INFLUENCE OF INSTRUCTIONAL SUPERVISION BY HEADS OF SCHOOLS ON TEACHERS' WORK PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN LINDI REGION, TANZANIA

SARAH V. CHIWAMBA

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CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance by the Open University of Tanzania a Thesis titled; **"Influence of Instructional Supervision by Heads of Schools on Teachers' Work Performance in Public Secondary Schools in Lindi Region, Tanzania"** in fulfilment of the requirements for the Degree of Doctor of Philosophy of the Open University of Tanzania.

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Dr. Evaristo Mtitu

(Supervisor)

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Date

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Dr. Mary Ogondiek

(Supervisor)

…….

Date

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DECLARATION

I, **Sarah Vincent Chiwamba,** declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine and presented in partial fulfillment of the requirement for the Degree of Doctor of Philosophy (PhD).

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Signature

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Date

DEDICATION

The thesis is dedicated to my loving husband Dr. Edmund Mutayoba and our two Sons Brian (Tumwesige) and Vincent (Mwombeki), my parents Mr and Mrs Vincent Chiwamba, my inlaws Mr and Mrs Vedasto Mutayoba and all Chiwamba's and Mutayoba's family at large. Psalm 133:1-3 *"Behold, how good and how pleasant it is for brethren to dwell together in unity! It is like the precious oil upon the head, running down on the beard, the beard of Aaron, Running down on the edge of his garments. It is like the dew of Hermon, Descending upon the mountains of Zion; for there the LORD commanded the* ***blessing****— Life forevermore."*

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ABSTRACT

This study investigated the influence of instructional supervision by heads of schools on teachers' work performance in public secondary schools in Lindi region, Tanzania. The study aimed to; examine teachers and heads of schools' understanding on heads of schools instructional supervisory roles, examine the extent to which heads of schools discharge their instructional supervisory roles, examine instructional supervisory options practiced in public secondary schools, assess the extent to which heads of schools instructional supervisory roles influence teachers' work performance and examine the challenges heads of schools encounter in carrying out their instructional supervisory roles in Lindi region. The study engaged mixed methods approach with the sample size of 171 participants. The study used questionnaires, interviews, documentary review as tools for data collection. Data analyzed qualitatively through thematic and quantitatively with descriptive and inferential statistics. The study revealed that teachers and heads of schools understood most of the head of school instructional supervision roles; though they did not execute well their instructional supervisory roles such as checking teachers' lesson plan, scheme of work and lesson notes. Generally, study findings revealed that 68.5% of teachers' job performance is attributed to the combination of the independent factors that related to heads of schools' instructional supervision roles such as checking teachers professional records, teachers' professional development, provision of instructional resources, and classroom observation. It is suggested that heads of schools to put in place effective mechanism of monitoring teachers' and MoEST provide capacity building seminars and workshops to heads of schools.

Keywords: *Instructional Supervision, Supervisory Roles, Heads of Schools, School.*

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ABBREVIATIONS AND ACRONYMS

ADDIE model	Analysis, Design, Development, Implementation and Evaluation
DAO	District Academic Officer
DAS	District Administrative Secretary
DEO	District Educational Officer
EFA	Educational For All
ESDP	Education Sector Development Programme
FGD	Focus Group Discussion
MOE	Ministry of Education
MoEST	Ministry of Education, Science and Technology
RAS	Regional Administrative Secretary
RC	Regional Commissioner
REO	Regional Educational Officer
SOIL	Supervisory Options for Instructional Leaders
SDG	Sustainable Development Goals
TTU	Tanzania Teachers Union
UNESCO	United Nations Educational Scientific and Cultural Organization
UPE	Universal Primary Education
URT	United Republic of Tanzania
USE	Universal Secondary Education

CHAPTER ONE

BACKGROUND TO THE STUDY AND CONTEXT OF THE PROBLEM

1.1 Introduction

The chapter discusses the historical background of instructional supervision in Tanzania, statement of the problem, purpose of the study, objectives of the study and research questions. It also contains significance of the study, limitations and delimitations of the study, and definitions of key terms used in the research. The components under this chapter give information about the whole study.

Formal education is widely acknowledged to play critical roles in both individual and societal development. It is considered an investment that accrues both private and social returns and hence, is functional for individual and national progress, irrespective of the level at which it is provided (Zepeda, 2017). For formal education to achieve its goals, school heads and teachers must fully accomplish their responsibilities and roles. Teachers are in the best position to make decisions that directly affect students' well-being and achievement (Stark, McGhee, & Jimerson, 2017). Therefore, one key concern for success of educational institutions is to ensure that teachers are well supervised.

Adu, Akinloye and Olaoye (2014) suggested that supervision should be considered a deliberate effort aimed at enhancing the outcomes of each educational institution. It is a process of involving teachers in instructional dialogue for improving teaching and increasing student achievement (Sullivan & Glanz, 2013). According to Grauwe (2001), instructional supervision refers to the supervision carried out by the head teacher, subject heads, and other assigned supervisors in a school with the aim of

providing guidance and support to teachers. In fact, Kuluchumila (2014) denotes that instructional supervision occurs in two main ways, namely classroom observations (formal and informal) and portfolio supervision. Teaching and learning processes become more effective if instructional supervision is being conducted with teachers. Ekyaw (2016) denotes that effective instructional supervision by the school head is critical to the realization of the outlined objectives of the school.

1.2 History of Instructional Supervision in Tanzania

Global educational policies and programs have brought forth significant challenges to many education systems worldwide though the 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 can be guaranteed through adequate work supervision as one of strategic survival approaches. As a manager in any organization, Grauwe (2001) contends that one must ensure that objectives are met and that employees learn how to enhance their performance through regular appraisals and supervision.

Historically, evolution of instructional supervision is evident throughout history as a reflection of learning theory and social and political influences (Fine, 1997). In colonial New England, the process of instructional supervision was an external inspection conducted by appointed citizens who would inspect teachers and students in schools (Glanz, 1977; Ngussa, 2014). This inspectional process of school supervision made judgments about the management of the school and the teacher rather than the teaching or student learning (Burnham, 1976). This theory of school

supervision at that time was known as Administrative Inspection (Lucio & McNeil, 1962). Instructional supervision processes and periods evolved over years as the United States population grew and federal and state governments began funding school systems and standardizing the practices of public education (Glanz, 1991).

The formal activity of instructional supervision by professional personnel began in the second half of the 19th century as population growth in major cities necessitated the formation of school systems (Glanz, 1977). The efforts of early reformers shifted the supervision of schools from bureaucratic and political influences to an individual superintendent in school districts who supervise instruction and whose primary responsibilities were to expertly control, legislate and supervise the school (Glanz, 1991). The primary role of a superintendent during the late nineteenth and early twentieth centuries was supervision of instruction (Glanz, 1977). This process was comprised mainly of inspection of classroom teaching and the correction of teacher behaviors (Glanz, 1977)

Grauwe (2001) denotes that in Tanzania school supervision began in the 1920s during the colonial era. After independence in 1962 primary and secondary school supervision sections were separated and became Tanzania mainland and Zanzibar, the distinction of the sections was made in 1984. At present, according to Government education circular number 3 of 2016 heads of schools are expected to supervise all academic, administrative and management issues in schools (Mgonja, 2017). He pointed out that MoEST and LGAs are not closely supervising and monitoring District Education Officers (DEOs). Subsequently, DEOs also, are not keeping a close eye on visiting schools to monitor heads of schools, who in turn also

are not closely supervising teachers. As an unreliable alternative, supervision and monitoring are conducted on phone and social media or e-mails by filling appraisal forms, yet there is no practical evidence that someone is performing in the field (Mgonja, 2017).

Tanzanian supervision effectiveness of school heads is questioned by various studies (Kuluchumila, 2014; Musa, 2014). Jumapili (2015) recognized irregular classroom attendance of teachers and students with inadequate supervision of school heads. Expounding it further, Mgonja (2017) denoted that lack of effective school instructional supervision of head of schools caused poor students' academic performance in many public secondary schools in Tanzania. More important, Ngussa (2014) revealed that most of the heads of schools have little knowledge and skills towards instructional supervision. In supporting Ngusa's concern, Mkanga (2016) denotes that heads of secondary schools are not familiar with the concept of instructional supervision and they did not undertake classroom observations.

Furthermore, Musa (2014) points out that there have been indicators of falling standards in the quality of teaching and learning in Lindi region in Tanzania, due to a number of factors that have affected much on the quality of teaching and students' performance. Beyond doubt, because of lack of supervision, some teachers do not regard teaching as a desired career and they 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). Educational stakeholders have expressed their views on the poor performance of secondary

schools in Tanzania; some blamed the school leaders and teachers while some blamed students themselves and parents. However, the fact remains that, school supervision correlates with the professional growth of teachers and academic achievement in Tanzania.

Despite all these shortfalls reported in the school leadership in Tanzania, no clear strategies are stipulated in the new education and training policy of 2014 to improve management and leadership of schools. Therefore, this study stresses on investigating instructional supervision roles of heads of schools and how they affect teachers' work performance in public secondary schools of Lindi region.

1.2.1 Role of Instructional Supervision on Teacher's Performance

Instructional supervision refers to the process of inspecting both what the students learn, and what teachers teach (Mapolisa & Sabalala, 2013). Exemplifying more, Okendu (2012) asserts that instructional supervision involves things such as teacher evaluation, students' progress assessment, instructional strategy analysis, lesson planning, preparation and presentation, and conduction of practical sessions. This management practice evolved after it was realized that there was little that could be achieved by grouping employees together without a leader (Okumbe, 2007). Arguably, through supervision head of school obtains a clear framework of responsibilities and activities of each of his/her staff members in his/her school. It enables the head of school to evaluate the extent to which activities, objectives, policies and events are successfully carried out (Tesfaw, & Hofman, 2012).

Various scholars have acknowledged the importance of instructional supervision role played by head teachers. For example, to Zepeda (2013) and Oghuvbu (2001),

instructional supervision, as an essential component of instructional leadership, is of paramount importance in improving instruction and students' academic achievement. In this context, Malunda et al. (2016) define supervision as a "general leadership function that coordinates and manages school activities concerned with learning" (p. 10). Oliva (2005) proposed a reflective model of supervision in which he suggested that since teachers vary in their goals and learning styles, supervisors should take into consideration to these differences in the ways they supervise.

As a leader, heads of schools need to be acquainted with school the curriculum and other school matters. They must be able to link staff improvement to instructional improvement. According to Oliva and Pawlas (2007), as school leaders, they must be "teachers of teachers", by constantly counseling teachers, diagnosing educational problems, evaluating, and remediating the pedagogical work of teachers. Leadership, in this sense, is multidimensional, involving managerial human and educational skills. The quality of leadership makes the difference between the success and failure of a school (Okumbe, 2007). As Oduro (2009) asserts, ineffective supervision of instruction by head of schools may cause a lot of laxity amongst teachers in school setting which may lead to students' poor performances, school dropouts and the development of low self-esteem among students.

Researches show that more effective schools characterized by a shared vision and a strong instructional leader are responsible for establishing and communicating that vision. Expounding it further, Nwambam and Eze (2017) assert that school vision includes the development, transmission, and implementation of an image of a desirable future. According to Ndebele (2013), effective school has clearly

articulated mission through which the staff members share an understanding of and commitment to instructional goals, practices, assessment procedures and accountability. Mohammed (2014) argues that schools require good leaders to manage the process of teaching and learning to ensure that the mission of the school is achieved. Manaseh (2016) found that, in effective schools, there is a coaching environment where teachers coache one another, a situation Huber and West (2002) in their theory of differentiated supervision call peer supervision or collegial supervision.

Habimana (2008), basing on the theory of differentiated supervision, emphasizes that some situations call for a more direct approach to supervision by school heads. He refers to this as administrative monitoring. Visible presence of the head teacher in school is correlated with higher teacher work performance and student academic performance (Water et al., 2004). Researchers such as Grauwe (2001,Dhinat (2015), Musungu and Nasongo (2008), and Samoei (2014) have found that heads of schools in high performing schools checked attendance registers, schemes of work, lesson notes, lesson plan, records of work covered and class attendance records more frequently than those in average and low performing schools. This study established that head teachers' frequency of internal supervision contributed towards better performance. This involved proper tuition and revision, thorough supervision of teachers' and students' work, proper testing policy, syllabus coverage, teacher induction courses and team building. This justified the need for this study.

1.3 Statement of the Problem

Instructional supervision is considered as a changing agent and contributing factor to

the success of school programmes (Lupimo, 2014, Jumapili, 2015; Musa, 2014). In recognizing this, the Government Education Circular Number 3 of 2016 articulates clearly that heads of school are expected to supervise all academic, administrative and management issues in schools (Mgonja, 2017). However, it is felt in the literature that many teachers in public secondary schools in Tanzania hardly prepare schemes of work, lesson plans and lesson notes. They neither attend class regularly nor conduct sufficient remedial classes for academically weak students and give immediate feedback (Mkumbo, 2012; HakiElimu, 2014; Jumapili, 2015). It is logical to associate lack of instructional supervision with poor performance of many students in public secondary school-graduate every year in Tanzania and Lindi in particular (MoEVT, 2009). For example, for three years consecutively, Lindi region has been among the least performing regions in SCEE with Grade Point Average of 3.8449 (2020), 3.9902 (2019) and 4.1967 (2018).

In order to improve school supervision, attempt made by the Government of the United Republic of Tanzania to amend centralization policy and adopt decentralization policy that was in the year 1970s and 1990s. The Government believed that some degrees of decentralization would empower individual schools to adapt changes in their external environment and be more responsive to the needs of students and the community, and therefore increase students' performance (MoEVT, 2009; URT, 2013).

Researchers found that most of the researches conducted in Tanzania mainly focused on influence of leadership style on teachers work performance (see, Lupimo, 2014, Jumapili, 2015; Musa, 2014) and influence of heads of schools' leadership styles on

students' academic performance (see Michael, 2017). It is for that reason the current researcher felt there was a need to undertake a study to provide an understanding of the influence of instructional supervision role by heads of schools on teachers' work performance in public secondary schools. In particular, the focus was on the extent to which heads of schools carry out their instructional supervisory activities and its impact on teachers work performance in Lindi region.

1.4 General Research Objective

Generally, the study investigated the influence of instructional supervision by heads of schools on teachers' work performance in public secondary schools in Lindi region, Tanzania.

1.4.1 Specific Research Objectives

The study aimed at achieving the following objectives:

i. To assess teachers and heads of schools' understanding on instructional supervisory roles of heads of schools in Lindi region,
ii. To examine the extent to which heads of schools discharge their instructional supervisory responsibilities in Lindi region,
iii. To examine instructional supervisory approaches in public secondary schools in Lindi region.
iv. To examine the extent to which heads of schools' instructional supervisory roles influence teachers work performance in Lindi region.
v. To determine challenges encountered by heads of schools in carrying out their instructional supervisory roles and ways to overcome them in Lindi region.

1.4.2 Research Questions

The study was guided by the following research questions:

i. To what extent do heads of schools and teachers understand the instructional supervisory roles in Lindi region play?

ii. To what extent do heads of schools discharge their instructional supervisory responsibilities in Lindi region?

iii. To what extent instructional supervisory approaches practiced in public secondary schools in Lindi region?

iv. To what extent do heads of schools' instructional supervisory roles influence teachers' work performance

v. What challenges heads of schools encounter in carrying out their instructional supervisory roles in Lindi region?

1.5 Delimitation of the Study

The study confined itself to assessing how heads of schools applied various instructional supervision techniques and procedures to supervise teachers, and how these instructional supervision techniques, procedures and feedback affect teachers work performance in their daily practices in public secondary schools in Lindi Region. This study was carried out at Kilwa, Liwale, Lindi municipal, Lindi rural (Mtama), Ruangwa and Nachingwea in Lindi region. The study had a sample size of 171 participants in a category of 103 teachers, 57 heads of schools and 11 class masters from 57 public secondary schools randomly selected from the population of 124 schools found in the region. Heads of schools participated in the study due to their virtue of power.

Heads of schools are tasked with the responsibilities of supervising all instructional activities in their respective schools. Class masters were included because they helped heads of schools to supervise teaching and learning process at classroom level. On the other hand, teachers participated because they were the ones to be supervised by heads of schools.

1.6 Limitation of the Study

The study involved participants who do not speak English very well because the language is not their mother tongue. The researcher addressed the situation by translating the research instruments into Kiswahili and administered to participants by research assistant who were fluent in both languages. However, following the cultural background of the people of Lindi, some participants refrained from signing the consent forms believing that to do so they might be implicated with unknown criminal offences and face judicial trials. Participants with such problem were allowed to communicate and participate verbally during the study.

1.7 Significance of the Study

This study is among few studies so far to investigate the influence of heads of schools' instructional supervision on teachers work performance in public secondary schools in Lindi region. From the study findings concerning teachers and heads of schools' understanding of instructional supervisory roles of heads of school, the study revealed that both heads of schools and teachers had a deep understanding of the instructional supervisory roles of heads of school. According to them, the heads of school had a duty to check teachers' records of work such as lesson plans, schemes of work and lesson notes. This finding may shade light to those who are

responsible for policy formulation and implementation to understand instructional supervisory roles played by heads of schools in public secondary schools in Tanzania.

On the extent to which heads of schools discharge their instructional supervisory activities, it was revealed that heads of schools did not take serious measures to ensure teachers punctuality in study area. The attendance register and school timetable have habitually continued to be used by sampled schools without any positive effect on teacher's punctuality. The study also revealed that heads of schools did not check teachers' professional records for the sake of improvement. The finding could be the revelation to educational officials and quality assurers to make close follow up in public secondary schools.

About supervisory instruction options practiced in public secondary schools, the study revealed that heads of schools had no sufficient knowledge on the existence and application of various options of supervision. However, sometimes teachers were familiarizing in sharing their experience through observing each other's classes for improvements. The finding is useful as it notify those who are responsible about the need to provide in-service training to secondary school heads, especially on how to supervise instructional activities at the school level.

On the extent to which heads of schools instructional supervision enhanced teachers' work performance, the study found that there is a significant relationship between checking teachers' professional records, teachers' professional development, provision of instructional resources, classroom observation and motivation reward

and teachers work performance. This finding will enable heads of schools to realize that their supervision is of very significance towards improvement of teaching and learning among their teachers and students at school level.

On challenges heads of schools encounter in carrying out their instructional supervisory activities, the study revealed multiple responsibilities, lack of qualification, negative attitude of teachers toward supervision, inadequate training among heads of schools as well as poor communication skills to be the major challenges heads of schools face in executing instructional supervisory roles. This finding will enable education officers in various levels to find means and ways of overcoming such challenges.

Practically the findings of the present study is expected to be useful for teachers training college, the Ministry of education, and curriculum developers on the need to introduce school instructional supervision training to both in-service and pre-service teachers in Tanzania. Additionally, the findings of the study are useful for district education officials and school quality assurance in performing their day-to-day activities.

1.8 Operational Definitions

The following are the operational definitions of research key terms:

Supervisory Skill: According to Ndebele (2013), supervision skills in schools refers to the ability of ensuring that principles, rules, regulations and methods prescribed for purposes of implementing and achieving the objectives of education are effectively carried out. Hence, in this study, it refers to conceptual, technical,

communication and human relations skills needed for effective supervision of school and classroom instruction.

School Leadership: According to Ngussa (2014), school leadership involves the exercise of influence over others. In this study, it refers to the ability of the Head of School to articulate the vision, mission, goals and direction of the school; build team spirit; coordinate and supervise curriculum implementation efficiently and effectively; and influence and motivate others to work towards attaining set goals and objectives.

Instructional Supervision: According to Grauwe (2001), instructional supervision refers to a set of activities that are carried out with the purpose of making the teaching and learning purpose better for the learner. In this study, it refers to the process of controlling, guiding, directing, and educating teachers and students on the appropriate procedures of implementing the school curricula activities. The supervision process considers the directives of the government through circulars, syllabi and education policy documents as well as rules set by the school.

Teacher's work Performance: According to Mgonja (2017), teacher's work performance refers to the extent to which a teacher carries out the teaching tasks successfully using the school resources under regular conditions. In this study, it refers to behavior or outcomes produced by the teacher.

Public Secondary School is a term used to describe schools belonging to the government as opposed to schools belonging to individual citizen or civil

organisations and private companies.

1.9 Organization of the Thesis

This thesis is divided in five chapters. The first chapter is the introductory part, which includes the background to the study, statement of the problem, objectives, research questions, delimitations, operational definitions, limitation and significance of the study. The second chapter presents a review of literature relevant to the research; the third chapter presents a research methodology; chapter four presents findings of the study and discussions and chapter five presents summary, conclusion and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents a review of literature related to the influence of instructional supervision practiced by heads of schools on teachers' motivation. The literature review is essential in research because it provides details about what has been already and what is not yet done to avoid duplication of work, and hence, identification of a research gap (Kombo & Tromp, 2006). In this regard, the chapter presents and analyses theoretical stances, key concepts, and empirical evidence drawn from both developed and developing countries, and Tanzania in particular, explaining the influence of instructional supervision practices on teachers' motivation. Finally, before providing the chapter summary, it synthesises the literature by showing the knowledge gap.

2.2 Theoretical Review

This study adopted McGregor's theory X and theory Y of 1960. McGregor points out that human relations movement stirred the development of the Theory X and Theory Y view of humankind. The human relations movement emphasizes that people respond primarily to their social environment, that motivation depends more on social needs than on economic needs, and that satisfied employees work harder than unsatisfied employees (McGregor & Cutcher-Gershenfeld, 2006).

