

Influence of Heads of School Instructional Supervision Practices on Teachers Work Performance in Public Secondary Schools in Lindi Region-Tanzania

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Abstract

The effectiveness of instructional supervision of heads of school to improve the teaching and learning performance has been questioned by various studies. This study investigated the instructional supervision role of heads of school and its influence on teachers' work performance in public secondary schools in Lindi region, Tanzania. The study examined the extent to which heads of school discharged their instructional supervisory responsibilities and assessed the extent to which heads of school instructional supervisory activities influenced teachers work performance. The study was informed by mixed methods approach with a sample of 57 public secondary schools out of 124 public secondary schools found in the region. 171 respondents were included in the study including 103 teachers, 57 head masters and 11 class masters. The study used questionnaires; interviews and documents review as tools for data collection. Thematic analysis was used for the qualitative data, while for quantitative data, descriptive and inferential statistics were employed. The study revealed that despite the challenges that heads of school demonstrated a significant understanding of their supervisory instructional duties, but did not effectively engage teachers in improving professional skills. The analysis showed that teachers seemed to avoid conflicts with head teachers and hence limited mechanisms to improve performances.

Keywords: Effective teaching, School leadership, Supervisory skills.

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1. Introduction

Global educational policies and programs alike have brought forth significant challenges to many education systems worldwide though educational policy in the twenty-first century is the key to global security, sustainability and survival (Musungu & Nasongo, 2008; Mapolisa & Sabalala, 2013; Ndebele, 2013). As a response, Ngussa (2014) denotes that this survival is guaranteed through adequate work, supervision as one of strategic survival approaches. As a manager in any organization, contends Grauwe (2001) one must ensure that objectives are met and that employees learn how to enhance their performance through regular appraisals and supervision.

Historically, instructional supervision originated in the earlier American education system in which schooling was in the hands of local authorities (Ngussa, 2014). Supervision was handled by non-professionals included the trustee, school wardens, selectmen and citizen committees. The supervisory practices were mainly concerned with fulfilment of the prescribed curricular needs and management of schools rather than the improvement of teaching and learning process. It referred to as inspection due to its autocratic nature. Autocratic relationships between supervisors and teachers began to wane giving way to the period of co-operative group effort between 1937 and 1959. Teacher shortage experienced due to growth of towns and upsurge in population necessitated the employment of more teachers some of whom were untrained. Instructional supervision was therefore required (Musa, 2014). However, the effectiveness of heads of school in Tanzania is been questioned by various studies (Kuluchumila, 2014; Musa, 2014). For instance, Jumapili (2015) attributed irregular classroom attendance of teachers and students with inadequate supervision of school heads. Expounding it further, Mgonja (2017) denoted that poor supervision of teaching and learning activities by school heads caused poor learning outcomes because students do not learn what they should be. Some heads of school have little knowledge and skills to manage conflicts (Ngussa, 2014) and they are not able to articulate and involve teachers and students in realizing the school goals and mission (Mgonja, 2017). Moreover, Mkanga (2016) denotes that Heads of secondary schools were not familiar with the concept of instructional supervision and they did not undertake classroom observations.

Beyond doubt, lack of supervision has apparently made some teachers no longer regard teaching as a desired career and ever take it for granted. To make the matter worse, teachers who fall under this category do not mind about improving their teaching, school performance and report in school whenever they like and do school duties unenthusiastically (HakiElimu, 2014; Mkumbo, 2012). In the Kenya context, Kiamba (2012)

emphasized that direct supervision creates a platform for both teachers and school heads to use their collective expertise in self-appraisal of teachers, to identify gaps in teacher skills, knowledge and competencies in order to provide the vital support needed for teachers' professional development. Furthermore, in Kenya, principals of public secondary schools are appointed with an assumption that the pre-service training and experience they gain while discharging their duties is enough to enable them perform their tasks effectively (Wenzare, 2012). Samoei (2014) points out that Teacher Service Commission appoints principals based on the number of years they have taught. However, a lot of newly appointed principals and those who have been in the field long enough, face challenges due to lack of training to prepare them for their new roles as principals.

