

# Discharging Instructional Supervisory Responsibilities in Tanzanian Public Secondary Schools: To What Extent do Head of Schools Perform Their Duty

## ABSTRACT

Provision of quality education, among other things, depends on the role played by school heads in handling administrative duties such as supervision of teachers, who are the key players in curriculum implementation. The purpose of this study was to determine the extent to which heads of schools discharge their instructional supervisory roles to enhance teachers' performance in the daily teaching and learning processes. The study carried out in Lindi region, Tanzania Mainland. The study used descriptive design in which both qualitative and quantitative approaches applied. The study sample comprised of teachers (N=103), heads of schools (N=57) and class masters (N=11) from 57 randomly selected public secondary schools. Data collected through questionnaires, focus group discussion and interview. The study findings revealed that, heads of schools failed to discharge their instructional supervisory responsibilities, as teachers were not punctual in attending to schools. There was no regular checking of teachers' professional records except once in the year or by school inspectors. Heads of schools did not supervise teachers on how effectively they can handle students' assessment. Noted was also lack of instructional resources in schools. For improvement of the provision of quality education it is recommended that heads of schools to effectively discharge their duties and where their setbacks, like lack of accommodation around the school, few teachers and lack of instructional resources, they should contact relevant bodies from both government and non-government sectors work together in making friendly teaching environment. Moreover heads of schools encouraging teachers' creativity in using improvised local resources whenever and wherever possible.

*Keywords: Instructional supervisory responsibilities, Heads of schools, Public secondary school.*

## 1. INTRODUCTION

Tanzania has been taking various measures to promote the quality of education, as education is a key component to socio-economic development of any nation. Some measures implemented overtime to ensure delivery of quality education include establishment of school inspectorate department in education system, introducing department of secondary education in district councils parallel to primary education, review of qualifications of education managers in education system, and adoption of school based management model in providing education in the country (MoEST, 2017). However, the quality of education has not been impressive at different levels of the entire education system. Particularly, students' performance in public secondary schools in Lindi region is poor. For instance, in form four national examinations, the region has been the least performing in the country for four consecutive years from 2014 to 2017 (MoEST, 2017). The implication of poor performance by students is that the nation's initiatives, like provision of free education may hardly bring the desired results. Studies on improving the quality education shows that school quality assurance is an important aspect that ensure adherence to standards and objectives of changing education environments (Trisnamansyah & Wasliman 2022). The educational and training policy of 2014 in Tanzania points out that, the heads of schools vested with power to supervise the quality aspects of teaching and learning in jurisdiction organizations. However, public concern, astute observations and repeated educational studies indicate that there is an ongoing decline of supervision in schools worldwide today (Mapolisa & Sabalala, 2013; Ndebele, 2013). This decline is associated with lack of

proper supervision in schools; and has a bearing on the education-related challenges that are making it difficult for countries to achieve their educational goals than ever before. In Tanzania, reports show that despite the implementation of free education policy, the education system is facing a number of challenges. In their study, Chiwamba&Kigobe (2022) revealed several challenges encountered by school heads while implementing their supervisory roles in most public secondary schools as multiple responsibilities, lack of qualification, negative attitude of teachers toward supervision, inadequate training among heads of schools and large number of teachers as well as poor communication skills. In addition to that, Mgonja's study (2017) found out that local government officials were not closely supervising and monitoring the Regional and District Education Officers (DEOs).

Lack of effective supervision in secondary schools, impact negatively on education system as it lowers the quality of education. Unless this problem of lack of effective supervision solved, otherwise quality of education will not improve despite the current investments directed to that sector (Ngussa, 2014). However, effective intervention requires a thorough understanding of the role the education stakeholders, entrusted with the responsibility to oversee how education provision, play. Establish more particularly in context of this study, the extent to which heads of schools discharge their instructional supervisory responsibilities. Only then can one determine the level of their performance and suggest the remedies if need be. Therefore, the research problem investigated on whether heads of schools in public secondary schools in Lindi region were discharging their instructional supervisory responsibilities in a way that would consequently ensure teachers effective performance in the teaching and learning process.

