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## **Perceptions on Effectiveness of Heads of Schools Instructional Supervision on Teachers' Performance in Secondary Schools in Ilala Municipality, Tanzania**

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### **Abstract**

*Instructional supervision is a powerful tool to oversee teaching and learning process. The aim of the study was to investigate the extent to which heads of schools are effective in practicing instructional supervision in secondary schools in Ilala Municipality, Tanzania. The study was guided by path-goal theory. The sample for the study was 74 respondents. Data were collected using questionnaires for teachers and the school quality assurance officers; structured interview schedule was used to collect data from the heads of schools. The data were quantitatively analysed using descriptive statistics. Statistical Package for the Social Sciences (SPSS ver. 20) was adopted for analysis of quantitative data. The findings were presented by way of frequencies, percentages, tables and figures. Independent t-test was used to test the hypothesis at significance level of 0.05. The findings revealed that instructional supervision of heads of schools was perceived positively by teachers as effective. The study established that the common hindrance to effective instructional supervision of heads of schools included lack of teaching and learning resources, financial constraints, lack of motivation for teachers, overcrowding of classes, lack of seminars and in-service training. From the findings, it was concluded that the challenges which were faced by heads of schools and teachers could be the cause of the low students' performance in schools. The study recommended that, teaching and learning materials should be provided to schools; the government should build classrooms and employ more teachers to ease instructional challenge and post adequate teachers in secondary schools.*

**Keywords:** *Effectiveness; Perceptions; Instructional Supervision.*

### **1. Introduction**

The aim of providing education is to promote the acquisition and appropriate use of literary, social, scientific, vocational, technological, professional, knowledge, skills, understanding of the development and the improvement of man and society (Manda, 2015). The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2007) argue that the level of a country's education is one of the key indicators of its level of development. The Human Rights Charter considers education as one of the basic human rights in the Article 26 that implies the right to education for everyone. The charter further underlines the need for education to be free in the elementary and fundamental stages. Education is thus the catalyst towards development in any society in the world. The products of quality education are knowledge, skills and values that are delivered through teaching and learning processes. A well-managed instructional supervision would shape the destiny of the nation from the classroom.

Instructional supervision according to Sergiovanni and Starratt (2007), is concerned with improving schools by helping teachers to reflect on their practices, to learn more about what they do and why they do it, and to develop them professionally. Moreover, instructional supervision process is aimed at supporting and sustaining all teachers in their goal of professional development, which ultimately results in quality instruction. Such growth and development according to Beach and Reinhartz, (2000), rely on a system that is built on trust and is supportive of teachers' efforts to be more effective in their classroom instructions. According to Newstrom and Bittel, (2002), supervisors should



work cooperatively with the teacher for the improvement of classroom instructions. Supervision should not be aimed at fault finding but should be founded on assisting the teachers towards professional growth.

According to Arong and Ogbadu, (2010) instructional supervision is aimed at providing guidance, support and continuous assessment to teachers for their professional development and improvement in the teaching-learning process. Likewise, Namunga (2017), describes instructional supervision as the process of inspecting both what the teachers teach and what the students learn. This exercise involves Principals, Deputy Principals, Departmental Chairs, lead teachers, Mentors, Curriculum Specialists, trainers, programme evaluators and Educational Officers.

The United Republic of Tanzania has vested the heads of schools with the overall responsibility of instructional supervision at the school level (MoEVT, 2009). They oversee the work of the school and provide professional guidance and advice to teachers. Thus, heads of schools, must facilitate effective and efficient instructional supervision in their school. They should further provide teachers with the necessary guidance during supervision in order to improve their classroom instructions.

Instructional supervision is thus the dimension of administration that is concerned with providing instructional effectiveness through guiding and influencing teachers and students to strive towards desirable teaching and learning behaviour in order to achieve educational goals. Therefore, instructional supervision is a basic component of administration which stimulates teachers towards greater effectiveness and productivity. This can be achieved through ensuring good teaching and learning is happening in schools.

Schools are about teaching and learning and all other activities are secondary to these basic goals. These fundamental goals can only be realized through proper instructional supervision. No matter how well equipped the school is or how well staffed the school is, without proper instructional supervision, the basic goals of the school, that is teaching and learning, can be seriously handicapped. Ilala Municipality in Dar es Salaam where the study was conducted schools have not been performing well in Certificate of Secondary Education Examination (CSEE) as per the statistics of 2016-2018. Table 1 presents the CSEE results.