Furthermore, Musa (2014) points out that there have been indicators of falling standards in quality of teaching and learning in Lindi region in Tanzania, due to a number of factors that have affected pretty much on the quality teaching and students' performance. Despite of all these shortfalls reported in the school leadership in Tanzania, there are no clear strategies that stipulated in the new education and training policy of 2014 to improve management and leadership of schools. Therefore, the present study intended to examine the instructional supervision roles of heads of schools and its influence on teachers work performance.

2. Research Methodology

2.1 Study area

The study conducted in Lindi region in the southern part of Tanzania. The region purposely selected for the research because it has been performing poorly and the least performing region in national examinations for almost four consecutive years from 2014 to 2017 (Ministry of Education, Technology, Culture and Sports, 2017). Second, teachers posted to public secondary schools in the region sometimes stay for a short time before they ask for transfer to other schools in other regions. Moreover, few studies concerning instructional supervision issues have been conducted in Lindi region. For instance, the last studies conducted in the region was an assessment of the implementation of free basic education in Tanzania: a case of Ruangwa District Council, Lindi Region (Mbawala, 2017).

2.2 Research design

The quantitative part of the study employed descriptive design to collect data on influence of heads of school instructional supervision on teachers' motivation. Kothari (2004) asserts that descriptive research gives the general picture of the results under the studied objectives through using measures of central tendency particularly mean, mode and medians; and measures of dispersion particularly range, standard deviation and variance; hence it described the characteristics of the respondents generally, including explaining cause-effect relationships.

2.3 Study population and sampling

The population for the study had heads of schools, class masters and teachers from 124 public secondary schools found in Lindi region. They were taken as the population for the research because they had the information needed for this study based on the specific objectives of the study. The size of the sample guided by the purpose of the study, nature of the population, and the availability of time and resources. Moreover, Omari (2011) also proposed that sample size can be determined by the type of data to be gathered and analysed (Table 1).

Table 1: The Sampled schools and teachers

District	No. schools	School sample size	Teachers sample size
Lindi rural	16	8	24
Kilwa	26	13	39
Liwale	17	8	24
Nachingwea	27	11	33
Ruangwa	21	9	27
Lindi urban	17	8	24
Total	124	57	171

The researcher of this study followed this procedure in line with Ary et al. (2006) that one can select a sample from a list of schools and then include all teachers in those schools in the sample. The number met the criterion for the sample size according to Cooper and Schindler (2006) who gives a rule of thumb that the sampling of at least 68 people means that the researcher is giving the questions a reasonable chance of showing themselves as useful in the analysis that be conducted.

2.4 Data collection

This study involved primary and secondary sources of data collection methods. Whereas the primary sources of data collected through questionnaire, focused group discussion and interview methods. The secondary data gathered through documents review method.

2.5 Data analysis

The study used both quantitative and qualitative data analysis procedures. For quantitative data, descriptive and inferential statistics were used. In descriptive statistics researcher employed frequency and percentages. Microsoft excel was used to do Analysis of Variance (ANOVA), other inferential statistics involved simple and multiple regressions techniques and F-tests.

3. Results

3.1 The extent to which head of schools checks teachers' professional records

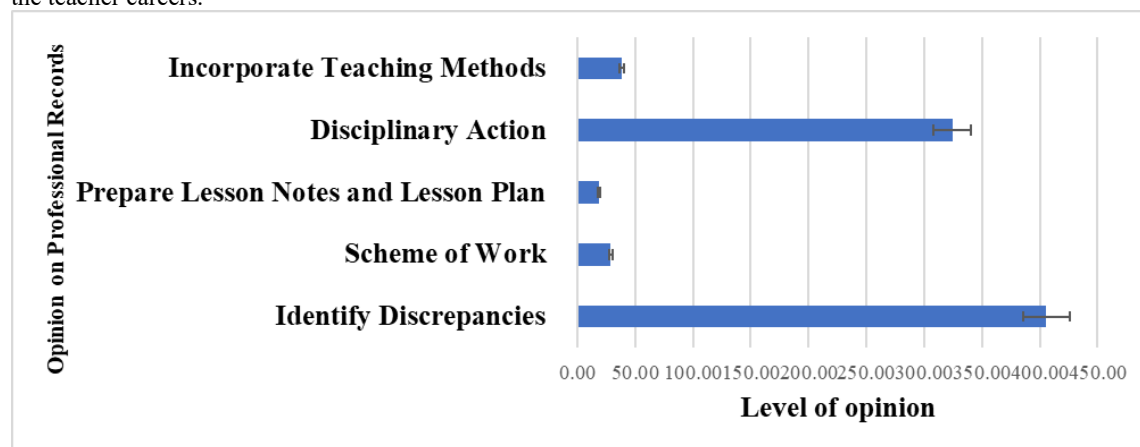
Secondary school teacher's views on whether heads of school should check teachers' professional records analyzed the following aspects; Head of school checks teacher's profession records to identify discrepancies that need improvement, head of school ensure teachers prepare scheme of work before commencement of new academic year, head of school ensure teachers prepare their lesson notes and lesson plan before going to the class, head of school took disciplinary action to teachers who fail to write lesson plan, scheme of work or lesson notes and head of school teachers incorporate appropriate teaching method, instructional materials and homework in their lesson plan. The Table 2 and Figure 1 below shows the responses of teachers' opinions on head teacher records evaluation for professional development.