## **2. BRIEF LITERATURE REVIEW**

Effective work supervision is an important strategy for realizing organization goals (Baffour-Awuah, 2011). More than ever, today's world of globalization where various policies formulated result into challenges requires proper and effective supervisory strategies to be able to survive sustainably (Ekyaw, 2016). Like any other sector therefore, the education sector at all levels require effective supervision from those entrusted with that responsibility, the head of school being one of them.

Tanzania, like many countries south of the Sahara has sought to address the existing education problems and tackle new challenges resulting from the on-going macro-economic, social and political reforms (Ngussa, 2014). For instance, Education Sector Development Programme (ESDP) was introduced in the 1990s and the introduction of free education to all public primary schools to help the government achieve its long-term human development and poverty reduction targets. It was also to address other problems facing the education sector related to quality of education process, access by all children, create internal efficiency, management and financing (Mgonja, 2017).

The success in education sector, as observed by Siamoo(2014) among other things, depends on the leadership skills by education supervisors at various educational levels. One of the levels where the educational goals can be realized is at school where the head of school is to effectively supervise teachers for ensuring effective teaching and learning (Smith, 2009; Lunenburg, 2010). Scholars such as Blasé and Blasé (2000), Lilian (2007) and Louis (2009) point out that supervision of instruction has the potential to improve classroom practices. It contributes to student success, promotes professional growth and improves teachers' skills and knowledge. Through supervision, the head of school cooperates with teachers by engaging in dialogue for improving instruction to improve students learning and success (Sergiovanni& Starratt ,2007).

The consequence of lack of supervision is the decline of education as it causes poor performance by students. For instance, a study by Musa (2014) pointed out that there were indicators of falling standards of teaching and learning in Lindi and Mtwara regions in Tanzania, due to a number of factors, one of them being lack of supervision whereby teachers did mind their own business while neglecting teaching. Studies by HakiElimu, (2014) and Mkumbo, (2012) have shown that teachers in most schools in Tanzania do not mind about improving their teaching, as they tend to report to school at the time of their own choosing. The main cause of this negligence is lack of close supervision at the school level by the head of school that entrusted with such a responsibility.

The reviewed studies, among other things, have indicated that poor supervision in education causes poor performance as Musa (2014) presented the case of Lindi and Mtwala regions where public secondary school-students performed poorly in their form four national examinations as the result of poor supervision by education leaders such as DEO. However, educational instructions is carried out at the school level where teachers, head of a school and students interrupt in the teaching-learning process. One wonders whether heads of public secondary schools in Lindi region play their instructional advisory role and if they do to what extent, these concerns formed this study's gap, which rationalized the need to conduct an investigation.

### 3. METHODOLOGY

This study sought to determine the extent to which heads of schools discharge their instructional supervisory activities in Lindi regions secondary schools. The study was descriptive in nature with the application of qualitative and quantitative approaches. Creswell (2014) elaborates that, mixed methods research involves the collection of both qualitative and quantitative data, integrating the two forms of data using a distinct design with philosophical assumptions as well as the theoretical framework. The study had four objectives to be studied as follows, heads of schools in ensuring teachers' punctuality; checking teachers' professional records; supervising teachers on students' assessment and providing teachers with instructional resources. To realize the set objective, the study used 171 participants including 114 teachers and 57 heads of schools. Categorization of participants' characteristics based on their sex, educational qualifications and their age as presented in (Table 1).

**Table 1: Profile of participants**

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

As indicated in Table 1, a total number of 120 (70.1%) male teachers and 51 (29.9%) female teachers participated in this study. Observed from the above composite table of findings on demographic variables; 171 teachers who were involved in this study revealed that the majority 96 (56%) were bachelor degree holders, majority 109 (63.7%) participants were of 30-35 years of age category, and majority 91 (53.2%) participants had working experience of between 6-10 years. Findings on demography profile of participants' reveals that they were of responsible and credible qualified on educational matters.