**Table 1: Form Four 2016-2018 CSEE Results in Dar es Salaam, Municipal**

Municipality	2016-2018		Total number of students	Position of the Municipality		
	Division 4	Division 0		2016	2017	2018
Kinondoni	3192	1281	6817	63	37	42
Ubungo	2893	1437	6516	-	66	49
<b>Ilala</b>	<b>5141</b>	<b>2968</b>	<b>12195</b>	<b>84</b>	<b>76</b>	<b>66</b>
Kigamboni	1019	614	2213	-	166	139
Temeke	4619	2534	9413	137	141	143

**NECTA website (2016-2018)**

From Table 1, students' performance in secondary schools in Ilala Municipality has been low from 2016-2018. From the statistics, many students had been scoring division four and zero. For instance, 5141 students had scored division four while 2968 students had scored division zero in the in the bracket years. The actual causes for the low performance could not be determined without carrying out a study in the area.

The researchers in this study were conscious of the many approaches that could be used to investigate the cause of low students' academic performance in the Municipality. However, for the purpose of this study, attention was given to Perceptions on Effectiveness of Heads of Schools Instructional Supervision on Teachers' Performance as reflected in students' form four examination results in Secondary Schools in Ilala Municipality, Tanzania. The researchers believed that by investigating Perceptions on Effectiveness of Heads of Schools Instructional Supervision on Teachers' Performance in Secondary Schools in Ilala Municipality, Tanzania would be able to identify the factual cause of low students' academic performance in CSEE.

**1.1 Statement of the problem**

The responsibility of improving instruction and learning rests in the hands of heads of schools as per (MoEVT, 2009). Heads of schools should provide effective supervision of instruction through motivating, stimulating



and consulting with teachers in order to improve students' academic achievement. Ilala Municipality where this study was conducted, students have been performing lowly in CSEE as per the statistics of 2016 to 2018.

However, from Table 1 the position of Ilala Municipality seems to improve year after year. This notwithstanding, the number of students who scored division four and zero increased. This raised the question of why many students from Ilala municipality score division IV and 0 in their national examinations. As a result of this trend in examination results, there has been a public outcry on the continued increase of division IV and 0 in the Municipality. Despite the fact that schools in Ilala Municipality have well trained and qualified heads of schools, well trained teachers and are assumed to have fairly well qualified pupils from primary schools, large numbers of students' end up in division IV and 0. The situation has led to many questions from the parents and other stakeholders as to what could be the cause of the rising numbers of students scoring division IV and 0 in CSEE examination in the Municipality.

Studies cited in the background to the problem reveal that heads of schools occupy a position of great responsibility. As school-based supervisors of instruction, heads of schools play a key role in ensuring provision of good quality education in their schools. However, studies conducted did not address the perceptions on effectiveness of instructional supervision of heads of schools on secondary school teachers' performance and perception of school quality assurance officers on heads of schools' instructional supervision. Therefore, this study made an attempt to investigate perceptions on effectiveness of heads of schools' instructional supervision on teachers' performance in Ilala Municipality.

## **1.2 Research Questions**

This study was guided by the following research questions:

1. What are the perceptions of teachers on the effectiveness of heads of schools instructional supervision in Ilala Municipality?
2. What are the perceptions of School Quality Assurance Officers on the effectiveness of heads of schools instructional supervision in Ilala Municipality?
3. What challenges do heads of schools face in managing instructional supervision in secondary schools in Ilala Municipality?

## **1.3 Research Hypothesis**

The study was guided by the following hypothesis:

H<sub>1</sub>. There is a significant mean score difference of teachers' perception on the effectiveness of heads of schools instructional supervision by their gender.

## **2. Research Methods**

Ex-post facto design was employed under the quantitative approach. The target population of this study involved teachers, heads of schools and the school quality assurance officers. The study sample comprises of 65 teachers, 4 heads of schools and 5 quality assurance officers. The researchers used probability sampling procedure to select participants of the study.

Questionnaires were administered to school quality assurance officers and teachers while interview schedule was administered to the heads of schools. The research instruments were validated in order to assess the appropriateness of the questionnaire items, the language and the content validity. The reliability of the instruments was 0.715. The Independent t-test was employed to test the hypothesis at the level of significance 0.05 to determine whether there is a significant difference in the mean score of teachers' perceptions on the effectiveness of heads of schools instructional supervision by their gender. The collected information from the respondents were analysed to be meaningful. The quantitative data were processed using SPSS (version 20) and then presented in frequencies, percentages and means.

## **3. Analysis Result**

### **1. Teachers' Perceptions on the Effectiveness of Heads of Schools Instructional Supervision on teachers' performance**

The first research question sought to determine the perceptions of teachers on the effectiveness of heads of schools instructional supervision in Ilala Municipality. The items were rated against five Likert scale ranging from; 1= Strongly Disagree, 2= Disagree, 3=Undecided, 4= Agree and 5= Strongly Agree. Table II summarises the findings.



