INFLUENCE OF THE HEADTEACHERS' INSTRUCTIONAL SUPERVISORY PRACTICES ON TEACHERS' WORK PERFORMANCE A CASE OF PUBLIC SECONDARY SCHOOLS IN ARUSHA MUNICIPALITY, TANZANIA

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JULY, 2015
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/institution for certification. The project has been complemented by referenced works duly acknowledge. Where text, data, graphics, pictures or table have been borrowed from other works-including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated to my father Ally Simbano, my mother Aziza Ramadhani, my sister Mariam Simbano, my brother in-law Stephen Mberesero and my family at large for their financial and moral supports towards reaching my education goals. May God bless them and wish long life.
ACKNOWLEDGEMENT

There are many people who I must thank for help they have given me in completing this study. I would like to thank my supervisors: Dr. George Adino Onyango and Dr. Martin Ogola, for their support during preparation and completion of this report. Their advice on how to extract information from various literature sources and best ways of completing this work has been highly appreciated.

I would also like to thank all my lectures by supporting me through my studies for two years.

My special thanks to my fellow student who we worked together during my studies and supported the completion of this study in one way or another.
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<tr>
<td>DEOs : District Education Officers</td>
</tr>
<tr>
<td>EFA : Education For All</td>
</tr>
<tr>
<td>HOS : Head of School.</td>
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<tr>
<td>MoE : Ministry of Education</td>
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<tr>
<td>MOEVT : Ministry of Education and Vocational Training.</td>
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<td>PEDP : Primary Education Development Plan.</td>
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<td>SEDEP : Secondary education development Plan.</td>
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<td>SPSS : Statistical Package for Social Sciences</td>
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<td>UPE : Universal Primary Education</td>
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<td>USE : Universal Secondary Education</td>
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ABSTRACT

Worldwide educational strategies and platforms have conveyed out importance confronts to several education policies around the world based on sustainability and endurance. It is evident that supervision of school and classroom instruction is ignored among headteachers although stressed by the Ministry of Education and vocational training (MOEVT) in Tanzania. Even though some research has been conducted on the issue concerning these challenges, none of these researchers has investigated the relationship between headteachers’ supervisory practices on teachers’ performance. There was, therefore, a need for this study to be undertaken. The purpose of the study was to determine the influence of heads of schools supervisory practices on teachers’ work performance. The specific objectives of the study were: to determine the attitude of teachers towards instructional supervision; to determine the influence of instructional supervision on teachers’ performance; to establish the challenges faced by headteachers in instructional supervision; and to identify supervisory approaches used by headteachers to improve teachers’ performance. This study used descriptive design to study the influence of headteachers supervisory practices on teacher’s work performance in Arusha municipal. The research used this design because the study aimed to determine the relationship between variables that are heads of the schools supervisory practices and teacher’s work performance. Also the researcher used descriptive design because it was a method used to investigate educational issues to determine and report the way things are. Target population of the study comprised all 25 head of schools and 822 teachers in public secondary schools in Arusha municipality. The researcher obtained a sample of 15 public secondary schools out of the 25 for the purpose of study through simple random sampling by using the folding paper technique. The sampled schools represent 60% of the total number of schools in Arusha municipal. Sample size comprised 15 head teachers and 135 teachers from the 15 sample schools. The study used questionnaires as research instrument for both headteachers and teachers. Piloting was done using test-retest method after writing the questionnaire and before starting the actual data collection and contrast of the answers given in the two sets of questionnaires was made and examined by Crobach Alpha. From the pilot study, a value of 0.67 was obtained hence the instruments were accepted. The collected data from the questionnaires were edited and coded for the purpose of data analysis. Quantitative data were analyzed using descriptive statistics such as frequency and percentages, with the help of Statistical Package for Social Sciences (SPSS). Qualitative data were organized into themes and discussed based on the related study objectives. The analyzed data were presented using frequency tables a. The study findings revealed that majority of teachers had negative attitudes towards supervision. Findings indicated that majority of head teachers strongly agreed that supervision benefits teachers on improving their teaching within the classroom and reduces lesson absence by teachers. The major challenges facing headteachers in supervisory practices were overload work by teachers and lack of certain teaching/learning materials averts effective instructional supervision process. The study concluded that to some degree instructional supervision impact teacher performance in secondary schools. The study recommends the Ministry of Education vocational training to reinforce, seminars and workshops countrywide for secondary school head teachers and assistant head teachers.
CHAPTER ONE
INTRODUCTION AND CONTEXT

1.1 Introduction

This chapter discusses about the background information, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation of the study, delimitation of the study, assumption of the study, theoretical framework, conceptual framework and definition of operational terms.

1.2 Background to the Study

A study by Olssen et al., (2008) shows that worldwide educational strategies and platforms have conveyed out importance confronts to several education policies around the world based on sustainability and endurance. For instance, (EFA), (UPE), and (USE) are a number of the protuberant worldwide educational strategies applied ages ago. The result of globalization on education has essential endurance events of education the globe over, and institutions endlessly endeavor for maintainable growth and endurance without calm. A research by Armstrong (2003) supported that the mentioned endurance could essential certified all the way over enough work management as a tactical endurance methods. Hunsaker & Hunsaker, (2009), noted that as an administrator in an institution, its necessity to guarantee that aims are recounted as well as that staffs learns how to upgrade their presentation during usual assessments and management.