McGregor states, in his theories, two beliefs about humankind and the extent to which managers view these beliefs. One side of his view, Theory X, sees man as lazy and needing authority to become an efficient worker. The other side, Theory Y,

sees the opposite that one is willing and wanting to work and achieve his or her maximum output (McGregor, 1960, 1967; McGregor & Cutcher-Gershenfeld, 2006; Oduro, 2009).

McGregor's (1960) theories are grounded in his belief that any successful management significantly depends upon the ability to predict and control human behavior and not alone. The first portion of Theory X states that the typical worker naturally dislikes and usually tries to avoid work (McGregor, 1960). Furthermore, because of this human characteristic of disliking work, most people must be directed, controlled, coerced, and threatened with punishment to get them put forth adequate effort toward the achievement of organizational objectives (McGregor, 1960). McGregor further emphasizes that not even rewards will keep employees focused on completing their work, but only threats will force employees to focus on completing work. The last point McGregor makes in relation to the Theory X frame of mind is that "the average human being wishes to avoid responsibility, prefers to be directed, and has relatively little ambition and wants security above all" (p. 34). Overall, the Theory X approach views the worker as "time, energy, and interest that has been purchased" (Osgood, 1981, p. 224). McGregor (1960) points out that Theory X motivation usually counterproductive, as most human beings need to satisfy their longing, to build self-esteem and reputation.

This brings us to McGregor's Theory Y approach to viewing humankind. McGregor relates six points to the Theory Y framework of mind. The first is that "the expenditure of physical and mental efforts in work is as natural as play or rest" (McGregor, 1960). What McGregor points out in this statement is that work comes

as naturally to people as does the need for enjoyment. Without this fulfillment of work, there would be a hole that the worker needs to fill in order to feel complete, because the employee enjoys work.

More importantly, McGregor emphasizes that external control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed. This implies that workers do not necessarily need to be threatened in order to complete tasks. Rather, one will complete tasks to fulfill the commitment he or she made when taking on the assignment. He also continues showing the importance of commitment to objectives as a function of the rewards associated with their achievement (McGregor, 1960). To McGregor, the most fulfilling goals are goals of a self-satisfying nature. These goals, such as achievement, and ultimately contribute to the goals of the organization.

As McGregor (1960) continues to give the overall picture of the optimistic view of human nature in Theory Y, he denotes that the average human being learns under proper conditions, not only to accept but also to seek responsibility. Avoidance of responsibility, lack of ambition, and emphasis on security are generally consequences of experience, and not inherent human characteristics. In this sense, bad habits such as avoidance of responsibility are not inborn characteristics but learned through experiences.

Furthermore, Theory Y points out that the worker's capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational

problems is widely distributed in the population (Oduro, 2009). While most Theory X managers would assume workers have little ability to provide input in any type of creative problem-solving in organizational issues, Theory Y assumes the opposite, that the common man does have the ability to overcome difficult obstacles and is willing to give him the chance to use this ability (Okendu, 2012).

The application and observation of McGregor's Theory X and Y views of humankind by many previous studies have shed some additional light on the current study. McGregor's research has also questioned its practicality and usefulness. For instance, William Reddin (1969) thought that he did not develop his ideas far enough. He states that McGregor, along with others in the same category, is excellent for describing certain types of management issues, but is ineffective in teaching one how to change the described behavior.

This theory was preferred over other theories because, in a school setting, theory X tends to explain how the different school actors (administrators, managers, and parents) could ensure the achievement of school objectives. While Theory Y explains how the head of school participates in the improvement of teachers' effectiveness through mentoring teachers, demonstrating good teaching, in a way of self-direction, self-control and self-motivated approach that can improve teaching and learning. Generally, in a school setting, teachers as employees might willingly participate in supervisory practices in the school or regress by declining to participate in supervision practiced in the school, yet it is in the interest of the organization that each employee should balance between personal interest and the organizational interest for easy coordination.

Since it is widely believed that supervision in schools could directly be related to teachers' work performance and the academic achievement of students, this theoretical proposition suggests that poor work performance of the teachers in the given school could have been related to the extent to which heads of schools get involved in instructional supervision in their schools. This study has been undertaken to verify this possibility and specific attention was paid to the roles of the heads of schools in supervising teachers in schools with intention of improving teachers' work performance.

Asmus et al. (2015) found that the supervisor's behavior of goal setting improved workers' performance in industrial workplaces. In addition, Atambo et al. (2012) found that the supervision behavior of recognizing the employee's accomplishments translated into improved performance both at the individual and organizational levels. Further, Bradler, *et al.*, (2016) found that recognition increased subsequent performance substantially, particularly when provided to the best performers.

2.3 Concept of Supervision in the Education Realm

Initially, supervision, as a field of an educational practice with clearly delineated roles and responsibilities, did not fall from the sky fully formed. Grauwe (2007) traces its origins back to the birth of public education, when young nations used education to forge a common language and culture. Supervision emerged slowly as a distinct practice, always in relation to the institutional, academic, cultural, and professional dynamics that have historically generated the complex agenda of schooling. In whatever context, supervision is meant for the improvement of work performance. For example, Nwambam and Eze (2017), and Nzabonimpa (2009)

assert that supervision should be used to encourage teachers' growth and professional development and reinforce effective teaching methods.

According to Kutsyuruba (2003), supervision refers to the process, action or occupation of supervising; particularly: critical watching and directing (as of activities or course of action) (supervision). A closer examination of the word direct revealed the following definition: to dominate and determine the course of; to carry out the organizing, to regulate the activities or course of; energizing, and supervising of; to train and lead performances of (Kutsyuruba, 2003). Words such as supervising, energizing, organizing, determining the course of, and training and leading performances are fit to describe supervision in an educational setting.

Today, various scholars have conceived supervision in a different lens. Generally, Sergiovanni and Starratt (2007), defined supervision as a developmental process designed to enhance and support an individual‘s acquisition of the autonomy, self-awareness, motivation, and skills necessary to effectively accomplish the job at hand (p.1). In the education sector, the main purposes of supervision are to promote professional growth and development of teachers and improve classroom instruction. Supervision can be thought of as the glue of a successful school and "behind every successful school is an effective supervision program". As Fleming and Steen (2004) stress that one of the vital elements of supervision is the idea that the role of supervision is to protect the best interests of the client.

Main objective of supervisory practice in the school setting is to improve the teaching and learning process, which is instruction. As Siamoo (2013) argues, when

supervising in the educational setting, supervisors should seek a help from supervisees to realize their usefulness and possibilities. The supervisor must watch the teacher's work, ask questions about why the teacher used certain teaching methods and provide information on the best teaching practices for the improvement.

Expounding it further, Adu1 et al 2014 denote that the process of supervision for learning offers both teachers and their supervisors the opportunity to work together to improve the teaching and learning process as well as student learning. As an example, Okumbe (2007) has introduced the most recent concept in instructional supervision, called clinical supervision. Clinical supervision is the rationale and practice designed to improve teachers' classroom performance. Moreover, Adewale, *et al.,* (2014) have suggested, the very recent supervision model called Performance-Based Supervision and Evaluation (PBSE) and it has been tested effective in schools.

Literature shows that supervision is a concept of ages ago, from the industrial revolution in the scientific management era and during the period of administrative inspector (1642-1875). The term supervisor has its root in Latin, where it means looks over. It was initially used to the master of a group of artisans (Kalule & Bouchamma, 2014). According to Kiamba (2011), today in the business sector, the supervisor‘s job combines some of the talents of the foreman (or leader) and of the master (skilled administrative artisan).

In summary, while aimed at improving teachers' professional growth and development, work performance and students' achievement, supervision is twofold, that is; general supervision and instructional supervision which subsumes

supervisory activities that take place principally inside and outside the classroom (Okumbe, 2007). By function, supervision is an act of instructional leadership (Knight, 2013).

Okumbe (2007), general denote supervision as such activity of preparing schemes of work and lesson plans, writing and revision of curricula, marking some of the students' exercises books/assignments or tests, preparation of teaching and learning materials or teaching aids, the development of processes and instruments for reporting to parents and such broad concerns as the evaluation of the total educational program. Whereas, instructional supervision (Okumbe, 2007) on the other hand, is concerned with teaching and learning in the classroom.

Like all skills, supervision can be taught. Unlike many basic or simple skills, however, supervision is best understood as a process requiring both experience and knowledge (Knight, 2013). In this view, for an individual to develop knowledge and skills to become an effective supervisor of others, he/she must first go through the process of supervision him/herself, particularly in terms of being mentored and supervised. Knight's view is supported by Okumbe (2007), who later vows that a supervisor in education must be a professionally qualified teacher, with pedagogical skills at his/her fingertips.

Arguably, supervision in the education context implies an instructional leadership role, in which the supervisor diagnoses teacher performance needs and then guides, directs assists, suggests, supports, and consults with the teacher. Supervision is the function, in school, that draws together discrete elements of instructional

effectiveness in the whole school activities. Some professions have mandatory requirements concerning all aspects of supervision. The British Association for Counseling and Psychotherapy (BACP), for example, requires all its members to have regular and ongoing formal supervision/consultative support (Kramer, *et al*., 2005).

In midwifery, there has been a statutory requirement, since 1902, for practicing midwives to receive regular supervision. Lilian (2007) denotes that supervision's purpose is to promote interaction, fault-free problem solving and a commitment to build capacity in teachers. Relating the significance of supervision to job achievement, Mabonga (2009) views supervision as a developmental process designed to enhance and support an individual‘s acquisition of the autonomy, self-awareness, motivation and skills necessary to effectively accomplish the job at hand.

More recent, supervision practices are more collaborative in nature and reflect Zepeda‘s ideas. Developmental supervision models have emerged and are tailored to the developmental needs of the teacher (Glickman, Gordon, & Ross-Gordon, 2017). Ultimately, changes in teaching practices in individual classrooms are the responsibilities of every teacher. Supervisors need to reach each teacher as teachers are expected to reach each student if systemic change is to occur and meet the new mission of education achievement for all students. With regard to the role of supervision, Glickman, Gordon, and Ross-Gordon (2015) denote that supervision of instruction comprises motivating the teacher to explore new instructional strategies. The teacher must be made aware of the educational standards and goals to be implemented. The supervisor must provide due feedback and appropriate resources

for the teacher to utilize. In addition, he/she must be objective during the observation process and maintain confidentiality (Glickman, Gordon, & Ross-Gordon, 2014; Grauwe, 2001; Gordon, 2005).

Supervision is a formative process that focuses on professional development and the improvement of instruction. Effective supervision should result in the improvement of teaching 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 (Gurnam & Chan, 2010). Although the practices and methods of instructional supervision varied since the inception of formal supervisory models, the purpose and intents have primarily remained the same that is to help teachers improve instructional performance, as reflected in Okumbe (2007) work on instructional supervision. In brief, the broad goals of supervision according to Okumbe (2007) are: to diagnose and solve instructional problems; to help teachers develop a positive attitude about continuous professional development; to help teachers develop skills in using instructional strategies; to evaluate teachers for promotion, tenure, or other decisions, and to provide teachers with objective feedback on the current state of their instruction (pp. 12-13).

2.4 Teachers' Work Performance Concept

In a broad sense, Jones (2008) defines performance as an act of executing or accomplishing a given task. In the education context, Okumbe (2007) points out that teachers' work performance is the duties performed by a teacher, at a particular period in the school system, to achieve the school's goals. These duties may involve activities such as preparation of scheme of work, lesson plan, lesson notes, class

regular and punctual attendance, timely syllabus coverage and correct pedagogical skills.

Teachers' job performance is highly linked to student outcomes as the product of education (Okumbe 2007). Hence when addressing quality issues in education, the teacher quality and work performance need to improve appropriately. It is, therefore, necessary to consider teacher work performance determinants such as the head teachers' instructional supervision. In the education context, supervision implies an instructional leadership role, in which the supervisor diagnoses teacher performance needs and then guides, directs, assists, suggests, supports and consults with the teacher.

Osakwe (2016) states that the purpose of supervision is to promote growth, development, interaction, fault-free problem solving and commitment to build capacity in teachers. Panigrahi (2012) views supervision as an ongoing process aimed at supporting, and enhancing an individual‘s acquisition of motivation, autonomy, self-awareness and skills necessary to effectively perform a job at hand. Effective supervision should result in improvement of teaching and learning by the teacher and student (Sothworth, 2002).

To ensure a quality instructional supervision programme, the following conditions contribute to teachers' job performance:

i. Supervision encourages a wide range of instructional techniques and diversity in teaching methods that take into account the unique talents and capabilities of teachers;

ii. Head teachers provide instructional materials that enhance instructional delivery in and out of the classroom. Methods and practices of instructional supervision have varied since the inception of formal supervisory models, its intents and purposes have primarily remained the same to help improve teachers' instructional performance.
iii. That supervision is a participatory process with an ongoing dialogue between head teachers and teachers to find improved methods for instruction delivery; and
iv. Head teachers support the improvement of instruction by observing teachers, giving suggestions, coaching or demonstrating teaching skills or alternative teaching methods.

2.5 Instructional Supervision Roles of Heads of Schools

Formal education is widely acknowledged to play critical roles in both individual and societal development. It is considered an investment that accrues both private and social returns and hence, is functional for individual and national progress, irrespective of the level at which it is provided (Archibong, 2012). For formal education to achieve its goals, key factors such as school heads and teachers must fully accomplish their roles and responsibilities. Teachers are in the best position to make decisions that directly affect students' well-being and achievement (Arlestig, & Tornsen, 2014). Therefore, one key concern for the success of educational institutions is to ensure that teachers are well supervised.

According to Adu, Akinloye and Olaoye (2014), supervision (whether internal or external) should be considered a deliberate effort aimed at enhancing the outcomes

of each educational institution. It is a process of involving teachers in instructional dialogue to improve teaching and increase student achievement (Beach, & Reinhartz, 2000). The term “instructional supervision” refers to the cycle of activities between a supervisor and a teacher targeted at improving classroom performance (Chike-Okoli, 2006). Undoubtedly, the most important supervision and guidance in the school setting is that given by the head of the school (Cruz *et al.*, 2015).

Effective instructional supervision by the school heads is critical to the realization of the outlined objectives of the school (Mabonga, 2009). These heads carry out instructional supervision through various instructional supervision practices that include direct supervision of teachers. The concept of direct supervision as a form of instructional supervision refers to all the measures by the school head to facilitate one-on-one feedback with teachers to enhance instruction and professional capacity (Manaseh, 2016). In this study, senior high school heads’ supervision of lesson planning, lesson delivery and assessment practices were considered**.**

The key concern of instructional supervision practices by the school heads is to improve schools and students’ achievements by helping teachers to deliver adequately in their role performance (Sergiovanni & Starratt, 2007). Teacher role performance generally includes activities that teachers professionally perform in the classroom in relation to their areas of specialization (Samoei, 2014). In this study, teacher role performance refers to the development of good instructional documents, effective lesson delivery, regular assessment of students, regular and punctual school and class attendance, effective use of instructional time, and exhibiting good working relations. In effect, instructional supervision gives teachers opportunities to

collaborate, set goals, understand how their students learn and become better teachers through improvement in their role performance (Siamoo, 2013; Smith, 2009; Sothworth, 2002).

Research has shown that direct supervision of teachers by school heads is concerned with the improvement of the conditions surrounding learning, students' growth and effective teacher role performance in the school system (Tesfaw, & Hofman, 2012). A related study by Glickman et al. (2014) in the United States of America revealed that direct supervision of school heads in the instructional supervision process focuses on identifying pedagogical challenges encountered by their teachers in their instructional delivery and providing them with the needed support to overcome the challenges.

In the context of Kenya, 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 teaching skills, knowledge and competencies in order to provide the needed support for teachers' professional development. In the context of Tanzania, Okumbe (2007) delineates that heads of schools are responsible for keeping school facilities and monitor teaching and learning activities as stipulated in circulars. The notable roles comprised monitoring the curriculum implementation, supervising the preparation and review of teaching and learning documents, and ensuring proper students' assessment. They have the duties to identify teaching and learning responsibilities for teachers and allocate the required resources that are available to accomplish the pre-set objective in school organization. Best of all heads of schools have also the responsibility of arranging

professional development training programme roster and indicate the number of teachers that could involve in each programme. Not far from that, heads of schools should assist teachers to overcome challenges that hinder them from professional growth by providing effective guidance about professional abilities.

In addition, according to the Ministry of Education and Vocational guideline for school supervision in Tanzania (MoVET, 2009), the head of school plays the role of the 'Internal supervisor' of the school to ensure quality education at school level, the supervisor will: ensure smooth day to day functioning of the school, oversee proper implementation of the curriculum, policies and directives, ensure official norms, rules and regulations are followed, be a leader mobilizing different school resources, inspire the implementation of the school's vision, and oversee change and innovation, oversee the formulation and implementation of the whole School development plan, ensure efficiency and effectiveness of the school and conduct administrative and pedagogical supervision to ensure quality education at school level (pg.08).

However, supervision in Tanzania remains a problem as pointed out by Mbezi (2016). In his study, Mbezi identified some of the challenges hindering heads of schools to execute effective supervision in their schools. The challenges that came up strongly comprised the issues like limited knowledge and experience by school heads, inadequate educational resources to facilitate supervision by school heads, inadequate training among heads of schools and negative perception by teachers on supervision. Even though supervision is a requirement by law for all school heads, it is yet to be done effectively as required.

2.6 Techniques of Instructional Supervision Employed by Heads of Schools

Heads of schools struggle to sort out those aspects of schooling that need to be kept uniform and those aspects that call for diversity. Supervisors should match appropriate supervisory approaches to teachers' level of development needs. Teachers can play a key role in deciding which of the options make sense to them given their needs at the time:

2.6.1 Clinical Supervision

According to Baffour-Awuah (2011), clinical supervision refers to a face-to-face contact with the supervisor and the teacher to reinforce instructions and increase professional growth. The supervisor takes its principal data from the events of the classroom. The analysis of this data and the relationship between teacher and supervisor from the program, procedures and strategies designed to improve the students learning and improving the teacher's classroom behavior. In brief, Haileselassie said that:

> *The purpose of clinical supervision is to help teachers to modify the existing patterns of teaching in ways that make sense to them. Evaluation is, therefore, responsive to the needs and services of the teacher. The teacher decides the course of a clinical supervisory cycle, the issues to be discussed and for what purpose… The supervisor's job, therefore, is to help the teacher select goals to be improved and teaching issues to be illustrated and to understand better her or his practice. This emphasis on understanding provides the avenue by which assistance that is more technical can give to the teacher; thus, clinical supervision involves, as well, the systematic analysis of classroom events…*

Beach and Reinhartz (2000) denote that if schools are to improve the quality of instruction, it will be at the local building with the teacher at the heart of the improvement process. The focus of clinical supervision is on formative evaluation,

which is intended to increase the effectiveness of ongoing educational programs. In the same line of thinking, Goldhammer (1969), as cited in Chike-Okoli (2006), outlines a five-stage process in clinical supervision namely: pre-observation conference, classroom observation, analysis of observation, post-observation conference and post-observation analysis.

Pre-observation Conference: In clinical supervision, the pre-observation conference (behavior system) provides an opportunity for the supervisor and the teacher to establish a relationship of mutual trust and respect. In this stage, supervisor and teachers come to know each other as fellow professionals. These stages provide essential opportunity to the establishment of the foundation for the observation and analysis of teaching. According to Cruz (2015), this stage is important in the clinical supervision approach because the expertise, confidence, and credibility of the supervisor clearly outweigh information, experience, and capabilities.

Classroom Observation: This second stage in clinical supervision provides an opportunity for the supervisors to observe the teacher at work during formal lesson. It provides a room for the supervisor to help her/his test reality, the reality of his/her own perceptions and judgments about teaching. According to Dhinat (2015), the success of this stage depends on the ability of the supervisors to select an observation instrument that may help sharpen the teacher's thinking about instruction. Expounding it further, Ekyaw (2016) suggested, "If supervisors were to spend more of their energy in the classroom visits followed by a helpful conference, we believe that teacher would probably have more friendly attitudes toward

supervision". There is no other equally important choice than classroom visits for the betterment of instructions. Classroom observation is a valuable means to obtain firsthand information and experience of the classroom atmosphere.

Analysis of the Observations: According to Glickman et al (2012) and Grauwe (2001), after classroom observation, the supervisor proceeds with organization of his/her observation data into clear discipline for feedback to the teacher. Collect, analyze, and present data gathered during classroom observations for post-observation conferences, with the goal of strengthening instruction to improve student achievement.

Post-observation Conference: Blasé and Blasé (2000) pointed out that in a post-observation conference the role of a supervisor is to give feedback to the teacher about the teacher's performance. Gordon (2005) adds that post-observation conference helps the teachers to change their instructional behaviors on their own after a supervisor has described their classroom to them. Whether or not any positive change occurs depends on the quality of feedback that is provided.

Post-conference Analysis: According to Habimana (2008), post-conference analysis, which is an evaluation of the process and outcome, is the final phase in the clinical model. This final stage is a means of self-improvement for the supervisor. At this stage, the supervisor assesses the nature of communication during conference, the effectiveness of the strategies used, the role of the teacher during the conference and the extent to which progress was made on the issue that were discussed. In supporting this stage, the supervisor must see his/her role as trying to help teachers

achieve purpose more effectively and efficiently.

However, studies (Fisher, 2011; Glickman, *et al*., 2007; Beach & Reinhartz, 2000) show that most instructional supervisors did not use this as a means of inputs for themselves for the next stage of clinical supervision and did not evaluate all processes that have been conducted before. Therefore, from the researchers' point of view, supervisors should tip out the main gaps from what have been observed and conduct further study on the improvement of specified gaps. In this case, it is possible to argue that clinical supervision is a supervisory approach that helps to improve the professional practice of teachers so that they can meet the professional standards set by the school community.

