

APPROACHES USED BY HEADS OF SCHOOLS IN THE SUPERVISION OF INSTRUCTIONS TO IMPROVE STUDENTS' ACADEMIC PERFORMANCE IN BAHU DISTRICT

Abstract

This study explored some approaches that are necessary to be employed by the heads of schools for the supervision of instructions to improve students' academic Performance in Bahu District-Dodoma, Tanzania. The study employed the qualitative approach and multiple case study design. Purposive sampling and random selection techniques were also used to obtain a sample of 60 participants. Data was collected through interviews with open-ended questions as well as focus group discussion and was then analyzed thematically. With regard to this study, interview (open ended) questions were prepared by considering the aspects like the preparation of schools' almanac, schools' action plans, availability of both students' text books and reference books, attendance of teachers in classes, preparation of lesson plans and lesson notes, inspection of classroom activities and assessment. The results revealed that action plans had by 40% been effectively manifested within some schools. However, a few of the teachers were involved only as representatives during their preparation, and the majorities were required to oblige and adhere to the established plans. The other 60% did neither have school action plans nor know how to prepare them. In relation to that, the study also found out that, the heads of schools were just appointed to take the headship responsibilities without being given any leadership seminar or training. In relation to almanacs, the study found out that, school almanacs were prepared but not well followed by the teachers. Moreover, the study revealed that the heads of schools concentrated more on inspecting teaching and learning preparation documents while overlooking to inspect the teachers during classroom sessions. Therefore, the study came up with suggestions to the government, educational officers and other educational stakeholders that, the newly appointed heads of schools and those who are already holding headship roles should be given opportunities to attend leadership seminars and in-service training. The government, educational officers and other educational stakeholders should also work closely with the school heads.

Key words: Approaches, Head of school, Supervision, Instructions, Academic Performance.

1.0 Introduction

A growing body of evidence underscores a significant and positive relationship between effective leadership and students' learning and achievement (Mugambi, 2015). Leithwood, Louis, Anderson and Wahlstrom (2004) state that among school-related factors, leadership is second only to classroom instructions contributing to students' learning. The head

teachers' skills in school management influence the behaviours of the school in terms of how teachers teach, how much students learn and the overall school performance. This is because the significant properties of key decisions made within the schools are made with the consent of the head teachers (Charles, Kimathi & Zachariah, 2012). Many scholars have acknowledged that the role of school principal is the most significant in enhancing school performance and students' achievements (Walker & Stoot, 2000; Mulford, 2003; Dinham, 2004; Gamage, 2009). It has been found that effective leaders develop school climate and culture that help to motivate both the students and teachers leading to the creation of better teaching and learning environment (Gamage, 2012). Besides, in most school systems, the principal is required by the systematic authorities to improve students' learning and is held accountable for it by building commitments in developing a shared vision for motivating and energizing the teachers and students (Ross & Gray, 2006, cited in Gamage, 2012).

According to Davies (2005), schools depend on leadership to improve their academic performance. An effective principal is committed to the improvement of academic performance of learners. He/she has to organize the curricular and instructional programmes. He/she establishes clear specific learning objectives for each class level and for each subject.

Quality education and good performance of students in schools are the major demands projected by education authorities of specific countries worldwide. In the global educational arena, governments through their ministries of education have tried their best to figure out the problem of poor performance by reforming their education policies and systems of education, but still, the problem still exists. Those problems are even worse in the developing countries in the southern Sahara Desert, East Africa and Tanzania in particular. Therefore, the described premises were a motivation to carry out this study to investigate the approaches employed by heads of schools in order to supervise instructions for the improvement of students' academic performance. The study by Mugambi (2015) found out that, improving supervision of instruction is of great concern to educational authorities worldwide. Effective instructional supervision is considered vital for school effectiveness. Likewise, Yunas and Iqbal (2013) also agree that supervision is one of the principals' roles that is concerned with the improvement of instructional effectiveness. This means that in order to have effective teaching and learning within the school, the principal needs to supervise the process. They further note that the role of the principal is characterized by frequent classroom observations; supervision; effective feedback to teachers and involvement of staff in school-based

activities. The principal is instrumental in successful curriculum implementation in a school. The instructional supervision also takes cognized of the timely implementation of curriculum, improvement of the Programme and monitoring of the planned objectives of the school.