**Table 2: Teachers' Perceptions on Effectiveness of Heads of Schools Instructional Supervision on teachers' performance**

STATEMENT	SA	A	U	D	SD	Mean
i. I know what is instructional supervision	18(27.7)	42(64.6)	4(6.2)	1(1.5)	-	4.18
ii. My head of school regularly checks on weekly basis teacher's scheme of work, lesson plan and lesson notes	20(30.8)	41(63.1)	3(4.6)	1(1.5)	-	4.23
iii. My head of school has been keen in supervising the teachers in class	18(27.7)	43(66.2)	4(6.2)	-	-	4.22
iv. My head of school instructional supervision is helpful to my teaching	20(30.8)	37(56.9)	8(12.3)	-	-	4.18
v. My head of school informs the teachers before visiting the class	8(12.7)	36(57.1)	10(15.90)	8(12.7)	1(1.6)	3.67
vi. My head of school like to supervise the new teachers in class	13(20.3)	21(32.8)	13(20.3)	12(18.8)	5(7.8)	3.39
vii. My head of school has been demonstrating the teaching process in class	4(6.3)	26(41.3)	8(12.7)	14(22.2)	11(17.5)	2.97
viii. My head of school provides feedback after supervision	12(18.5)	37(56.9)	8(12.3)	6(9.2)	2(3.1)	3.78
ix. My head of school fears criticisms from the teachers	8(12.3)	16(24.6)	11(16.9)	21(32.3)	9(13.8)	2.89
x. My head of school has no idea on how to supervise instruction	3(4.7)	2(3.1)	5(7.9)	35(54.7)	19(29.7)	3.02
xi. My head of school has poor teaching methodology that cannot supervise me	2(3.1)	4(6.2)	3(4.6)	34(52.3)	22(33.8)	3.08
xii. I usually feel uncomfortable during instructional supervision by the head of school	7(10.8)	12(18.5)	2(3.1)	27(41.5)	17(26.2)	2.46
xiii. I don't think, I need to be supervised by the head of school during teaching	9(13.8)	9(13.8)	13(20.0)	27(42.5)	7(10.8)	2.78
xiv. My head of school rarely identifies teachers' weaknesses during supervision	6(9.2)	16(24.6)	12(18.5)	21(32.3)	10(15.4)	2.80
xv. My head of school rarely checks teachers' scheme of works and lesson plans	8(12.3)	22(33.8)	4(6.2)	19(29.2)	12(18.5)	2.92
xvi. My head of school rarely supervises teachers during teaching	3(4.7)	17(26.6)	16(25.0)	14(21.9)	14(21.9)	2.70

**Key:** SA = Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

The findings in Table 2 reveal that teachers agreed that their heads of schools regularly checked teachers' schemes of work, lesson plans and lesson notes as indicated by the mean score of 4.23. Moreover, the teachers agreed that their heads of schools have been keen in supervising the teachers during classroom instruction as indicated by a mean score of 4.22. This implies that, the heads of schools were effective in instructional supervision. The findings further show that respondents had positive perception on instructional supervision provided by heads of schools. Thus, when heads of schools play their role as instructional supervision, they inspire teachers to be more active and hardworking.

However, teachers disagreed that heads of schools fear criticisms from the teachers as posted by a mean score of 2.89. Also, they agreed (mean 2.78) that they do not need to be supervised by the heads of schools. This implies that most of the teachers have positive perceptions on effectiveness of heads of schools instructional supervision.

## **2. School Quality Assurance Officers Perceptions on Effectiveness of Heads of Schools Instructional Supervision in Secondary Schools**

Likewise, the researchers were interested in determining the perceptions of school quality assurance officers towards effectiveness of heads of schools instructional supervision. Table III summarizes the findings.



**Table 3: School Quality Assurance Officers perceptions on Effectiveness of Heads of Schools Instructional Supervision**