As per the level of education and the working experience of teachers show that they were capable of implementing curriculum in secondary school effectively. According to HakiElimu (2014) the more teachers' experience the better performance by such a teacher in the teaching and learning process. HakiElimu described more that, a supervisor will not be able to carry out instructional evaluation effectively if he/she is not well qualified and trained in techniques of evaluation.

#### 3.1 Sample and sampling procedures

Stratified random sampling technique used to select the sample for this study. In order to obtain the sample size, Lindi Regional Education office consulted to avail the whole list of all 124 public secondary schools in the region. The average of forty six point three percent (46.3%) of the schools from each of six (6) district formed the study-sampling frame. All the school names in each district written on pieces of paper and mixed up in a container. Then, the researcher randomly selected a sample of 57 out of 124 public secondary schools, to form the total school sample size. These sampling procedures were in line with Ary., et al (2006). Teachers in each selected secondary school formed a total study sample of 171 teachers as indicated in Table 2.

**Table 2: Sampled schools and teachers by district council**

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

### 3.2 Methods of data collection

Data for the study collected by using interview, questionnaire and Focused Group Discussion (FGDs). Interview conducted to 57 heads of schools in visited secondary schools. The information explored from the interview guide helped to determine the core instruction supervisory activities of heads of schools. In particular, the deliberation of interview aimed to explore various techniques used by heads of schools in supervising teachers work. The researcher held group discussions with 11 class masters so as to get their experiences, views, and opinions on the extent to which heads of schools discharge their instructional supervisory responsibilities in enhancing teachers' performance while questionnaire was used to gather information from 103 teachers.

## 4. FINDINGS AND DISCUSSION

### 4.1 The extent to which heads of school ensure teachers' punctuality

Under this objective, the study sought to assess the extent to which heads of school ensure teachers' punctuality in their respective schools. In this regard, table 3 present the summary of teachers' opinions regarding the extent to which head of schools ensured teachers' punctuality in their respective public secondary schools, analyzed and presented in frequency and simple percentage.

To achieve this objective, teachers (N=103) were given questionnaires with items to be measured. Then teachers had to respond by selecting any of the five given options; SA (strongly agree), A (Agree) UC (Uncertain), SD (Strongly disagree) and D (Disagree). The findings are as illustrated in Table 4.

**Table 3: Teachers views on the extent to which head of schools ensure teachers' punctuality**

S/N	Statement	SA		A		UC		D		SD	
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
1	Head of this school ensure teachers come to school on time every day	11	10.6	16	15.4	8	7.8	42	41	26	25.2
2	Head of this school has put in place well system that ensure every teacher attend his/her classes on time.	13	12.3	12	11.3	2	1.6	42	40.8	34	34

3	Head of this school often disciplines teachers who are late to school.	12	11.7	18	17.5	7	6.8	33	32	33	32
4	In this school attendance register check punctuality of teachers in this schools	5	4.8	18	17.5	4	3.9	39	37.8	37	36
5	In this school, the end of the year award encourages teachers to be early in school	8	7.8	22	21.4	2	1.8	44	43.7	27	26.2
6	The head of school makes sure that time for teaching and learning is effectively utilized	12	11.7	10	9.7	14	13.6	39	37.8	28	27.2

Table 3 shows that the majority 68 (66%) respondents disagreed that their heads of schools ensured that teachers arrive to school on time. The results of the study illustrate that head of schools did not make much efforts to ensure that teachers come to school early. In respect with whether head of schools put in place a good system that would ensure every teacher attend his/her classes on time, result shows that the majority 76(74.8%) of respondents disagreed on the statement. Therefore, there was no good system for ensuring teachers punctuality in the studied public secondary schools in Lindi region. Responding to statement that heads of schools often disciplines teachers who get to school late; the majority 66(64%) respondents disagreed to the statement. The questionnaire results from teachers show that teachers in the study area were not satisfied with disciplinary measures taken by head of schools to teachers who came late to work.