1.1 Purpose of the Study

The purpose of this study was to investigate the approaches used by the heads of schools in supervising instruction to improve students' academic performance in Bahi district, Tanzania.

2. REVIEW OF LITERATURE

According to Wehmeier (2004) quoted in Charles, Kimathi, and Zachariah (2012), supervision is the act of being in charge and making sure that everything is done correctly and safely. In our contemporary society, schools are considered as social systems because they are bound by sets of elements (subsystems) and activities that interact to constitute a single social entry. The effective functioning of every social system, schools included, is assumed to be dependent on the quality of their leadership. Thus, the principal is the key to a successful curriculum implementation in a school through the supervision of instruction.

Khan (2013) asserts that as a supervisor, the principal is the pivotal point within the school who affects the quality of individual teacher's instruction, the height of students' achievement, and the degree of efficiency in the school functioning. He makes frequent observations of classroom instructional programmes, teachers' involvement in decision making regarding instructional programmes, active participation in planning and evaluating the instructional programmes. Supervision improves teaching and learning through a deliberate emphasis on ways and means of instilling excellence in the quality of instruction. It is through supervision that teachers are guided and influenced to strive towards the desired educational goals and objectives.

Charles et al (2012) suggests that heads of schools need to supervise teachers by ensuring that lessons are planned early; lessons are structured with an interesting beginning; revision of previous knowledge and teachers' use of voice variation and summary of major points at the end; teachers use backups/teaching aids properly; teachers have a good relationship with their students and teachers follow up the curriculum strictly. Okumbe (2012) considers supervision as an administrative strategy aimed at stimulating teachers towards the greater pedagogic effectiveness and productivity. This is usually aimed at enhancing excellence in examinations. Instructional supervision aids head teachers in coordinating, improving and maintaining high teaching and learning standards in schools. According to Sweeney (cited in Musungu and Nasongo, 2018), it is time head teachers are accountable for the academic achievement of their students. The head teacher is legally seen as the first supervisor because he/she has to play the role of supervision from time to time by checking the teachers' classroom work and assessing their overall performance based on students' achievement.

When principals (as instructional leaders) know what is happening in classrooms, they are better able and willing to provide resources and materials that support teachers' instructional efforts. This is what some researchers have described as 'mobilizing resources'. Gamage *et al.*, (2020) report that one of the variables determining high achieving schools is the principals' assistance to teachers in acquiring the needed resources to achieve maximal students' outcomes.

When principals frequently visit classrooms, they provide attention to teachers' efforts and progress in instructional matters. To gain knowledge of what is occurring in classrooms and the materials being used, effective principals frequently observe teachers' instructional methods Gamage *et al.*, (ibid), used the label of 'vigorous supervision' and discussed the importance of established routines such as "the supervision of teachers' and staff performance by daily visitations, private conferences, prompt evaluations and the provision of assistance." Gupta (2006) report that one of the leadership behaviours common in high achieving schools is the principals' direct supervision of instructional strategies. Principals are described as 'a visible presence' in the classroom.

Castro (2015) report that most researchers are in agreement about the importance of supervision in the delivery of education; and that the key person in the supervision exercise is the principal. However, the principals can also supervise instructions through their deputies, heads of departments, heads of subjects and or the career/curriculum departments. As

Glickman, Gordon and Ross-Gordon (2017) notes, what is important in the supervision of instruction is not the persons title or designation, but rather his/her responsibilities [in supervision]. In fact, Awuah (2011) says that the head of school, his/her assistant and other teachers are responsible for improving classroom instructions.

It is therefore worth noting that, supervision is the key to the principals' roles in the effective classroom. Classroom visits and lesson observations form the basis of the principals' supervision practices. This clearly indicates that supervision is focused on improving professional performance so as to deliver the valued outcomes of the school which includes increase students' achievement. It is central to the improvement of the quality of teaching in a school and if teachers are well led and aware of the benefits in supervision, they need to be amenable towards supervision.

