



The Practicability of Instructional Supervision towards Improving Teachers' Performance in Public Secondary Schools: The Case of Misungwi District- Mwanza Region, Tanzania

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DOI: 10.53103/cjess.v3i6.198

Abstract

This study aimed at exploring the practicability of instructional supervision towards improving teachers' performance in public secondary schools, in Mwanza Tanzania. The study employed the clinical supervision model, a mixed approach and exploratory sequential design. A total of 9 schools were participated in this study with a target population of 658 respondents. The participants involved in this study were 09 heads of school, five representatives of School Quality Assurance Officers and 86 teachers. Data was collected through interviews and questionnaires. The research instruments were piloted to ensure their validity and reliability. Quantitative data was analyzed by using the Statistical Package for Social Sciences (SPSS) version 20, while qualitative data was analyzed through thematic analysis. The findings of this study revealed that the instructional supervisions contribute to the improvement of teachers' performance in public secondary school. It Also indicated that inadequate frequencies of instructional supervision hinder the effectiveness of teachers' performance. Findings also indicated that the instructional supervision is challenged by excessive workloads and harsh language used by SQAOs when inspecting schools and teachers. The study recommends that, to improve teacher's performance in secondary schools there is a need for policymakers to enforce instructional supervision practices in all schools, the government should enrol enough School Quality Assurance Officers and seminars to internal School Quality Assurance Officers to improve the effectiveness of teaching and learning in school.

Keywords: Quality Assurance, Supervision, Instruction, Teachers' Performance, Profession

Introduction

Instructional supervision, as defined by Peretomode (2021), encompasses planned actions designed to support and guide instructors in improving their teaching. According to Wiles (1975), as cited in Peretomode (2021), instructional supervision is a service offered with the intention of helping instructors perform better. Traditionally, the school inspectors' role has been to control teachers' performance through observing the extent to which teachers adhere to teaching protocols in their teaching practices (Grauwe, 2007). For

example, in the Netherlands school inspectors visit schools and observe the lessons in classrooms and they have a legal basis to take actions against schools that underperform like providing them with warning letters (Greatbatch & Tate, 2019). Nevertheless, the organization, purpose, and processes of the system of inspection have gone through different reforms and transitions in many countries (Haule, 2012) depending on the country's education policy. For instance, in 1990 Office for Standard Education superseded the widely known Her Majesty's Inspectorate (HMI) to broaden its focus to involve the consequence of School Self-Evaluation (SSE) and the development of school action plans for improvement after an inspection (Rosenthal, 2003) as cited in Haule (2012). During colonial times, inspection services were established in the colonies to assist in the control of the subjugated population (Grauwe, 2007).

Instructional supervision has existed in various countries for decades now and it was previously termed school inspection or school supervision in some countries. In such countries as UK, USA, and some African countries, like Lesotho, Senegal, Tanzania, and Nigeria, was referred to as school inspection. In these countries it was paid more attention to "inspectional supervision" while in other countries it was termed school supervision. In the beginning, the focus of instructional supervision was to determine with certainty what teachers were wrongly doing to correct them and enable them to improve (Mwakajitu & Lekule, 2022, p. 63).

The first public inspection services were set up in France at the end of the 18th century under Napoleon's regime. From there, other European countries adopted and embraced the idea in the 19th century. Aguti (2015) notes that in the UK, the first inspection activities were conducted by Her Majesty's Inspectorate (HMI) in 1839 while the Dutch Inspectorate of Education which is among the oldest functioning inspectorates in European countries was established in 1801 (Ehren and Honingh, 2012) as cited in Haule (2012). Some countries such as Estonia, Germany, Finland, Singapore, and Taiwan have been identified as high performing and improving countries (except Finland which is in the high-performing group only) based on the International Student Assessment (PISA) of 2015 as they use a centralized curriculum and a school inspection system which is also centralized (Greatbatch & Tate, 2019).

In Tanzania, instructional supervision services started before independence in form of school inspections. According to the Ministry of Education and Vocational Training (MoEVT, 2006), and MoEVT (2010), inspection in Tanzania Mainland (Tanganyika by then) started in 1903 during the German rule while school inspection started officially during the British Colonialism which existed between 1919 and 1961. According to MoEVT (2010), and MoEVT (2011) the establishment of a school inspectorate in Tanzania had been stipulated in the Education Act No. 25 of 1978 section 41-44 and the Education (Amendment) Act No. 10 of 1995 sections 31-32. Furthermore, the government decentralized the management of education in ensuring its responsiveness and

accountability (URT, 2010). Moreover, it has provided long-term and short-term training, and in-service training courses to teachers; it provides incentives to the heads of schools and promotes teachers to improve performance. Despite all the efforts/initiatives made, the situation has not changed as expected.