Regarding the item on whether the school attendance register used to check teachers' punctuality, the majority 76 (73.9%) disagreed to the statement disclosing that school attendance register not effectively used to ensure teachers in studied public secondary schools in Lindi region. In response to whether heads of schools were making sure that time for teaching and learning was effectively utilized, the majority 65(65%) of teachers disagreed to the statement revealing that there was no mechanism to track effective use of teaching and learning time among teachers

The interview with the heads of schools support the questionnaire results whereby only 18(31.8%) out of 57 heads of schools said that they well-established systems for supervising teachers' punctuality. This means more than 60 percent had not established systems to ensure teachers punctuality at their schools. For those whom had such a system it was revealed through interview that the mechanisms set for checking teachers' punctuality included class journals that were used to monitor teachers' attendance and performance in each class. In such journals, there was a column where students could write their comments on what has accomplished during the class, e.g. teaching, writing notes, doing test or assignment, laboratory and so forth. At the end of each week, all class journals handled in to the school heads for comments and evaluation.

For those schools where teachers' punctuality was not enhanced, it was revealed that, thought timetable and teachers' attendance register were in place, there was no serious effort by school supervisors to ensure that teachers come early and adhere to school timetable. The interview also revealed that there were no regular meetings between heads of schools with their teachers to evaluate teachers' attendance.

However, the interview results from those few schools where mechanisms for punctuality has been established, participants explained how they were used. For example, during interview, one head of school had this to say;

*In this school like many public schools, we have attendance register whereby all teachers are required to sign to show that they are at work. Failure to sign means that*

one is not at workstation. All teachers are supposed to sign before 7:30am but some come late. For those who came late persistently, I just give them verbal warning as a reminder. No other measures are taken against them...

Another head of school said that;

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

Interview findings from two heads of school quoted reveals that there is no strict measures taken to ensure teachers are adhering to professional practices in schools. Teacher absenteeism and late coming to school always affects academic learning time, therefore affecting the whole process of teaching and learning. Moreover, laxity among heads of school on supervising teachers is another indication of their failure to exercise supervisory roles to the subordinates.

Focus group discussion from class masters support the findings through questionnaire and interview. During the discussion participants revealed that it was common in their schools to see teachers loitering during working hours leaving their students un-attended. For example, one of the experience class master narrated from one of the studied schools had this to say;

*In this school, we have attendance register and teaching timetable. One could expect teachers to come early and sign before 8:00am, but that is not the case here...teachers come and leave anytime.....they never adhere to timetable at all.....someone may have double periods...for example of 80 minutes but he/she may use only 40 minutes or never attend at all...*

The assertion above shows that teachers' punctuality in sampled secondary school was a challenge. It was also revealed that attendance register and school timetable were not used to monitor teacher's punctuality as they were used just for formality. This is also confirmed by one of the participants from one of the studied schools said;

*In this school, teachers are required to sign attendance register early in the morning before 7:30 am and teach his/her lessons as indicated in school timetable. However, many teachers are far from this area thus coming (to school) early is the challenge to them. The number of teachers is also a problem particularly science subjects. For example we have only one physics and mathematics teacher...under this scenario it is a challenge to follow the timetable.*

From questionnaire, interview and focus group discussion, one can conclude that heads of schools did not take serious measures to ensure teachers punctuality in the study area. Attendance register and school timetable have customarily continued to be used by without any posit effect on teachers punctuality. These findings are in line with other previous studies (Twaweza, 2013; Betweli, 2013; Benegro, 2016). These studies established that heads of schools' ability to supervising teachers' punctuality was limited. They could not manage teachers' attendance they expected to supervise and that they lack leadership and management skills. This is a serious limitation for achieving quality education.

#### 4.2 Teachers' professional records

This objective sought to determine the extent to which heads of schools checks their teachers' professional records. To achieve this objective, teachers (N=103) were given questionnaires with items to be measured. Then teachers had to respond by selecting any of the five given options; SA (strongly agree), A (Agree) UC (Uncertain), SD (Strongly disagree) and D (Disagree). The findings are as illustrated in Table 5.