As seen in the reviewed literature above, many studies have been conducted on school supervision. Quite a few of the studies have been seen to be conducted on the approaches employed by the heads of schools in the supervision of instructions to improve students' academic performance. Therefore, this study aimed to fill the gap by exploring the approaches employed by heads of schools in the supervision of instructions to improve students' academic performance in Bahi district-Dodoma, Tanzania.

3.0 METHODOLOGY

3.1 Area of the Study

The study was conducted in the Bahi District-Dodoma region. Dodoma is one of the regions found in central Zone of the Tanzania main land. It is formed by seven districts namely: Dodoma City, Bahi District, Kondoa District, Chamwino District, Chemba District, Mpwapwa District, Kongwa District and Kondoa Town Council. The Bahi District is bordered to the north by the Chemba District, to the east by the Dodoma City and Chamwino District, and to the west by the Singida Region. Its administrative seat is the town of Bahi. The natives of Bahi District are the Gogo ethnic group whose major economic activities are animal husbandry and agriculture. Due to this fact, the issue of academic performance is not just the issue of only one region in Tanzania, instead, it has been the issue of concern for all the regions and all districts in both Tanzania main land and islands. Therefore, random selection technique was used to get the Bahi District for the study. The names of all regions and then districts were written on pieces of papers which were then folded and mixed up in

abox. After that, the researcher asked a person to pick one folded piece of paper. That's how the area of study was found for both the region and the district.

3.2 Research Approach

The study used the qualitative research approach. The approach was apparently suitable to provide an answer to the question 'how' in which a researcher was interested to (Bryman, 2004). The qualitative approach helped the researcher to collect and analyse participants' views, perceptions, attitudes, feelings and recommendations under their natural settings on the approaches used by the heads of schools to supervise instruction in order to improve students' academic performance in the Bahi district.

3.3 Research Design

Kothari (2014) articulates the research design as the conceptual structure within which the research is conducted. It is the logical sequence in which the study is carried out, and it constitutes the blueprint for the collection, measuring and analysis of data. In this study, the researcher employed a multiple case study; This was considered as the design suitable for studying a group of individuals. It is a fact findings design involving the collection of data directly from the population or sample thereof at a particular time.

3.4 Research Population

Creswell (2012) defines the term population as a group of people having common characteristics. According to Kombo and Tromp (2006), population is a group of individuals, objectives or items from which samples are taken for measurement. The population of this study was heads of the secondary schools in Bahi district, teachers, parents as well as students from the same selected schools. Heads of schools were selected due to their managerial positions, teachers were selected due to their teaching roles, students and parents were also selected due to the fact that they were directly affected by the school's academic performance trends.

3.5 Sample and Sampling Techniques

Sampling is the procedure used by a researcher to gather people, places or things for the study. It is also the process of selecting a number of individuals or objects from the population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). The researcher used sample because it was very difficult for the researcher to take a complete coverage of the population.

3.5.1 Sample

According to Kombo and Tromp (2006), a sample is the set of respondents or participants selected from a larger population for the purpose of a survey. In this study, 5 secondary schools in Bahi District were randomly sampled to represent all public secondary schools in the entire district, region and Tanzania in general for qualitative information. A total of 60 male and female respondents were selected. While the number of teachers and students was reached by level of saturation of the information required by the researcher.

3.5.2 Sampling Techniques

Sampling is concerned with the selection of a subject of individuals within a population to estimate characteristic of the whole population (Creswell, 2008). The researcher applied the purposive sampling technique to select male and female respondents who were used to provide relevant information for the study.

3.5.2.1 Purposive Sampling

According to Kothari (2014), purposive sampling is an occasion based on the previous knowledge of the population. The researcher used the purposive sampling technique to select proper respondents such as heads of schools, teachers, students and parents who possessed important information for the study.