2.6.2 Collegial Supervision

Several scholars propose collegial processes as options for the supervision of teachers (Fisher, 2011). They describe cooperative professional development as a process of fostering teacher growth through systematic collaboration with peers and include a variety of approaches such as peer observations and feedback, action research projects, professional dialogue and curriculum development, peer observations and feedback, and action research projects. Supervisors help to coordinate the collegial teams and monitor the process and goal attainment.

According to Gaziel (2007), other terms that describe forms of collegial supervision include peer coaching, mentoring, and cognitive coaching. In this option, supervisor's role is that of active participation in working with the teacher. This process may start with the lesson planning phase and goes through the whole process

of teaching-learning process. In addition, the supervisor and the teacher may engage in a sort of action research whereby they pose a hypothesis experiment and implement strategies toward reasoned solutions. In this context, Muoka (2007) denotes that teaching is mostly a problem-solving process that requires a sharing of ideas between the teacher and the supervisor.

2.6.3 Informal Supervision

Informal supervision is comprised of causal encounters that occur between supervisors and teachers and is characterized by frequent informal visits to teacher's classroom; conversations with teachers about their work and other informal activities. Typically, no appointments are made and classroom visits are announced. In selecting additional options, supervisors should accommodate teacher preferences and honor them in nearly every case, (Sergiovanni & Starratt, 2007).

2.6.4 Self-Directive Supervision

Self-directed supervision is another current model of supervision (Sergiovanni and Starratt, 2007). In this approach, teachers set goals for their own professional development and present a plan for achieving these goals to a supervisor. At the end of a specified time, the teacher and supervisor conference to review data that represents the teacher’s work toward the goal and reflect upon what was learned before setting a new set of goals. Others refer to this as goal-setting or performance-objective models. This model describes the idea of helping the teacher supervisee as a seeker of help. Fisher (2011) explores a more reasoned method of benefiting a teacher in training. He proposes that teachers should try to see teaching differently by observing how others teach or discussing their own teaching with others.

2.7 Role of Instructional Supervisor

2.7.1 Instruction Improvement

Various scholars indicate that improvement of instruction is the key component of supervision (Beach & Reinhartz, 2000; Sergiovanni & Starratt, 2002; Zependa, 2003). For instruction to improve, self-evaluation, fostering curriculum development and staff development must be included in the supervisory processes. According to Zepeda (2003), supervision is linking the facilitation of human growth to that of achieving goals. One way in which the school as an organization can grow can be achieved through teacher development.

According to the literature, there are four key strategies for enhancing the professional growth of teachers which include: First, the establishment and subsequent administrative support and provision of guidance for a systematic, ongoing staff development program supported by modeling, coaching, and collaborative problem solving should focus on means of linking new knowledge, on way of thinking, and on practice given existing knowledge, experience, and values (Zepeda, 2013).

According to Glickman et al (2007), the ultimate goal of supervisors should be to enable teachers to be self-directed. To achieve this, organizational supervisors should work to establish a culture that values collegial interactions among teachers (e.g., sharing, evaluation, team planning and learning to create methods for peer review of practice). In doing so, they promote the spread of ideas and shared learning. According to Too, Kimutai and Kosgei (2012), teachers' attitude towards supervision were positive when supervision was viewed as coaching. They reported

the value of coaching as such: What was coaching? The supervisor worked alongside the teacher, providing support, while the teacher addressed his or her classroom concerns. The supervisor took an interest in the teacher's accomplishments during the process of change and improvement.

The supervisor provided evidence of success together with guidance to enable the teacher to build upon success (Mohammed, 2014). The supervisor was invested in the individual teacher's success. The supervisor was responsive to the individual teacher's needs and recognized that the supervisor's interactions with the teacher influenced the teacher's success. Coaching in its purest form is composed of planning, observing instruction, and reflecting the basic phases of all instructional supervisory models. One can glean that the goal of coaching is to assist teachers in becoming more resourceful, informed, and skillful professionals. Another scholar stated that, "Skillful cognitive coaches apply specific strategies to enhance another person perceptions, decisions, and intellectual functions. Changing these inner thought processes is a prerequisite to improving overt behaviors that, in turn, enhance student learning".

2.7.2 Teaching Staff Development

The quality of student learning is directly related to the quality of classroom instruction. Therefore, one of the most important aspects of instructional leadership is to provide the necessary climate to promote ongoing instructional improvement. According to Tyagi (2010), the supervisor is responsible for identifying the training needs of the teachers and organizing in-service programs in the form of seminars,

department meetings, workshops, conferences, intra school and inter school visits and other useful services to be utilized, so as to realize effective staff professional development and supervision manual.

Tesfaw and Hofman (2012) point out that since teachers often will not know how to do what needs to be done, it is important for a supervisor to identify their needs and then to in-service them in some ways. Tyagi (2010) proposes the name of training to be staff development, which primarily aims to increase the knowledge and skills of teachers and staff members and thereby increase the potential of the school to attain its goals and objectives. On the other hand, staff development programs must be predicted on the beliefs that; the school system delivers quality education through the quality of its staff and teachers in a continuous learning process.

Sabitu1 and Ayandoja (2012) list benefits that staff development programs can offer to the teacher. They include keeping abreast of societal demands, updating skills and knowledge in a subject area, becoming equipped with the advances in instructional materials and equipment and being acquainted with research on new methods of teaching. According to Oduro (2009), the instructional supervisors must be able to plan and deliver effective staff development programs. The supervisor needs to ensure that staff development efforts have adequate time set aside to plan, appropriate financial resources, conduct, and implement the programs; and time for staff to practice the new skills. Further, teachers should be involved in the identification of their own staff development needs. They must be involved in the planning and delivery of staff development activities to gain the greatest acceptance. Staff development programs need to be comprehensive and continuous programs

that are carefully designed for personal and organizational growth. According to Okeke (2001), a well-planned and administered staff development program may be one of the most critical factors in the improvement of instruction and subsequently in the increase in student learning.

2.7.3 The Curriculum Development

Curriculum development and improvement is another function of school supervision. Having this in mind, Beach and Reinhartz (2000) stated that the field of curriculum/instruction is directly related to the field of supervision. As the above author puts it, once the curriculum is created we need to "look" at, to supervise, how it is delivered. Supervisors became curriculum specialists devoting extraordinary amounts of time rewriting, redefining, and strengthening the curriculum. Much of the refinement consisted of individualizing instruction, modifying the curriculum, and production of new curriculum guides.

Nyandiko (2008) denotes that as one of the stakeholders in the curriculum development process, teachers begin to recognize as one of the vital ingredients of the instructional life of schools and individual classrooms. The supervisor's role in curriculum development is to promote teacher reflection on key components and to select appropriate concepts to be taught and the methods for implementation. Supervisors and teachers must work to understand the many facets involved in planning and how these facets affect every day instruction and student achievement. In effective schools where there is a strong emphasis on learning and positive student outcomes, principals play an important role.

2.8 Instructional Supervision and Teacher Performance

More often than not, both instructional supervision and clinical supervision are used interchangeably to symbolize all those supervisory practices performed by heads of schools inside and outside the classroom solely to check on and improve teachers' instructional performance (Nzabonimpa, 2009). Principally, instructional supervision as a dynamic and ongoing process remains a vital function, serving the highest ideals of schooling in our democracy though some theorists argue that supervision may no longer be necessary. Based on its purposes and functions, supervision is perceived as formal supervision since heads of schools (Nyandiko, 2008) carry it out periodically.

Darling-Hammond, et al., (2017) revealed that successful instructional supervisors provided teachers with information about, and encouraged them to attend workshops, seminars, and conferences on instruction. Oliva (2005) established that 83% of public school teachers who participated in his study in Botswana acknowledged that their supervisors ran school-based workshops to address their curriculum needs, and 73% confirmed that they were given the opportunity to facilitate in the workshops.

Similarly, instructional supervisors in government and private-aided senior secondary schools who took part in a study in India confirmed that they used weekly staff meetings to make teachers aware of current educational programs concerning teachers' professional development (Baffour-Awuah 2011; Tyagi, 2009). In addition, teachers responded that they were allowed to access relevant professional literature, such as journals and magazines, focusing on the use of appropriate methods of

teaching, and knowledge of subject content, among others (Osakwe, 2016).

On the existence of supervision in school settings, Sabbah, *et al.*, (2016) study found that supervision was in school considered distorted and nonexistent by the study participants. In addition, for those who were not oblivious of supervision, findings also indicated that to assist middle school fine arts teachers improve their instructional performance. Supervisors must narrow the gap between the ideal and what is practiced, understand the world of fine arts classroom and must be trained to observe fine arts classrooms with a larger lens in light of accountability. In the same line of thinking, Okumbe (2007) denotes that an instructional supervisor has to be an already professionally qualified teacher, with his/her instructional supervisory leadership skills must be consciously developed through training and with his/her pedagogic skills at his or her fingertips.

In his research findings, Samoei (2014) found that all participants reported little or no supervision of teachers in the gifted program. One respondent in this study described supervision in the gifted program as she noted, "…I do not think we are supervised and … I have taught gifted since 1974 and I have been totally unsupervised. She reported getting no direction from her school supervisors. Another participant also has been teaching in the gifted program since 1990, and she reported that in the early years there was no supervision. Her statement corroborated with those of former participants as she said "…I really do not get much supervision.

In addition, it was also found that most of the participants reported that their heads of schools had little knowledge of the gifted program and the characteristics as well as

the needs of concerned students. Hence, there was no evidence that supervisors/heads of schools were active in classroom instruction. None of the participants reported to receive input from the supervisors relating to classroom instruction. In this study, most of the participants equated supervision with evaluation and they reported few classroom visits.

Another study by Smith (2009) found that teachers' attitudes toward supervisors' supervision influenced their work performance. In this study, teachers in high-performance schools had more positive attitudes toward supervision of instruction than teachers in low-performance schools. Teachers in high-performance secondary schools view supervision of instruction in a more positive light than those in low-performance schools. In analyzing individual items from the questionnaire, there are several areas where teachers in low-performance schools feel supervision is lacking. They went further reporting from their research study findings that:

> *Responding teachers in low performance schools do not feel they are motivated or encouraged during the observation or supervision process. Overall, they do not receive frequent feedback regarding their teaching performance. Their supervisors fail to help them understand new instructional strategies and standards or identify resources for use in the classroom. This is in contrast to the attitudes of the responding teachers in high performance schools (Kramer et al. 2005).*

From the assertion above, the study concluded that supervision of instruction could have either positive or negative effect on the teacher depending on how the head of school execute it. Parallel to Kramer et al. (2005), Zepeda (2013) asserts that supervision can encourage or discourage vis-à-vis teacher‘s attitude. Consequently, one of the keys to effective supervision is to keep teachers abreast of supervision benefits through effective communication between the supervisor and the supervisee.

A study by Wenzare (2012) on instructional supervision in public secondary schools in Kenya showed that school heads' direct supervision improves the quality of teachers and teaching, facilitates students' academic performance and provides the opportunity to monitor teachers' instructional work. Panigrahi's (2012) study on the implementation of instructional supervision in secondary schools in Ethiopia found that classroom visits enable head teachers to interact with teachers, determine whether teachers are issuing sound instruction and provide feedback to help teacher's correct highlighted issues. In the case of Nigeria, a study by Adewale, *et al.,* (2014) showed that regular instructional supervision practices of the school head through direct supervision of teachers led to improvement in teacher lesson preparation, regular and punctual class attendance and participation in school community relations.

A study by Diana et al. (2021) examined the role of heads of schools' supervision in improving the quality of teaching and learning in public secondary schools in Ilemela District, Tanzania. The study used the mixed methods design with 86 participants. Questionnaires, interviews and focus group discussions were used to collect data from respondents. The study found out that heads of schools are key instructional supervisors in schools. Furthermore, effective supervision was found to be the key factor for the academic performance in schools.

Mwesigwa and Okendo (2018) conducted another study on the effectiveness of heads of schools in supervising teachers' teaching activities in secondary schools at Kagera region in Tanzania. The study used mixed method with the sample size of 370. The study used questionnaires, interview guide and document analysis guide to

collect the data. Results suggest strong significant relationship between school headship and teachers teaching commitment.

In summary, from the earlier discussion, partially, one can argue that instructional supervision has a significant correlation with teachers' work performance in schools. This is the very reason why the researcher of the present study believes that the conspicuous decline of supervision of public secondary schools in Tanzania today poses a threat to teachers' job performance. This, of course, becomes a challenge among others for a country to meet its educational goals and objectives that are considered as the compass of the education system of any country (Petty, 2004). Thus, the researcher intends to investigate further the problem on ground.

2.9 Challenges in Instructional Supervision

Instructional supervision is the service provided to help teachers in order to facilitate their own professional development so that the goals of the school might be better attained. However, several factors tend to militate against effective supervision of instruction in schools. Among the challenges, the following can be mentioned.

2.9.1 Teachers' Perception of Instructional Supervision

Instructional supervision aims at improving the quality of education by improving the teacher's effectiveness. Lilian (2007) asserts that the improvement of the teaching-learning process is dependent upon teacher attitudes towards supervision. Unless teachers perceive supervision as a process of promoting professional growth and student learning, the supervisory exercise will not have the desired effect. Expounding it further, Dali et al. (2017) exemplify that the attitude of teachers

towards instructional supervisors most likely depends on the type and approach of instructional supervision offered at a given stage. The dissatisfaction and negative attitude of teachers toward instructional supervision also depend on the supervisor-teacher relationship as well as methods and approaches of supervision used in order to assist teachers' needs. They give an example of faultfinding and evaluative approach both of which they maintain are most likely to result in teachers viewing supervision negatively and as a result, creating a lack of trust in supervision undertaken by the supervisor.

De Grauwe (2007) asserts that bitter complaints about supervisor's work including bad and irregular planning of visits, inappropriate advice offered by supervisors and inadequate time spent in the classroom on supervision are among the key issues in instructional supervision characterized by negative attitude by teachers on the exercise. They also note and warned that teachers strongly dislike the classic faultfinding approach by the supervisors, and that teachers expect to be treated as professionals.

On the other hand, Kutsyuruba (2003) revealed that perceptions of Canadian and Ukrainian high-school teachers established that beginning teachers were more receptive to frequent use of instructional supervision than teachers with long teaching experience. In a study conducted by Adimasu (2014), it was found that over 70% of the teachers reported that they were strongly dissatisfied with instructional supervision offered to them, 36% to 60% also reported that the supervision done by instructional supervisors was below average. The teachers lamented that instructional supervisors do not offer the opportunity for frequent interactions and

rapport with teachers. The study, therefore, recommended that in addition to frequent interaction and positive rapport; teachers also need positive motivation and recognition from their supervisors.

Egwu (2015) suggests that teachers tend not to favour individualized and unsupportive instructional supervision that 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.

In the same line of thinking, Knight and Nieuwerburgh (2012) argue that, while addressing instructional supervision that improves teaching, the focus of instructional supervision especially in the area of clinical supervision should be on the actual classroom practices that ensure the process is of practical significance to the teacher, based on self-direction and self-confidence, but not on measurable outcomes which promotes resistance from teachers. Lilian (2007) asserts that this improvement depends upon teachers' attitudes towards supervision, and that unless teachers perceive supervision as a process of promoting their professional growth and student learning, the supervisory exercise is certain to fail.

In line with this, research by Klar, et al., (2016) pointed that bitter complaints about supervisor's work further include irregular and bad planning of visits, not enough

time spent in the classrooms and irrelevant advice. Not all this means that teachers do not recognize the positive effects of supervisory work but rather that, in their opinion, the problem with supervisors is mainly an attitudinal one. In addition, teachers also strongly disliked the classic faultfinding approach and expect supervisors to treat them as professionals and consider the specific realities of the school when providing advice.

2.9.2 Lack of Adequate Training and Support

Supervisors need continuous and sufficient training to carry out their responsibility effectively. Training programs for supervisors aimed at providing necessary skills for supervisors and make them better equipped at doing their job. As, Kiamba, (2011) points, lack of training for supervisors, weak relationship between teachers and supervisors and lack of support for supervisors from higher offices affect the supervisory practice in the school. In line with this, Kalule and Bouchamma (2014) pointed out that lack of a continuous training system for supervisors to update their educational knowledge and skills is an obstacle to the practice of supervision.

Baffour-Awuah (2011) and Wenzare (2012) posit that most of instructional supervisors are persons who are promoted from other positions, for instance, former teachers who are supposed to have excelled in their teaching. This underlies an assumption that since they were good teachers, then they are going to be good supervisors. Hence, there is no need for them to undergo training. Instructional supervision, therefore, can only be seen to be effective when there is continuous training for both principals as instructional supervisors and teachers.

Jones (2008) states that a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound update knowledge of the subject matter, a good organizing skill, and ready to accept teacher's idea and interest. Scholars Glickman, et al (2014) outlined limited supervisors experience and a 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.

According to Glickman, et al. (2015), possession of some working skills and experiences enable the supervisor to provide the necessary assistance, guidance, and support services to teachers for quality classroom instructions. Glickman et al (2012) is particularly more categorical that instructional supervisors must show evidence that they have the necessary knowledge and experience to make important decisions about instructions. In addition, he argued that the instructional supervisor must also show evidence in the form of degrees and diplomas, to inspire teachers' trust.

Baffour-Awuah (2011) opines that it is a common belief that academic qualifications and long-term working experience provide people with knowledge to be able to perform satisfactorily in an establishment. Schools have not set minimum qualifications as a benchmark to be attained by instructional supervisors, but only minimum teaching qualifications that differ from country to country in Africa. Baffour-Awuah stresses that, instructional supervisors should "have higher qualifications than teachers so that they can provide teachers with the necessary guidance and support" (p.55).

De Grauwe (2016) conducted a study in four African countries (Tanzania, Botswana, Zimbabwe and Namibia) and established that both qualifications and years of experience played key roles in the selection of instructional supervisors. He further revealed that in Spain, it is from three to seven years of teaching experience. In Italy, nine years of teaching experience while Bell and Rowley (2002) revealed 20 years of teaching experience in Venezuela.

Baffour-Awuah (2011) presents the case of Ghana as generally considering longer years of teaching experience and the highest academic qualification as a requirement for a teacher to be an instructional supervisor. He, however, laments that there are situations where new graduate teachers work under the supervision of an experienced head teacher, but who possess low academic qualifications than the teachers they supervise. The main concern is the lower qualifications of the instructional supervisor, which may result in status quo in both instructional strategies and supervisory practices.

In Kenya, principals of public secondary schools are appointed with the assumption that the pre-service training and experience they gain while discharging their duties is enough to enable them to perform their tasks effectively (Wenzare, 2012). Samoei (2014) points out that TSC 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. According to Beach and Reinhartz (2000), the majority of principals lack proper management skills to enable them plan, organize, coordinate and delegate their duties well.

2.9.3 Teacher-Supervisory Communication

Bernard and Goodyear (2009) argue that lack of good supervisor-teacher communication causes a great challenge to effective instructional supervision. In line with this, Blasé, and Blasé (2000) indicated that a good supervisor is capable of communicating with his subordinates in order to provide necessary guidelines and assistance to them for professional improvement. In order to infuse new ideas in the teaching-learning process, the supervisor is supposed to observe and communicate rapidly to see the effectiveness of the teachers. To minimize factors that affect supervisory practice, supervisors have to make supervisory activities professional and communicate with teachers about the objective of instructional supervision to improve the teaching-learning activities.

Poor, inadequate and sometimes lack of communication between teachers and instructional supervisors has also been another challenge that affects instructional supervision (Wenzare, 2012 & Nyandiko, 2008). Dali et al. (2017) echo Wenzare (2012) and Nyandiko (2008) on poor communication and explain that lack of adequate communication between instructional supervisors and teachers contributes significantly to failure in instructional supervision. He further highlights that, with poor communication between instructional supervisors and teachers, some teachers see supervision as a tool used to control and intimidate them.

Tshabalala (2013) adds that when instructional supervisors and teachers perceive supervision differently there is certain to be friction and conflict emanating from the exercise. On the contrary, when an instructional supervisor and a teacher make decisions objectively on the approach on instructional supervision together as

colleagues, there is more likely to be mutual agreement (Glickman et al., 2017).

2.9.4 Supervisor Excessive Workload

De Grauwe (2007) found that limited time spent on supervision by supervisors is one of the key challenges because of multiple roles that the supervisors have to perform as one of their administrative tasks. In the same line of argument, Dali, et al.(2017) observe that there are several roles a principal should execute in a school, some of which do not add value. To overcome this challenge, De Grauwe (2016) asserts that, some of these roles should either be assigned to subordinates i.e. delegated or done away with.

Exemplifying more, Nzabonimpa (2009) instructional supervisors lack time for effective instructional supervision, partly due to an overload of work caused by many other responsibilities that instructional supervisors are expected to perform. Adu1, et al. (2014) argued, “it is the administration that has failed to specify the scope of responsibilities and results of instructional supervision which is expected to bring about changes in the school” (p. 276).

Wenzare (2012) adds his voice and comments that the instructional supervisor’s excessive workload has a direct bearing on the negative effects in the practice of supervision. He further posits that, when a choice is made between administrative and pedagogical duties, the latter suffers. De Grauwe (2016) suggests that to solve the problem, the government should employ enough staff to cater for administrative duties so that the workload of principals in schools becomes less heavy and responsibilities become much clear

2.9.5 Lack of Instructional Resources

Most programs of instruction and student service require some physical facilities including school buildings and grounds, and equipment needed in and essential to instruction (Darling-Hammond, 2010). One of the duties of the head of school in Tanzania is to manage the school's facilities bearing in mind where to house the educational programme, the population to be served by the facility and ensure that financial resources are readily available for the school expansion. Fisher (2011) denotes that educational resources including supervision guides and manuals have their own direct impact on supervision work and if not looked at keenly, can cause challenges to instructional supervision.