Table 2: ANOVA table showing teacher's opinion concerning whether heads of school checks teachers professional records in Lindi region in Tanzania. There is a relatively significant number of teachers ($p = 0.113$) who feel that heads of school do not do enough in the improvement of professional records

Source of Variation	SS	df	MS	F	P-value	F crit
Between teacher opinions range	1463.800	4.000	365.950	2.243	0.113	3.056
Within teacher opinions	2447.000	15.000	163.133			
Total	3910.800	19.000				

The findings was that 27.2% and 35% of teachers strongly disagreed or disagreed respectively. He teachers answered the query stated as "head of school checks teacher's profession records to identify discrepancies that need improvement". On this statement, 21.4% and 15.5% teachers strongly agreed or agreed with the statement respectively. This comes to suggest that the necessity of checking teachers' professional records for improvement did not practice by the head of schools in the study area.

Figure 1: Showing the teachers opinions regarding to whether heads of school checks teachers professional records in Lindi region in Tanzania. It shows that the heads of school mostly focused on the negative aspects of professional development like identifying discrepancies and ready to take disciplinary action rather than building the teacher careers.

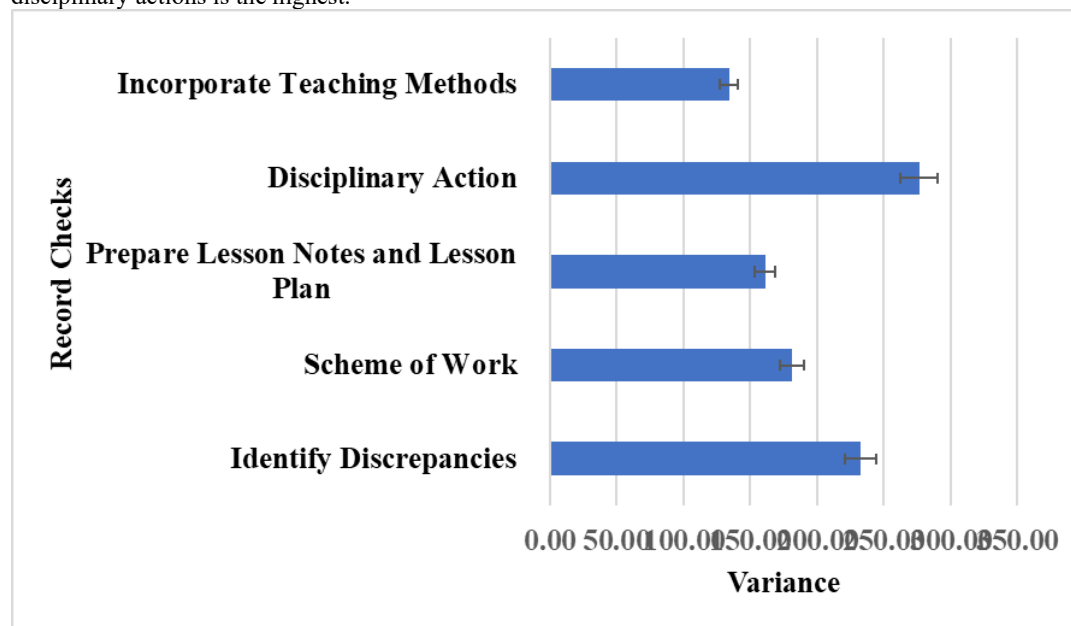


An evaluation of the heads of school record evaluation diversity evaluated as shown in Table 3 and Figure 2 below. It shows that the heads of school were not deliberate in cultivating positive aspects of professional development like content delivery methods of using schemes of work and lesson plans.