3.6. Data Collection Methods

Data collection refers to the gathering specific information to serve or prove some facts (Kombo and Tromp, 2006). In this study, the researcher collected data by using the following methods:

3.6.1 Interview

Interview refers to an exchange of views between two or more people on topics of mutual interest. It takes advantage of the centrality of human interaction for knowledge production and fits well on the social situation of research data (Webster, 1985). This tool uses a written list of questions or topics that need to be covered by the respondents (Kombo *et al.*, 2006). The purpose of interviewing people is to find out what is in their minds and what they think or how they feel about something. An interview allows subjects to provide their interpretations of the world in which they live and express how they regard the situation from their own points of view. The researcher used interview in order to get deep or in-depth knowledge from participants. Series of questions were asked to get information from the participants. This method fit the study because it allowed the researcher to get first-hand

information from the participants on the approaches heads of schools use to supervise instruction in order to improve students' academic performance.

3.6.2 Focus Group Discussion

Focused group discussion is an instrument that was used to collect data from all the respondents. The main purpose of using this method in this study was to make heads of schools, teachers, students and other stake holders to be free and flexible to express their perceptions on the approaches heads of schools use to supervise instruction in order to improve students' academic performance.

According to Kizilaslan (2011), this instrument enables informants to spell out their knowledge, experiences and views in better ways. In this method, the researcher got new and additional general ideas from the group participants. The researcher developed specific topics which were discussed. The random selection method was used to select 6-9 male and female participants from each selected school. The researcher also used the smartphone to keep record for those who were willing (ready) to be recorded. Focus group discussion (FGD) enabled the researcher to collect a lot of different ideas and opinions from the participants. Thus, it helped the researcher to get the suitable information on the approaches used the heads of schools use to supervise instruction in order to improve students' academic performance in the Bahi district

3.7 Data Analysis Plan

Data analysis is a process that implies editing, coding, classification and tabulation of the collected data (Kothari, 2014). In this study, the data collected was analysed thematically by providing a summary and direct quotations from the participants focusing on the objectives of the study.

Thematic analysis was used to analyse classifications and present themes (patterns) that related to the research question. The researcher applied three steps during the whole process of analysing data. The steps were: first, preparation which involved reading data, second, was organization of data which involved creating of categories by re-reading and purification of data and the third step was presentation and interpretation of data.

4.0 Findings and Discussion

4.1 Approaches that Heads of Schools Use to Supervise Instructions for the Improvement of Students' Academic Performance

The objective sought to determine the approaches that the heads of schools used to supervise instructions in order to improve students' academic performance in the Bahi District public secondary schools. With regard to this study, the researcher prepared interview (open ended) questions by considering the aspects like the preparation of school almanacs, schools action plans, availability of both students' text books and reference books, availability of competent and confident teachers, attendance of teachers in classes, preparation lesson plans and lesson notes, inspection of classroom activities and assessment. These aspects were dealt with and the findings on each of them were as presented in the following subsections:

4.1.1 The Presence of Action Plans and School Almanacs

In this aspect, the question sought to find out whether the school action plans and school almanacs were prepared by the school administration before the beginning of the academic years. The responses were that 2 out of 5 heads of schools said that, they had prepared school action plans while 3 of them said that they had not actually written the action plans but they had them in their minds. During the interview, one of the heads of schools said:

.....frankly speaking, I have not prepared an actual written action plan. This is because I don't even have an idea of how to prepare it. What I know is that my school should have objectives and goals to achieve at the end of the term or year...(Source: **interview with Head of school May 2023**)

Regarding the above explanations, it was revealed that, some of the heads of schools did not prepare action plans with the reason that they didn't have the knowledge of preparing them. However, these heads of schools did understand that schools must be guided by some objectives and goals to be achieved within a certain period of time. On the other hand, two of them said that they had prepared school action plans because they knew their usefulness in the whole process of improving students' academic performance. One of them disclosed that:

...of course I do have a school action plan. How can I run a school like this without an action plan? This is because, important things like school objectives, school goals, strategies, costs and time boundaries for each goal to be achieved are stipulated within the school action plan...(Source: **interview with Head of school May 2023**)

The quotation above reveals that, some heads of schools had school action plans in their schools. This shows that, some heads of schools had some knowledge and an understanding about the importance of the presence of school action plans.