Dawo (2011) asserts that instructional supervision can never be effective without adequate instructional materials. According to the scholars, these materials are undoubtedly helpful to the instructional supervisors themselves and the teachers, and ultimately schools themselves. Samoei (2014) concurs with Dawo (2011) who states that instructional materials often turn the supervisory visits into a more objective exercise. She argued that the absence of a specific budget for instructional supervision materials is a critical problem that negatively affects the quality of supervision.

Dali et al. (2017) observed that the resources and facilities that a school would need for the achievement of a school's mission are qualified teaching staff, support staff, physical facilities, textbooks, furniture stores and enough playgrounds. The problem of insufficient educational facilities, equipment and supplies leads to overuse of some of the facilities that are available in the schools. Most schools lack enough

classrooms and this leads to overcrowding of students during learning. Chike-Okoli (2006) contends that the head of school must ensure that all the physical facilities in the school are available and well maintained. Such facilities include - classrooms, offices, stores, workshops and sanitation. The head of school must make plans to repair the existing facilities or erect new ones as per the needs of the school on time.

A study carried out by Cruz et al. (2015) revealed that lack of physical facilities, materials, equipment and tools was a major intra-organizational problem that head teachers were faced with in Kenya. Lack of and inadequate resources hinder the fulfilment of curriculum needs in the respective primary schools. With a sudden increase in the number of pupils in primary schools, the head teacher's role in the management of physical facilities becomes complex and hence an impediment to instruction. It is against these backgrounds that the researcher intends to find out the obstacles to effective instructional supervision faced by supervisors under curriculum and instruction and physical and material resources as well as the impact these obstacles have on pupils' performance.

2.10 Empirical Literature Review

Various studies have been conducted regarding influence of instructional supervision on teachers' job performance (Archibong, 2016; Akiri, 2014; Aldaihani, 2017; Baffour-Awuah, 2011). For example, Kutsyuruba (2003) conducted a study in Canadian and Ukrainian high schools. The study adopted Pearson correlation, descriptive and contingency theory to investigate beginning teachers' perceptions on actual and ideal approaches to supervision and their perceived connection to professional development.

In both countries, the study revealed that beginning teachers wanted to be supervised by more experienced teachers in a subject area to receive greater feedback regarding their classroom performance. The teachers also stated that, for supervision to be effective, a supervisor should provide support, advice, help and trust. They further stated that a collaborative approach and provision of necessary resources are vital for effective teachers' supervision. This study did not link between the supervisory instruction and students' performance, an aspect that was considered in the present study in the Tanzanian context.

Al Nazer and Mohammad (2013) conducted their study in Jordan to identify the supervising practices by educational supervisors and their relationship with the attitudes of high basic stage teachers towards the teaching profession. The study found that there is a statistically significant relationship between the supervising practices among supervisors and the attitudes of high basic stage teachers towards the profession. Besides, the study emphasized the need to involve supervisors in curriculum development activities. The study recommended that, improvement of supervising practices through training and workshops for increasing their efficiencies is inevitable.

Similarly, Waite (2007) in their study about the effect of clinical supervision on the teaching performance of secondary school teachers in Malaysia relatedly established that formal observations significantly contributed to improved teacher preparation, lesson development, learner assessment and classroom control. Furthermore, Aldaihani (2017) conducted his study to examine the importance of instructional supervision on professional performance of teachers in Kuwaiti high. The study was

mainly qualitative and it was found that supervision had a positive effect on professional performance of teachers whereby supervisors' notes and observations helped teachers to identify their shortcomings and modify their behaviour accordingly.

The study further noted that unsuitable supervisory practices, loss of connection between the teacher and the supervisor, teacher resistance to support, and lack of meaningful feedback were the challenges that limited effective implementation of supervision in high schools in Kuwait. Although this study focused on the challenges of instructional supervision, it did not assess how instructional supervision influences teachers' work performance. This aspect was considered in the present study in Tanzania.

Sabbah, Naser, Awajneh (2016) in Palestine, conducted the more recent study. This study examined the teacher's roles in educational supervision in knowledge economy in Palestine. The results revealed that 84% of the teachers required training on innovative roles to facilitate the growth of knowledge in the economy, and the mechanisms of assessment of the teacher's roles still focus on the teachers' traditional roles. The study concluded that developing a systematic evaluation mechanism among teachers and supervisors would be beneficial in this era of knowledge-demanded economy. Nonetheless, this study did not analyse how the instructional supervision influences teachers work performance.

Usman (2015) conducted a study in Nigeria to assess the impact of instructional supervision on the academic performance of secondary school students. The study adopted Pearson product moment correlation statistics and t-test to analyse the

research findings. The study indicated that checking of students' notebooks, classroom visitation by school administrators, checking teachers' lesson plans/notes and inspection of teachers' record keeping were significantly correlated with teachers' performance and academic achievement of students in secondary schools in Nigeria.

However, this study focused only on secondary schools. Another recent study was conducted by Archibong (2016) to assess the influence of instructional supervision on the administration of secondary education as a panacea for quality assurance in Nigeria. The study found that instructional supervision enhances quality. It leads to quality planning, organizing, controlling, coordinating and evaluating by the school managers to achieve quality education. The study concluded that quality education could be obtained if education managers use properly the resources such as finance, personnel, facilities and time.

Moreover, Adewale, *et al.*, (2014) used descriptive and qualitative analyses to examine school inspection and school supervision in secondary schools in Nigeria. The study revealed that the mean level of inspection and supervision frequency for educational inspectors did not reach 50%, indicating that they were low. The study revealed also transportation problems and that inspection frequency in schools located in rural areas was very low. The study also revealed that the level of teachers and supervisors' interaction was low, about 20% of the requirements. In addition, the study noted that the use of instructional supervision to enhance teachers' professional development of teachers was neither understood nor put into use. The study revealed that the majority of teachers seemed to be not professionally qualified

to be in classrooms to teach because they were employed because of high demand for teachers in the country and not because of their qualifications. This study focused more on inspection rather than supervision.

Similarly, Akiri (2014) used descriptive analysis in assessing how principals' instructional and administrative strategies improve the academic performance of students in public secondary schools in Nigeria. The study revealed that the posting of principals as school administrators depends on many factors such as years of experience, seniority and acquisition of educational qualifications such as bachelor and postgraduate degrees in education. 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 teachers. However, these factors seem to be more administrative than instructional.

Studies in Ethiopia by Tesfaw and Hofman (2012) adopted descriptive and regression data analyses, to investigate the relationship between instructional supervision and professional development of teachers in private and government secondary school. The study revealed that new teachers preferred using the mentoring and portfolios compared to experienced teachers who moderately preferred using supervisory approaches. In addition, Ekyaw (2016) studied the practices and challenges of instructional supervision in Asossa Zone Primary Schools in Ethiopia by using a descriptive analysis and F-Test. The main findings of the study revealed that instructional supervisors insufficiently identified the strengths and limitations of teachers in the classroom in order to design appropriate

interventions, instructional assistance for teachers to improve their instructional skills and liaise with schools/clusters with various organizations, community groups and other interests in matters that affect the quality of education.

Further, some studies in Ghana involved a descriptive analysis and Pearson Correlation to investigate instructional supervision in public primary schools and District-wide educational supervision of students' academic performance (Baffour-Awuah, 2011; Mohammed, 2014). In their studies, Baffour-Awuah (2011) examined the supervision of instruction in public primary schools for teachers and head teachers in Ghana by using descriptive statistics and Pearson's correlation to determine relationships between teachers' perceptions of instructional supervision, and the results revealed that there was a statistically significant correlation between perception on supervision of instruction by teachers and head teachers.

Baffour-Awuah further discovered that the Ghana Education Service (GES) policy document emphasizes instructional supervision that focuses on monitoring teaching activities and ensuring maximum use of instructional time. However, teachers and head teachers stated that it is better to be trained on contemporary aspects of instructional supervision. The study recommended to education authorities to revise the GES policy, including more contemporary practices, and to increase the budget for instructional supervision activities. However, this study did not focus on how the differences in perceptions between teachers and supervisors' influence academic performance between teachers and students.

Likewise, Mohammed (2014) analysed the effects of educational supervision on students' academic performance in Nadowli District of Ghana by using descriptive

analysis. The study revealed that despite educational supervision in the district following a top down process, it helped to improve quality of education. The study also revealed that supervisors provided feedback, guidance and counselling services to teachers. However, the study revealed that inadequacy of trained personnel constrained education supervision. This study did not assess directly the influence of instructional supervision but analysed how educational supervision influences students' performance.

In East Africa, 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.

The study focused on both private and public secondary schools, however, the current study focused on public secondary schools in Lindi region, Tanzania. In addition, Mwesigwa (2011) conducted a study on head teachers' support supervision on the teachers' performance in the thematic curriculum classes in Namanyonyi and Nakaloke sub-counties, Mbale district in Uganda. The study revealed that classroom visitations and supervision of teachers during teaching is the best way of improving teacher's performance. This is because instructional supervision draws its data from its first-hand observation of teaching events and involves face-to-face interaction between the supervisor and the teachers in the analysis of teaching behaviours and

activities of instructional development.

Moreover, Wanzare (2011) used descriptive statistics to investigate the influence of instructional supervisory role of principals on students' academic achievement in public secondary schools in Kenya. The study found that principals rarely visited classrooms for lesson observation and rarely provided in-service training for their teachers. The study noted lack of finances, inadequate staffing, high turnover of teachers and poor inter-relationship were the major challenges that principals faced. However, this study focused on effect of school supervision on students' academic performance.

Wanzare (2013) studied the role of the head teacher in academic achievement in secondary schools in Vihiga District, Kenya. The findings from the study indicated that, in order to enhance academic achievements to students, head teachers used teamwork, created awareness to teachers on organizational procedures and ensured that all staff members were well established. The head teachers also checked the students and teachers' work, monitored the students' discipline, employed enough qualified teachers and eradicated cheating in examinations.

However, this study did not assess how instructional supervision influences teachers' work performance. Another study was carried out by Moswela (2010) to investigate the influence of head teachers' instructional supervision strategies on curriculum implementation in public schools in Imenti South district. The findings indicated that internal instructional supervision helped teachers to improve in assessment and evaluation, which further influenced curriculum implementation.

In Tanzania, Siamoo (2013) investigated how to develop instructional leadership skills of high school principals by using a problem-based learning approach. During the workshop, Head Masters and Head Mistresses reviewed and refined the American-designed evaluation tools in relation to a Tanzanian context. After attending the six-day intensive evaluation and supervision of classroom instruction, participants confessed that they were capable of providing support and coaching and assisting teachers to improve their pedagogical skills, implying that training supervisors and supervisees is important for enhancing instructional supervision.

Jumapili (2015) conducted another research under the title, "The applicability of internal school supervision and its effects on the quality of education in Ilala municipality". The study found a lot of laxity in the schools; among the teachers as well as the head teachers. The study found that the exercise of supervision was poorly adhered to thus the poor supervision in schools. Besides that, the study found that the quality of preparation in schools is very poor because of poor supervision. It was found that the teachers are not vigilant as far as supervision is concerned. The study also revealed that there are very few schools where teachers are guided on lesson presentation through supervision.

In a related study done by Ngole and Mkulu (2021) under the title "The Role of School Heads' Supervision in Improving Quality of Teaching and Learning: A case of Public Secondary school in Ilemela District Mwanza Tanzania" it was found that heads of schools are key instructional supervisors in schools. Furthermore, effective supervision was found to be the key factor for academic performance in schools. The study recommended that heads of schools should be setting time for instructional

supervision in schools because it is one of the roles that influence students' academic achievement positively. In addition, the study recommends that the Ministry of Education, Science, and Technology (MOEST) should reinforce supervision-based training through seminars, workshops, and refresher courses countrywide for secondary school heads of schools and second masters/mistresses. By so doing, even those who missed out supervision course at the university or college could benefit.

Michael (2017) carried out a study on the impact of educational supervision on students' academic performance in Ukerewe district. The findings showed that there is a significant relationship between supervision and students' academic performance. The study revealed that the schools whose heads of schools carried out supervision roles effectively had students with high performance compared to schools whose heads of schools did not perform well their supervision roles.

More recent, Manaseh (2016) conducted a study to examine the role of heads of secondary schools in managing the instructional programme. The study revealed that the instructional programme was not effectively managed because the heads of departments were not involved in curriculum coordination; syllabi were not covered on time, and heads of schools neither undertook classroom observations nor participated in review of curriculum materials. However, this study was conducted in Iringa Urban District using qualitative approach. Hence, the current study was conducted in Lindi region using both qualitative and quantitative approaches.

2.11 Research Gap

Various studies have been conducted to assess inspection and instructional

supervision in different countries in the world (Adewale, et al., 2014; Aldaihani, 2017; Archibong, 2016; Ekyaw, 2016). However, most of the studies have been done to assess the influence of instructional supervision (IS) on academic performance. Some of the studies conducted outside Tanzania did not focus directly on teachers' work performance (Kutsyuruba, 2003). The empirical literature signifies that only one study of Manaseh (2016) assessed the role of heads of secondary schools in managing the instructional programme in Tanzania. Manaseh (2016) did his study only in urban areas of Iringa Region by using qualitative analysis. Therefore, the study on which this thesis is based was conducted to fill in some gaps left by Manaseh (2016).

The study used descriptive, qualitative, and inferential analyses (correlation and t-test), while Manaseh (2016) concentrated on looking into the roles played by heads of schools in managing instructional programmes, this study concentrated on assessing the instructional supervision roles of head of schools and its influence on teachers work performance in public secondary schools.

2.12 Conceptual Framework

Conceptual framework is a set of two or more interrelated concepts that present a systematic view of the phenomenon that helps to explain it and make predictions about the phenomenon (Mosby, 2002; 2006). The conceptual framework is used to give coherence throughout the research design process (Daniels, 2004). This study adapted Glickman et al. (2007) model as a conceptual framework to guide the study. The model provides an insight on how the head of school instructional supervision

influences teachers' work performance. The model was useful to the study as it also identified some intervening variables that may affect heads of schools' instructional supervision.

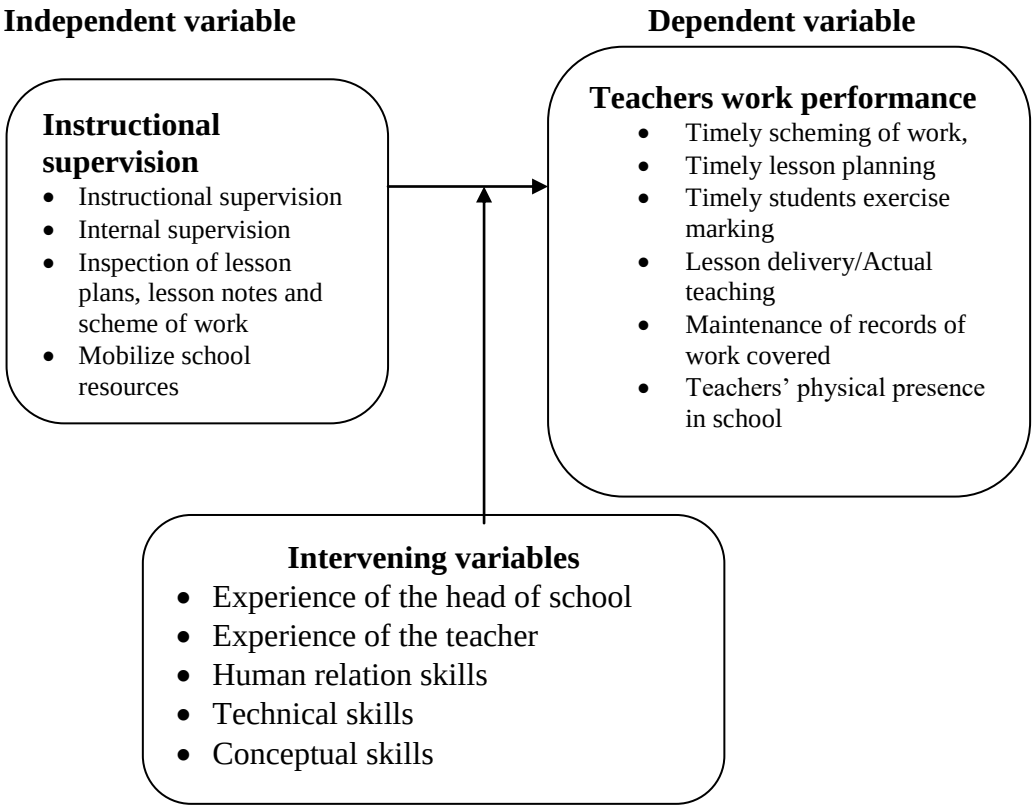

Figure 2.1: Depicts all the Essential Prototypes of General and Instructional Supervision and Teachers' Work Performance in School and how these Variables relate

As seen from Figure 2.1 conceptual frameworks recognizes the interdependencies and interrelationship among study variables. For example, independent variable constitutes heads of school instructional supervision activities such as classroom visit, an inspection of teacher's professional documents (i.e. lesson plan, lesson notes, scheme of work), checking students' assessment records, mobilizing teaching and learning resources and provision of in-service training influence teachers work performance.

As Alimi and Akinfolarin (2012) study found, classroom visitations by school heads, checking of students' class exercise or notes and inspecting teachers' lesson plans, scheme of work and lesson notes influence teachers' work performance. Another study by Ekaette, et.al, (2016) revealed that teachers in schools where instructional supervision is adequate are more effective than those that have inadequate instructional supervision. Another study by Olawoye (2009) showed that regular instructional supervision practices of the school head through direct supervision of teachers led to improvement in teacher lesson preparation, regular and punctual class attendance and participation in school community relations.

Glickman (2010) emphasizes that instructional supervisors, need the required skills to carry out the supervisory role of checking the lesson plan, lesson notes and scheme of work of teachers and give feedback for improvement in instructional effectiveness. The three basic skills required by principals are technical, interpersonal and conceptual skills to effectively carry out their instructional supervisory role. The heads of schools require the conceptual skills, which help him to know about how teachers teach and where they are to be corrected to improve their performance. In essence, the head of school needs to know the different parts of the school and how they fit together towards achieving the school mission. Conceptual skills provide the heads of schools with the ability to view changes or to estimate the value of school strategies.

The technical skills enable the heads of schools to have the ability to use the knowledge, method and techniques of instructional supervision to support the teacher in the instructional activities. The head of school may not have all the

technical skills but should at least possess an overall knowledge of the function of supervisors such as knowing how to prepare a lesson plan, lesson notes and scheme of work. Induction of new teachers and possession of clinical supervision knowledge is also important for effective supervision. Human relation skills are of great importance.

The principal interacts teachers in school in most cases during instructional activities, the principal, therefore, requires human relation skills to be able to motivate, facilitate, coordinate and get along with teachers to improve their performance and to achieve instructional goals. An instructional supervisor needs to know how their interpersonal interaction affects individual group of teachers. This will assist them to enhance a positive relationship that will help them achieve the goals of the school. The principals through training and experience learn the basic skills of supervision. This exercise helps the principal to improve on their basic skills of instruction of supervision.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research philosophy, research approach, research design sampling design, data collection methods, data analysis procedures and ethical consideration.

3.2 Research Philosophy

According to Grix (2010), research is best done through setting out clearly the existing relationship between what the researcher thinks can be researched (his/her ontological point of view) and what can be known about it (epistemological position) and how to go about acquiring it (methodological approach). Hence, this study was informed by the pragmatic worldview. Pragmatism is regarded as a philosophical stance for the mixed-methods approach (Johnson & Onwuegbuzie, 2004). It gives a set of assumptions about knowledge and enquiry that govern the mixed-methods approach, and which distinguish the approach (mixed) from the purely quantitative philosophical world view (positivism) and the purely qualitative line of thinking (interpretive or constructivism) (Johnson & Onwuegbuzie, 2004).

In this study, the choice of pragmatic philosophy was in line with the purpose of the study, which in turn informed the formation of the research questions, choice of design and approach of the study. In addition, the researcher had the freedom to choose methods, techniques, and research procedures that worked best in response to her research questions. The researcher used quantitative and qualitative data to obtain an understanding of the influence of heads of schools' instructional

supervision practice on teachers' motivation. Thus, the use of the pragmatic philosophy in this study opened the door for multiple methods, worldviews, assumptions as well as various forms of data collection and analysis.

3.3 Research Approaches

Within the context of the pragmatic philosophy, the mixed-methods approach was opted for. Creswell (2014) elaborates, "mixed-methods research involves the collection of both qualitative and quantitative data, integrating the two forms of data using a distinct design with philosophical assumptions as well as the theoretical framework" (p.4). Ideally, the mixed-methods approach makes use of pragmatic methods and system of philosophy to inform the study's research questions, choice of design, sample size and procedures, instruments and data analysis techniques (Onwuegbuzie & Leech, 2006).

Moreover, there are several reasons, which are inferred in the literature, for using the mixed-methods approach. For example, Johnson and Onwuegbuzie (2004), and Ary et al. (2010) assert that the goal of mixed-methods research is not to replace either of the two, but rather to draw on the strengths and minimize the weaknesses of both methods in a particular study. This can be done by mixing the methods in such a way that their weaknesses are minimized or the weaknesses of one approach do not overlap significantly with the weaknesses of the other (Ary et al., 2010).