STATEMENT	SD	U	D	SD	MEAN	
A						
i. Heads of schools know what instructional supervision is	3(60.0)	2(40.0)	-	-	4.60	
ii. Heads of schools always do instructional supervision in classes	1(20.0)	4(80.0)	-	-	4.20	
iii. Heads of schools always tell the teachers on when they will come and supervise	-	5(100)	-	-	4.00	
iv. Heads of schools know how the instructional supervision is carried out	2(40.0)	2(40.0)	1(20.0)	-	4.20	
v. Heads of schools usually advice and direct the teachers on the teaching pedagogies	1(20.0)	3(60.0)	1(20.0)	-	4.00	
vi. Heads of schools check on weekly basis teachers' lesson plans and lesson notes	1(20.0)	1(20.0)	3(60.0)	-	3.60	
vii. Heads of schools usually identify weaknesses of the teachers during teaching process	-	-	5(100)	-	3.00	
viii. Heads of schools rarely provide feedback after supervision	-	2(40.0)	2(40.0)	1(20.0)	3.20	
ix. Heads of schools rarely delegate the supervision role to senior teachers in particular schools	2(40.0)	1(20.0)	2(40.0)	-	4.00	
x. Heads of schools rarely manage the classroom supervision professionally	-	2(40.0)	2(40.0)	1(20.0)	3.20	
xi. Heads of schools rarely appreciate teachers whose subjects perform well	-	3(60.0)	2(40.0)	-	3.60	
xii. Heads of schools have not been trained in instructional supervision	-	3(60.0)	1(20.0)	1(20.0)	3.40	
xiii. Heads of schools' instructional supervision has not improved the way teacher's prepare for teaching	-	1(20.0)	2(60.0)	1(20.0)	3.00	
xiv. Heads of schools have not provided opportunities for teacher's to meet and share ideas about instructional supervision	-	2(40.0)	-	2(40.0)	1(20.0)	2.60

**Key:** SA=Strongly Agree, A = Agree, U = Undecided, D = Disagree, SD = Strongly Disagree

The results in Table 3 show that, SQAOs agreed that heads of schools know what instructional supervision is and supervise classroom instructions as indicated by a mean of 4.60 and 4.20 respectively. From the findings SQAOs have not been giving teachers opportunities to meet and share ideas about instructional supervision as indicated by a mean score of 2.6.

The researchers further tested the following hypothesis in order to establish whether there was a significant mean score difference between teachers' perceptions on the effectiveness of heads of schools instructional supervision by their gender. The hypothesis was tested using T-test of independent groups at 0.05 level of significance. The hypothesis stated from null hypothesis (Ho) was tested.

**Ho:** There is no significant mean score difference of teachers perceptions on the effectiveness of heads of schools instructional supervision by their gender.

**Decision rule**

Given a significance level of 0.05

- 1.If the observed P-value< 0.05 significance level, reject the null hypothesis (Ho).
- 2.If the observed P-value>0.05 significance level do not reject the null hypothesis (Ho)

**Assumptions for T-test independent samples**



1. Random sampling from a defined population
2. The groups are independent
3. Scores are normally distributed in the population.

**Table 4: Result of Hypothesis Testing**

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
Perceptions-effectiveness	Equal variances assumed	.005	.941	.361	63	.719	.05063	.14016	-.22945	.33072
	Equal variances not assumed			.363	59.465	.718	.05063	.13956	-.22858	.32984

An Independent T-Test technique for testing the hypothesis was used. The hypothesis test as it is shown in table 4, results show that ( $p\text{-value} = 0.719 > \alpha = 0.05$ ). These findings evidenced that the null hypothesis failed to be rejected because the revealed  $p\text{-value} > \alpha = 0.05$  level of significance. This implies that there is no significant mean score difference of teachers perceptions on the effectiveness of heads of schools instructional supervision by their gender in secondary schools.

### 3. The challenges faced by heads of schools in managing instructional supervision in secondary schools in Ilala Municipality

Furthermore, in question number three the researchers were interested in determining the challenges faced by heads of schools in managing instructional supervision in secondary schools in Ilala Municipality through the structured interview schedule. Table 5 summarizes the findings.

**Table 5: Challenges Heads of Schools (n=4) Face during Instructional Supervision in Secondary Schools**

Variables	Heads of Schools	
	f	%
i. Lack of teaching and learning materials	3	75
ii. Lack of confidence	1	25
iii. Lack of in-service training	2	50
iv. Small number of teachers	3	75
v. No use of learner centered method	3	75

The findings obtained were lack of teaching and learning materials, lack of confidence among teachers, lack of in-service training, few teachers in most of the schools and no use of learner centred method.

### 4. Discussion

From question number one, which aimed at finding out, Teachers' Perceptions on the Effectiveness of Heads of Schools Instructional Supervision on teachers' performance; the findings in table 2 revealed that teachers agreed their heads of schools regularly checked on a weekly basis, teachers' schemes of work, lesson plans and lesson notes as indicated by a mean of 4.23. Moreover, the teachers agreed that their heads of schools have been keen in supervising the teachers in class as indicated by a mean of 4.22. This indicates that, the heads of schools were effective on instructional supervision. Therefore, the respondents had a positive perception of the instructional supervision towards heads of schools. This is in agreement with MoEVT (2009) which emphasized that in Tanzania, the main actor in



school supervision is the Head of school. Due to his/her responsibility as the main actor influences the teachers to know what instructional supervision is. Furthermore, Tahir (2016) pointed out that regular supervision activities were found contributing to the quality of teaching and learning process. Hence, heads of schools instructional supervision makes the teachers to be active and hardworking.