According to Bentley (2005), noted that numerous developed countries struggle for sustainable growth and endurance with no let up, editorials and duplicated educational explore studies point to that there is an continuing turn down of
management in schools all the way through the world nowadays. A study by Habimana (2008) suggested that currently education management in myriad countries about the world encountered a numeral education programs correlated confronts that have impact on hard for them to attain educational targets and goals. Habimana (2008) in his study viewed that political leaders and explorers constantly press that education combats less various confronts globally than turning down. Education is still being disparaged in a number of developing countries concerning its yields; the word 'race' merely implies current solemn rivalry whereby nations are rival for highpoint of education achievement all the way through the world. To attain this objective remains a question.

In Tanzania, management of schools started by 1930, during this supervision was under religious leaders the reason behind was that majority of schools were owned by missionaries and Arabs. There after, an education sector foundation with the core goal of observing schools nationwide was established. Current, the Ministry of Education and Vocational Training (MoEVT) in Tanzania still upholds its supervisory duties and functions all the way through Education Standard Agency (ESA). Nambassa (2003), suggested that supervisors are mandatory to show their capability, genuineness and honesty while practicing supervision. Nowadays in Tanzania, examine is the appendage contained by the Ministry of education and Vocational Training (MOEVT) that is authorized by law to demeanor school assessment. The education Act no. 25 of 1978 section 41-44 and the education improvement Act no. 10 of 1995 sections 31-32 formulae the legal beginning of the inspection of schools in Tanzania (MOEVT, 2009).
Tanzania identifies that school inspection is means of observing the delivery of education, observances the stipulated curriculum and set principles certifying efficiency and quality in education. Nevertheless, School inspection has not been as operative as anticipated because of insufficient knowledgeable workers, lack of transport, in sufficient offices and paraphernalia, and inability of the inspectors to take suitable and instant helpful measures where necessary (MOEVT 2013). In addition primary Education development plan (PEDS) and Secondary Education Development Planning (SEDP), has caused in the growth of implementation of the numeral of primary and secondary schools. It has consequently been difficult for school inspectors to cope with the large number of schools therefore the Ministry of Education Vocational and Training (MoEVT) has to introduce instructional supervision to authorize headteachers to monitor teachers’ work performance.

Although many researchers has worked on supervision, it shows that there is no any development in instruction in numerous secondary schools in Tanzania nowadays. Paul Murphy (2002), pointed that the quality and effective of education amenities is unsuitable because number of pupils are high than teachers, and that cause a congestion in classroom that unenthusiastically affects the quality of education in Tanzania. Nambassa (2003) suggested that in Arusha Municipality in Tanzania there have been displays of tumbling in superiority and effective of instructions due to a several aspects that have influenced a great deal on the superiority and effective teaching and learning process.

A report from (Education Policy Review Report, 2005), noted that absence of instruction supervision has made teachers to look upon teaching as an inappropriate
profession and therefore they take it for granted. For that reason, teachers in this group of teachers think that there is no need to upgrade their teaching profession.

1.3 Statement of the Problem

It is evident that supervision of school and classroom instruction is ignored by headteachers although it is emphasized by ministry of education and vocational training (MOEVT). Recent Education Policy Review reports from both rural and urban schools noted that many pupils are loitering around the villages, teacher misbehave as they being absent with no reason, drunkenness which led to poor performance in job resulting to schools underperforming. Overall, it has intensified that absence of effective supervision is held responsible as the basis causing the aspects highlighted.

As previous showed out, there have been signs of decrease of the value of instruction standard in Arusha Municipality due to several aspects include; lack of instruction supervision. Regardless of all former studies on supervision and their proposals to upgrade eminence instruction and learning, inadequate instruction supervision in secondary schools endures to intimidate active teaching and learning. Even though some research has been conducted on the issue concerning these confronts, none of these researchers has explored the relationship between headteachers’ supervisory practices on teachers’ work performance. There was, therefore, a need for this study to be undertaken.

1.4 Purpose of the Study

The main aim of this study was to determine the influence of headteachers supervisory practices on teachers’ work performance.
1.5 Objectives of the Study

The following were the objectives of this study:

i. To identify supervisory approaches used by headteachers to improve teachers' performance.

ii. To determine the attitude of teachers towards instructional supervision.

iii. To determine the influence of instructional supervision on teachers' performance.

iv. To establish the challenges faced by headteachers in instructional supervision.

1.6 Research Questions

The study was guided by the following research questions:

i. What are the attitudes of teachers towards the instructional supervision?

ii. What influence does instructional supervision have on teachers' performance?

iii. What challenges do heads of schools face in instructional supervision?

iv. What supervisory approaches do headteachers use to improve teachers' performance?

1.7 Significance of the Study

The significance of this research study is to vigilant the main education stakeholders such as Minister of Education (MOE), District Education Officers (DEOs) schools inspectors and headteacher to regain their enthusiasm aimed at teacher instruction supervision in high schools. The education stakeholders would assist in instruction supervision if fully upholds theirs roles. There are several factors besides incentives and teaching and learning criteria which may affect teachers' instruction performance.
This study would be so advantage in establishing and facilitating planning in instruction supervision where by sets of standards are lay down. These strategies would help them in evaluation; monitoring progress and conducting various practice session to improve their academic performance.

The findings of the study would support the MOEVT to impose instruction supervision-based programs such as workshops, seminar and training, degrees and diploma courses countrywide for headteacher and deputy headteacher in secondary schools. Making these programs compulsory it make it so important for those who miss supervision course at college or university to improve their supervision skills. Education stakeholders and head of offices may be ignorant of worthy and status of supervision as a key tool to evaluate efficiency of teachers’ performance, hence this study would ensure that and there is effective administrative of teacher conduct and educational amenities program.