Ary et al. further denote that mixed-methods research goes beyond merely mixing the quantitative and qualitative approaches, as it embraces philosophical assumptions and theoretical perspectives that are in line with the purpose of the study and the

intended outcomes. With reference to the wide range of purposes, in this particular study, the use of the mixed-methods approach was mainly for complimentarily and triangulation purposes. The quantitative and qualitative approaches were used concurrently with the view that the qualitative approach would elaborate on the results of the quantitative approach to give a fuller and deeper understanding, particularly of perceived effect of heads of schools' instructional supervision practices on teachers' motivation and whether or not teachers' motivation varies with heads of school instructional supervision strategies. Thus, the researcher managed to provide a better understanding of whether or not instructional supervision influence teachers' motivation, thereby giving great confidence in drawing conclusions.

Accordingly, triangulation was informed by the need to obtain, merge and analyze the results to give a better understanding of the problem being investigated. Separate forms of data were collected concurrently using different methods (interviews, focus group interviews and questionnaires). The data gathered from focus group discussions provided information which corroborated the quantitative data on influence of heads of schools' instructional practices on teachers' motivation and whether teachers' motivation vary with heads of school supervisory strategies or not.

3.4 Research Design

The quantitative part of the study employed descriptive design to collect data on influence of head of school instructional supervision on teachers' motivation. Kothari (2004) asserts that the 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 describes the characteristics of the respondents generally, including explaining cause-effect relationships.

For the qualitative part of the study, the researcher was inspired by the hermeneutic phenomenology design. This is the type of phenomenology, which draws on Martin Heidegger's philosophical insights to gain an understanding of the problem based on the life experience of the participants together with its meaning in a given context (Mack, 2010; Yin, 2006). For better understanding of a given phenomenon, hermeneutics believe that the researcher's background and experiences of what is real cannot be underestimated (Creswell, 2014). Laverty further holds that pre-understanding is not something a person can put aside since meanings are not only constructed by the world but also from our own background and experiences. This implies that, unlike other phenomenology approaches, hermeneutic researchers' assumptions and pre-understanding are not bracketed, but rather embedded and essential to the interpretive process (Gall et al ., 2007).

Another key issue of this design is that researchers usually go beyond describing what the participants through interpreting the meaning have experienced. Thus, interpretation is seen as a critical aspect in the process of understanding the truth (Creswell & Plano, 2011). Interpretation was required to bring out the way in which meanings occur in a context (Gay et al., 2009) by searching themes and engaging with data interpretively. Here is when the researcher becomes aware of pre-existing beliefs and background features so that what belongs to the researcher has to be separated out rather than researched (Johnson, & Christensen, 2010). This means that when designing the study researcher's self-reflection is a very important step to

make him or her conscious of bias and presuppositions that might affect the interpretation of data. Hermeneutic researchers call this process hermeneutic reduction or open phenomenological attitude, implying that the researcher retains openness to the world while both limiting and/or using pre-understandings reflexively (Gray et al., 2009).

In this study, the design was suitable because insights into instructional supervision practices and teacher's motivation were obtained deductively from focus group discussions and interview. The focus group discussions and interview were conducted after the survey in which some insights into underlying career choice motives among students and intentions to join their chosen careers were obtained. The findings were interpreted with an open mind reflectively to minimize researcher's bias. The pre-conceived assumptions regarding the problem understudy were not taken for granted, rather a point of reflection together with participants' experiences and perspectives.

3.5 Population and Sample Size

In any research, undertaking sampling is vital. Practically, studying the whole population is technically difficulty due to time and cost. Researchers always select a small portion of the population and make certain inferences about its characteristics. Academicians generally agree that there is no fixed sample size. The size of the sample is usually guided by the purpose of the study, nature of the population, and the availability of time and resources (Cohen, Manion & Morrison, 2011). Moreover, Omari (2011) holds that sample size can be determined by the type of data to be gathered and analyzed.

In quantitative research, size alone does not guarantee the accuracy of the data, as what matters is its representativeness (Ary et al., 2010) and the extent to which it can, statistically significant determine the differences (Omari, 2011). In this study the population was all 124 public secondary schools found in the region. In order to obtain the sample size, Lindi regional education office was consulted to avail the whole list of all 124 public secondary schools in the region. Schools were selected using stratified and simple random sampling technique. At first, all schools in each district in Lindi region were identified as indicated in Table 3.1

Table 3.1: Sampled Schools and Teachers by District Council

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

Source: researcher, 2021

The average of forty six point three percent (46.3%) of the schools from each district formed the study sample. All the school names in each district were written on pieces of paper and mixed up in a container. Then, the researcher randomly selected the school sample that is, 57 public secondary schools were selected to form the total school sample size. Teachers in each selected secondary school formed the study sample size; hence, altogether, a sample of 171 teachers was available as indicated in Table 3.1.

This procedure is in line with the procedure followed by Ary et al. (2006). These authors point out that one can select a sample from a list of schools and then include all the teachers in those schools in the sample. The number of sample 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 is to be conducted.

3.6 Study Area

The study was conducted in Lindi Region, the Southern part of Tanzania. The region was selected for the research for some reasons: first, it has been performing poorly and the least performing region in form four national examinations for almost four consecutive years from 2014 to 2017 (Ministry of Education, Technology, Culture and Sports, 2017). Second, teachers who are posted to public secondary schools in the region sometimes stay for a short time before they ask for a transfer to other schools in other regions. Moreover, researcher found out that few studies concerning instructional supervision issues have been conducted in Lindi region. For instance, one of the studies conducted in Lindi region was that of Mbawala (2017) which sought to assess the implementation of fee free basic education in Tanzania, particularly, in Ruangwa District Council in Lindi Region

3.7 Data Collection Methods

This study involved primary and secondary data, whereby the primary data were collected through questionnaires, Focused Group Discussions (FGDs) and interviews. The secondary data were gathered through a review of documents.

3.7.1 Primary Data Collection Methods

The primary data was collected by using interviews, questionnaires and FGDs

3.7.1.1 Questionnaire Method

Structured questionnaires with close-ended questions were used in this study to obtain teachers' views regarding the influence of head of school instructional supervision on teachers' job performance. Close-ended questions were used due to their power in limiting the respondents to choose between predetermined responses in order to quantify the data to be generated (Cooper & Schindler, 2006). Questionnaires were distributed to teachers in schools with the help of the heads of schools and were collected on the same day after been completed by teachers.

120 questionnaires were distributed to 140 secondary school teachers, the researcher managed to collect 103 questionnaires, and the teachers did not return 37 questionnaires. Writing on the importance of using questionnaires, Omari (2011) asserts that the use of questionnaires in data collection is comparatively inexpensive and easy even when gathering data from large numbers of people spread over wide geographic areas.

3.7.1.2 Interview Method

In this study, interviews were conducted to 57 heads of schools in the visited secondary schools. Interviews were conducted in the heads of schools office on agreed day and hours. One interview session took between one hour to one and half hours and the notebook and tape recorder were used to collect the information. The information collected through the interview guide helped to determine the core instruction supervisory activities of heads of schools. In particular, the deliberation of interviews aimed to explore various techniques used by heads of schools in supervising teachers work. Moreover, the interview method helped to establish

instructional supervision challenges faced by heads of schools.

According to Creswell, (2014) interviews occur when a researcher asks one or more participants some open-ended questions and records their answers. During an interview, the discussion progresses beyond the surface talk to a richer level of thoughts, feelings and probe as well as explore within the predetermined inquiry areas (Kothari, 2004). Again, the interview technique provides a space for the researcher to record data in written notes to avoid the intrusiveness of recording devices and the possibility of technical failure (Omari, 2011).

3.7.1.3 Focus Group Discussion

According to Demscombe (2010), Focused Group Discussion (FGD) is a technique used to collect data from a group of people on a specific topic. Creswell (2014) to be homogeneous explains individuals forming group (s) for investigation (similar in social context). Homogeneous group members gathered for discussions about the research purpose tend to facilitate sharing of thoughts, ideas and even debate on an area of controversy. During the group discussion on a research purpose in a shared environment, Creswell and Plano (2011) informed that members have an opportunity to build or comment on other's ideas on the topic of discussion. Because of FGD's benefits on data collection, this study considers this method as appropriate for, it permits participants through in-depth discussion in the relatively large group to share and add ideas on the said ideas by the co-participant (s), it is compatible to the tenets of the qualitative approach as it concerns investigation of phenomenon within its real-life context and it taps perspectives as perceived by the insiders.

In this study, the researcher held group discussions with class masters to get their experiences, views, and opinions on the influence of head of school instructional supervision to improve teachers' work performance. The discussions were held in staff rooms whereby, upon arrival, the researcher thanked the participants for coming and briefly introduced the topic, the objectives of the research and the purpose of the gathering. Furthermore, the researcher explained to the participants that their participation in the discussion was voluntary and that they were free to leave at any time they felt uncomfortable.

In this study, FGDs members ranged from four and five. Members were class masters who were ready to participate in the study. The logic behind this stem was from the goal that the focus groups should have enough participants to brainstorm various pieces of information. In addition, every member was in a position to express his or her opinion because large groups are difficult to control and usually limit the chance for people to share their experiences. The number was large enough to allow the discussion to range widely, but not so large that some participants' ideas were not heard. As Cooper and Schindler (2006) recommends 6 to 12 people may form FGDs. Likewise, Creswell (2014) suggests the range of 4 to 6 while Cohen et al. (2011) recommend a membership of 6 to 10 participants to form FGDs.

In this study, the purpose of using focus group discussions was to supplement questionnaire and interview findings. Worth noting is the idea of having a moderator during the discussion. Creswell (2014) suggested that for a focus group to be ideal it must have a moderator and assistant moderator. In this study, the research assistant helped the researcher (moderator) during the whole focus group discussion. The

researcher's role was to guide the focus group sessions while the assistant operated the tape recorder and took notes. The discussions took between 60 and 90 minutes. The proceedings were recorded with the participants' consent. At the end of the discussion, the researcher thanked the participants for their time and cooperation and re-emphasized that confidentiality would be maintained.

3.7.2 Secondary Data Collection Methods

This category of data was collected by documentary review method. Secondary sources of data involved review of documents related to this study, especially education policy documents, circulars, school reports, and minutes (Leedy & Ormrod, 2005). The review of secondary information was considered relevant to instructional supervision as this review examined the standard ways of carrying out instructional supervision. The documents including reports, and the Tanzania educational policy documents related to instructional supervision in secondary schools provided theories related to the research topic.

3.8 Data Analysis Procedures

This study used quantitative and qualitative data analysis procedures. For quantitative data, descriptive and inferential statistics were used. In descriptive statistics, frequency and percentages were used. Similarly, under inferential statistics simple and multiple regressions technique and F-test (One Way Analysis of Variance) were employed. Qualitative data were analyzed using the thematic approach. Yin (2006) defines thematic analysis as a method for identifying and reporting patterns/themes in the data. However, Johnson and Christensen (2010) argue that before the researcher starts to analyze the data, it is imperative to know

the theoretical perspectives taken under thematic analysis. This is because any theoretical inquiry has a number of assumptions about the nature of data and what they represent in terms of the world (reality). This seems to agree with Omari (2011) assertion that all researchers enter the field with a perspective that informs the focus, research questions and potential categories and themes. Thus, transparency is needed for a good thematic analysis.

According to Braun and Clarke (2006), themes can be identified from data through two primary approaches framework. These are inductive (bottom-up) and theoretical or deductive (top-down). The inductive analytical approach involves coding the data without trying to fit them into the researcher's analytical pre-conceptions. It is simply called a data-driven analytical framework. Conversely, the deductive approach is driven by the researcher's analytical interest in the area, and so there is a more detailed analysis of some specific aspects of the data (Braun & Clarke, 2006).

Owing to the fact that qualitative research (survey) supplemented questionnaire findings whereby interviews, observation checklist and open-ended questionnaire regarding instructional supervisory roles, instructional supervisory strategies, teachers' work performance and challenges, the researcher opted for the deductive approach to thematic data analysis. Having made the theoretical analytical decision, then the interview and focus group discussion analysis followed six thematic analysis phases as suggested by Braun and Clarke (2006). First, the researcher familiarized herself with the data through reading and re-reading the content while noting down some initial ideas emerging from the data. Secondly, the researcher generated initial codes that featured across the entire dataset.

The third phase was concerned with searching for themes. In this phase, the generated codes were assembled to form potential themes. In the fourth phase, the themes were reviewed. This entailed generating a thematic map of analysis through crosschecking to see whether the themes related to the extracted codes. The fifth phase was defining and naming themes. This was an on-going process of refining the details of each theme, which helped generate a clear definition and names for each theme. The last stage was producing the report in relation to the research questions and overall study purpose.

This study, however, does not claim that the interpretations and meanings attached to the data were 100 percent free from the researcher's prior knowledge and experiences but they rather accord with the phonological line of thinking. It is difficult to bracket the pre-existing knowledge when approaching the data since meaning creation is linked to one's background (Omari, 2011; Braun & Clarke, 2006). Cohen, Manion and Morrison (2011) who hold that meaning making is not without presuppositions, together with Braun and Clarke (2006) who posit that researchers cannot free themselves of their theoretical epistemological commitment, support this and so data are not coded in an epistemological vacuum. The researcher was aware of this, and took great care to minimize the pre-conceived perceptions of reality, i.e. instructional supervisory roles of heads of schools, instructional supervisory techniques, teachers' work performance and instructional supervisory challenges.

3.9 Ethical Consideration

Ethical consideration is key to any research undertaking. Omari (2011) explains that

formal codes of ethics are established to guide researchers in the social sciences. Thus, awareness of ethical concerns in research is very important to all researchers. It is this reason that the researcher adhered to the following ethical issues:

Research Clearance Letters: The permission to conduct this study was obtained from relevant authorities, including the Open University of Tanzania, Lindi Administrative Secretary (RAS) and Lindi rural, Kilwa, Liwale, Nachingwea, Ruangwa and Lindi urban Administrative Secretaries (DASs). The researcher also sought a permit letter from the authorities to introduce her to the respondents of the study.

Assurance of Confidentiality: The researcher ensured confidentiality by maintaining anonymity of the respondents. In this regard, the respondents' names as well as school names are not mentioned anywhere in the resultant report. Instead, letters are used to represent the schools and teachers**.** Furthermore, the researcher clarified to the respondents that the information that was collected is only for research purpose; thus, no respondents would be victimised for providing information for such research purpose.

Informed Consent: The researcher explained clearly the purpose of the study to the participants. The researcher clarified on the research problem, the purpose of the study, the short-term and long-term benefits and loss due to their participation in this study. The researcher asked for the participants' consent whenever he wanted to record their voices on tape during interviews. Again, the researcher informed the participants that their participation was voluntary, and as such they will be at liberty

to withdraw at any time with no repercussions if they so wished.

Considerable time was devoted to the reflection of the researcher's description of the participants' experiences. The divergent participant perspectives were analyzed by varying the different frames of reference. Then a description of what the participants experienced, and how the phenomenon was experienced was constructed. It was in this manner that the researcher was able to construct a description of the meaning of the participants' experiences as they described their instructional supervisory duties, supervisory techniques, teachers work performance and challenges they encountered in the course of supervision.

In order to follow verification procedures, the data were submitted to another researcher who examined it and looked for identical patterns. The researcher also questioned whether the meaning clusters could be arranged in a different manner, and whether researcher could subsume them under other data. After a great deal of reflection, researcher is confident that the development of themes accurately depicts and supports the topics, which were derived from the sub-questions.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the research findings and discussion on the influence of instructional supervision role by heads of schools on teachers work performance in public secondary schools in Lindi region. The chapter presents findings of the study based on five objectives: to examine teachers and heads of schools' understanding towards instructional supervisory roles of head of school; to examine the extent to which heads of schools carry out their instructional supervisory activities; to examine supervisory instruction options practiced in public secondary schools; to examine the extent to which head of school instructional supervisory activities influence teachers work performance; and to examine challenges heads of schools encounter in carrying out their instructional supervisory activities and how to address them in Lindi region. However, the following subsection begins by presenting the profile of participants.

4.2 Profile of Participants

Table 4.1: Profile of Participants

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

Source: Researcher, (2020)

This section presents the profile of 171 participants (mainly heads of schools and teachers) as a sample size used in this study. The profile is categorized based on sex, academic qualifications and age, as summarized in Table 4.1. As indicated in Table 4.1, 120 (70.1%) were male teachers and 51 (32.2%) were female teachers. It is observed from the table that 171 teachers who were involved in this study had varied academic qualifications.

Out of 171 teachers, 96 (56%) had a bachelor's degree, 40 (23.3%) had a master's degree and 35 (20.5%) had a diploma. Regarding their age, Table 4.1 shows that 109 (63.7%) participants had the age ranging from 30-35 years, 22 (12.9%) from 36-41,35 (20.6%) had the age less than 30 years, 4 (2.1%) had the age ranging from 42-47 and one participant had the age above 47 years. This implies that many participants had the age ranging from 30 and 35. With regard to work experience, out of 171 teachers**,** 91 (53.2%) had work experience of between 6-10 years, followed by 54 (31.6%) teachers with work experience of between 1-5 years and only 26 (15.3%) teachers had work experience of 11+.

Generally, one can argue that teachers and head teachers who were involved in this study had sufficient academic qualifications and work experience either required to supervise teaching and learning process or teach secondary schools in Tanzania. According to HakiElimu (2014), the more teachers stay in schools, the more the experience and improvements they make in performing their job. Teachers improve instructional supervision as they learn from their experienced peers; receive guidelines from the heads of schools and school inspectors during their teaching lifetime. Bernard and Goodyear (1998) state that a supervisor will not be able to

carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation; a sound update knowledge of the subject matter, a good organizing skill, and ready to accept teacher's idea and interest.

4.3 Teachers and Head of Schools' Understanding of Instructional Supervisory Roles of Head of School

This objective sought to examine whether or not teachers and heads of schools were familiar with instructional supervisory roles of head of school. To capture this information, interviews were made to 57 heads of schools whereas questionnaires were administered to 103 teachers and FGDs were held with 11 class masters. Table 4.2 presents the summary of the teachers' views regarding instructional supervisory roles head of school should perform, collected, analyzed and presented in frequency and simple percentage.

Table 4.2: Teachers Understanding of Instructional Supervisory Roles of Head of School (n=103)

S/N	**Statement**	F	%
1	It is the task of the head of school to monitor students' academic performance	95	92.2
2	It is the task of head of school to provide instructional learning materials	83	80.6
3	It is the duty of the head of school to ensure teachers attend their classes on time	67	65.0
4	It is the duty of head of school to make visit to classroom to observe teaching and learning process	59	57.3
5	It is the task of head of school to ensure teachers come to school on time in my school	38	66.7
6	It is the task of the heads of school to check teachers' professional records	87	84.5
7	It is the task of head of school to disciplines teachers who are late to school	81	78.6

Source: Research data (2020)

The analysis of data in Table 4.2 shows that 95(92.2%) teachers said that it is the task of the head of school to monitor students' academic performance whereas 87(84.5%) teachers said that it is the task of the heads of school to check teachers' professional records and 83(80.6%) teachers said it is the task of the head of school to provide instructional learning materials. This comes to suggest that, secondary teachers in visited schools are aware of instructional supervisory activities the head of school should execute.

Focused Group Discussion (FGDs) augmented the findings obtained through questionnaires. During the discussion, class masters mentioned the head of school supervisory roles to include giving an orientation on the culture and physical setup of the school to new employees (teachers). They said that new teachers are introduced to the heads of the department and the issues related to their subject area. They also said the head of school supervises the curriculum timetabling to ensure that all the subjects are timetabled and the correct number of lessons observed as required by the curriculum.

In addition, they said that the head of school is supposed to monitor students' academic progress, solicit teaching and teaching materials, organize in-house training, and supervise assessment of students through the heads of departments and class masters. Heads of schools, through interviews, were asked to mention their instructional supervisory roles. The study revealed that 38(66.7%) of 57 heads of schools mentioned monitoring and guiding teaching and learning, providing instructional resources, monitoring teacher's attendance and checking professional records such as the scheme of work, lesson plan and classroom journals to be their

key instructional supervisory roles. Others, 19(33.3%), mentioned only evaluating the scheme of work and lesson plan for teachers, ensuring teachers' punctuality, providing instructional resources and preparing time table. For example, during an interview, when one head of school was asked about his instructional supervisory roles, he read from head of school guidebook the following instructional supervisory roles:

i. Ensuring availability of sufficient teachers in his/her school
ii. Allocating teaching subjects to teachers
iii. Ensuring availability of teaching and learning materials
iv. Ensuring that teachers prepare scheme of work and lesson notes
v. Ensuring that teachers teach their periods and give students feedback
vi. Providing motivation and other incentives to improve teachers work performance.

Responding to the same question on instructional supervisory roles of head of school, another head of school from school E said that:

> *Being the head of school, I have many tasks….and even my roles are clearly stipulated in this head of school guidebook…for example, I have to make sure that all teachers prepare the scheme of work, lesson plan, and lesson notes. I should also make sure that teachers attend classes as per timetable and mark their students exercise books or assignment and give feedback immediately …*

In the same development, another head of school from school F, said that:

> *Madam…I am a supervisor in my school…. I am supposed to do every job….in other words I have to play the role of a school supervisor…. Just to say few of them…I have to visit classrooms and see how someone is teaching…I have to make sure that teachers have adequate teaching and learning materials…organize conferences for my teachers and provide orientation to new arrivals/employees….*

From the statements, one can argue that heads of schools have adequate knowledge on their instructional supervisory duties they should perform. If they implement them very well, this will increase teachers' work performance and improve the quality of education. This shows that heads of schools and teachers understand School Management Tool Kit very well. This guide requires heads of schools to ensure that teachers prepare all necessary pedagogical documents including lesson plans and schemes of work (MoEST, 2015).