Further, when teachers were asked about the presence of school action plans in their schools and how they were involved in the whole process of preparing them, one of the teachers disclosed that the following:

...to speak the truth, our school an action plan and it is mounted on the head of schools notice board in his office. However, only few teachers, I mean the school management team (SMT) were involved in the preparation of the action plan. Other teachers like me were not involved. Talking about its usefulness, it is very useful because, it acts as a guide to us teachers, it shows us what to do, how to do and when to do or accomplish a certain task...**(Source: Interviewed teacher May 2023)**

The quotation above show that, some schools had action plans. However, only few teachers were involved in their preparation. Other teachers were not involved in the preparation of school action plans, they were just asked to adhere and follow what was in the plans.

When the researcher further asked the heads of schools about the presence of school almanacs in their schools and how they contributed in the whole process of enhancing students' academic performance, all of the heads of schools said they had prepared school almanacs (school calendar). One of them disclosed the following during the interview:

... Of course, I have prepared school almanac (we call it the school calendar) which shows the arrangement of events for the whole year. Both the school calendar and school action plan help us by guiding us in our day-to-day activities. They help us to know what to do, when to do and how to do so as to meet and reach the targeted schools' objectives and goals... **(Source: interview with Head of school May 2023)**

On the other hand, when teachers were asked about the presence of both the school action plans and school almanacs, all 30 teachers equal to 100% said that school calendars were prepared and displayed on the notes boards where all teachers, students and other stake holders could see and read them. Regarding action plans, 23 equal to 76.6 % of all teachers said that, school action plans were not prepared and they had not even seen them while 7 of

them equal to 23.4% of all teachers said that the school action plans were prepared in their schools. One of the Interviewed teacher had this to say:

... I cannot deny that we don't have or that our school administration has not prepared the school calendar. The truth is that we have school a calendar and it is displayed on the staffs' and students' notes boards. However, the action plan was not prepared. I am not sure that heads of schools know even how to prepare it. The only thing I have as a teacher is my own subject objectives and goals that I have prepared and I am expecting to achieve them in the set period of time... **(Source: Interviewed teacher May 2023)**

What was observed from the quotations above indicates that, all school heads prepared annual school almanacs (school calendars) and that all teachers were aware of them. However almost 80% of all schools did not have annual school action plans. Even then, the 20% of schools which had school action plans did not involve teachers in the preparation processes of the school action plans. Teachers were just forced to follow and implement what they were not involved to prepare. The study found out that this might be the reason why students were not performing well academically in these schools. It is indeed questionable, how could the schools which had not prepared annual action plans perform better without proper strategies and plans? How can a school achieve its objectives and goals which are not known? This study found out that, these schools were not performing well academically because of not having proper action plans which could be as guides to show teachers what to be done (activities), how to be done (strategies) and when to be done (time bound). In order for any school to perform better academically, it must have a well prepared school action plan and almanac. These concur with the study conducted in Mbeya by Ndyali(2013), she pointed out that students' academic performance can never be attained in a situation where no specific strategies towards academic achievement are in place. Preparing a school action plan is one thing, but implementing it is a different thing. The findings show that although action plans were prepared in some community secondary schools, still they were not implemented fully. This is among the factors leads to poor students' academic performance in Tanzanian public secondary schools.

But on the other hand, this study found out that the main reason for failure to prepare school action plans was that the heads of schools themselves did not know how to prepare them. It was revealed most of the heads of schools were just appointed to hold such positions in the schools without attending or being given any administrative training or short courses which made them incapable of handling administrative duties. Lack of funds and negligence have

been argued to be some of the key reasons for the failure in the establishment and implementation of short courses for school heads in public secondary schools in Bahi District. The findings corroborate with the study conducted by Uwazi (2010) on the capitation grants from the Tanzanian Government. The report revealed that since 2002, the value of the capitation grant declined by over 35% making it insufficient to buy even a minimum set of books. The amounts allocated in the budgets are less than that recommended by the SEDP policy.