Additionally, teachers disagreed that heads of schools fear criticisms from the teachers by a mean of 2.89. Also they agreed that they do not need to be supervised by the heads of school during teaching by a mean of 2.78. This implies that most of the teachers have positive perceptions on effectiveness of heads of schools instructional supervision because they disagreed on the negative statements. Therefore, from the responses of the participants, there is a positive perception on effectiveness of heads of schools in instructional supervision in secondary schools.

A null hypothesis was tested in order to figure out whether there was a significant mean score difference of teachers' perception on the effectiveness of heads of schools instructional supervision by their gender. The hypothesis was tested using T-test of independent groups at 0.05 level of significance. The hypothesis stated from null hypothesis (Ho) was tested. The findings from the null hypothesis revealed  $p\text{-value} > \alpha = 0.05$  level of significance. The researchers failed to reject the null hypothesis. This implies that there was no significant mean score difference of teachers' perceptions on the effectiveness of heads of schools instructional supervision by their gender in secondary schools.

From question number two which required to establish the School Quality Assurance Officers' perceptions towards Effectiveness of Heads of Schools Instructional Supervision in Secondary Schools, the results in Table 3 show that, SQAOs agreed that heads of schools know what the instructional supervision is at a mean of 4.60; also they agreed that heads of schools do instructional supervision in class at a mean of 4.20. Furthermore, they agreed that the heads of schools know how the instructional supervision is carried out at a mean of 4.20. This implies that, the School Quality Assurance Officers were aware of the responsibilities of heads of schools in their respective schools. These findings are in line with the study by Ndiso (2013), that majority of the teachers 62.4% indicated that they had never been supervised by QASOs in their instructional process; also QASOs stated that they only visited schools once per term. Through these activities the Schools Quality Assurance Officers indicated that there was positive perception on effectiveness of heads of schools' instructional supervision in secondary schools.

The information from Table 3 revealed that SQAOs disagreed at the mean score of 2.6 that, they had not provided opportunities for teachers to meet and share ideas about instructional supervision. This implies that, there is positive perception on the effectiveness of heads of schools instructional supervision because the heads of schools provide opportunities for teachers to meet and share ideas about instructional supervision.

From question number three was set to find out the challenges faced by the heads of schools in managing instructional supervision, the results in table 5 illustrate that, 75% of heads of schools interviewed said there was lack of the teaching and learning materials in schools. This could mean that schools lacked the teaching materials which hindered effective teaching and learning process. This finding is in line with Kiamba (2011) who observed that physical and material resources: - library, playground and clean water posted the highest frequency of shortages.

Another challenge of lack of in-service training was also reported by 50% of heads of schools. This implied that shortage of meetings and in-service trainings might have hindered their capability to be more competent in the whole process of teaching and learning. This is in agreement with Yusuf, Aminu and Ibrahim (2015) who observed that In-service trainings were also found to be inadequate and not relevant on issues of touching on supervisory skills.

## 5. Conclusions

The study examined the perceptions on effectiveness of heads of schools instructional supervision on teachers' performance in secondary schools in Ilala Municipality. Based on the findings, it was concluded that, heads of schools in secondary schools were able to play their role in instructional supervision effectively by making sure that they checked regularly the schemes of work, lesson plans and lesson notes, by regularly supervising the classes and make sure that the teachers observed punctuality in schools. Hence, there was positive perception of teachers and school quality assurance officers on the effectiveness of heads of schools instructional supervision.

Finally, the hypothesis was tested and concluded that there was no significant mean score difference of teachers' perception on the effectiveness of heads of schools instructional supervision by their gender. This revealed that the null hypothesis failed to be rejected because the  $p\text{-value} > \alpha = 0.05$ . Moreover, there are challenges which affected practicing of instructional supervision in secondary schools, such as lack of teaching and learning materials, financial constraints, shortage of teachers, big number of students and lack of provision of seminars, meetings and in-service training. These challenges could be the reasons which hindered good performance of the students.



## 6. Recommendations

In the view of the findings and conclusions of this study, the researcher made the following recommendations; Teachers and SQAOs perceptions on the effectiveness of heads of schools instructional supervision on teachers' performance in secondary schools were positive. Therefore, there should be provision of teaching and learning materials to raise students' performance in secondary schools.

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