In strategic initiatives to enhance teaching and learning, TAMISEMI (2022) reveals that teachers still have low ability in preparing competence-based schemes of work and lesson plans. It is added that teachers' performance in classrooms is still inadequate as they use teacher-centred approaches in teaching with less involvement of learners, and without using teaching aids. This concurs with the Misungwi District School Quality Assurance (2021) and the Lake Zone School Quality Assurance, (2021) reports which indicate that majority of the teachers teach without necessary preparations such as lesson plans and teaching aids. The reports raise the practical concern that majority of teachers use lecture method accompanied to a small extent with question and answers technique. Such reports from Misungwi District School Quality Assurance Office Located in Misungwi and Lake Zone School Quality Assurance Office located at Usagara Misungwi respectively indicate that instructional supervision has not been relevant and used enough to improve teachers' performance in public secondary schools and hence worthy to this study.

This study intends to address the following objectives:

To determine how frequently instructional supervisory activities are conducted in public secondary schools in Misungwi District, Mwanza Region.

To identify how instructional supervision contributes to the improvement of teachers' performance in public secondary schools in Misungwi District, Mwanza Region, Tanzania.

To identify the challenges which hinder the implementation of instructional supervisory activities in public secondary schools in Misungwi District, Mwanza Region, Tanzania.

Literature Review

Sharma and Kannan (2021) define instructional supervision as a tool for improvement or weapon for punishment conducted in schools. In Malaysia's context they argue that "instructional supervision is made an integral part of the curriculum so that it's a continuous and developmental process to support the teachers demand a collegial instructional system" (31). However, its realization in different contexts is still problematic. For example, Kambuga and Dadi (2015) in their study on school inspection in Tanzania as a motor for education quality note that inspection visits to schools were not sufficient while inspection findings and recommendations were poorly communicated to schools. For many years, instructional monitoring was known as school inspection or school supervision in certain nations. It has also been a long-standing practice in several

other countries. In the United Kingdom, the United States of America, and a few African nations such as Lesotho, Senegal, Tanzania, and Nigeria, it was referred to as school inspection. In these countries, there was a greater emphasis on "inspectional supervision. In contrast, it was termed as school supervision in other countries. Initially, instructional supervision primarily aimed to identify what teachers were doing wrong in order to correct their practices and help them improve" (Mwakajitu & Lekule, 2022, p. 63). However, in the 1970s, some countries opted to rebrand it as instructional supervision.

In addition to that, Shahanga et al. (2022) in their study about students' involvement in the quality assurance process in Tanzania assert that teachers rarely respond and work on the recommendations provided by school supervisors after inspection visits. This indicates that instructional supervision services are not practicable enough for improving teachers' performance. Insufficient instructional supervision services cause teachers not to improve their content and pedagogical knowledge, competencies and practices. Such professional inputs are necessary so as improve their performance bearing into mind that some of them leave teachers' training colleges and universities with insufficient knowledge and teaching skills.

Komba and Mwakabenga (2019) in the study on Teacher Professional Development in Tanzania: challenges and opportunities note that teachers from both teachers' training colleges and universities are "employed to work in schools and colleges where continuing professional development is required for enhancing their knowledge, skills, and competences" (p. 2). Also, Mwesiga and Okendo's (2018) study on levels of teachers' commitment to the teaching profession in secondary schools in the Kagera region establishes some instructional and supervision challenges. The authors raise challenges like; poor training, the infrequency of seminars, workshops and supervision, limited professional development, poor working environment, poor motivation, low salaries, incompetent heads of schools, lack of security and government interference in the teaching profession limited teachers' teaching commitment. The lack of professional development suggests the absence or inadequacy of instructional supervision services which could be used to improve teachers' performance.

Canturk et al. (2016, p. 1200) in their study on school principals' opinions on in-class inspections reported that, school principals emphasized the guidance aspect of the current inspection system to be useful but inadequate in Turkey. They reported that inspections fail to guide teachers to better ways of doing their jobs, hence insisted guidance to be highlighted more so that school inspections will be more useful and motivating. Also, Kayikci et al. (2016) found that the current inspection system is ineffective, unhelpful, formalistic, superficial, unhealthy, unnecessary, and far from enhancing education, meeting needs, and solving problems.

Sintayehu (2016) in his study on practices and challenges of instructional supervision in secondary schools' reports that the school-based instructional supervisory

practices were not effective in Wolaita Zone. Supervisors based in the school were providing supervisory services without prior training, which was a hard task. This caused supervisors to be inefficient in promoting teachers' professional competence. Weerakoon (2017) reported as challenges of instructional supervision to be lack of experienced and competent supervisors, an absence of an effective supervisory team in schools because of the absence of experienced teachers in Sri Lanka. Other challenges include; absence of time for instructional supervision processes in schools, lack of formal training for supervisors, negative attitudes of teachers concerning supervision and absenteeism of teachers during supervision process and absence subject specialists for supervision.