Lastly, this research study would offer the researcher with thorough understanding of teacher instruction supervision and its effectives. Likewise it will give the way for other attracted educational researchers to explore advance problematic areas of the country or the world if deemed value partaking it.

1.8 Limitations of the Study

The limitation of the study is that some of the schools were located in remote areas therefore it was difficult for the researcher to reach those areas. Also the time allocated to the study could not enable the researcher to cover wide areas.
1.9 Delimitations of the Study

The study delimited itself on heads of schools instructional supervisory’ practices, teachers’ attitudes, approaches and its influence to teachers’ work performance. The study also delimited itself to the heads of schools and teachers in public secondary schools in Arusha municipal, Tanzania because are the main actors in instructional activities.

1.10 Assumptions of the study

The following assumptions were made;

Positive instructional supervision of headteachers’ positively influences teachers’ work performances.

High teachers’ performance leads school to provide quality education for students.

All the respondents will provide accurate responses that will be used to generalize the findings of the study.

1.11 Theoretical Framework of the Study

This study adopted theory of Instructional Leadership developed by Brown and Hunter (1986). It outlines the roles of the head in A Composite Working Model. The theory states that the headteacher is the major instructional leader and works with headship functions that are sometimes shared and sometimes not shared, either de facto or intentionally. The following model of instructional leadership presents six areas that research and the experience of school administrators have identified as crucial to leadership in schools.
Interrelationships among Six Major Functions of Instructional Leadership

Figure 1.1: Composite Working Model

Sources: adapted from Brown and Hunter (1986).

Setting Academic Goals-Description of school goals is a process of harmonizing clear academic ideals with community and internal school requirements. The achievement indicators as result of define program aims and goals, such as standardized tests; and individual classroom objectives may shift as teachers imitate to program or departmental objectives. A leader delivers the leadership and fundamental themes for this orchestration of goals, from the unit objectives to the universal acknowledgement of a school’s mission and vision. Such guidance needs, obviously, that the instructional leader be aware with entirely levels of instruction in the school, much as a conductor recognizes the abilities of every instrument in an orchestra.
Organizing the Instructional Program: Closely associated with making instructional goals for the school. The techniques and methods for conveying the goals to certainty depend on assigning staff and organizing curriculum to maximum outcome. Instructional organization includes teacher association, student groups, teams of leaders and the curriculum structures. Basically, the strategies affecting instruction of the institution involve teachers, students and courses for the best results. Mostly it depends on character of instructional leadership.

Hiring, Supervising, And Evaluating: The hiring and supervising of teachers is a crucial head teachers’ instructional leadership task. Hiring proficient people is vibrant to the health of an instructional program. Even outstanding teachers, though, cannot be self-renewing repeatedly. They require the chance for in-service training and one-to-one supervision by instructional leaders to inspire them, making the school’s instructional goals more than mere concepts.

Protecting Instructional Time and Programs: As a leader exploring the time enthusiastic to instruction in secondary schools is exposed as one of the main hindrance in upgrading instruction. Henceforth the headteachers should exactly approximate the duration to be consumed on each program.

Creating a Climate for Learning: Though school climate is hard to describe; there no uncertainty it is a real aspects in inspiring teachers and students to embrace potentials for them and achieve at their best academically. Majority of headteachers believe that the school’s climate greatly impacts students’ achievements and self-concepts. Climate is occasionally referred to as school conditions, organizational climate, learning climate and social climate. Actually, there seem to be numerous sources of climate in a school: school discipline measures, physical plan of
buildings in school, degree of noise, presence (or absence) of eagerness, amount of litter or destruction, and many others.

**Monitoring Achievement and Evaluating Program:** It is a key role of instructional leaders to evaluate and review the instructional programs in schools. With issue of supervising and assessing teachers, entire programs can be revised for planning objectives, achievement in attaining the objectives, and specific achievements and challenges.

This study will use this model because: It helps headteachers’ to set school objectives; It helps teachers to focus their attention on particular objectives; remind teachers of where and how they make steps; and makes teachers become more creative in teaching and learning process for achieving the agreed upon results.

### 1.12 Conceptual Framework

<table>
<thead>
<tr>
<th>Independent variable</th>
<th>Dependent variable</th>
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<tr>
<td>Instructional supervision</td>
<td>Teachers work performance</td>
</tr>
<tr>
<td>Supervisory approach</td>
<td>• Teacher’s regularity in school and class</td>
</tr>
<tr>
<td>Classroom visits</td>
<td>• Time management</td>
</tr>
<tr>
<td>Teachers evaluation</td>
<td>• Prepared pedagogic</td>
</tr>
<tr>
<td>Supervision reports</td>
<td>• Classroom Instruction</td>
</tr>
<tr>
<td>Nature of school</td>
<td>• Conduct and teaching behavior</td>
</tr>
<tr>
<td>Personal qualities</td>
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</table>

**Intervening variables**

Figure 1.2: Conceptual Framework

Source: Adapted from Nzabonipa B.S (2011)
The headteachers' instructional supervisory practice is the independent variable while teachers' performance is the dependent variable. The intervening variables are the nature of the school and personal qualities. It is obviously that Headteachers are the one who are in charge of instructional supervision in schools. Okumbe (1989) said that it is the headteachers that makes or breaks schools because they have a great role as instructional supervisors. Therefore for the headteachers to help teachers in improving teaching and learning he/she has to do the following –

Headteachers' should choose appropriate supervisory approaches. The appropriate could be formal classroom visits or informal classroom visits.