Table 3: ANOVA table showing heads of school checks of teachers professional records in Lindi region in Tanzania. There is a significant number of evidence ($p = 0.813$) showing some effort of heads of school checking records but the expectation and attitude of the teachers was that they focused on the negative aspects of professional development.

Source of Variation	SS	df	MS	F	P-value	F crit
Between head of school document checks	307	4.000	76.750	0.390	0.813	3.056
Within head of school document checks	2954	15.000	196.933			
Total	3261	19.000				

Figure 2: The levels of heads of school check for teacher professional development at Lindi region in Tanzania showing a level of punitive actions their evaluation of teachers. The expectation of observing discrepancies and disciplinary actions is the highest.



3.2 Teachers Views regarding head of schools supervisory performance in teachers teaching and learning process

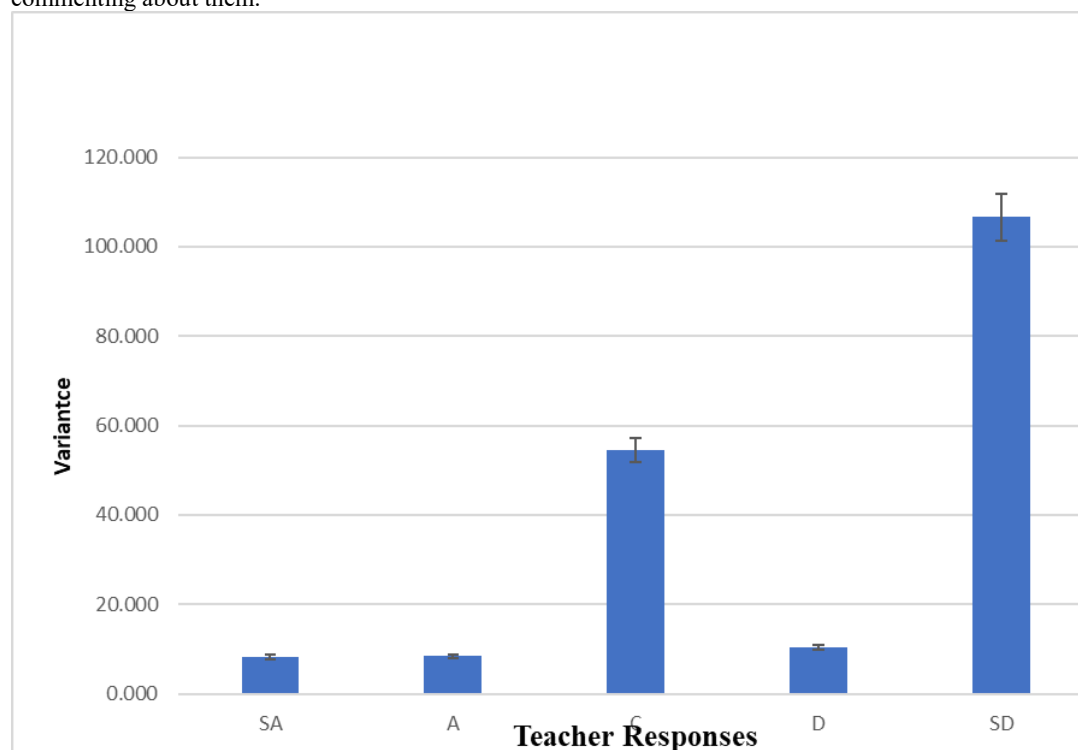
We evaluated the following aspects of heads of school supervisory performance in teachers teaching and learning process by examining the following; head of school conduct regular meetings with teachers to evaluate teaching activities, head of school organize in-house training to tackle instructional problems identified by teachers during teaching, head of school visit classrooms to observe teachers' use of teaching and learning aids, head of school guide teachers on the appropriate methods of teaching, head of school provide teachers with constructive feedback in my school, head of school plan and make agreements with teachers on the suitable time for class observation. We evaluated the following aspects of heads of school supervisory performance in teachers teaching and learning process by examining the following; head of school conduct regular meetings with teachers to evaluate teaching activities, head of school organize in-house training to tackle instructional problems identified by teachers during teaching, head of school visit classrooms to observe teachers' use of teaching and learning aids, head of school guide teachers on the appropriate methods of teaching, head of school provide teachers with constructive feedback in my school, head of school plan and make agreements with teachers on the suitable time for classroom observation, head of school discuss with teachers on the objective of the lesson before the actual presentation and head of school follow up the lesson attentively from the beginning to the end. In this regard, teachers were requested to rate the effectiveness of their head of school performance in responsibility pertaining teaching and learning process as shown in Table 4 and Figure 3.