**Table 4: Teachers opinions regards to whether heads of schools check teachers professional records**

S/N	Statement	SA		A		UC		D		SD	
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)

1	Head of school checks teacher's profession records to identify discrepancies that need improvement	22	21.4	16	15.4	1	1	36	35	28	27.2
2	Head of school ensure teachers prepare scheme of work before commencement of new academic year	42	40.7	13	12.6	12	11.7	2	2	34	33
3	Head of school ensure teachers prepare their lesson notes and lesson plan before going to the class	12	11.6	18	17.6	7	6.8	32	31	34	33
4	Head of school took disciplinary action to teachers who fail to written lesson plan, scheme of work or lesson notes	5	4.8	18	17.5	4	3.9	39	37.9	37	35.9
5	Head of school teachers incorporate appropriate teaching method, instructional materials and homework in their lesson plan	44	42.7	26	25.3	2	1.9	8	7.8	23	22.3

Table 4 the views of the secondary schools' teachers on whether head of schools checks teachers' professional records, the majority 64(62.2%) of the respondents disagreed to the statement, revealing that heads of schools were not checking teachers' professional records to identify discrepancies that need improvements..

Responding to item 2 which sought to determine whether heads of schools ensured that teachers prepare scheme of work before commencement of new academic year, the majority 55(53.3%) of the respondents disagreed to the statement, informing that heads of schools were not ensured that scheme of work are prepared by teachers before a new academic year.

On the item measuring if heads of schools ensured that their teachers prepare lesson notes and lesson plan before going to class, majority 66(64%) of the respondents disagreed to the statement ,disclosing that head of schools did not take into seriousness follow-up on teachers preparations before going to class.

Responding to the statement on whether heads of schools took disciplinary action against teachers who fail to prepare lesson plan, scheme of work or lesson notes, majority about 76(73.8%) of respondents disagreed to the statement. This implying that heads of schools did not ensure teachers prepare lesson plan, lesson notes prior to going to classrooms neither did they take disciplinary action against those who didn't comply to this professional practices and quality assurance guideline. The study findings therefore reveals that that heads of schools did not supervise their teachers effectively as they did not bother to ensure professional records are prepared and used. The implication of this failure is that teaching and learning process was unplanned, which is against teaching professional.

The findings from class masters through FGDs supported the teachers' views through questionnaire. During discussion participants complained that heads of schools insisted on the filling of lesson plans, schemes of works and subject logbooks not for purpose of ensuring syllabi are covered timely, but for

the sake of formality as required that by school inspectors. This statement was often repeated by participants during FGDs, as one class master, from one of the studied schools said that;

*Schemes of work written and inspected at the beginning of the school academic year, and then, there is no more inspection until the next year. Lesson plans randomly inspected because I have many sessions for teaching.*

The findings from focus group discussion as reported by quoted participants contradicts the majority findings on the item measuring attitudes on preparation of scheme of work by teachers and inspection of the same by heads of school. The findings from FGDs in this context inform that there is no regular tendency from teachers and heads of school respectively on preparation and inspection of scheme of work, which is the important document to ensure effective teaching, and learning process well implemented.

When asked the same question, one class master from school another school, had this to say;

*In this school, we have academic committee, which headed by the academic master. One of their tasks is to check teachers' professional records such as lesson plan, lesson notes and scheme of work. Nevertheless, speaking from my experience, preparation of lesson plan and lesson notes is a challenge to many teachers. Teachers are not regularly preparing them...some teachers use the same lesson notes for many years without updating them.*

This quotation reveals that heads of school delegates supervision of academic activities such as inspection of important documents that guide effective teaching and learning process. Delegation of responsibility is a good thing to commend, however, if not well implemented and with no close follow-up lead to failure to meet teaching goals as findings from majority have indicated.

When heads of schools asked through interview, it was also confirmed that they did not check professional records. The respondent cited some of the reasons that make it a challenge to check those records as one of the interviewed heads of schools said that;

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

The above assertions shows that schemes of work and lesson plans were not regularly checked by head of schools since they were used simply to appease school inspectors but did not add any value in teaching and learning.