Pre-observation, observation and post-observation discussions are a requirement for formal classroom visits. In pre-observation teacher and supervisor discuss the lesson objectives and check the pedagogical. In observation, supervisor evaluate teacher according to what he or she observed during teaching process. In post-conference, supervisor and teacher discus the teaching performance and suggest ways to improve. After that the supervisor prepare a report concerning with teachers' classroom performance and pedagogic preparation (United Federation of Teachers, 2001).

Informal classroom observations, is declared short visits for 15 minutes to the teacher’s classroom. Inspector must deliver response to the teacher whether through in personal dialogue, an email or a phone call. Supervisor writes up about what he/she observed during teaching process. In this report is where he suggests areas for improvement. (United Federation of Teachers, 2001).
Both formal and informal classroom visits allow supervisors to evaluate teachers and to write a report and suggest the ways and areas of improvement.

This will help teachers to improve their work performance in different angles such as:

- Teachers to attend in schools and in classrooms regularly, teachers to manage time as it is allocated in the school time tables, teacher to prepare good pedagogic such as lesson plan, scheme of work, lesson notes and also documents of work, teacher to improve classroom instruction such as using teaching aids and using participatory methods so that to ensure smooth teaching and learning.

Not only the headteachers' may impact teachers' work performance but also the nature of the school and personal qualities. Nature of the school includes school climate, such as teaching climate, social climate or organizational climate. Personal qualities include compensation and theft, if all that favor teachers, teachers will be motivated to better teaching and learning process (Weber, 1989).
1.13 Definitions of Operational Terms

Headteachers: Refers those head masters and mistresses who are in charge of schools activities especial instructional activities in order to meet educational goals.

An inspector refers to the external instructional supervisors who visit schools once or twice a year to evaluate on how instructional activities take place in school.

Teachers' performance refers to how teachers practice their activities starting outside the classroom for example preparing scheme of work, lesson planning and lesson notes during classes whereby teachers deliver the content of the curriculum (teaching and learning take notes, and after classroom where teachers mark students exercise, and to feel students attendance form.

Supervision refers to the process whereby head of schools/ headteachers directing teachers on what to do in order to upgrade teaching and learning procedures so that they can meet educational goals.
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

The chapter contains related literature review from other researchers. The following sub-topics have been reviewed:

i. Overview of instructional supervision

ii. Relationship between instructional supervisor and teacher’s work performance.

iii. The reason of instructional supervision

iv. The approaches used by the heads of the schools in improving teachers work performance.

v. Attitude of teachers towards instructional supervisors

vi. Instruction supervision and evaluation

vii. Challenges faced by instructional supervisor during conducting instructional supervision

2.2 Overview of Instructional Supervision

Instructional supervision refers to the activities that are undertaken to improve instruction. Therefore supervisory is considered as any route or activity in a school that helps in bringing improved instruction (Whiles, 1995). Supervision is a responsibility of (1) experienced teachers and heads of departments who act as a mentor for new teachers in school, (2) school heads or headteachers. School heads normally deal with universal management and instructional supervision. Amenities like writing and revision of curriculum, tools of instruction supervision and elements of preparation, the growth of the process and the instruments of descriptive to parents and therefore directors of schools concerns as the assessment of entire
education programmed (Okumbe, 2007). Instructional supervision is also concerned with the pupils or the students studying in the classrooms.

Supervisors have convinced education tests at their disposals; and these facilitate teachers to assess and adjust their instructions to their students or pupils. There is a need for supervisors to prepare definite ways of giving teachers an immense scene of professional commands to teach students effectively. Through effective comprehending how teacher develop finest in a up keeping confronting condition, supervisor can design the strategies of planning the duties and roles of supervision to enhance better organization goals and needs for teachers overall significance. Amalgamation of each teacher’s requirements with institutional ideas and aims “in a cause beyond oneself” has been proved to endorse authoritative instruction supervision and upgrading pupils’ learning and teaching (Glickman C.D et al., 2009).

2.3 Relationship between Instructional Supervision and Teachers’ Performance

A study by Beaver (2002), noted that availability of supervision in schools was minimal such that being inexistence. From his findings also showed that supervision was distorted by the partaker of study. Further, to ensure quality and eminence inspection and repeatedly monitoring of instructions and education curriculum services which would enhance better teachers’ performance. According to Okumbe (2007), supervision as designated tools in school administration to help and facilitates only qualified professional teacher with skills to cater for learning and teaching pupils. Too, a supervisory skill is commitment through training, seminars and refreshers.
In the same manner, Esudu (2010) affirmed that there is absent of instruction supervision in Tanzania’s schools. The enactment of duty teachers were not assessed in Bentley’s research study, the report show that minimal professional teachers require extra instruction supervision, though professional teachers preferred the freedom they relaxed luxury by not being assessed (Bentley, 2005). A study by Okumbe (2007) co-relate with Bentley (2005) finding which revealed that instructional supervisors must be knowledgeable on the field he/she is supervising.

Teacher’s performance refers to the action and behaviors of teachers that affect the goals of an institution. Instructional supervision entails those activities designed to improve instruction in an institution, Whiles (1995). From the above two descriptions, clearly showed that there is a joint linked between the teacher’s performance and instructional supervision. Gerumi (2002) showed mathematically that there was quite small link between teacher’s performance and instructional supervision, although negative insignificant correlation between student academic performance and teacher’s performance. In summary, head teachers have to supervise teachers so that teaching and learning can be effective.