4.1.2 Supervision of Instructions to Ensure Students' Academic Performance

The findings indicate that most of the heads of schools followed schools' administrative guidelines which direct them how to supervise and what to supervise. They said that, first of all they utilized the available teaching staff efficiently, they provided the necessary teaching and learning materials, they conduct weakly inspections on teachers' teaching documents like to see whether the teachers had schemes of work, how teachers prepared their lesson plans and lesson notes, to see whether students were given works like quizzes, exercises and if they were marked. For example, when one of the heads of schools was interviewed on how he conducted supervision, he said:

..... I would like to inform you that we the heads of schools have school administrative guide lines which direct us what to do in supervision. For instance, I as a head of school, first of all usually make sure that all my academic staff have text and reference books and schemes of work are prepared at the beginning of the term. Then I carry out internal inspection basing on teachers' teaching materials like checking if my teachers have prepared the required and relevant schemes of work, lesson plans and lesson notes and if they do provide quizzes, exercises and tests for students. This is conducted every week on Monday... **(Source: interview with Head of school May 2023)**

Another head of school when interviewed on the approaches they normally apply to supervise instructions in their schools, here is what was said:

...in my school, I used to enter in the classes and conduct inspection by checking students' exercise books to see how they write notes, how notes are relevant to the subject taught and to see whether they are given quizzes and exercises. Apart from inspecting students' exercise books, I also inspect attendance of subject teachers through class journals which every teacher is supposed to sign every time he or she completes his or her session. We also have the quality assurance department in our school which deals with weekly inspection of teaching and learning progress ... **(Source: interview with Head of school May 2023)**

In line to that, when the same question was asked to the teachers, the following is what one of the teachers said:

...in our school we have weekly inspection which is normally carried out by our head of school on every Monday and the internal quality assurance who conduct inspection on every Thursday. Things which are involved in inspection include lesson plans, lesson notes, teaching aids, class journals and students' exercise books to check if they were taught and given notes for individual readings, quizzes and exercise(Source: Interviewed teacher May 2023)

The quotations observed above indicates that heads of schools had the tendency of conducting weekly inspection as the main approach of ensuring that teachers were performing their teaching duties as required so that to increase students' academic performance. The quotation also reveals that heads of schools inspected necessary teaching and learning materials. They usually conducted inspection by checking all the teaching and learning materials like lesson plans, lesson notes and teaching aids. They also collected students' exercise books to see if they were given notes, quizzes, exercises and home works. The findings concur with the study conducted by Nemes and Sharali (2015) who found out that as a part of the monitoring of teaching and learning in primary schools in Kondoa district, school heads were reviewing lesson plans and class journals with only few classroom observations.

Apart from the approaches head of schools applied in making sure that teaching and learning are being conducted smoothly, this study also found out that heads of schools did not conduct direct teaching and learning observation (lesson observation) in the classrooms. This made them un able to know how teaching and learning were carried out in the actual teaching and learning field (classrooms).

One of the teachers said that:

... The head of school only inspects teaching documents; he doesn't enter in the classrooms during the teaching sessions to see how I teach and how I interact with students during the teaching and learning process. He is only busy inspecting what we have prepared. He doesn't know challenges that we face in classes. For example, some students share one table, others don't have chairs. The book-student's ratio is 1:10 to13 which makes the teaching and learning duties very difficult for us. You can teach from the beginning of the lesson to the end without seeing any students raising the hand to ask any question... (Source: Interviewed teacher May 2023)

The quotation above reveals that heads of schools were busy checking or inspecting ready-made teaching and learning materials while forgetting to inspect how these ready-made

documents are implemented by the teachers in the classrooms. Because by entering in the classroom during sessions, heads of schools can have chances to see how teachers interact with students, how students are capable of asking and answering questions. Entering the classrooms during the teachings and learning process can also make heads of schools realize different challenges faced by teachers and get the chance to discuss such challenges with teachers on how to solve such challenges. This study found out that, the tendency of heads of schools not inspecting teachers during teachings sessions has also become among the reasons why these schools were not performing well academically. These findings are however contrary with the research findings conducted by MoEVT (2011) which asserted that, the responsibility of the school heads is to enable teachers to realize instructional objectives; and supervise classes, coordinating evaluation of teaching learning process and the outcome through initiation of active participation of staff members. This is in line with Olaleye (2013) who commented that effective supervision and management exercised by head teachers is the prime contributory factor in pupils' academic achievement. School heads supervision helps teachers to develop professionally and bring positive learning environment to students. In addition to that, the above ideas are supported by the study conducted by Jared (2011) who noted that, school heads need to understand supervision as a process of promoting professional growth; otherwise the process of supervision will not be effective to bring about students' academic