Table 4: ANOVA analysis of teacher responses on head teacher activities

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between agree and disagree	8815.2571	4.0000	2203.8143	58.5528	0.0000	2.6896
Within agree and disagree	1129.1429	30.0000	37.6381			
Total	9944.4000	34.0000				

$P < 0.05$ meaning at Lindi region there was a significant difference of head teacher activities amongst schools. There is need to harmonize head teacher activities in the schools.

Figure 3: Most teachers are disagreeing with the activities of head teachers in the schools and many are afraid of commenting about them.



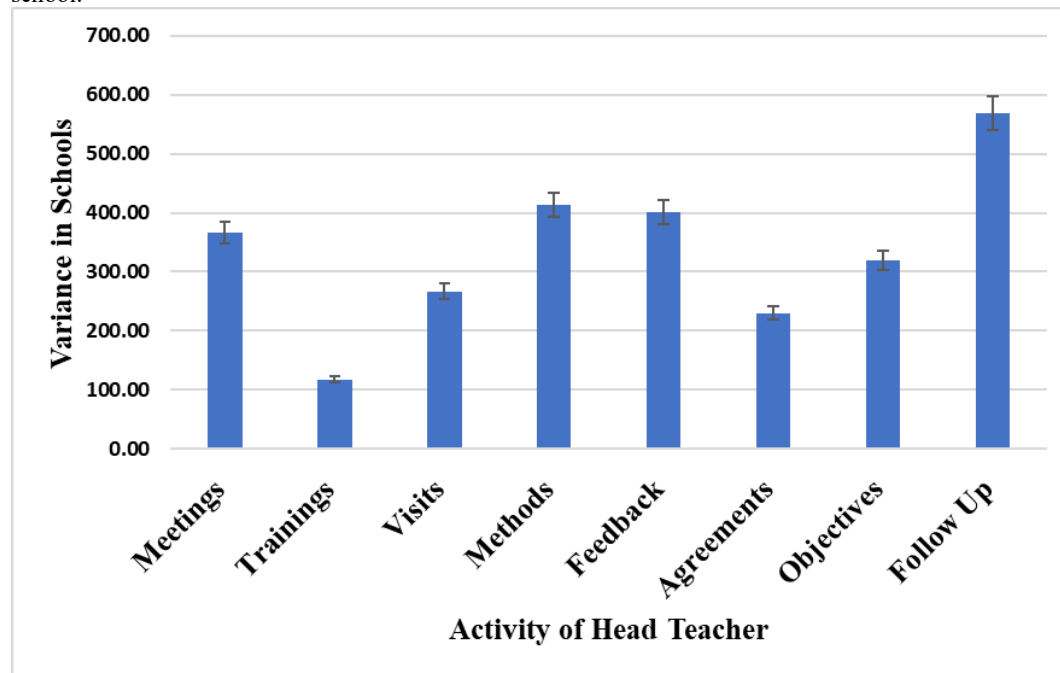
Majority of teachers did not agree with the notion that head of school conducted regular meetings with teachers to evaluate issues related to teaching learning activities of teachers. A considerable number of teachers 21.4% and 35% who strongly disagreed or disagreed with the notion that head of school organize in-house training to tackle instructional problems identified by teachers supported this during teaching respectively. Whereas only 7.8% and 9.7% strongly agreed or agreed with the notion respectively as shown also in Table 5 and Figure 4 below.

Table 5: ANOVA analysis of head teacher activities in Lindi region

<i>Source of Variation</i>	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>P-value</i>	<i>F crit</i>
Between activities	12.4688	7.0000	1.7813	0.0053	1.0000	2.4226
Within activities	8045.7500	24.0000	335.2396			
Total	8058.2188	31.0000				

$P=1$ meaning the activities of the head teachers were independent of one another and each activity should be taken with its singular importance.

