroom instruction and management.	1	2	3	4	5
5.	School supervisors evaluate pupils' record of assessment.	1	2	3	4	5
6.	School supervision is done at least 4 times in the term.	1	2	3	4	5

INTERVIEW

What do you consider to be the role of school supervision in your school? Please explain with examples,

In what ways do you think school supervision contribute to school effectiveness. Please explain with examples

What challenges do school supervisors face as they engage in school supervision activities in your school and in other schools in Musoma? Please provide examples.

How do school supervisors help school teachers, improve their teaching in classroom and Develop professionally?

Appendix 2: Table for Determining Sample Size from a given Population

	N	S	N	S	N	S	N	S
10	10		15	14	20	19	25	24
30	28		35	32	40	36	45	40
160	113		170	118	180	123	190	127
	200	132	210	136	220	140	230	144
240	148		250	152	260	155	270	159
280	162		290	165	300	169	320	175
340	181		360	186	380	191	400	196
420	201		440	205	460	210	480	214
500	217		550	226	600	234	650	242
700	248		750	254	800	260	850	265
900	269		950	274	1,000	278	1,100	285
1,200	291		1,300	297	1,400	302	1,500	306
1,600	310		1,700	313	1,800	317	1,900	320
2,000	322		2,200	327	2,400	331	2,600	335
2,800	338		3,000	341	3,500	346	4,000	351
4,500	354		5,000	357	6,000	361	7,000	364
8,000	367		9,000	368	10,000	370	15,000	375
20,000	377		30,000	379	40,000	380	50,000	381
	75,000	382		1,000,000	384			

N = Population, S = Sample Size

Source: Morgan & Krejcie (1970)

Appendix 3: Time Schedule

The researcher anticipates taking four months to complete the study as indicated below:

ACTIVITY	PERIOD	TOTAL TIME
Proposal writing	1 st April– 30 th May,2017	One months
Proposal defense	1 st - 14 th May, 2017	Two weeks
Testing research instruments	15 th – 30 th May,2017	Two weeks
Data collection	1 st – 14 th June,2017	Two weeks
Data analysis and interpretation	15 th June - 30 th June,2017	Two weeks
Report writing	1 st July– 14 th July, 2017	Two weeks
Typesetting and binding	15 rd – 30 th July, 2017	Two weeks
Thesis defense	1 th – 14 th August, 2017	Two weeks
Thesis submission	15 th – 21 st August 2017	One week

Thank you for your time and assistance

Appendix 4: Research Clearance Letters

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF RESEARCH, PUBLICATIONS, AND POSTGRADUATE

STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es
Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: drpc@out.ac.tz

11/11/2017

TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason, staff and students undertake research activities from time to time.

To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you Mr. NYAKIGHA C. PATRICE who is a Master student at the Open University of Tanzania? By this letter, Ms. Lucama has been granted clearance to conduct research in the country. The title of his research is “TEACHER UNDERSTANDING OF THE EFFECTS OF SCHOOL SUPERVISION ON SCHOOL EFFECTIVENESS AND STUDENTS PERFORMANCE IN SECONDARY SCHOOLS IN TANZANIA: A CASE OF MUSOMA MUNICIPALITY. The period which this permission has been granted is from 13/11/ 2017 to 12/12/2017.

In case you need any further information, please contact:

The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820

We thank you in advance for your cooperation and facilitation of this research activity.

Yours sincerely,



Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

HALMASHAURI YA MANISPAA YA MUSOMA

(Barua zote zipeleikwe kwa Mkurugenzi wa Manispaa)

Simu: 028 2620550

Fax: 028 - 2620550

Barua pepe: md@musomamc.tz

info@musomamc.tz



Ofisi ya Mkurugenzi
Halmashauri ya Manispaa
S.L.P 194
MUSOMA

Kumb. Na. HMM/SE/F 13/VOL.1/ 64

Tarehe: 13 Nov, 2017

Idugu Nyakigha C. Patrice,

S.L.P 194

MUSOMA - MARA.

YAM: KIBALI CHA KUFANYA UTAFITI

Tafadhali husika na somo tajwa hapo juu.

Kwa barua hii kibali kinetolewa kwa Nyakigha C. Patrice ambaye ni mwanafurzi wa Chuo Kikuu Huria ili aweze kukamilisha sehemu ya masomo yake kwa mada ya utafiti inayohusu "TEACHER UNDERSTANDING OF THE EFFECTS OF SCHOOL SUPERVISION ON SCHOOL EFFECTIVENESS AND STUDENTS PERFORMANCE IN SECONDARY SCHOOLS" katika shule za sekondari ndani ya Halmashauri Manispaa ya Musoma.

Nakutakia Utafiti mwema,



Godfrey Steven.

**Kny: Mkurugenzi wa Manispaa,
Halmashauri ya Manispaa,
MUSOMA.**

**K. N. Y. MURUGU
HALMASHAURI YA MANISPAA
MUSOMA**

Nakala: Afisa Elimu Sekondari,
Halmashauri ya Manispaa
MUSOMA.

Nakala: Wakuu wa shule,
Shule za sekondari
Halmashauri ya Manispaa
MUSOMA. - (Naomba apokelewe)