A focus group discussion held between the researcher and students on the issue of the approaches heads of school applied to supervise teaching instructions. In this, one of the students said that:

.....our head of school usually asks our class representative (monitor) to collect some exercise books and class journal and bring them to him every Friday evening. Sometimes he comes in our classes and ask if we have understood what we have been taught by our teachers...(Source: FGD with students, May 2023)

The quotations observed above indicate that, apart from inspection being conducted by the heads of schools, still they were supposed to enter in classrooms to observe how teaching and learning was carried out during the actual teaching and learning sessions. This could help them to know how teachers and students interact during teaching and learning situation, also, it could help the heads of schools to understand challenges faced by both teachers and students during the process of teaching and learning.

5.0 Conclusion

This study has found out that there is a positive relationship between the heads of schools' leadership roles and enhancement of students' academic performance in public secondary schools. The research findings indicate that, the main heads of schools' role was to make sure that they supervise all schools' activities and effectively monitor instructions. However, the heads of schools had not been able to supervise and fully fulfill their roles and responsibilities due to what they called lack of fund. Therefore, it would be impossible to expect the best academic performance where school heads did not supervise their schools sufficiently. Moreover, it is very difficult to expect positive students' performances from a school where there is no true co-operation between the heads of schools and teachers, parents and students. Therefore, according to the research findings, it can be concluded that in the context of school heads leadership contribution, poor students' academic performance prevailing in public secondary schools in Bahi district is also the result of the general education system in Tanzania that produces predetermined poor results. In order for the schools to perform better, there must be a true bond and cooperation between schools' administration, teachers, parents, students and other education stakeholders. Although, heads of schools lack enough fund for running school activities, they should wisely and efficiently utilize the resources around the schools to raise funds. They should also learn to take action and work on the meetings agreements so as to make teachers, students and parents feel that their advices have been considered and worked on.

5.1 Recommendations

In the light of the research findings, this study gives some recommendations both for action and for further studies.

5.1.1 Recommendations for Action

The recommendations for action are given as follows:

- i. The study found out that heads of schools were just appointed to take the school leadership responsibilities without attending or being given any kind of leadership training or course. This made the appointed heads of schools carry out their responsibilities below the required standards. Therefore, it is recommended in this study that, the government should make sure that the newly appointed heads of schools are provided with leadership courses, and for those who are already practicing headship roles, they should be given chances to attend in-service training to make

them improve their leadership skills and abilities. This will enable them implement reforms in the public secondary education.

- ii. The study findings also revealed that students were performing poorly in public secondary schools due to inadequate teaching and learning resources like laboratories, laboratory equipment as well as inadequate students' text books and reference books). In order to overcome this problem, this study recommends that intentional strategic plans should be made by the government to build laboratories and libraries in public secondary schools. This will remove a big burden to the poor community people who are still suffering from mass poverty. This should go hand in hand with equipping them with necessary laboratory equipment and adequate text and reference books in the libraries.
- iii. It has also been found out that most of the heads of schools failed to fulfill the school requirements in time due to insufficient capitation grants given to them by the government. This is one of the reasons why schools are not doing well. Therefore, it is recommended that the government should re-evaluate the amount given to public secondary schools and increase it so as to make it easy for heads of schools to fully fulfill their responsibilities and improve students' academic performance.
- iv. The government should also make sure that it creates conducive working and teaching environment for teachers by providing reasonable salaries, housing, allowances (transport and overtime allowances) and other remunerations so as to attract teachers and make them work and stay happily in the teaching profession.
- v. The Ministry of education and vocational training should provide frequent teaching and learning workshops and seminars to equip teachers with reasonable teaching and learning skills to comply with the new and dynamic changes emanating from the new syllabus.
- vi. In order to improve students' and teachers' performance, the government should come up with new plans of rewarding teachers and students who are found to perform better. This will increase intrinsic teaching and learning morale for both teachers and students.

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