Similarly, the findings presented by Musungu and Nasongo (2008) indicate that heads of schools' instructional leadership practices include regular checking of lesson plans, schemes of work as well as records of work covered. According to Babyegeya (2002) and MANTEP Institute (1995), in Tanzania, heads of schools are vested with instructional responsibilities of supervising school curriculum which include preparation and use of academic documents like subject log books, lesson plans and schemes of work in the supervision of classroom instructions, designing and the use of teaching and learning materials, lesson delivery and student's assessment. Other supervisory roles include allocating duties to teaching staff, controlling resources, monitoring and supervising teaching and learning activities.

In Tanzania, the Ministry of Education and Vocational training through inspectorate department, which had undergone reforms to quality assurance department, in its Act No.25 of 1978 section 41-44 and the Act No. 10 of 1995 sections 31-32, is empowered by law to conduct school inspection. According to these Acts, the quality assurance department establishes the legal bases for the inspection of schools in Tanzania. To fulfill this desire, schools are empowered to be more responsible for

managing administration and pedagogical issues that promote quality education (URT, 2010).

Heads of schools are recognized as internal instructional supervisors and their core function is to ensure that the curriculum is implemented according to rules and regulations. This is done through monitoring the preparation and uses of teaching professional documents such as syllabus, scheme of work, lesson plans, subject log book and lesson notes as well as classroom instruction provided by teachers to pupils (URT, 2010; URT, 2008).

4.4 The Extent to Which Heads of Schools Discharge their Instructional Supervisory Roles

Under this objective, the study sought to examine the extent to which heads of schools carry out their instructional supervisory roles. To obtain relevant information, questionnaires were administered to 103 teachers in 57 selected public secondary schools while the interview technique was used to solicit information from 57 heads of schools and FGD was held with 11 class masters.

4.4.1 The extent to which Heads of School Ensure Teachers' Punctuality

Under this subsection, the study sought to assess the supervisory performance of heads of schools on teachers' punctuality in their respective schools. In this regard, Table 4.3 presents the summary of teachers' opinions regarding the extent to which heads of schools ensured teachers' punctuality in their respective public secondary schools. The opinions have been analyzed and presented in frequency and simple percentage.

Table 4.3: Teachers Views on the Extent to which Head of Schools Ensure Teachers' Punctuality

S/N	Statement	SA		A		C		D		SD	
		F	%	F	%	F	%	F	%	f	%
1	Head of this school ensures teachers come to school on time every day	11	10.6	16	15.6	8	7.8	42	41	26	25.2
2	Head of this school has put in place well system that ensure every teacher attend his/her classes on time.	13	12.3	12	11.4	2	1.8	42	40.5	34	34
3	Head of this school often disciplines teachers who are late to school.	12	11.7	18	17.5	7	6.8	33	32	33	32
4	In this school attendance register check punctuality of teachers	5	4.7	18	17.5	4	3.9	39	37.9	37	36
5	In this school, the end of the year award encourages teachers to be early in school	8	7.8	22	21.4	2	1.9	44	43.7	27	25.2
6	The head of school makes sure that time for teaching and learning is effectively utilized	12	11.7	10	9.7	14	13.6	39	37.8	28	27.2

Key words: SA=Strong agree, A=Agree, C=Certain, D=Disagree, SD=Strong Disagree

As shown in Table 4.3, respondents were asked to rate their level of agreement regarding the statement that heads of schools ensure that teachers come to school on time every day. The result shows that 41% of respondents (teachers) strongly disagreed and 25% disagreed whereas only 10.6% of respondents strongly agreed and 15.6% agreed, but 7.8% were certain. Based on this result, the current study concludes that heads of schools do not make much effort to ensure that teachers come to school early.

In respect to item 2 which sought the views of the teachers on whether their heads of schools have put in place a good system that ensures every teacher attends his/her classes on time, 34% of respondents strongly disagreed and 40.5% disagreed with this notion while only 12.3% of respondents strongly agreed and 11.4% agreed. However, 1.8% of respondents were certain with the notion. Therefore, since the majority of respondents, one can conclude that there was no good system that could ensure every teacher attends classes on time every day in sampled secondary schools in Lindi region.

Responding to the statement that heads of schools often, discipline teachers who come late to school, the results show that 32% of respondents strongly disagreed and 32% disagreed with the notion whereas only 11.7% of respondents strongly agreed and 17.7% agreed with that statement but 6.8% respondents were certain. From this, one can concluded that teachers, in the study area, were not satisfied with disciplinary measures taken by heads of schools to teachers who come late to work.

On the item regarding whether or not school attendance register used to check punctuality of teachers, result shows that 36% of respondents strongly disagreed and

37.9% disagreed whereas only 4.7% of respondents strongly agreed and 17.5% agreed with the statement. Based on this result, it can be concluded that ensuring teachers' punctuality using the attendance register was not well practiced in the visited public secondary schools in Lindi region.

In response to item six, that the head of school makes sure that time for teaching and learning is effectively utilized, 37.8% of respondents strongly disagreed and 27.2% disagreed whereas 11.7% of respondents strongly agreed and 9.7% disagreed. With respect to the extent to which heads of schools ensure teachers punctuality, the interviews with head of schools revealed that only 31.8% out of 57 heads of schools had well established systems of supervising teachers' punctuality.

In these schools, the heads of schools had established class journals to monitor teachers' attendance and performance in each class. In such journals, there was a column where students could write their comments on what had been accomplished during the class, e.g. teaching, writing notes, doing tests or assignments, laboratory and so forth. At the end of each week, all class journals were handled in to the school heads for comments and evaluation. A class journal in one of the schools is shown in Figure 4.1.

Date	Subject on Time table	Time	Teacher's name	Teacher's signature	Comments

Figure 4.1: An Example of a Class Journal

However, the remaining 39(68.8%) interviewed heads of schools had no formal mechanism that could ensure teachers' punctuality. In such schools, even though the timetable and teachers' attendance register were in place but there were no serious efforts by school supervisors to ensure that teachers come early and respect the school timetable. In addition, no regular meetings held to evaluate teachers' attendance. The findings obtained through FGDs with class masters in collaboration with documentary review show that some teachers loiter during working hours leaving their students un-attending.

During FGDs, one experienced class master narrated:

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

The assertion presented above shows that teachers' punctuality in sampled secondary schools was a challenge. It is also observed that the attendance register and school timetable were not used to monitor teachers' punctuality as they were used for formality purposes. The head of school from school K also confirm this, when asked about how he ensured that teachers observe the school timetable:

> *In the school teachers are required to sign the attendance register before 7:30 am and teach his/her lessons as indicated in the school timetable. However, many teachers are residing far from this area hence coming very early is a bit challenging. The number of teachers is also a problem, particularly for science subjects. For example, we have only one teacher for physics and one for mathematics …with this scenario; it is a bit difficult for them to follow the school timetable.…*

During interview, one head of school said:

> *In this school like many public schools, we have the attendance register whereby all teachers are required to sign to show that they*

> *are at work. Failure to sign means that one is not at work place. All teachers are supposed to sign before 7:30am but some come late. For those who come late persistently, I just give them verbal warning as a reminder. No other measures are taken against them…*

Another head of school said that,

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

From three assertions and teachers' questionnaire findings, one can conclude that, in the study area, heads of schools did not take serious measures to ensure teachers' punctuality. In these schools, only the attendance register was used to keep a record of teachers' arrival at school. However, it did not tell whether these teachers entered the classroom regularly or not. Surprisingly, even the teachers who come late to the school were only verbally warned and no other disciplinary measures were taken against teachers who failed to attend classes or come late. This is contrary to MoEST (2015) which points out that the school head should supervise the teaching process of all teachers and monitor the school and class attendance of teachers.

Previous studies (Twaweza, 2013); Betweli, 2013); Benegro, 2016) have revealed that the ability of the heads of schools to supervise teachers' punctuality was limited. They could not manage teachers' attendance as they were expected to supervise. In this view, they lack leadership and management skills. Twaweza report of 2016 revealed the issue of teachers' absenteeism to be high, as it ranges from 11% to 30% in Kenya, Tanzania and Uganda, where Tanzania's rate is above all the three countries with 25%. Likewise, the attendance rate of teachers is reported to be low,

as it ranges from 10% to 13% in primary and secondary schools, (Twaweza, 2011; Betweli, 2013; Bilinga & Mfaume, 2016).

To support this finding, the Teacher Service Department (TSD) report of 2007 revealed that teachers' absenteeism was among the serious hindering factors to teachers' work performance to the expected standards (Amani, 2014; Dassan & Sima, 2017). Heads of schools are accountable to enhance the commitment of teachers' professional responsibilities, commitment, and accountability in teaching. Studies and education documents show that the primary role of heads of schools is to supervise teaching and learning activities and monitor the implementation of the work of teachers (URT, 2013; Ugwu, 2015; Kor & Opare, 2017). They must ensure among other things, effective use of time when accomplishing everyday tasks in their schools (URT, 2010).

4.4.2 The extent to which Head of Schools Checks Teachers' Professional Records

Under this subsection, the study sought to deal with heads of schools and teachers' views regarding the extent to which heads of schools check teachers' professional records. Table 4.4 gives details on teachers' opinions with regards to whether heads of schools checks teachers' professional records as collected, analyzed and presented in frequency and simple percentage.

Table 4.4: Teachers Opinions with Regards to whether Heads of Schools Checks Teachers Professional Records

S/N	Statement	SA		A		C		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	Head of school checks teacher's profession records to identify discrepancies that need improvement	22	21.4	16	15.5	1	1	36	35	28	27.1
2	Head of school ensures teachers prepare scheme of work before commencement of new academic year	42	40.7	13	12.6	12	11.6	2	2	34	33.1
3	Head of school ensures teachers prepare their lesson notes and lesson plan before going to the class	12	11.6	18	17.5	7	6.8	32	31	34	33.1
4	Head of school takes disciplinary action to teachers who fail to write lesson plan, scheme of work or lesson notes	5	4.8	18	17.5	4	3.9	39	37.9	37	35.9
5	Head of school ensure teachers incorporate appropriate teaching method, instructional materials and homework in their lesson plan	44	42.7	26	25.2	2	1.9	8	7.8	23	22.4

Keywords: SA=Strong agree, A=Agree, C=Certain, D=Disagree, SD=Strong Disagree

As Table 4.4 indicates, respondents were asked to rate their level of agreement regarding the statement that heads of schools check teachers' professional records. The result shows that 27.1% of respondents strongly disagreed and 35% disagreed whereas only 21.4% of respondents strongly agreed and 15.5% agreed. Based on this result, the study concludes that heads of schools, in the study area, do not necessarily check teachers' professional records for improvement. On item 2, respondents were asked to rate their agreement levels with the statement that heads of schools ensure that teachers prepare schemes of work before the commencement of the new academic year.

The result shows that 40.7% of respondents strongly agreed and 12.6% agreed whereas 33.1% of respondents strongly disagreed and 2% disagreed with the statement. This implies that heads of schools, in the study area, ensured that teachers prepared schemes of work before the new academic year started in their respective schools.

Further analysis revealed that 33.1% of respondents strongly disagreed and 31% disagreed with the notion that the heads of schools ensure that teachers prepare their lesson notes and lesson plans before going to classes. Only 11.6% of respondents strongly agreed and 17.5% agreed with the notion. Responding to the notion that heads of schools took disciplinary action to teachers who fail to write lesson plans, schemes of work or lesson notes, 35.9% respondents strongly disagreed and 37.9% disagreed with this statement whereas only 4.8% respondents strongly agreed and 17.5% agreed with the statement. Based on this result, it is concluded that, in the study area, heads of schools do not take disciplinary actions against teachers who fail

to prepare lesson plans and lesson notes prior to a classroom.

The findings obtained from FGDs and documentary review show that filling of lesson plans, schemes of work and subject logbooks is not for purpose of covering the syllabi timely, but for the sake of formality. These documents should be well prepared ready for the inspection by school inspectors, as an example, during FGDs, one participant from school J, made the following statement.

> *Schemes of work are written and inspected at the beginning of the school academic year, and then there is no more inspection until the next year. Lesson plans are randomly inspected because I have many periods to teach.*

When asked the same question, one class master from school A' had this to say:

> *In this school, we have academic committee which is headed by academic master…one of their tasks is to check teachers' professional records such as lesson plans, lesson notes and schemes of work. However, speaking from my experience, preparation of lesson plans and lesson notes is a challenge to many teachers. Teachers do not regularly prepare them…some teachers use the same lesson notes for many years and they do not want to update them….*

The same question on whether or not heads of schools check teachers' professional records was asked to 57 heads of schools in sampled public secondary schools. Heads of schools repeatedly said the same statement during interview. For example, one of these heads from school C said:

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

These two statements suggest that schemes of work and lesson plans were not regularly checked by heads of schools due to being overwhelmed with other

managerial responsibilities. They were prepared just to show school inspectors or district educational officers when they visited the school. This means that teachers' professional records were not used to enhance teaching but rather to show school inspectors or district education officials. This conclusion was also supported by the findings obtained through a review of documents. During the study, the researcher had a chance to go through 110 lesson plans and schemes of work. It was found that only 11.8% of teachers regularly prepare lesson plans whereas only 8.2% of teachers prepare lesson notes in every topic. It was also found that only 16.4% of teachers covered the syllabus as per scheme. Teachers were found lagging behind their own scheme of work for more than two to three topics.

Generally, one can argue that heads of schools did not check teachers' professional records for the sake of improvement. This is because they insisted on filling out lesson plans, schemes of work and subject logbooks not for purpose of ensuring that syllabi are covered timely, but for the sake of formality and that these documents among others, constitute the school inspection documents that are supposed to be there when school inspectors or district education officials once they visit school for inspection. This is contrary to the School Management Tool Kit, which requires school heads to ensure that teachers prepare all necessary pedagogical documents including lesson plans and schemes of work (MoEST, 2015).

Similarly, Musungu and Nasongo's (2008) findings indicate that heads of schools' instructional leadership practices include regular checking of lesson plans, schemes of work as well as records of work covered. Likewise, Enueme and Egwunyenga (2008) found that teachers experienced a high level of instructional leadership as

well as classroom instruction assistance from heads of schools. This is in line with Louis, Leithwood, Wahlstrom and Anderson (2010) who found that effective heads of schools who made more frequent and spontaneous observations of classroom instruction could provide direct and immediate feedback to improve their teachers' work performance

On the contrary, Swai and Ndidde (2006) found that 14 out of 26 heads of schools had signed without paying attention to the content or accuracy of the plans or schemes of work. Likewise, the school inspector's report of 2015 found that, in Kagera region, the majority of heads of schools poorly supervised teachers and as a result, many teachers failed to prepare pedagogical documents when inspectors visited schools. Weak preparation of lesson plans and schemes of work renders the loss of instructional time and traditional teaching methodologies. In supporting school inspection reports, the study by Mwinyipembe and Orodho (2014) found that at the beginning of the term heads of school deliver a harangue on the importance of preparing and using professional records and accomplishing the non-academic roles in readiness for school inspectors who may visit the school any time. This means that teachers and heads of schools misunderstand the aim of making professional records. Instead, they prepare them for external supervisors and if they never come then soon the teachers give up the preparations.

Further, Dawo (2011) and Jumapili (2015) found that teachers in secondary schools, in Tanzania, seldom attend classes; they are either away or in the staffroom. A study by Mgonja (2017) supported this by showing that Tanzanian teachers spend less time teaching than others do worldwide, and there is no any evidence showing that this

situation may have significantly improved. The study is in line with a study conducted in Uganda by Malunda, Onen, Musaazi and Oonyu (2016) which revealed that heads of schools in Uganda were ineffective in supervising teaching activities and as a result, teachers were not committed to teaching, the situation that lead to poor performance of students. Since the current study found that teachers were not committed to preparing lesson plans, schemes of work and lesson notes, therefore, it concludes that lack of commitment among teachers may be attributed by ineffective supervision of teaching activities, as teachers may lack an opportunity to recognize areas of their weaknesses.

Furthermore, the study carried out in Kenya by Gachoya (2008) on supervision by checking teachers' records found that 70 percent of instructional supervisors who were assessed and observed were not properly keeping their professional records. They were advising teachers to make proper preparation and keep their professional records. Gachoya's study encourages head teachers to be competent and responsible in their supervision roles especially in keeping their professional records in schools, but on other way around the major limitation of this study lies in the shortage of training to head teachers on how they can supervise primary school teachers so that they keep records properly.

4.4.3 The extent to which Heads of Schools Supervised Teachers on Students' Assessment

This subsection presents teachers' views about teachers' supervision of student assessments by heads of schools. Table 4.5 gives details on teachers' opinions concerning whether heads of schools supervise student assessment and take

disciplinary actions against teachers who fail to give students weekly or monthly tests.

Table 4.5: Teachers' Opinions on the Extent to which Heads of Schools Supervise

S/N	Statement	SA		A		C		D		SD	
		F	%	F	%	F	%	F	%	F	%
1	Head of school ensures that teachers conduct test and assignment weekly in my school	18	17.5	11	10.7	14	13.6	39	37.8	21	20.4
2	Head of school often ensures that teachers checks note copied by the students in my school	6	5.8	2	1.9	23	22.3	39	37.9	33	32.1
3	Head of school ensures that teachers give students enough assignment in my school	4	3.9	5	4.9	21	20.4	32	31.1	41	39.7
4	Head of school ensures that teachers communicate to parents about students' academic performance after evaluation in my school	15	14.6	9	8.7	19	18.4	34	33	26	25.3
5	Head of school ensures that the teachers mark students test and examination	7	6.8	10	9.7	21	20.4	41	39.8	24	23.3
6	Head of school takes disciplinary measures to all teachers who fail to give students assignment, weekly or monthly tests in my school	3	2.9	4	3.9	18	17.5	51	49.5	27	26.2
7	Head of school checks learners progress records	14	13.6	27	26.2	20	19.4	27	26.2	15	14.6

Source: research data, (2020)

As Table 4.5 indicates, respondents were asked to rate their level of agreement regarding the statement that head of school takes disciplinary measures against all teachers who fail to give students weekly or monthly tests. The result shows that 26.2% of teachers strongly disagreed and 49.5% disagreed whereas only 2.9% of teachers' respondents strongly agreed and 3.9% agreed with the statement.

Again, teachers' response to item two with the statement that head of school ensures that teachers conduct test and assignment weekly in my school. The result shows that 20.4% of respondents strongly disagreed and 37.8% disagreed whereas only 17.5% of respondents strongly agreed and 10.7% agreed with the statement. This suggests that teachers, in study area, were not satisfied with the supervision by heads of schools to ensure that teachers conduct assessments to students.

In responding to item 4 with the statement, that heads of schools ensure that teachers communicate to parents about students' academic performance after evaluation, 25.2% of respondents strongly disagreed and 33% disagreed whereas only 14.6% of respondents strongly agreed and 8.7% agreed with the notion. This suggests that teachers, in study area, were not satisfied with the supervision made by heads of schools to ensure that teachers communicate to parents about their children academic performance after evaluation.

The findings obtained through the analysis of questionnaires and documentary review show that in all 57 visited secondary schools, teachers did not check notes copied by their students. In some of the schools visited, some of the students did not have exercise books for all subjects. Teachers did not go through students' exercise

books. During an interview, one of the heads of schools, when asked if she supervises teachers when they assess students, she said that:

> *My heads of departments are the ones who ensure that teachers conduct monthly and weekly test…teachers also give various assignments and quizzes to students…but as you can see number of the students…it is difficult for teachers go through students exercise books and give constructive feedback…so they just mark quizzes, tests or examinations.*

In summary, it can be concluded that supervision of students' assessment was not well practiced in visited public secondary schools in Lindi region. Although heads of schools are vested with legal and policy documents that give them the power to supervise students' assessment activities in their respective schools, there is a general laxity in supervising students' assessment in all visited schools. Writing on the supervisory responsibilities of the head of school regarding students' assessment, Bower, Lobdell and Owen (2005) argue that head teachers are the first leaders who have authority of inspecting all students learning documents especially exercise books. Head teachers inspect exercise books to ensure the reality of the implementation of teaching in the classroom.

Furthermore, Adu1 at al. (2014) have established a significant impact of school heads checking of students' notes, class exercises, and moderation of examination questions and marking schemes on students' academic performance. The study recommended that school heads must be keen on checking students' assessment records, such as notes given by teachers and class exercises, to ensure that teachers are effectively carrying out instructional activities. The most recent study by Wairimu (2016) on Teachers' Perception on Classroom Observation and Checking of Pupils' Exercise Books by Head Teachers on Performance of Duty in Primary

Schools in Kenya found that 72.6% of teachers agreed that the head teachers inspecting pupils' exercise books help them to know the amount of work given to the pupils and the quality of work done by the teachers. The study by Wairimu was also in line with the study by Akiri (2014) which observed that when heads of schools fail to assess students´ exercise books, neglect their critical instructional supervision roles.

4.4.4 The Extent to which Head of Schools Provide Instructional Resources to Teachers

Instructional materials refer to textbooks, exercise books and all resources that assist teachers in instructional practice. The study sought to investigate whether heads of schools, in the study area, ensured the availability of sufficient instructional resources to their teachers. Table 4.6 presents the summary of teachers' opinions on the extent to which their heads of schools ensure the availability of instructional resources.

Table 4.6: Teachers' Views on the Extent to which head of Schools Provide Instruction Resources to Teachers

S/N	Statement	SA		A		C		D		SD	
		F	%	f	%	F	%	F	%	f	%
1	Head of school ensures teachers have sufficient textbooks for instructional practice	27	26.2	35	34	7	6.8	21	20.4	13	12.6
2	Head of the school assists teachers in selecting and developing instructional materials	5	4.8	2	1.9	2	1.9	48	46.6	46	44.8
3	Head of school ensures school laboratories have all necessary facilities	11	10.7	25	24.3	9	8.7	36	34.9	22	21.2

Source: research data, (2020)
Key words: SA=Strong agree, A=Agree, C=Certain, D=Disagree, SD=Strong Disagree

As Table 4.6, item 1, indicates, respondents were asked to rate their level of agreement regarding the statement that the head of school ensures the availability of textbooks. The result shows that 26.2% of respondents strongly agreed and 34% agreed with the notion whereas only 12.6% of respondents strongly disagreed and 20.4% disagreed. Based on the result presented, this study concludes that heads of schools, in this study, ensured the availability of textbooks.