Methodology

This study employed a mixed research approach that combined both quantitative and qualitative approaches in a single study. This approach was backed up by an exploratory sequential design. In this study quantitative data was collected through Likert Scale questionnaires while qualitative data was collected using in-depth interview. Thus, quantitative data was analysed using SPSS version 20 through Tables, charts and graphs while qualitative data was analysed using thematic procedures in which some quotation was used to supplement quantitative and arrive at a justifiable conclusion. The study was conducted in Misungwi District. Misungwi District is one of the Districts in Mwanza Region in Tanzania. The district lies between Latitudes $02^{\circ} 51' 0''$ South and Longitudes $35^{\circ} 05' 0''$ East. The district is bordered to the North by Nyamagana and Magu Districts, to the East by Kwimba District, to the South by Shinyanga Rural District, and to the West by Nyang'hwale District and Lake Victoria. According to the 2012 Census, the district has administratively 04 divisions and 27 wards. The researcher chose Misungwi District as the study area because according to the National Examinations Council of Tanzania, students' performance in the national examination has not been good which the researcher attributes to teachers' performance among other reasons.

Research Findings

Table 1: Frequency (F) of supervisory activities in public secondary schools in Misungwi District

Variable/ statement	SD (1) F (%)	D (2) F (%)	U (3) F (%)	A (4) F (%)	SA (5) F (%)
The head of school and the ISQAT enter classrooms to observe teaching once every month	32 (37.00)	12(14.00)	9 (10.50)	24 (28.00)	9(10.50)
Zonal and District SQAOs visit schools and provide support to teachers frequently once or twice per year.	29 (33.72)	30 (34.88)	0 (0.00)	18 (20.93)	9(10.47)
Evaluation visits and support provided to teachers are infrequent and inadequate for helping teachers to improve.	9 (10.47)	15(17.44)	9 (10.47)	29(33.72)	24 (27.90)
Guide is done most and frequently to all teachers during evaluation visits	12 (12.95)	12 (13.95)	5 (5.81)	29 (33.72)	28 (32.56)
Evaluation visits to schools are sufficient and supportive to teachers	28 (32.56)	28 (32.56)	3 (3.49)	18 (20.93)	9 (10.46)

Table 1 shows that 10.5 per cent of the respondents strongly agree that the head of school and the ISQAT enter classrooms to observe teaching once every month. Also 28.00 per cent of the respondents agree that the head of the school and the ISQAT enter classrooms to observe teaching once every month. On the other hand, 37.00 per cent of the respondent strongly disagree that the head of school and the ISQAT enter classroom to observe teaching once every month. Also 14.00 per cent of the respondent disagreed that the head of school and the ISQAT enter classrooms to observe teaching once every month, while 10.50 remained undecided on the fact that the head of school and the ISQAT enter classroom to observe teaching once every month. From these findings 51 per cent of the respondent disagree that the head of school and the ISQAT enter classroom to observe teaching once very month.

Table 1 shows that 10.47 per cent of the respondent strongly agree that zonal and district SQAOs visit schools and provide support to frequently once or twice per year. Also 20.93 of the respondents agreed that zonal and district SQAOs visit school and provide support to teacher frequently once or twice per year. On the other hand, 33.72 strongly disagree that zonal and district SQAOs visit schools and provide support to teachers frequently once or twice per year while 34.88 per cent of the respondent disagree that zonal

and district SQAOs visit schools and provide support to teachers frequently once or twice per year, while 0.00 respondent remain undecided on the fact that the zonal and district SQAOs visit schools and provide support to teacher frequently once or twice per year. From these findings 68.6 of the respondent disagreed to the fact that zonal and district SQAOs visit schools and provide support to teachers frequently once or twice per year.

Table 1 shows that 27.90 per cent of the respondent strongly agreed that evaluation visits and support provided to teachers are infrequent and inadequate for helping teachers to improve. Also 33.72 per cent of the respondent agree that evaluation visits and support provided to teachers are infrequent and inadequate for helping teachers to improve. On the other hand, 10.47 per cent of the respondent strongly disagree that evaluation visits and support provided to teachers are infrequent and inadequate for helping teachers to improve, also 17.44 per cent of the respondent disagree to that evaluation visits and support provided to teachers are infrequent and inadequate for helping teachers to improve, while 10.47 per cent of the respondent remain undecided on the fact that evaluation visits and support provided to teachers are infrequent and inadequate for helping teachers to improve. From these findings 61.62 of the respondent agreed to the fact that evaluation visits and support provided to teachers are infrequent and inadequate for helping teachers to improve.

Table 1 shows that 32.56 per cent of the respondent strongly agreed that guidance is done most and frequently to all teachers during evaluation visits. Also 33.72 per cent of the respondent agreed that guidance is done most and frequently to all teachers during evaluation visits. On the other hand, 13.95 per cent of the respondent strongly disagree that guidance is done most and frequently to all teachers during evaluation visits also 13.95 percent of the respondent disagree that guidance is done most and frequently to all teachers during evaluation visits while 5.81 per cent of the respondent remain undecided on the fact that guidance is done most and frequently to all teachers during evaluation visits. From these findings 66.28 per cent of the respondent agreed the fact that guidance is done most and frequently to all teachers during evaluation visits.