Zepeda (2013) suggested that the is benefits supervisors’ work toward the teachers in a way that upgrade lifelong learning skills, survey, replication, partnership and a enthusiasm to professional raise up and growth. Zepeda (2013) also added that there are those who are motivated especially when they collaborate with others and this kind of people normally need value relationship with others. Teachers want to belong and feel a sense of belonging with the adults they work with daily. According to Zepeda (2013), supervisors must be available for their teachers; they must promote relationship teachers by providing opportunities for them in the
collaboration as mentors and peer coaches. Teachers want to form a safety net in that they give and have back up throughout confrontation period. Operative supervisors endeavor to access with, cooperate with and trainer teachers and to enroll teachers in a chance to learn from each other. Supervisors work to motivate teachers on their relative age and experience and also about the school’s environment. Supervisors also need to consider how teachers change through their professional careers and how learners can vary to foster growth. Therefore from the explanation above it is seen that the heads of schools can influence teachers work performance through motivation. The above studies did not explore the influence of supervision on teachers’ work performance. Hence the current study seeks to investigate the effect of instructional supervision on teachers’ performance.

2.4 The Purpose of Instructional Supervision (School Supervision)

In any context, supervision is regard for upgrading teachers’ performance in school organization. Currently, people view supervision in different prospective. For example Pierce and Rowell (2005), describe supervision as progressive process intended to standard as well as upgrade a personality’s success of the inspiration, independence, self-consciousness, and talented required to helpful wide-ranging the job. The major reasons for instruction supervision is to enhance classroom instruction and improve, upgrading and development of professional teachers. One of the vital components of instructional supervision is the aim that duty of supervision is to guide the finest welfare of the client (Fleming and Steen, 2004).

According to Pearson (2009), the core duty of heateacher as supervisor in school is to advance teaching and learning through effective supervision. The supervisor should seek assistance those already supervised and recognize their
capability, status and value. Instructional supervisor must look out teacher’s work, question them and used different teaching techniques criteria and deliver information on its best teaching regimes hence tutors advance (Pearson, 2009).

Mankoe (2007) states that school supervision has many purposes to the extent that teaching and learning are involved. These purposes include ensuring that minimum standards are met and that the teachers are being to the school’s overall purposes and educational platform as well as helping teachers grow as persons and professionals.

According to Mankoe (2007), the purposes of supervision are;

i. Supervision for quality control. Heads of school are responsible for monitoring teaching and learning in their school and so by visiting in the presence or in the absence of teachers, touring the school, talking to students and getting to know their problems.

ii. Supervision for professional development. Headteachers assist teachers to nurture and expand their acknowledgement aim at teaching and classroom life, in upgrading elementary teaching abilities, as well as increasing their understanding in addition use of teaching repertories.

iii. Supervision for teacher’s motivation.

Supervision builds and nurtures teacher’s inspiration and obligation to teaching, to the overall schools aims and to the educational platform as defined by schools. The achievement of those purposes however depends on the quality of supervisory practices and effective supervisory system.
Makoe (2008) further categorized the purposes of supervision in schools as follows:

i. Seek to improve teaching and learning methods

ii. Seek to create a physical, social and psychological climate or an environment which is favorable for learning.

iii. Ensuring in teaching and learning quality professional development and teachers motivation.

The current study therefore sought to investigate whether the instructional supervision by heads of schools has any effect on teachers' performance in secondary schools.

2.5 Instructional Supervision and Evaluation

Teachers' evaluation is divided into two. They are;

i. Formative; intended to reassure teachers that they can succeed and can foster student growth

ii. Summative evaluation; is intended to help teacher know how they are performing relatively to the specific criteria of a school.

Teachers are the major component of institutional supervision in performing the role of evaluation, Glasman and New (1988). It entails the collection of information about the work of teachers and tendering of judgment about what the teachers accomplish. The assignment of the school headteachers of the role of evaluating teachers coached in a tender assignment of supervising instruction.

Evaluation of teacher's performance is occurring with the supervision process, where its timing occurs after the act of observing the teacher and before the act of
confirming with the teacher. The school principal considers evaluation as major components of supervision, making almost the entire process of supervision.

Glasman and New (1988) added that evaluation is designed to improve instruction by virtue of providing answers to questions that relate to the process existing in instruction. Improvement is facilitated by controlling quality by maintaining high teacher motivation. School headteachers who are successful in this role seem to have a vision by teaching or a set of performance standards and involve the useful feedback to teachers.

2.6 Approaches used by the Head of School in Improving Teachers’ Work Performance

Supervision has several approaches which the heads of schools should use in advancing teacher’s work recital. These include; clinical supervision, goal setting, non-directive orientation, directive orientation and monitoring.

2.6.1 Clinical Supervision

Clinical supervision is a situation whereby a teacher is acting directly with the learner and the supervisor is present as a witness, if not a participant. Clinical supervision knows more about instructional and learning that teachers do.

Clinical supervision model consists of five stages;

i. Pre-observation conference. This where the supervisor or the head of school obtain information regarding the teacher’s objectives, instructional procedures and criteria of evaluation conference.

ii. Observation. The head of school views the lesson as planned during the pre-observation conference.
ii. Analysis and strategy. After head of school observes the lesson, he/she develops a strategy for helping the teacher.

iv. The head of school provides feedback and a basis for the improvement of future teaching.

v. The Post conference analysis. The head of school assesses the conference in relation to the head of school's own intention, supervisory criteria and the value of the conference to the teacher. (Lumanburg and Irry, 2006).

Clinical supervision helps teachers to change prevailing techniques of teaching through powerful demonstrative for professional advancement and development making teaching and learning more logical than before (Nampa, 2007). The supervisor's duty is to assist the teacher choose objectives to be upgraded and matters involved during teaching to be rational and comprehend well his or her training.