Generally, one can conclude that heads of schools did not check teachers' professional records regularly but simply kept them for the school inspectors to see when they visit schools. This is contrary to the professional requirement in teaching. As shown by (Blasé & Blase, 2000) heads of schools are regularly, check all the teachers teaching and learning documents in order to fulfill the instruction supervision. Moreover, Cruz., et al (2015) insist that heads of schools must check the teaching standards in reference to lesson plans, schemes of work....records of work covered, ensure teachers attendance on duty and students' attendance in the class by keeping their respective records in the registers.

#### **4.3 The extent to which heads of schools supervise teachers on students' assessment**

With this objective, the study sought to examine whether head of schools supervise teachers student's assessment. To achieve this objective, teachers (N=103) were given questionnaires with items to be measured. Then teachers had to respond by selecting any of the five given options: SA (strongly agree), A (Agree) UC (Uncertain), SD (Strongly disagree) and D (Disagree). The findings are as illustrated in Table 6.

**Table 5: Teachers opinions on the extent to which head of schools supervise**

S/N	Statement	SA		A		UC		D		SD	
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)

1	Head of school ensure that teachers conduct test and assignment weekly in my school	18	17.5	11	10.7	14	13.6	39	37.8	21	20.4
2	Head of school often ensure that teachers checks note copied by the students in my school	6	5.8	2	1.9	23	22.4	39	37.9	33	32
3	Head of school ensure that teachers give students enough assignment in my school	4	3.8	5	4.9	21	20.4	32	31.1	41	39.8
4	Head of school ensure that teachers communicate to parents about students' academic performance after evaluation in my school	15	14.6	9	8.7	19	18.5	34	33	26	25.2
5	Head of school ensure that the teachers mark students test and examination	7	6.8	10	9.7	21	20.4	41	39.8	24	23.3
6	Head of school take disciplinary measures to all teachers who fail to give students assignment, weekly or monthly tests in my school	3	2.9	4	3.9	18	17.5	51	49.5	27	26.2
7	Head of school checks learners progress records	14	13.6	27	26.2	20	19.4	27	26.2	15	14.6

As Table 5 shows, the majority 78(75.7%) of respondents disagreed to the statement that disagreed "heads of school take disciplinary measures to all teachers who fail to give students assignments, weekly or monthly tests in my school", disclosing that heads of schools did not take disciplinary measures against teachers who failed to give assignments to teachers.

The responses on the item on whether heads of schools ensure that teachers conduct test and assignment weekly in schools, the majority 60(58.2%) of respondents disagreed, informing that heads of schools did not ensure that their teachers conducted tests and assignments to students.

In responding to the statement on whether heads of schools ensured that teachers communicate to parents about students' academic performance after evaluation in schools, the majority 60(58.2%) of respondents disagreed, revealing that heads of schools did not supervise teachers to ensure that parents get to know the evaluation results of their children. Thus, heads of schools did not provide leadership to ensure teachers deal with students' assessment accordingly.

The findings from questionnaire are in line with the findings from interview where heads of schools (57) responded showing teachers not effectively supervised regarding students' assessments. For instance, during interview, one of the heads of schools, when asked on whether teachers supervised on that angle and this was the response,

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

Thus, unfriendly teaching environment cited as the cause that hinders teachers from handling students' assessment effectively. This reality supported also by the findings from Focus group discussion where 11 class masters cited poor teaching environment as the cause for their failure to conduct assessment in an effective manner. From questionnaire, interview and focus group

discussion, it learned that heads of schools did not supervise teachers to ensure that they supervise students' assessment accordingly. Even parents did not get evaluation feedback on their children. Although heads of schools vested with powers to supervise on students' assessment activities in their respective schools, there was a general noted laxity in carrying out that duty in all studied schools. This laxity marks the failure by heads of schools in carrying out their supervisory responsibilities. This is against their professional and administrative requirement that according to Bower., et al(2005) are the first leaders who have an authority for inspecting all students learning documents especially exercise books. This has negative impacts on students' academic progress. For example, Wairimu's study (2016) revealed that inspecting pupils' exercise books help them to know the amount of work given to the pupils and the quality of work done by the teachers.