Table 1 shows that 10.46 per cent of the respondent strongly agreed that Evaluation visit to school are sufficient and supportive to teachers. Also 20.93 per cent of the respondent agree that evaluation visit to school are sufficient and supportive to teachers. On the other hand, 32.56 per cent of the respondent strongly disagree that evaluation visit to school are sufficient and supportive to teachers also 32.56 per cent of the respondent disagree that evaluation visit to school are sufficient and supportive to teachers, while 3.49 per cent of the respondent remain undecided to the fact that evaluation visit to school are sufficient and supportive to teachers. From these findings 65.12 of the respondent disagree to the fact that evaluation visit to school are sufficient and supportive to teachers.

Results from the interview conducted, reveal that 9 percent of the respondents seem to confirm the above numerical results. The 9 head of school respondents were asked if they entered classrooms in cooperation with the ISQAT to observe teachers' classroom

teaching every month and then give them feedback so that they can improve their teaching practices. The respondents said that they had not been able to conduct classroom observation every month because of a myriad of responsibilities. They added that some of the team members of the ISQA felt uneasy to enter classrooms to observe their fellow teachers teaching but with no proper reasons. For example, during interview session one school head said:

“we are unable to conduct classroom teaching observation every month because first of all we are few in number; therefore, we concentrate in teaching in order to cover the syllabuses. Secondly, I, the head of school have a lot of responsibilities which prohibit me from conducting classroom observation every month and sometimes I can spend two or more days out of school because of attending meetings” (HoS 3: 04/08/2023).

During other interview sessions with the 14 percent of the respondents - 5 percent (SQAOs) and 9 percent (heads of schools), the results indicated support to the quantitative results given above. The respondents were asked to respond on whether SQAOs visited all public secondary schools in their areas of jurisdiction once or twice every year and provided support to teachers. The 5 SQAOs said that they did not and added that a school may stay up to two or three years without being visited although there are a few cases where a school may be visited every year. When interviewed, one of the SQAOs for example said:

“It is not easy for all schools to be visited every year. Nowadays a school may stay two to three years before it is visited for being evaluated although there are a few which can be visited every year. In the past, a school could stay even five years without being inspected, therefore, we have improved” (SQA0 5: 04/08/2023).

One of the heads of schools said:

“...I remember to have been inspected early 2021. Schools which receive SQAOs frequently are those constructed in towns and cities but those in very remote areas like mine we stay some years without evaluation visits” (HoS 7: 05/08/2023).

The above rarity and infrequency of guidance to teachers as has been reported in numerical results received another confirmation through results obtained from interview sessions with the 14 respondents. They also added that it was not provided to all teachers because only a few teachers who happen to be observed during teaching and learning were the ones to whom guidance was provided and within a very short period of time - 15 to 20 minutes only.

Table 2: Contribution of instructional supervision on the improvement of teachers' performance in public secondary schools (n = 86)

statement	SD (1) F (%)	D (2) F (%)	U (3) F (%)	A (4) F (%)	SA (5) F (%)
School evaluation enable teachers to identify their weaknesses concerning subject they teach	17(19.77)	8(9.30)	0 (0.00)	28 (32.56)	33. (38.37)
Through school evaluation SQAOs monitor and guide teachers to able them improve their content subject content knowledge	16(19.60)	8(9.30)	3 (3.49)	29(33.72)	30(34.88)
School evaluation enable teaches to improve their methods and techniques of teaching to improve their performance	14(16.28)	7 (8.14)	6 (6.99)	27(31.39)	32 (37.20)
School evaluation enables teaches to improve their classroom practices	16(18.60)	11(12.)	4 (4.65)	26(30.23)	29 (33.72)
School evaluation guide teachers on the preparation and use teaching resources and aids in teaching learning	16(18.60)	8 (9.30)	0 (0.00)	34(39.53)	28(32.56)
School evaluation activities enable teachers to become component and confident in teaching	17(19.77)	11(12.79)	2(2.33)	29(33.72)	27 (31.39)

Source: Field data, (2023)

Table 2 shows that 37.20 per cent of the respondent strongly agreed that school evaluation enables teachers to improve their methods and technique of teaching to improve their performance also 31.39 per cent of the respondent agreed that school evaluation enables teachers to improve their methods and technique of teaching to improve their performance. On the other hand 16.28 per cent of the respondent strongly disagree that school evaluation enables teachers to improve their methods and technique of teaching to improve their performance also 8.14 per cent of the respondent disagree that school evaluation enables teachers to improve their methods and technique of teaching to improve their performance while 6.99 per cent of the respondent remain undecided to the fact that school evaluation enables teachers to improve their methods and technique of teaching to improve their performance. From these findings 68.59 per cent of all the respondent agreed to the fact that school evaluation enables teachers to improve their methods and technique

of teaching to improve their performance.