2.6.2 Goal Setting

Goal setting defines job performance based on accomplishing specific task goals, such as student achievement, student growth, skills acquisition or attitude change. Instead of being evaluated or observed teaching behaviors, teachers are evaluated on what they have accomplished.

Goal setting as a performance appraisal technique by strengths that are, it stress results rather than personality or personal skills, improves motivation due to knowledge or results, minimize judgment errors and improve commitment through participation.
2.6.3 Non-Directive Orientation

This is also a process whereby supervisors use a non-directive orientation to the teachers who are devoted to teaching and who understands the complexity of teaching. The process may be done through unplanned meeting whereby the supervisor engage himself in the activities like; (i) Listening as the teachers describe their teaching concern, (ii) Encourage teachers or elaborate their analysis of their teaching situation, (iii) Clarifying the issues by asking questions and refreshing the teacher statements and (iv) Presenting ideas only if asked. (Turberg, 1998).

2.6.4 Directive Orientation

The approach is usually used in supervising teachers who have limited commitment to teach in a limited understanding of teachers. unlike Non-directive directive approach supervisor schedule as the series of meeting, Tormberg (1998). The activities supervisor engage within this approach are;

(i) Clarify teachers' problems  
(ii) Presenting the ideas about how to reduce the problem  
(iii) Directing teachers about how to solve the problems  
(iv) Demonstrating appropriate teaching behavior by having the teacher observe on another teacher  
(v) Activities u to set a standard for improvement

2.6.5 Mentoring

It is effective way to encourage teachers’ growth and develop in new direction as protégés travel from dependence to independence. Mentors encourage protégés to develop their own wisdom of practice by the complementary moves of supporting protégés, challenging their action and way of thinking, and providing a vision of
what they may become. The promise of mentoring is that it provides a way for supervisors to reach their own potential as their work with their younger colleagues. (Turnberg, 1998).

2.7 Instructional Supervision as it is perceived by Teachers

A study by Kramer Kramer, Blake, and Alba (2005) showed that there is distinguish concerning the attitudes of teacher in secondary school overall performance as well as low school academic performance toward instruction supervision. The teachers in high performance schools have an optimistic toward instruction supervision than teachers in low performance schools. Hence, some teachers may indulgence instructional supervision unlike other who doesn’t recognize it. According to Kramer et al., (2005) indicated that supervision is more appraised and diagnosed by teachers in high performance secondary schools than in low performance secondary schools.

According to Torburg (1998) supervisory practices by heads of school provide the key significance towards work performance among teacher. Nevertheless, teachers in secondary schools still perceive supervision both negatively and positively. For instance, in Tanzania, many teachers dislike being supervised because they fear that their jobs may not be on their life any time a supervisor enters the classroom. They never know when the things a supervisor sees will be used against them. They also dislike supervision because they are skeptical that will make much of a different of their teaching. They also approach supervision with contradictory expectations, they feel that their supervisors make suggestions; however they may feel that the supervisor is ‘boosting them around’ when the supervisor criticizing them, they
wonder how they can be expected to track down and use so many resources (Torburg, 1998).

After his research study, Habimana (2008) noted that there is an important variance concerning attitudes of teachers in schools performing high and those performing poor. In his study also suggested that there is an encounter between participants’ acknowledgement and diverse attitudes toward supervision. Henceforth, headteachers, teachers as well as students do no view the supervision in the similar manner which may have a vital effect on progress and achievement of supervision.

From the findings of Kramer et al., (2005) revealed that instructional supervision can have either merit or demerit effect on teachers; performance as determined by how headteacher view it. Supervision can inspire or disappoint regarding teacher’s attitude. The active communication relating the supervisor and supervisee is a major means to uphold teachers’ performance hence, supervision benefits (Zepeda, 2003).

2.8 Problems faced by the Headteachers as an Instructional Supervisor

Lack of resources is a quandary faced by headteachers in Africa where teachers work under disgraceful situations, are overworked, underpaid and some countries especially Tanzania is not paid at all for some months. There is lack of enough teachers in the fact that the developing countries, teachers work in congested and unfinished classrooms, coupled with poor methods of communication (Zambi, 2012).
Lack of commitment and supportive attitudes joined with lateness and alcoholism which affects the output negatively (Kusi, 2008). There are several confronts encountered by supervisors through their duties of supervision and majority of these confronts may delay and encumber effective supervision also affect the whole school and classroom instruction supervision performance (Nampa, 2007).

Effiong, (2006) in his survey study in Kaduna State of Nigeria exposed that headteachers had good optimistic awareness regarding instructional supervision henceforth; their performance of instructional supervision was below average.

According to Kruskamp (2003), suggested that restrictions towards instructional supervision do occur. The main hindrance to instructional supervision is insufficient time. Other restrictions to instructional supervision are; absence of local school stress on department managers stand-in as instructional supervisors, confrontation to supervision by expert teachers as well as the problems reviewed by amplified stress on teachers as result of responsibility of high-stakes testing.

2.9 Summary of the Literature Review

Head of school acts as a glue of successful in school because he/she must be effective in his instructional supervisory by choosing an appropriate approaches which will help him in the improving teacher performance. There is a positive as well as strength-based techniques towards supervision perspective, in which minimal influence teaching and teachers' assessment moreover take part in establishment of conducive environmental which inspires growth and development of individual teachers who are professional (Pierce and Rowell, 2005). Though much has been research on instructional supervision towards education, mostly teacher
supervision, it is observed that not a single of research studies examine on performance of teachers or supervisory practices of headteachers outside the classroom.