As indicated in item 2 of the same table, respondents were asked to rate their level of agreement regarding the statement that heads of the schools assist teachers in selecting and developing instructional materials. The result shows that 44.8% of respondents strongly disagreed and 46.6% disagreed with the statement whereas only 4.8% of respondents strongly agreed and 1.9% agreed. Based on this result, the current study concludes that the practice of helping teachers to prepare and develop teaching and learning materials was not well done by the majority of heads of schools in visited public secondary schools. FGDs also supported the findings from questionnaires. During the discussion, repeatedly participants complained that heads of schools did not support teachers in preparing-teaching learning materials. They also said science subjects had an acute shortage of textbooks. During FGDs, one participant had this to say:

> *In this school, head of school needs to do more with regard to textbooks…. we do not have sufficient textbooks and we lack library……all textbooks are kept in head of departments offices…. these make difficult for students and teachers to access them.*

This was confirmed by one heads of schools from school G, during interview,

> *Somehow, I can say my school has adequate textbooks for art subjects…the student-book ratio is close to 1:4 but for science subject*

> *textbooks is a challenge as student-book ratio is more than 1:20…Above all we don't have library…. hence books are just kept in teacher's office.*

Another head of school narrated what I could be the cause:

> *We have textbooks for all subject but not in acceptable ratio…. but at least we have few copies for each* subject*…. with regards to laboratory room, is there but without all facilities students need for practical…this makes hard for teachers to teach practical.*

This suggests that all 57 secondary schools visited had no sufficient teaching and learning resources. This shows clearly that heads of schools are not playing their roles well in terms of soliciting teaching and learning resources in their respective schools. This is contrary to what UNESCO (2006) suggests that heads of schools should ensure teachers effectively perform teaching by creating conducive teaching-learning atmosphere.

This finding is in line with URT (2010) pointing out that, in recent years, the provision of books to secondary schools has increased through capitation grant. However, the student-text book ratio is not satisfactory, because the capitation grant does not reach the school on time. On the issue of whether school heads helped their teachers to select appropriate teaching and learning resources for their lessons, the findings show that this is hardly done. The respondents advocate that shortage of these materials caused difficulties to the whole process of teaching and learning hence hinder instructional supervision. This is likely to affect teachers' ability to deliver lessons effectively.

This finding resonates with the views of some of the sampled heads of schools who were interviewed. The findings of the study portray that heads of schools scarcely

help teachers to choose appropriate teaching and learning resources for lesson delivery. This finding is at variance with Okeke (2001) who posited that there is a significant relationship between the school head's supervisory strategies and teachers' instructional performance in terms of teaching materials. Osakwe opined that if school heads could help teachers choose appropriate teaching/learning resources; it could positively influence teaching because that would facilitate the learners' understanding of abstract concepts (Oduro, 2009). This implies that there is a likelihood of students in senior high schools not grasping taught concepts in various subjects.

4.4.5 The Extent to which Head of School Supervise Teachers Teaching and Learning

Under this subsection, the study sought to assess whether heads of schools under study supervise teachers' teaching and learning process. In this regard, teachers were requested to rate the effectiveness of their head of school performance in responsibility pertaining teaching and learning process. Table 4.7 presents the summary of the findings obtained through questionnaires. In As Table 4.7 (item 1) indicates, respondents were asked to rate their level of agreement regarding the efforts of their head of school in conducting regular meetings with teachers to evaluate teaching activities in their respective schools. The result shows that 35.9% of respondents strongly disagreed and 42.8% disagreed with the notion whereas only 2.9% of respondents strongly agreed and 1.9% agreed.

Table 4.7: Teachers' Views Regarding on Head of Schools Supervisory Performance in Teachers Teaching and Learning Process

S/N	Statement	SA		A		C		D		SD	
		f	%	f	%	F	%	F	%	f	%
1	Head of school conducts regular meetings with us to evaluate teaching activities	3	2.9	2	1.9	17	16.5	44	42.8	37	35.9
2	Head of school organizes in-house training to tackle instructional problems identified by teachers during teaching	8	7.8	10	9.6	27	26.2	36	35	22	21.4
3	Head of school visits classrooms to observe teachers' use of teaching and learning aids	1	1	2	1.9	27	26.1	38	37	35	34
4	Head of school guide teaches on the appropriate methods of teaching	2	1.9	2	1.9	16	15.5	35	34	48	46.7
5	Head of school provides teachers with constructive feedback in my school	4	3.9	5	4.9	10	9.6	42	40.8	42	40.8
6	Head of school plans and makes agreements with teachers on the suitable time for classroom observation	1	1	5	1.5	24	24.3	40	39.8	33	33.4
7	Head of school discusses with teachers on the objective of the lesson before the actual presentation	0	0	3	2.9	21	20.4	44	42.7	35	34
8	Head of school follows up the lesson attentively from the beginning to the end	0	0	2	1.9	10	9.7	38	36	53	52.4

Key words: SA=Strong agree, A=Agree, C=Certain, D=Disagree, SD=Strong Disagree

The findings indicate that heads of schools do not conduct regular meetings with teachers to evaluate issues related to teaching and learning activities of teachers. This was supported by a considerable number of teachers as 21.4% of respondents strongly disagreed and 35% disagreed with the notion that head of school organize in-house training to tackle instructional problems identified by teachers during teaching respectively whereas only 7.8% of respondents strongly agreed and 19.7% agreed with the notion.

As it can be seen from Table 4.7, (item 3), concerning whether heads of schools visit classrooms to observe teachers' use of teaching and learning aids, about 34% respondents strongly disagreed and 37% disagreed. This revealed that the effort of the heads of schools to visit classrooms to observe teachers' use of teaching and learning aids was not conducted. As depicted in Table 4.7 (item 6), 33.4% of respondents strongly disagreed and 39.8% disagreed with the statement; 'head of school plan and make agreements with teachers on the suitable time for classroom observation'. From this majority of the respondents, it can be stated that the head of schools did not plan and make agreements with teachers on the suitable time for classroom observation.

The respondents rated concerning item 7 in the same table, the practice of heads of schools to discuss with teachers the objective of the lesson before the actual presentation accordingly. The result shows that 34% of respondents strongly disagreed and 42.7% disagreed that head of schools discuss with teachers on the objective of the lesson before the actual presentation whereas only 2.9% of respondents agreed with the notion. It is logical to conclude that heads of schools in the visited area did not practice it.

In Table 4.7 (item 8), respondents were asked to rate their level of agreement concerning whether the heads of schools follow up the lesson attentively from the beginning to the end. As a result, according to the views of teacher respondents, heads of schools did not follow up on the lesson attentively from the beginning to the end, as 52.4% of respondents strongly disagreed and 36% disagreed with the notion. This study concludes that, in the study area, heads of schools pay limited classroom

visits.

However, even those who had the opportunity to visit classrooms did not stay for the entire period in the class observing the teacher. The purpose of classroom observation is to improve the quality of teaching and learning activities in the classroom. Hence, the heads of schools should stay in the class from the beginning to the end of the period. Because, if heads of schools observe some parts of the class activity and leave the class, the supervisee (teacher) may suspect the supervisor to judge his or her activity negatively and the supervisee may feel unhappy.

Questionnaire findings were supported by interview findings with heads in visited schools. During interview, heads of schools were asked to respond to the following questions: “Do you monitor teachers’ classroom teaching to ensure that it covers the syllabi on time?” “If yes, how do you monitor it? The study revealed that out of twenty respondents, eight (36.3%) said that they monitor classroom teaching. It was important to ascertain how heads of schools monitor it. Therefore, they were asked to explain how they monitor classroom teaching. It was noted that heads of schools relied on lesson plans, class journals and schemes of work to monitor classroom teaching.

One head of school said he holds meetings with class teachers and ask students about the syllabi coverage. During the interview, he said:

> *Every Friday teachers bring to my office their lesson plans and schemes of work … to check if the subjects and topics and sub-topics are well covered. I sometimes visit classrooms to ask students. I also use meetings with class teachers. This helps me to monitor teachers’ classroom teaching.*

Another question asked to head of schools was “Do you conduct informal classroom observations on a regular basis during the teaching and learning process?” The result revealed that all 57(100 percent) teachers conduct regular classroom observations. The study was interested to probe on how head of schools conduct classroom observations. Thus, heads of schools were requested to explain how they conduct classroom observations. The findings from interviews with heads of schools revealed that they do not enter classrooms to observe the teaching, but rather they walk around outside the classrooms. During the interview, one of the heads of school from school C said:

> *What I do, as the head of school is to go around the school….outside the classroom to see what is going on there. I do not prefer to enter classrooms when teachers are teaching, but what I do is just walking along the corridors. This helps me to know whether teachers are in the classroom teaching or not…*

In the course of interview, one head of school from school A’ had this to say:

> *Yes, I have the power to visit and observe how teaching and learning is going on in my school….but I have more than 25 teachers, it is not easy to visit all of them….teachers also do not like to be visited…hence, I don’t have the tendency of visiting any class to observe what is going on.*

In same line of argument, another head of school said that….

> *I usually visit classroom when there is a problem or complain from students on teacher’s mistreatment or when teachers have poor classroom attendance…This helps me to understand the root cause of the problem and take appropriate action…*

Another head of school said that,

> *“I refrain more often from visiting classrooms for lesson observation because many teachers take it negatively and perceive it as witch hunting”.*

It is also found that some of the heads of schools do not enter classrooms to observe how teachers teach because they believe that direct classroom observation would discourage teachers and that such a practice would mean that heads of schools do not trust teachers. FGDs with class masters also revealed that heads of schools do not have the interest in classroom observation. One class master from school J said:

> *My head of school does not show any interest in how teachers teach and how students learn by visiting and observing what goes on in classrooms with the view to designing appropriate support strategies for teachers.*

Another class master claimed that:

> *I have been in this school for more than ten years now…I have never seen the head of school visiting classrooms to see how teachers teach…simply she is not interested or maybe she is busy with other administrative issues…many times she just observes while walking outside the classrooms.*

Generally, the study revealed that the heads of schools do not enter the classroom to observe how teaching is going on but they only walk along the corridors outside the classroom when the teaching sessions were in progress for two reasons. First, they lack interest in observing teaching and secondly, they believe that classroom observation would discourage teachers and that such a practice would mean that heads of schools do not trust their teachers. The findings contradict the requirements stipulated in the handbook for heads of secondary schools in Tanzania (1997: 20-21) cited in Sumra and Rajani (2006), which clearly direct that heads schools are responsible for coordinating the curriculum in schools. Heads of schools are vital for ensuring efficiency and effectiveness in the teaching and learning of various school subjects because they are closest to teachers.

The findings also contradict the provisions of the heads of school handbook of 1997 supplied then by the Ministry of Education and Culture, which require heads of schools, to regularly conduct classroom observations in all subjects to ensure that what is taught is in accordance with the syllabi and relevant to the grade level. According to too et al. (2012), the amount of time the head of school spends observing classrooms and instruction is one of the most important factors in both teachers' and students' achievement. Through actual classroom observations, the head of school can discover the strengths and/or weaknesses of each teacher and thereby design appropriate strategies to support him/her.

The commitment of the school heads to the practice of ensuring teachers' punctuality and effective use of instructional time is in tandem with the view of Ekyaw (2016) who found the instructional supervision activities of the school heads to include seeing to it that teachers engage in meaningful instructional activities and keep to the allocated instructional time. This could help to enhance the attainment of instructional objectives, culminating in timely completion of syllabuses and improve students' performance.

4.5 Supervisory Instruction Approaches Practiced in Public Secondary Schools

Under this objective, the study sought to examine supervisory instructions approaches practiced in public secondary schools in Lindi region. The interview technique was used to solicit the information from 16 heads of schools whereas FGDs technique was conducted to 11 class masters and questionnaires were administered to 171 teachers. Table 4.8 presents the summary of the questionnaire

findings obtained from 171.

Table 4.8: Teachers Views on Supervisory Instructional Approaches Practiced in the School

S/N	Statement	SA		A		C		D		SD	
		f	%	f	%	f	%	f	%	f	%
1	In my school competent and experience teachers mentor novice teachers	13	12.6	11	10.7	19	18.4	32	31.1	28	27.2
2	In my school informal classroom visit is often practiced by head of school	10	9.7	8	7.8	51	49.1	26	26.2	8	7.2
3	In my school face-to-face interaction is often practiced	2	2	3	3	27	26.2	41	39.7	30	29.1
4	In my school we conduct simple research to determine cause of student poor performance	0	0	4	3.9	31	30.1	49	47.6	19	18.4
5	In my school teachers observe themselves in the classroom regularly and share feedback	7	6.8	3	2.9	13	12.6	42	40.8	38	36.9
6	In my self-directed supervision is practiced regularly by experience and competent teachers	27	26.2	32	31.1	26	25.2	12	11.7	6	5.8
7	In my school collegial supervision is often practiced	14	13.6	23	22.3	17	16.5	22	21.4	27	26.2

Source: Research data, (2020).
Key words: SA=Strong agree, A=Agree, C=Certain, D=Disagree, SD=Strong Disagree

With regard to item 6 of Table 4.8, respondents were asked to rate their level of agreement regarding the statement, “In my self-directed supervision is practiced regularly by experience and competent teachers”. The result shows that 26.2% of respondents strongly agreed and 31.1% agreed while half of the respondents agreed

with the notion. It can be concluded that the opportunity for experienced and competent teachers to practice self-directed supervision was well practiced in visited schools.

As Table 4.8 (item 1) indicates, respondents were asked to their agreement level with the statement, “In my school, competent and experience teachers mentor novice teachers” Consequently, 27.2% of respondents strongly disagreed and 31.1% disagreed whereas only 12.4% of respondents strongly agreed and 10.8% agreed with the statement. Since more than half of the teachers disagreed with the statement, it can be concluded that competent and experienced teachers do not mentor novice teachers.

As indicated in item 2 of Table 4.8, teachers were asked whether heads of schools, in their schools, often practiced informal classroom visit. The result shows that 34.4% of teachers were uncertain whereas only 9.7% and 7.8% teachers strongly agreed and agreed with the statement respectively, and 34% teachers were uncertain with regard to the issue. Therefore, it can be concluded that informal supervision in their schools to support teachers was not much practiced by heads of schools in the visited schools.

As it can be observed from Table 4.8 item 7, respondents were asked to rate their agreement level with regard to use of collegial supervision among themselves. The result shows that 26.2% and 21.4% of respondents strongly disagreed and disagreed respectively whereas only 13.6% and 22.3% of respondents strongly agreed and agreed respectively. The findings obtained through Questionnaires were supplemented with FGDs. During the discussion, class masters revealed that they

were not aware of supervisory options practiced by heads of schools.

With respect to the application of supervisory options, the interview with heads of schools explained that they had not sufficient knowledge of the existence and application of various approaches to supervision. Nevertheless, sometimes teachers shared teaching experiences with their fellow teachers. This is in line with other previous studies, for example, Oduro, (2009) outlined many strategies available for heads of schools to help teachers improve their job performance and to facilitate effective instructions in school. Some of the strategies include self-appraisal, observation, classroom visitation, conferences, and evaluation. To support this, Ngirwa (2006) also emphasized that heads of schools use various supervision strategies such as classroom visitation, conferences, observation, teaching demonstration, follow up visit and evaluation to improve the standard of education in Nigeria. Heads of schools adopt supervision strategies to identify the strength and weaknesses of teachers and provide solutions to their challenges.

This finding is in line with that of Onuma (2016) who conducted a study on the impact of conferences as an effective supervisory strategy on teachers' job performance in secondary schools in Ebonyi State Nigeria. Onuma found that a conference as a supervisory strategy has a significant influence on teachers' job performance in secondary schools.

4.6 The Extent to which Heads of Schools Instructional Supervision Enhanced Teachers' Work Performance

This objective sought to examine the extent to which heads of schools' instructional supervision enhance teachers work performance. In order to address this objective,

the following research question was asked: To what extent secondary school teachers perform their roles and to what extent heads of schools' instructional supervision enhance teachers' work performance.

4.6.1 Teachers' Perception on the Extent to which Heads of Schools' Supervision enhance Teachers Work Performance

In this subsection, the study sought to ascertain teacher's perception on the extent to which heads of schools' instructional supervision enhance teachers work performance in their respective schools. To obtain relevant information both interviews and questionnaires were used. Through questionnaires teachers were given various statements and they were requested to rate their agreement level as a way of obtaining their perception on whether or not head of school instructional supervision enhance teachers work performance. Table 4.9 summarizes the results.

Table 4.9: Teachers Perception on the Extent to which Heads of Schools Instructional Supervision enhanced Teachers Work Performance

S/N	Statement	4		3		2		1	
		f	%	f	%	f	%	f	%
1	Head teacher classroom visits influence teacher work performance	5	4.9	10	9.7	18	17.4	70	68
2	By head teacher checking lesson plan, scheme of work and lesson notes improve teacher work performance	15	14.6	7	6.8	22	21.4	59	57.2
3	Provision of instructional resource improve teachers work performance	1	1	3	2.9	37	35.9	62	60.2
4	Provision of teachers' professional development improve teachers work performance	11	10.7	14	13.6	25	24.3	53	51.4
5	Rewards of job accomplishment improve teachers work performance	0	0	6	5.8	38	36.9	59	57.3

Source: research data, (2020)
Key: 1= Not at all, 2=Less extent, 3=Moderate extent and 4=Greater extent

Table 4.9 shows 68.1% of teachers perceived that largely the head teachers' classroom visits influence teachers' work performance. This implies that to most of the visited school, heads of schools' classroom visits influence teachers' work performance. In addition, 60.2% of teachers said to the greater extent provision of instructional resource improve teachers work performance. This also suggests that most of the teachers in visited schools consider provision of instructional resources by heads of schools as enhanced teachers work performance in their respective schools.

Various scholars have confirmed the role of instructional resources in enhancing teachers' work performance. Further, the analysis revealed that 57.3% of teachers perceived largely that by head of school checking lesson plans, schemes of work and lesson notes and rewards of job accomplishment improve teachers' work performance. This shows clearly that in a school where the head of school checks teachers' professional records such as lesson plans, schemes of work and lesson notes the spirit of teachers' preparedness to deliver in the classroom was very high. Even during interviews with heads of schools, the findings show that heads of schools consider monitoring the preparation of school timetable and evaluating teacher's lesson plan to be very important and significant in enhancing teaching commitment and accountability.

4.6.2 Relationship between Instructional Supervision and Teachers' work Performance in visited Lindi Region Public Secondary Schools

Under this subsection, the influence of head of school instructional supervision activities on teachers work performance was sought by conducting a multiple

regression analysis. Coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (teachers' job performance) that is explained by all the independent variables (Checking teachers professional records, teachers' professional development, provision of instructional resources and classroom observation). The correlation and the coefficient of determination of the dependent variables when all independent variables are combined can also be measured and tested as in Table 4.10.

Table 4.10: Regression Model Summary of Head of School Instructional Supervision Practices and Teachers' Work Performance

Model	R.	R. Square	Adjusted Square	R Std.	Error of the Estimate
1	.867(a)	.762	.685	.78056	

Source: research data, (2020)

As indicated in Table 4.10, the findings show that 68.5% of teachers' job performance is attributed to combination of the independent factors that relate to head of schools' instructional supervision practices (Checking teachers' professional records, teachers' professional development, provision of instructional resources, and classroom observation) investigated in this study. Further, 32.5% of competitiveness is attributed to other instructional supervision practices related factors not investigated in this study.

Table 4.11: Analysis of the Variance

	Sum of Squares	df	Mean Square	F	Sig
regression	35.675	5	8.894	15.067	0.44(a)
Residual	13.653	95	.585		
Total	49.328	101			

Source: research data, (2020)

Table 5.11 shows that the significance value is .044, which is less than 0.05. This implies that the model is statistically significant in predicting independent variables (Checking teachers' professional records, teachers' professional development, provision of instructional resources, and classroom observation) and this shows that the overall model was significant.

Coefficient of Determination of head of Schools' Instructional Supervision practices and Teachers' Work Performance

The study also conducted a multiple regression analysis and from the above regression model, holding (Checking teachers' professional records, teachers' professional development, provision of instructional resources, classroom observation and motivation reward) constant at zero. Table 4.11 shows, that teachers' job performance will be 1.146. A one percent change in classroom observation practice will lead to 0.478% variation in teachers' work performance; also, a one percent change in the provision of instructional resources practice will lead to 0.397% variation in teachers' work performance.

Table 4.11: Regression Analysis Results

	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	Sing.
(constant)	1.146	3.87		2.891	.001
Checking teachers' professional records	.274	.146	.398	1.881	.004 .001
Teachers' professional development	.331	.118	.189	1.818	.001
Provision of instructional resources	.397	.118	.389	3.618	.000
Classroom observation	.478	.231	.657	1.809	.001
Motivation reward	.279	.146	.379	1.981	

Source: research data, (2020)

Further analysis shows that a one percent change in checking teachers' professional records will lead to 0.274% variation in teachers' work performance whereas, a one percent change in motivation reward will lead to 0.279 variation teachers' work performance. This implies that there is a significant relationship between checking teachers' professional records, teachers' professional development, provision of instructional resources, classroom observation and motivation reward and teachers' work performance.