Table 2 shows that 33.72 per cent of the respondent strongly agree that school evaluation enables teachers to improve their classroom practices also 30.23 per cent of the respondent agree that school evaluation enables teachers to improve their classroom practices. On the other hand, 18.60 of the respondent strongly disagree that school evaluation enables teachers to improve their classroom practices also 12.79 per cent of the respondent disagree that school evaluation enables teachers to improve their classroom practices while 4.65 per cent of the respondent remain undecided on the fact that school evaluation enables teachers to improve their classroom practices. From these findings 63.95 per cent of all the respondent agreed to the fact that school evaluation enables teachers to improve their classroom practices.

Table 2 shows that 32.56 per cent of the respondent strongly agree that school evaluation guides teachers on the preparation and use of teachings resource and aids in teaching/learning also 39.53 per cent of the respondent agree that school evaluation guides teachers on the preparation and use of teachings resource and aids in teaching/learning. On the other hand 18.60 per cent of the respondent strongly disagree that school evaluation guides teachers on the preparation and use of teachings resource and aids in teaching/learning also 9.30 per cent of the respondent disagree that school evaluation guides teachers on the preparation and use of teachings resource and aids in teaching/learning while 0.00 per cent of the respondent remain undecided to the fact that school evaluation guides teachers on the preparation and use of teachings resource and aids in teaching/learning. From these findings 72.09 per cent of all the respondent agreed to the fact that school evaluation guides teachers on the preparation and use of teachings resource and aids in teaching/learning.

Table 2 shows that 31.39 per cent of the respondent strongly agree that school evaluation activities enable teaches to become complete and confident in teaching also 33.72 per cent of the respondent agreed that school evaluation activities enable teaches to become complete and confident in teaching. On the other hand, 19.77 per cent of the respondent strongly disagree that school evaluation activities enable teaches to become complete and confident in teaching also 12.79 of the respondent disagree that school evaluation activities enable teaches to become complete and confident in teaching while 2.33 per cent of the respondent remain undecided on the fact that school evaluation activities enable teaches to become complete and confident in teaching. From these findings 65.11 per cent of all the respondent agree to the fact that school evaluation activities enable teaches to become complete and confident in teaching

Table 2 shows that 39.53 per cent of the respondent strongly agree that school evaluation activities enhance teachers job satisfaction and improve their morale also 30.23 per cent of the respondent agrees that school evaluation activities enhance teachers job satisfaction and improve their morale. On the other hand, 18.60 per cent of the respondent

strongly disagree that school evaluation activities enhances teachers job satisfaction and improve their morale also 10.47 per cent of the respondent disagree that school evaluation activities enhance teachers job satisfaction and improve their morale while 1.16 per cent of the respondent remain undecided to the fact that school evaluation activities enhance teachers job satisfaction and improve their morale. From these findings 56.97 per cent of the all the respondent agreed to the fact that school evaluation activities enhance teachers job satisfaction and improve their mole.

Table 2 shows that 19.77 per cent of the respondent strongly agree that school evaluation activities improve teachers teaching performance also 37.20 per cent of the respondent agree that school evaluation activities improve teachers teaching performance. On the other hand, 16.28 per cent of the respondent strongly disagree that school evaluation activities improve teachers teaching performance also 18.60 per cent of the respondent disagree that school evaluation activities improve teachers teaching performance while 8.14 per cent of the respondent remain undecided to the fact that school evaluation activities improve teachers teaching performance. From these findings 56.97 percent of all respondent agreed to the fact that school evaluation activities improve teachers teaching performance.

When asked what they thought to be the contribution of instructional supervision in improving teachers' performance in public secondary schools during the interview sessions, the 14 respondents mentioned a number of activities. These were helping teachers to realise their weaknesses in teaching using participatory techniques and helping them to improve through advice and guidance school quality assurance officers provide. The supervision are resourceful in helping teachers on how to prepare their lessons and schemes of work, enforcing teachers to prepare and use teaching aids and books in teaching and learning processes. They are also helping teachers to improve classroom management techniques. For example, one of the respondents was recorded saying:

“Actually, when school quality assurance officers come, they remind us and help us to improve many things such as proper ways of preparing lesson plans, procedures of teaching using participatory techniques, and even correcting errors and mistakes we make on the content we present in classrooms to students and insist on us to improve our content knowledge. School quality assurance officers are very helpful but the problem is that they stay a very long time without coming to visit us for school evaluation” (HoS 7: 03/08/2023).