Supervision should entirely cover the school practices either inside or outside the school environment. To this end, the principal gap that the researcher observes from these prior studies is the ignorance of influence of supervisory practices on teachers' work performance outside the classroom. Similarly, there is no interrelated literature reviewed discussed methods and procedures headteachers used throughout the supervision period however; success of supervision of school and classroom instruction may be enhanced. To meet their goals and objectives they will scrutinize further some of the aspects such as viewpoint of supervision and their expectations and encounters faced by headteachers in supervision duration.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter addresses the procedures that were used to carry out and present the study. This chapter is divided into nine sections: research design, locale of the study, population of the study, study samples and sampling technique research instruments, validity and reliability of research instruments, data collection procedure and data analysis.

3.2 Research Design

Research design is a method used to investigate educational issues to determine and report the way things are (Gay, 1976).

This study used descriptive design to study the influence of heads of schools' supervisory practices on teacher's work performance in Arusha municipality, Tanzania. The research used this design because the study aimed to determine the relationship between variables that are headteachers supervisory practices and teacher's work performance. Also the researcher used descriptive design because it was a method used to investigate educational issues to determine and report the way things are.

3.3 Locale of the Study

Arusha is one of the bigger cities in Tanzania. Arusha Municipality is located in the Great Rift Valley to the North of the Ngorongoro Crater. It has approximate population of 314,155 people and covers a distance of 478km from Dar-es-Salaam.
The area lies within a latitude and longitude of 32°0.012'S and 36°40'59.880'E. The study was carried out in Arusha Municipality in Tanzania because the public secondary schools in Arusha were in reachable areas and little research about instructional supervision had been done.

3.4 Target Population

Target populations of the study consist of 25 public secondary schools in Arusha municipal. Arusha municipalilty has a total of 25 public secondary schools. Therefore all 25 head of schools and 822 teachers in public secondary schools in Arusha municipality were targeted as the target population of the study.

3.5 Sample Techniques and Sample Size Determination

Sample size comprised 15 headteachers and 135 teachers from the 15 sample schools. Arusha Municipality had a total of 25 secondary schools. Arusha municipal had a total population of 25 public secondary schools. The researcher obtained a sample of 15 public secondary schools out of the 25 for the purpose of study through simple random sampling by using the folding paper technique. The sampled schools represent 60% of the total number of schools in Arusha Municipality. This sample was small enough to be selected economically as supported by Best and Kaln (2006). According to Best and Kaln (2006), for a smaller population, a sample of at least 20% is considered. The researcher wrote the name of school in a small paper and then folded the papers which were randomly picked. The research randomly selected 9 teachers from each of the 15 schools to form a study sample of 135 teachers and all the 15 heads of schools. Therefore the sample size was 145 respondents.
3.6 Research Instruments

The study used questionnaires as research instrument for both heads of schools and teachers.

3.6.1 Questionnaires

Questionnaire is the commonly used instrument to collect important information about the population (Orodho 2005). The researcher used the questionnaire because it saves time and is easy to prepare. Kothari (2007) assert that the use of a questionnaire has the advantage of confidentiality and time saving. A questionnaire is survey research which is used by interviewer to gather data and information from respondents. The questionnaire may be used to collect qualitative or quantitative data. The questionnaires focused on gathering information on attitude of teachers towards instructional supervision, influence of instructional supervision on teachers' performance, challenges faced heads of schools in instructional supervision and supervisory approaches used by headteachers to improve teachers' performance. Two questionnaires were generated for this study to gather information both teachers and headteachers. The researcher used closed and open-ended questions. Closed ended questions gave the respondents a set of choices or options. Open ended questions are free response type which give room for creative response and allow respondents to answer questions in their own words (Kothari, 2007). This instrument was chosen because was suitable for gathering both qualitative and quantitative information that would provide unexpected and unanticipated information which likely solicit more data.
3.7 Piloting of Research Instruments

Piloting was done using test-retest method after writing the questionnaire and before starting the actual data collection. The pretesting was done to enable the researcher modify, restructure and eliminate any ambiguous items. The instruments were tested in two schools in Arusha municipal. The two schools were systematically sampled from the list of schools in Arusha municipal. The headteachers and two teachers were each given a questionnaire. Validity and reliability of instrument was tested through piloting study.

3.7.1 Validity of Research Instruments

Validity is referred to degree of how well a test events what it is intended to measure. The researcher determined whether the research instruments are able to measure the influence of headteachers’ instructional supervisor’s practices on teachers’ work performance through expert judgment by research experts. The instruments were examined by experts and were found to be addressing all the possible area they were supposed to address hence were considered valid.

3.7.2 Reliability of the Research Instruments

Orodho (2012) noted that reliability is a measure of the degree to which a research instrument produces reliable results. Also, it refers to the degree to which the instrument is reliable in producing the identical results. In assessing the reliability of the questionnaires, the technique of test-retest was used. The two headteachers, and two teachers in two schools in Arusha Municipality were given the developed questionnaire. The finished questionnaires were recorded by hand. In duration of one week similar questionnaires were given to the same respondents. The Crobach
Alpha was used to analyze relationship of response given in the two groups of questionnaires. Cronbach’s Alpha coefficients were based on the different variables which were under study.

**Cronbach’s basic equation for alpha**

\[
\alpha = \frac{n}{n-1} \left(1 - \frac{\sum Vi}{V_{test}}\right)
\]

- \(n\) = number of questions
- \(V_i\) = variance of scores on each question
- \(V_{test}\) = total variance of overall scores on the entire test

The value of \(\alpha\) range between 0 and 1, the degree of reliability is described below.