Figure 4: Follow-up was the highest but trainings were the least. There is need for head teachers and teachers to make more visits and make performance agreements. There is insincere feedback from teacher to heads of school.



It was also observed that even those head teachers who had an opportunity to visit classrooms did not stay for the entire period in the class while observing the teachers. This is despite the objective that purpose of classroom observation was to improve the quality of teaching learning activities in the classrooms.

4. Discussions

Supervision is a formative process that focuses upon professional development and the improvement of instruction. Effective supervision should result in growth and learning by the teacher and the student. It is characterized by a collegial, helping relationship between administrators or teachers and the teachers in a climate of trust and mutual understanding. School headship is considered as a change agent and a contributing factor to the success of school programmes (Lupimo, 2014, Jumapili, 2015; Musa, 2014). Available records showed that many teachers in secondary schools in Tanzania hardly prepared schemes of work and lesson plans; and neither do they conduct sufficient remedial classes for academically weak students, prepare lesson notes, or give immediate feedback (Mkumbo, 2012; HakiElimu, 2014; Jumapili, 2015). These kinds of pedagogical practices believed to be responsible for the poor performance of many students in the national examinations year after year (MoEVT, 2009). For example, according to NECTA Lindi region for three years consecutively has been among list performing regions in SCEE with Grade Point Average of 3.8449 (2020), 3.9902 (2019) and 4.1967 (2018). Yet, heads of school supervise teachers during their course of duty.

This research focused on the instructional supervisory roles of school heads, extent to which heads of schools carry out their instructional supervisory activities and how they influence teachers work performance as well as the challenges heads of schools' encounter in carrying out their instructional supervisory activities and how to address them in Lindi region.

Egwu (2015) suggests that teachers tend not to favour individualized and unsupportive instructional supervision, which does not address their individual needs. They further argue that teachers disagree with instructional supervision that recommends change, which they believe is not possible in their classroom behaviour. Darling-Hammond (2010) believes that instructional supervisors should use specified, measurable outcomes as an evaluation tool. This approach plays a major role in supervision as it describes and highlights the teaching and learning that happens each day in the classroom, without focusing on how a teacher measures up to the standards required.

Akiri (2014) used descriptive analysis in assessing how principals' instructional and administrative strategies improve academic performance of students in public secondary schools in Nigeria. The study also revealed that the factors that the principals' strategies to promote academic performance are effective communication, team working, recognizing teachers' efforts, advising, counselling and encouraging. However, these factors seem to be more administrative than instructional. Nzabonimpa (2009) studied the influence of

secondary school head teachers' general and instructional supervisory practices on teachers' work performance in Uganda. The study indicated that head teachers in private secondary schools carried out instructional supervision informally through routine checks of their teachers' pedagogic documents and visiting teachers during classroom instruction. The study indicated a moderate relationship between supervision and teachers' performance.

According to Cruz et al (2015) heads of school must check the teaching standards in reference to lesson plans, schemes of work, records of work covered, ensure teachers attendance on duty and students' attendance in the class by keeping their respective records in the registers. The study revealed that majority of teachers reported that heads of school did not regularly check teachers' professional records and identify discrepancies that need improvement regularly. The findings also show that the heads of school did not check lesson plans regularly. They did not ensure that teachers prepare their lesson plan and lesson notes before going to the class neither take any disciplinary action to those who failed to prepare them. As a result, teachers found to lag behind their own schemes of work for more than two to three topics. There was little agreement between head teachers and teachers in improving the teaching and learning process.

5. Conclusions

The research findings drive us to make the following conclusions; although heads of school had a clear understanding of their instructional responsibilities they are supposed to execute in their respective schools, they however, did not execute most of their instructional duties as law instructs them. They also did not take any action to teachers who do not perform their duties although teachers showed fear of being fought guilty of negligence of duty. There was a significant relationship between checking teachers' professional records, teachers' professional development, provision of instructional resources, classroom observation and motivation reward and teachers work performance according to studies but in Lindi region, this was not implemented. This could have multifaceted reasons but this study identified that lack of head teachers missing in discussion sessions with teachers on their challenges and expecting feedback was a major hindrance in improving teacher performances. The teachers needed consistent and constant sharpening of their skills and heads of school recommended facilitating this process.

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