Table 3: Challenges that hinder the implementation of instructional supervisory activities in public secondary school in Misungwi District (n = 86)

Statement	SD (1) F (%)	D (2) F (%)	U (4) F (%)	A (4) F (%)	SA (5) F (%)
Findings and recommendations of SQAOs are communicated poorly.	24 (27.90)	21 (24.41)	11(12.79)	14 (16.27)	16 (18.60)
School evaluation fails to guide teachers to better ways of doing their jobs.	8(9.30)	10 (11.63)	0(0.00)	32(37.20)	26 (30.23)
Some of the educational officials including heads of school do not care about school evaluation.	13(15.12)	5 (5.58)	8 (9.30)	34 (39.53)	26 (30.23)
SQAOs are inefficient in helping teachers to improve their professional development	6 (6.98)	14 (16.27)	6 (6.98)	32 (37.20)	28 (32.56)
SQAOs do not use proper ways of communicating with teachers, they lack communication skills	17 (19.77)	17 (19.77)	4 (4.65)	28 (32.56)	18 (20.93)
SQAOs do not use supportive and encouraging language for teachers to develop their profession	9(10.47)	13 (15.12)	7 (8.14)	34 (39.53)	23 (26.74)
SQAOs use short time at school	13 (15.12)	14 (16.27)	7 (8.14)	28 (32.56)	14 (16.27)
SQAOs use short time at school which is not enough for providing support to teachers	13 (15.12)	14 (16.27)	7 (8.14)	28 (32.56)	14 (16.27)
Teachers negative attitude towards SQAOs	15 (17.44)	11 (12.79)	12(13.95)	28 (32.56)	20(23.26)
school evaluation activities hinder effective implementation of supervisory activities	15 (17.44)	11 (12.79)	12(13.95)	28 (32.56)	20(23.26)
After school evaluation, feedback is not given on time	20 (23.26)	15 (17.44)	13(15.12)	25 (29.09)	13 (15.12)

Source: Field data, (2023)

Table 3 shows that 18.60 per cent of the respondent strongly agree that findings and recommendation of SQAOs are communicated poorly also 16.27 per cent of the respondent agreed that findings and recommendation of SQAOs are communicated poorly. On the other hand, 27.90 per cent of the respondent strongly disagree that findings and recommendation of SQAOs are communicated poorly also 24.41 per cent of the respondent agree that findings and recommendation of SQAOs are communicated poorly while 12.79 of the respondents remain undecided to the fact that findings and recommendation of SQAOs are communicated poorly. From this finding 52.31 per cent of all respondent disagreed to the fact that findings and recommendation of SQAOs are communicated poorly.

Table 3 shows that 30.23 per cent of the respondent strongly agree that school evaluation fails to guide teachers to better ways of doing their jobs also 37.20 per cent of the respondent agree that school evaluation fails to guide teachers to better ways of doing their jobs. On the other hand, 9.30 per cent of the respondent strongly disagree that school evaluation fails to guide teachers to better ways of doing their jobs also 11.63 per cent of the respondent disagree that school evaluation fails to guide teachers to better ways of doing their jobs while 0.00 per cent of the respondent remain undecided to the fact that school evaluation fails to guide teachers to better ways of doing their jobs. From this finding 67.43 per cent of the respondent agree to the fact that school evaluation fails to guide teachers to better ways of doing their jobs.

Table 3 shows that 30.23 per cent of the respondent strongly agree that some of the education official include head of school do not care about school evaluation also 39.53 per cent of the respondent agree that some of the education official include head of school do not care about school evaluation. On the other hand, 15.12 per cent of the respondent strongly disagree that some of the education official include head of school do not care about school evaluation also 5.28 per cent of the respondent disagree that some of the education official include head of school do not care about school evaluation while 9.30 per cent of the respondent remain undecided to the fact that some of the education official include head of school do not care about school evaluation. From these findings 69.79 per cent of all the respondent agree to the fact that some of the education official include head of school do not care about school evaluation.

In Table 3 that 32.56 percent of the respondent strongly agree shows that SQAOs are inefficient in helping teachers to improve their professional development also 37.20 per cent of the respondent agree that shows that SQAOs are inefficient in helping teachers to improve their professional development. On the other hand, 6.98 per cent of the respondent strongly disagree that shows that SQAOs are inefficient in helping teachers to improve their professional development also 16.27 per cent of the respondent disagree that shows that SQAOs are inefficient in helping teachers to improve their professional development, while 6.98 per cent remain undecided to the fact that shows that SQAOs are

inefficient in helping teachers to improve their professional development. From the findings 69.76 per cent of all the respondent agree to the fact that shows that SQAOs are inefficient in helping teachers to improve their professional development.