This finding concurs with the findings of the previous studies (Ogunsaju, 2006; Gupton, 2003; Oliva & Pawlas, 2001; Wiles & Bondi, 2000; Salem, 2000). For example, Kosgei (2010) insisted that the head teachers' frequent visitations always motivate teachers in performing their duties. Teachers' awareness of head teachers' frequent visitation makes them increase efforts in their teaching practices that results in effective pupils' academic performance. Likewise, Ogunsaju (2006) asserts that effective supervision will lead to improvement of teachers' quality and job performance, conditions of teaching and learning and development of school curriculum.

Kandasamy and Blaton (2004) conducted a study to explore the role of school head teachers in instructional improvement. The study involved educational leaders from seven countries namely Pakistan Malaysia, Nepal, the Philippines, the Republic of Korea, Bangladesh, and Sri Lanka. The findings of the study depicted that the quality and good performance of a school mostly depends on the management of the school, especially on the head teachers' instructional supervision. The habit of head teachers to visit in the classroom lead them become aware of what the teachers teach

and know the problems facing teachers and pupils in the teaching and learning process (Sergiovanni, 2009).

The study also found a close relationship between the provision of instructional resources and teachers' work performance. This is in line with the study by Mohammed (2016) who sought to examine the role of school head teachers for quality education and effective school management of primary schools in Nigeria. The study found that an effective teaching-learning process depends heavily on the use of relevant teaching and learning materials. Hence, the school managers must ensure through supervision that teachers use the materials provided appropriately. Nzambi (2012) conducted a study in Kenya on the role of the head teachers in supervising classroom activities as perceived by secondary school teachers in Kitui sub-county. The study found that principals, in most schools, did their best to lead the teachers and assist them with the use of teaching materials. In addition, principals encouraged teachers to participate in workshops, bring in new ideas and promote creativity, innovation and new skills. Effective guidance for teachers on the use of learning resources appears to have a positive impact on learners' performance in the Kitui district, as conceptualized in this study.

4.7 Challenges Heads of Schools Encounter in Carrying out their Instructional Supervisory Roles

The last objective of this study sought to discover challenges heads of schools' face in carrying out their instructional supervisory role. To obtain relevant information the interview technique was used to solicit information from heads of schools while for quantitative data, questionnaires were used to collect teachers' opinions

regarding challenges heads of schools facing in executing their instructional supervisory roles in their respective schools.

Table 4.12: Teachers Views on Challenges faced by Heads of Schools in executing Instructional Supervisory Roles (n=103)

S/N	Challenges	F	%
1	Inadequate training among heads of schools	81	78.6
2	Poor communication skills	79	76.7
3	Negative attitude of teachers toward supervision	95	92.2
4	Multiple responsibilities	102	99
5	Large number of teachers	81	78.6
6	Limited budget in carrying out teacher's professional development	74	71.8
7	Low motivation among teachers	36	35
8	Lack of incentives	43	41.7
9	Inappropriate advice offered by supervisor	86	83.5
10	Inadequate time spent on supervision	74	72

Multiple responses

The data in Table 4.12 shows that secondary school teachers in visited schools identified major challenges faced by heads of schools in carrying out their instructional supervisory activities. Respondents were asked to point one among the listed challenges. The result shows that 99% of teachers pointed multiple responsibilities of the main challenge, 83.5% of teachers pointed lack of qualification, 92.2% of teachers pointed negative attitude of teachers toward supervision, 78.2% of teachers pointed inadequate training among heads of schools and large number of teachers and 76.7% of teachers pointed poor communication skills. This implies that heads of schools faced various challenges in carrying out their instructional supervisory activities. Quantitative findings from questionnaires were supported by interview findings from heads of schools.

During an interview, it was found that heads of schools concurred with their teachers. For example, one head of school from school E, during interview, outlined several challenges faced in the course of carrying out instructional supervision role as he said:

> *Frankly speaking, I encounter various challenges in performing my instructional supervisory roles…for example, not all teachers want to be supervised by head of school…visiting teacher in classroom and observe him/her while teaching is not welcomed by most my teachers…also I have many teachers in this school…it is difficult for me to have time to see each of them or visit their classroom…also teachers perceive supervision negatively…they think is an evaluation hence they dislike it.*

In the same way, during the interview with head of school from school J, one head of school said, "Some teachers showed their resistance against the supervisory activities. They miss their regular teaching classes during classroom observation because they suspect supervisors that would concentrate on their weakness or poor teaching". Thus, from the above analysis, it could be concluded that negative perception of teachers towards head of school classroom visit adversely affects the practice of supervision in secondary schools in Lindi region.

Speaking on the same issues another head of school from school H, when asked about challenges she faces in carrying out her instructional supervisory activities, she sincerely narrated that:

> *It is very difficult job…especially for me because I don't have sufficient training on how to do it…I need training to do it effectively…another challenges is multiple responsibilities madam…I am not only here to supervise teachers, I also have to attend meeting, help parents and other people….look at people outside my office who want to see me….it is real challenge.*

Adding on how lack of teaching resources and limited budget have affected him in performing his instructional supervisory duties, another head of school from school

L, had this to share with the researcher:

> *How can I make teachers perform their duties properly if there no sufficient teaching and learning materials….in this school we have acute shortage of teaching and learning facilities….as you know we are only depending on capitation grant from central government and we don't have any other source of fund…. also when you are talking about teachers professional development you are talking about money….we don't have such money….*

Likewise, another head of school from school J, during interview, summarized his words as he said

> *It is very hard to visit the classroom of the teacher who has more qualification than you…..for example, I have diploma in education, but most of my teachers are degree holders and masters' degree….this makes difficult for me to check their works or even visit them in the classroom while there are teaching….they think they know more than me…even my advice they will not take……*

Similarly, during the interview session, all 57 school heads revealed that there was no supervision manual in their school that can be used as a guideline for school-based supervision. One of the school head said that:

> *In addition to the absence of in-service training programs for school heads and their subordinates, lack of supervision manuals adversely affects supervision in our school. Consequently, the school head and our subordinates are inefficient on how to assist other teachers in a proper way; we lack how to prepare appropriate criteria to help teachers and how to gather necessary information when conducting supervisory activities.*

From these findings, it is possible to say that lack of supervision manuals and inadequate budget adversely influence proper implementation of instructional supervision in public secondary schools in the study area. These findings are in line with previous studies (Kramer, et al., 2005; Kiamba, 2011, Knight, 2013; Kaule & Bouchamma, 2014; Jumapili, 2015). For example, Dali, *et al.*, (2017) found that the attitude of teachers towards instructional supervisors most likely depends on the type

of instructional supervision offered at a given stage. Specifically, with regard to the head of school working load, a study by Adewale (2014) revealed that head teachers are affected by the workload in performing their instructional supervision duties. Most of the head teachers affected by the workload in performing their roles although their performance judged depending on how well they can control and coordinate the school's academic performance. Exemplifying it more, Mofareh (2011) argued that head teachers implement their work in two aspects, namely instructional and administration roles. The implementation of these two tasks brings confusion in performing these tasks. It gives confusion to the head teachers who are less knowledgeable enough to lead a primary school.

Further, Ogunu (2005) argues that lack of time seems to be a challenge in supervising instruction in primary schools. The researcher claimed that heads of the schools are so engaged in administrative roles that they miss time to visit the classrooms and observe how the teachers are teaching. Wanzare (2011) noted that the teaching load of the head teachers, in most cases, influences the effectiveness of the head teachers' instructional supervision. In addition, Usman (2015) submits that teaching load considerably influences supervision, especially on the head teachers' ability to observe teachers in class, and give feedback after classroom observation. Although head teachers had many activities to perform, they are responsible to prepare their duties and ensure that teachers provide a well-structured lesson to fulfill the instructional deliverance (Zepeda, 2003).

Wairimu (2016) submits that, in community schools, head teachers work under high pressure due to many reasons, including tight management structures, financial

constraints and shortage of teaching and learning materials, which often lead to poor instructional supervision in schools. Head teachers perform multiple duties in their schools and do not have room to implement the instructional supervision roles properly. As a result, the situation leads to poor academic performance of pupils in their schools.

CHAPTER FIVE

STUDY SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The previous chapter discussed findings of the study. This chapter presents the summary of the findings, conclusions and recommendations.

5.2 Research Summary

The study investigated the influence of instructional supervision role by heads of schools on teachers' work performance in public secondary schools in Lindi region. In particular, the study examined: teachers and heads of schools' understanding of instructional supervisory roles of head of school, the extent to which heads of schools carry out their instructional supervisory roles, instruction supervisory options practiced in public secondary schools, and the extent to which heads of schools instructional supervisory roles influence teachers' work performance and challenges heads of schools encounter in carrying out their instructional supervisory roles in Lindi region.

The study employed both qualitative and quantitative methodological approaches in to investigate the issues in depth. Several data collection methods were employed, including questionnaires, interviews, FGDs and document review. Data were analyzed qualitatively and quantitatively using the appropriate tools. Thematic analysis was used for the qualitative data, while IBM SPSS version 20 was used as a statistical tool for analyzing the quantitative data. For quantitative data, descriptive and inferential statistics were used. In descriptive statistics, frequency and percentages were used. Similarly, under inferential statistics, simple and multiple

regressions techniques and F-test (One-Way Analysis of Variance) were employed. Tables and quotations used to present descriptive data.

5.2.1 Key Findings

Concerning teachers and heads of schools' understanding of instructional supervisory roles of heads of school, the study revealed that both heads of schools and teachers had a deep understanding of the instructional supervisory roles of heads of school. According to them, the heads of school had a duty to check teachers' records of work such as lesson plans, schemes of work and lesson notes. They are also required to provide instructional learning materials, visit classroom, provide professional development, ensure availability of sufficient teachers in his/her school, allocate teaching subjects to teachers and ensure that teachers teach their periods and give students feedback.

On the extent to which heads of schools discharge their instructional supervisory activities, it was found that heads of schools did not take serious measures to ensure teachers punctuality in study area. The attendance register and school timetable have habitually continued to be used by sampled schools without any positive effect on teacher's punctuality. The study also revealed that heads of schools did not check teachers' professional records for the sake of improvement. This is because they insisted on filling out lesson plans, schemes of works and subject logbooks not for purpose of ensuring syllabi are covered timely, but for the sake of formality and that these documents among others, constitute the school inspection documents that are supposed to be there when school inspectors or district education officials once visit the school for inspection. In addition, the study revealed that heads of schools did

not enter the classroom to observe how teaching was going on but they only walked along the corridors outside the classroom when teaching sessions were in progress

About supervisory instruction options practiced in public secondary schools, the study revealed that heads of schools had no sufficient knowledge on the existence and application of various options of supervision. However, sometimes teachers were familiarizing in sharing their experience through observing each other's classes in addition to classroom observation that could be conducted by heads of schools and their subordinates. With respect to the application of supervisory options, the interview with heads of schools explained that they had no sufficient knowledge on the existence and application of various options of supervision. Nevertheless, sometimes teachers were familiarizing in sharing their experience through observing each other's classes in addition to classroom observation that can be conducted by heads of schools and their subordinates.

On the extent to which heads of schools instructional supervision enhanced teachers' work performance, the study found that there is a significant relationship between checking teachers professional records, teachers' professional development, provision of instructional resources, classroom observation and motivation reward and teachers work performance.

On challenges heads of schools encounter in carrying out their instructional supervisory activities, the study revealed multiple responsibilities, lack of qualification, negative attitude of teachers toward supervision, inadequate training among heads of schools as well as poor communication skills to be the major

challenges heads of schools face in executing instructional supervisory roles.

5.3 Conclusions

Based on major research findings, the following conclusion was made as firstly, heads of schools had a deep understanding of their instructional responsibilities they are supposed to execute in their respective schools. Secondly, it was revealed that heads of schools do execute most of their instructional duties as instructed by law and do not take any serious action to teachers who do not perform their duties. Lastly, there is a significant relationship between checking teachers' professional records and development, provision of instructional resources, classroom observation and motivation and teachers work performance.

Hence, the job performance of teachers would be enhanced when heads of schools use various supervisory techniques adequately supervise them. From these observations, it is necessary for heads of schools to ensure proper utilization of various supervisory techniques to improve teaching capabilities and overall work performance of teachers. Hence, it can be concluded that job performance of teachers depends significantly on the instructional supervisory roles and techniques in which improvement in the quality of teaching and learning of teachers automatically will result in improved students' academic achievement.

5.4 Recommendations

In view of the above conclusions, the following recommendations are given for improving teachers' work performance in public secondary schools. First of all, from the conclusion that heads of schools only implement some of their instructional

supervisory roles, it is recommended that the quality assurance office should make follow up on the implementation of instructional supervisory roles by heads of schools towards teachers. Seminars should be provided to heads of schools on how to implement their instructional supervisory roles. Second recommendation is that, as most of the head of schools did not put in place a well system of monitoring teachers' punctuality, it is recommended that heads of schools should put in place effective mechanism of monitoring teachers' punctuality.

In addition, due to the lack of checking teachers' professional records regularly and taking disciplinary measures against those teachers who failed to prepare them, it is recommended that, heads of schools should check teachers' lesson plans, lesson notes, schemes of work, and classroom journal regularly. Moreover, from conclusion that heads of schools had laxity in visiting teachers in the classroom to observe how they were teaching, the study recommends that MoEST should provide capacity-building programme through seminars and workshops to heads of schools to reinforce them on how to conduct visits to classrooms, observe lessons and provide feedback to teachers.

5.5 Contributions of the Thesis

The thesis has contributed to existing body of knowledge on whether or not the head of school's instructional supervision influences teacher's work performance. The study has revealed that if heads of schools execute their supervisory duties properly, teachers could perform their duties. For example, the uses of class journal and classroom visits have found to improve teachers' work performance. It has also contributed to the research methodology by scaling up the instructional supervision

variable and then correlating it with teachers work performance.

5.6 Areas Suggested for Further Research

Two limitations are evident in the findings of this study. First, the use of only public secondary schools in one region limits the generalization of the findings to the secondary school context. Secondly, the study neither measured other factors that may influence teachers' work performance nor control them. In view of the foregoing limitations, the following recommendations are made for further investigations;

This study employed mixed method approach with 57 secondary schools and a sample of 171 respondents. Another study could be conducted using quantitative or qualitative methods approach, including more regions, secondary schools and participants, to examine the influence of head of school instruction supervision on teachers work performance and generalize. Another area of suggestion is that since this study dealt with secondary school only, there is a research opportunity on other levels of education, such as primary school to explore the influence of head teachers instruction supervision on teachers work performance.

Another study could be conducted to cover both private and public secondary schools. Lastly, an intervention study may be conducted to heads of schools instructional supervision and teacher work performance among public secondary school.

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APPENDICES

APPENDIX I- A Questionnaire to be completed by secondary schools teachers

The Influence of School Heads' Instructional Supervision on Public Secondary Schools Teachers Motivation in Lindi Region, Tanzania

By

Sarah V. Chiwamba

PhD Candidate, Reg. No: PG201702370

Email Address: edmund_sarah@yahoo.com, Mob. Phone: +255759 029 930

Dear Teacher,

This questionnaire is designed to collect data for a doctoral research entitled "***Influence of Instructional Supervision by Heads of Schools on Teachers' Work Performance In Public Secondary Schools In Lindi Region, Tanzania"*** .Your responses will be completely anonymous or are kept confidential and used only for academic purposes. I am grateful to you for taking your time and fill-in this questionnaire. This Doctoral research will provide insight on how current instructional leadership practices of secondary school head teachers influence teachers motivation and support student academic achievement.

Thank you in advance for your kind cooperation

Sarah Chiwamba

Part one: Personal Information/Demographic Data

i. School……..

ii. Your educational qualification:

1. Diploma ☐ 3. MED, M.A/MSc ☐

2. BA/BSc ☐ 4. Other … …….

iii. Sex: 1. Male ☐ 2. Female ☐

iv. Age: 1. < 30 ☐ 3. 36-41 ☐ 5. >47 ☐

2. 30-35 ☐ 4. 42-47 ☐

v. Total years of service in the school...

Part two: Instructional Leadership Issues

Section I: Instructional Supervisory Roles of Head of School

This section examines instructional supervisory roles of head of school. Hence, for the items given each table, please respond by putting tick mark in any sentiment that you think describe instructional supervisory roles of head of school under.

S/N	**Statement**	٧
1.	It is the task of the head of school to monitor students' academic performance	
2.	It is the task of the heads of school to check teachers records of work	
3.	It is the task of head of school to provide instructional learning materials	
4.	It is the task of head of school to check teachers scheme of work	
5.	Head of school should make visit to classroom to observe how teachers are teaching	
6.	It is the task of head of school to protect instructional time by punctuality	

Section II: The extent to which head of school carry out his/her instructional supervisory activities

The supervision of instruction by the school head among his roles as an instructional leader. The following points are focusing on the extent to which heads of schools carry out their instructional supervisory activities. Please respond by putting "√" mark and using the five measurement scales indicated below, which are a little bit different from the previous rating scales.

Key 1= Strong Agree, 2=Agree, 3=Certain, 4=Disagree 5=Strong disagree

S/N	**Statement**	1	2	3	4	5
1.	Head of this school ensures teachers come to school on time every day					
2.	Head of this school has put in place well system that ensure every teacher attend his/her classes on time.					
3.	Head of this school often disciplines teachers who are late to school.					
4.	In this school, the attendance register checks punctuality of teachers					
5.	In this school, the end of the year award encourages teachers to be early in school					
6.	The head of school makes sure that time for teaching and learning is effectively utilized					
7	Head of school checks teacher's profession records to identify discrepancies that need improvement					
8	Head of school ensures teachers prepare scheme of work before commencement of new academic year					
9	Head of school ensures teachers prepare their lesson notes and lesson plan before going to the class					
10	Head of school takes disciplinary action to teachers who fail to written lesson plan, scheme of work or lesson notes					
11	Head of school ensures teachers incorporate appropriate teaching method, instructional materials and homework in their lesson plan					
12	Head of school ensures that teachers conduct test and assignment weekly in my school					
13	Head of school often ensures that teachers checks note copied by the students in my school					
14	Head of school ensures that teachers give students enough assignment in my school					
15	Head of school ensures that teachers communicate to parents about students' academic performance after evaluation in my school					

S/N	**Statement**	1	2	3	4	5
16	Head of school ensures that the teachers mark students test and examination					
17	Head of school takes disciplinary measures to all teachers who fail to give students assignment, weekly or monthly tests in my school					
18	Head of school ensures teachers have sufficient textbooks for instructional practice					
19	Head of the school assists teachers in selecting and developing instructional materials					
20	Head of school ensures school laboratories have all necessary facilities					
21	Head of school conducts regular meetings with us to evaluate teaching activities					
22	Head of school organizes in-house training to tackle instructional problems identified by teachers during teaching					
23	Head of school visits classrooms to observe teachers' use of teaching and learning aids					
24	Head of school guides teaches on the appropriate methods of teaching					
25	Head of school provides teachers with constructive feedback in my school					
26	Head of school plans and makes agreements with teachers on the suitable time for classroom observation					

11. What are the challenges do you think head of school face in executing previously mentioned instructional supervisory roles

i……ii…….iii…….

Section III: Supervisory Instruction Options Practiced in Public Secondary Schools

The major focus of this section is on finding out instructional supervisory model used by head of schools in study area. Please, show your degree of agreement by putting "√" mark to indicate instructional supervision options used by head of school . Use the rating scales, which are indicated below:

Note: 1= Not at all, 2= Less extent, 3= Moderate extent 4= Greater extent

S/N	**Statement**	1	2	3	4	5
1	In my school competent and experience teachers mentor novice teachers					
2	In my school informal classroom visit is often practiced by head of school					
3.	In my school face-to-face interaction is often practiced					
4.	In my school we conduct simple research to determine cause of student poor performance					
5	In my school teachers observe themselves in the classroom regularly and share feedback					
6	In my self-directed supervision is practiced regularly by experience and competent teachers					
7	In my school collegial supervision is often practiced					
8	In my school competent and experience teachers mentor novice teachers					

Section IV: Teachers perception on the extent to which heads of schools' supervision enhanced teachers' work performance

This section focuses on teachers' perception on the extent to which heads of schools' supervision enhanced teachers work performance. Please show your degree of agreement by putting "√" mark to indicate the extent to which heads of schools supervision enhanced teachers work performance. Use the rating scales, which are indicated below:

Note: 1= Not at all, 2= Less extent, 3= Moderate extent 4= Greater extent

S/N	**Statement**	1	2	3	4	5
1.	Head teacher classroom visit influence teacher work performance					
2.	By head teacher checking lesson plans, schemes of work and lesson notes improve teachers' work performance					
3.	Provision of instructional resource improve teachers work performance					
4.	Provision of teachers professional development improve teachers' work performance					
5.	Rewards of job accomplishment improve teachers work performance					

APPENDIX II- Interview questions for head of schools

1. Can you tell me, for how long have been head of school in this school?
2. I would like to know if you have attended any training concerning school management. If yes where and when?
3. As head of school, what are your instructional supervisory roles?
4. Do you perform all the above-mentioned instructional roles? What are the challenges do you face in the course of executing mentioned activities?
5. What are the strategies do you use to enhance above-mentioned instructional supervisory activities?
6. In your view, do you think instructional supervisory roles influence your teachers work performance? If yes, please tell me how?
7. What else can you say concerning the topic?

Thank you for taking the time out of your day and participating in my interview. Your input will be a valuable part of my study!

APPENDIX III- Focused Group Discussion for Teachers

1) What are the instructional supervisory roles of head of school
2) To what extent do you think heads of school's discharge mentioned instructional supervisory responsibilities in this school?
3) How instructional supervisory activities influence teachers work performance in this school?
4) What are the challenges heads of schools, encounter in carrying out their instructional supervisory activities in this school?