#### 4.4 The extent to which heads of schools provide instructional resources to teachers

The study sought to investigate whether head of schools in study area ensured availability sufficient instructional resources to their teachers. Table 6 presents the summary of the teachers' opinions on the extent to which their head of schools ensure availability of instructional resources.

**Table 6: Teachers' views on the extent to which head of schools provide instruction resources to teachers**

S/N	Statement	SA		A		C		D		SD	
		F	(%)	F	(%)	F	(%)	F	(%)	F	(%)
1	Head of school ensure teachers have sufficient textbooks for instructional practice	27	26.2	35	34	7	6.8	21	20.4	13	12.6
2	Head of the school assist teachers in selecting and developing instructional materials	5	4.8	2	1.9	2	1.9	48	46.7	46	44.7
3	Head of school ensures school laboratories have all necessary facilities	11	10.7	25	24.3	9	8.7	36	34.9	22	21.4

As Table 6 indicates, majority 62 (62.2%) of respondents agreed that head of schools ensure teachers have sufficient textbooks for instructional practice. Therefore, according to the findings, heads of schools ensured that instructional resources were available.

Furthermore, majority, 94 (91.3%) of respondents disagreed that heads of the school assist teachers in selecting and developing instructional materials, disclosing generally that heads of the schools did not assist teachers in selecting and developing instructional materials.

Focus group discussion also supported questionnaire findings. During discussion, repeatedly participants complained that head of schools did not support teachers in selecting and developing instructional materials. They also said, science subjects had acute shortage of textbooks. During FGDs, one of the participants had this to share,

*In this school, head of school need to do more concerning textbook. We do not have sufficient textbooks and; we lack library.....all textbooks kept in the head of departments' office.... this make difficult for students and teachers to access them.*

Even responses from interview by class master supported the results from questionnaire and focus group discussion as one-interviewed respondents said that,

*Somehow, I can say my school has adequate textbooks for art subjects...the student-book ratio is close to 1:4 but for science subject textbooks is a challenge as student-book ratio is more than 1:20...Above all we don't have library.... hence books are just kept in teachers' office.*

Another interviewed respondent added more that,

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

Generally, the findings from questionnaire, interview and FGD show that there were no sufficient instructional resources in all the schools studied. This shows clearly that heads of schools had not played their roles well in terms of soliciting teaching and learning resources. This is failing in their duties since according to UNESCO (2007) head of a school should ensure teachers effectively perform teaching by creating a conducive teaching-learning atmosphere in a respective school. Moreover, Chiwamba., et al (2022) posits that there is a significant relationship between the school head's supervisory strategies and teachers' instructional performance in terms of teaching materials. Thus, heads of schools should see to it that instructional resources are available by coordinating with relevant entities.

## **5. CONCLUSIONS AND RECOMMENDATIONS**

The findings revealed various issues on the extent to which heads of schools discharge their instructional supervisory activities. It was discovered that heads of schools did not take serious measures to ensure teachers punctuality in their schools. Attendance register and school timetable have habitually continued to be used by schools without any positive effect on teacher's punctuality. The study also revealed that heads of schools did not check teachers' professional records for improving performance, but rather satisfying school inspectors. Moreover, heads of schools did not ensure the availability of instructional resources in their schools. The findings however, revealed that failure of heads of schools to effectively discharge their instructional supervisory activities was to some extent attributed with some factors beyond their scopes such factors as lack of teachers houses around the school, large classes causing unfriendly teaching and learning environment, teachers living far from the school due to lack of accommodation to mention few. It was recommended heads of schools to communicate with stakeholders from government and non-government entities to facilitate building teachers' houses around the school in order to solve the problem of punctuality among teachers. Heads of schools should establish mechanisms as control measures to check teachers' professional records. Heads of schools should ensure that teaching resources are available through communicating with relevant authorities. Moreover promoting teachers' creativity in using local resources whenever and wherever possible.

## **CONSENT**

The researcher obtained the consent from each of the study participants.

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