Table 3 shows that 20.93 per cent of the respondent strongly agreed that SQAOs do not use proper ways of communicating with teachers they lack communication skill also 32.56 per cent of the respondent agrees that SQAOs do not use proper ways of communicating with teachers they lack communication skill. On the other hand, 19.77 per cent of the respondent strongly disagree that SQAOs do not use proper ways of communicating with teachers they lack communication skill also 19.77 per cent of the respondent disagree that SQAOs do not use proper ways of communicating with teachers they lack communication skill while 4.65 per cent of the respondent remain undecided to the fact that SQAOs do not use proper ways of communicating with teachers they lack communication skill. Form these findings 53.49 per cent of the respondent agreed to the fact that SQAOs do not use proper ways of communicating with teachers they lack communication skill.

Table 3 shows that 26.74 per cent of the respondent strongly agreed that SQAOs do not use supportive and encouraging language for teachers to develop their profession also 39.53 per cent of the respondent agreed that SQAOs do not use supportive and encouraging language for teachers to develop their profession. On the other hand, 10.47 per cent of the respondent strongly disagree that SQAOs do not use supportive and encouraging language for teachers to develop their profession also 15.12 per cent of the respondent disagree that SQAOs do not use supportive and encouraging language for teachers to develop their profession while 8.14 per cent of the respondent remain undecided to the fact that SQAOs do not use supportive and encouraging language for teachers to develop their profession. From findings 66.27 per cent of all respondent agreed that SQAOs do not use supportive and encouraging language for teachers to develop their profession.

Table 3 shows that 16.27per cent of the respondent strongly agreed that SQAOs use short time at school which is not enough for providing support to teacher also 32.56 per cent of the respondent agree that SQAOs use short time at school which is not enough for providing support to teacher. On the other hand, 15.12 per cent of the respondent strongly disagree that SQAOs use short time at school which is not enough for providing support to teacher also 16.27 per cent of the respondent disagree that SQAOs use short time at school which is not enough for providing support to teacher while 8.14 per cent of the respondent remain undecided to the fact that SQAOs use short time at school which is not enough for providing support to teacher. From the findings 48.83 per cent of the respondent agreed to the fact that SQAOs use short time at school which is not enough for providing support to teacher.

Table 3 shows that 23.26 per cent of the respondent strongly agree that Teachers

negative attitude towards SQAOs and school evaluation activities hinder effective implementation of supervisory activities also 32.56 per cent of the respondent agree that Teachers negative attitude towards SQAOs and school evaluation activities hinder effective implementation of supervisory activities. On the other hand, 17.44 per cent of the responded strongly disagree that Teachers negative attitude towards SQAOs and school evaluation activities hinder effective implementation of supervisory activities also 12.79 per cent of the respondent disagree that Teachers negative attitude towards SQAOs and school evaluation activities hinder effective implementation of supervisory activities while 13.95 per cent of the respondent remain undecided to the fact that Teachers negative attitude towards SQAOs and school evaluation activities hinder effective implementation of supervisory activities. From findings 55.82 per cent of the respondent agree that Teachers negative attitude towards SQAOs and school evaluation activities hinder effective implementation of supervisory activities.

Table 3 shows that 15.12 per cent of the respondent strongly agree that after school evaluation, feedback is not given on time also 29.09 per cent of the respondent agree that after school evaluation, feedback is not given on time. On the other hand, 23.26 per cent of the respondent strongly disagree that after school evaluation, feedback is not given on time also 17.44 per cent of the respondent disagree that after school evaluation, feedback is not given on time while 15.12 per cent of the respondent remain undecided to the fact that after school evaluation, feedback is not given on time. From findings 44.21 per cent of the respondent agree to the fact that after school evaluation, feedback is not given on time.

During interview sessions, when asked about what they thought were the challenges that hindered the implementation of supervisory activities in secondary schools in Misungwi District during the interview sessions, the 14 respondents seemed to support the above findings. They mentioned some of the challenges to be SQAOs lack of enough knowledge on how effectively to conduct supervisory activities. They added SQAOs' lack proper communication skills which causes them sometimes to use harsh language to teachers inadequate school visits, limited time SQAOs use in schools, lack of subjects' mastery for some of the SQAOs. All these were found to deny them the confidence to implement their activities effectively and limited funds for supporting evaluation visits to schools. One of the heads of school as a respondent said;

“SQAOs lack a lot of skills which deny them the ability to help teachers to improve professionally. For example, some of them do not have enough skills of conducting school evaluation activities and lack enough knowledge on subjects of their specialization if at all they have specializations in subjects. Others lack the confidence and communication skills which can enable them to encourage teachers to appreciate activities and hence implement their advice as a way of respecting them” (HoS 6: 03/08/2023).

Discussion of Findings

This study concluded that instructional supervisory activities are conducted in public secondary schools in a manner that is not too frequent. The study findings indicate that the supervisory activities are not that much frequent since majority of the schools are visited once per year while many of the schools are not visited at all in a year. This frequency of the instructional supervisory activities in schools do not provide sufficient assistance for teachers to improve their performance and hence, it is ultimately regarded as less effective. Some other schools may be visited depending on the previous school evaluation called the Whole School Evaluation. This type of visit is when a follow up evaluation is conducted or in special cases what is called special evaluation conducted for investigating special issues. These findings concur with those of Sharma and Kannan, (2021) who assert that instructional supervision can be considered an opportunity given to teachers for developing their capacities so that they can improve their performance for students' academic success. Furthermore, it agrees with Peretomode (2021) who notes that instructional supervision provides coordination, direction, and guidance to the activities of teachers and adds that instructional supervision acts as a stimulant toward the continuous growth of teachers.

Furthermore, regardless of its inefficiency the study confirms that the instructional supervisory activities in schools contributes to the improvement of teachers in various ways. The contribution of instructional supervisory activities to the improvement of teachers include; helping teachers to improve their knowledge on the subject content, adding more teaching techniques to what teachers know, giving teachers the ability and confidence to teach effectively, enforcing teachers to improve classroom attendance. Apart from routine teaching, it helps the school management to improve their ways of supervising schools, guiding teachers on how to use teaching and learning materials. Moreover, it helps teachers to identify their weaknesses and making correction, solving conflicts in schools and improve their professionalism. Despite such contributions, still the study findings indicate that instructional supervisory activities in Misungwi District have not been able to contribute to that extent because of being undermined by a lot of challenges. The above mentioned challenges limit the effectiveness of supervisory activities in schools. For example, the lack of funds limits the frequency of supervisory activities in schools and leads to the limited number of supervisors and training to equip supervisors with enough skills. Teachers unreadiness to be evaluated causes some of them to escape when school quality assurance officers visit their schools while others do not implement what is directed or commented by supervisors and thus hindering improvement in their performance. The findings are in line with previous study findings by Feleshi and Mwila (2022) who found that not all recommendations provided by SQAOs after school evaluation were implemented by teachers.

The study exposed variety of challenges which hinder the implementation of the instructional supervisory activities in public secondary schools. Among the identified challenges include dislike of most of the teachers to be inspected, use of bad language by majority of the supervisors to teachers during school evaluation/inspection, and absence of cooperation between teachers and supervisors. Furthermore, there resources factors such as; lack of enough supervisors, limited time supervisors use in making evaluation, lack of fund from the government for supporting supervisory activities. Also, there are relational challenges such as; poor supervisors' communication skills, and poor support from heads of schools. As such, school evaluation fails to guide teachers to better ways of doing their jobs, educational officials including heads of schools do not care about school evaluation/inspection. School Quality Assurance Officers are inefficient in helping teachers to improve their professional development. SQAOs do not use supportive and encouraging language for teachers to develop their profession, use short time at school which is not enough for providing support to teachers. However, some teachers negative attitude towards SQAOs and school evaluation activities hinder effective implementation of supervisory activities. These Findings are also supported by Kambuga and Dadi (2015) who reported in their study that in Tanzania, inspection visits to schools were not sufficient and thus denying teachers the opportunity to improve.

Some other schools may be visited depending on the previous school evaluation called the Whole School Evaluation. This type of visit is when a follow up evaluation is conducted or in special cases what is called special evaluation conducted for investigating special issues. These findings concur with those of Sharma and Kannan, (2021) who assert that instructional supervision can be considered an opportunity given to teachers for developing their capacities so that they can improve their performance for students' academic success. Furthermore, it agrees with Peretomode (2021) who notes that instructional supervision provides coordination, direction, and guidance to the activities of teachers and adds that instructional supervision acts as a stimulant toward the continuous growth of teachers. Moreover, Dechassa (2019), Nasreen and Shah (2019), Mwakajitu and Lekule, (2021) and Shah (2019) who unveil that instructional supervision has positive impact on teachers' pedagogical practices and performance in classrooms since it enables them to become competent and confident in the teaching process. Lastly, it is supported by Peretomode (2021) who reports that effective instructional supervision enhances teachers' job satisfaction and improves their morale. Through instructional supervision, teachers feel job satisfaction and improved morale, teach confidently and thus improve their performance.

Recommendations

The following are recommended for policy and action. The study recommends that the Ministry of Education, Science and Technology should make efforts to find ways of

improving supervisory activities. The initiatives might include providing instructional supervisors with training and giving them necessary resources for increasing the frequency of instructional supervisory activities in schools. Policy makers, educational planners and education managers are recommended to see the importance of instructional supervisory activities and think on how the education policy can help in improving instructional supervisory activities. Curriculum planners are also recommended to improve teachers' training curriculum and enhance in-service training for teachers in order to improve their pedagogical skills. Further, the researchers recommend that SQAOs should make personal efforts of improving their working including communication skills, subject content and pedagogical skills masterly, leadership and managerial skills so that they can work and implement their responsibilities effectively. Moreover, in order to fulfil the requirements for further studies the following are recommended: A similar study to be conducted in other areas in to see if instructional supervisory activities face the same challenges which hinder teachers' performance and suggest possible ways of improving the practices.

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