<table>
<thead>
<tr>
<th>Cronbach’s alpha</th>
<th>Internal consistency</th>
</tr>
</thead>
<tbody>
<tr>
<td>(\alpha \geq 0.9)</td>
<td>Excellent (High-Stakes testing)</td>
</tr>
<tr>
<td>(0.7 \leq \alpha &lt; 0.9)</td>
<td>Good (Low-Stakes testing)</td>
</tr>
<tr>
<td>(0.6 \leq \alpha &lt; 0.7)</td>
<td>Acceptable</td>
</tr>
<tr>
<td>(0.5 \leq \alpha &lt; 0.6)</td>
<td>Poor</td>
</tr>
<tr>
<td>(\alpha &lt; 0.5)</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

From the pilot study, a value of 0.67 was obtained hence the instruments were accepted.

### 3.8 Data Collection Procedure

Before researcher engaged in data collection she asked permission from the relevant educational officer before visiting the sample schools. The researcher visited the sample schools and introduced herself to the headteacher then explained the purpose of study and requests the headteacher and teachers to fill the questionnaires.
3.9 Data Analysis

The collected data from the questionnaires were edited and coded for the purpose of data analysis. With the help of Statistical Package for Social Sciences (SPSS); quantitative data were analyzed using descriptive statistics such as frequency and percentages. Qualitative data were organized into themes and discussed based on the related study objectives. The analyzed data were presented using frequency tables. According to Kothari (2004), suggested that statistical methods such as table, bar, pie charts, percentages and frequencies are essential in organizing and summarizing raw information for ease of interpretation. Conclusions and recommendations were then drawn based on the findings of the study.
CHAPTER FOUR
PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

The main aim of the study was to determine the influence of headteachers' instructional supervisory activities on teachers' work performance. The findings of the study are presented focusing on the: attitude of teachers towards instructional supervision; influence of instructional supervision on teachers' performance; challenges faced by headteachers in instructional supervision; and supervisory approaches used by headteachers to improve teachers' performance. Quantitative data were analyzed using statistical methods such as frequency and percentages with the assist of Statistical Package for Social Sciences (SPSS). Qualitative data were organized into themes and discussed based on the related study objectives. The analyzed data were presented using frequency tables.

4.2 Demographic Information of the Respondents

4.2.1 Questionnaire Return Rate

The return rate of questionnaires from the respondents was 100%.

4.2.2 Distribution of Teachers by Age

The respondents were requested to give their age information. The results are as given in Table 4.1.
According to Table 4.1, 31.9% of teachers were aged between 26-30 years. This implies that most teachers were still young and probably were not passive to supervision practices. However, only 6.7% were in the age category of 20-25 years and 28.1% teachers were aged between 31-35 years.

4.2.3 Distribution of Respondents by Gender

The results in Table 4.2 indicate that majority (53.3%) of the respondents were female Headteachers while only 46.7% were male. Similarly, majority 54.81% of teachers were female though 45.19% were male teachers. This shows that gender was evenly distributed in the positions of secondary school administration. This is
an indication that in Arusha Municipality female teachers share equal education opportunity in teaching careers since supervision role was performed by both male and female headteachers. This finding is supported by Nambasa’s (2003). In his study, Nambassa (2003) found that gender is a significant factor on supervision in terms of their capability, tactfulness, genuineness and honesty in work since men and women are perceived differently in work environment. He added that if gender role is not properly assessed based on employees’ attitudes, supervision is more likely to fail.

4.2.4 Distribution by Education Level

Table 4.3: Distribution of Teachers by Education Level

<table>
<thead>
<tr>
<th>Education level</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Degree</td>
<td>8</td>
<td>53.3</td>
</tr>
<tr>
<td>Masters</td>
<td>5</td>
<td>33.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>15</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Information in Figure 4.3 shows that (53.3%) of the Headteachers were degree holders. However, 5(33.3%) were Masters Degree holders while only 2(13.3%) were diploma holders. This implies that that majority of the interviewees were educated therefore capable of tackling the questionnaires given to them.

Besides, Headteachers were further asked to identify whether they were trained in supervision even though they were professionals. The results are presented in Table 4.4.
### 4.2.5 Distribution of Headteachers by Instructional Supervision Course

#### Table 4.4: Instructional Supervision Course Undertaken by Headteachers

<table>
<thead>
<tr>
<th>Instructional supervision course</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did a supervision cause at the College/University</td>
<td>10</td>
<td>66.7</td>
</tr>
<tr>
<td>I did not acquire supervision training at the College/University</td>
<td>3</td>
<td>20.0</td>
</tr>
<tr>
<td>I undertook supervision cause after becoming a headteacher</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Majority of the headteachers did a supervision course at the College and University level at the response rate of 66.7%. However, only 3(20%) headteachers did not acquire supervision course at the College or University Level. Perhaps 20% was not trained due to such reasons as lack of time and resources for attending in-service training programmes. On the other hand, 2(13.3%) did a supervision course/training before and after becoming a headteacher indicating that they utilized the in-service training of supervision course. The study findings imply that majority of the headteachers probably did not have skills and knowledge of handling supervisory practices in secondary schools in Arusha Municipality. This is because the duration for training, which went for only three months, was not enough to make the skills and knowledge gained during training more practical.

### 4.2.6 Years of service by headteachers

The headteachers were questioned to specify the couple of years they had served in their current school as well as how long they had served as headteachers. The goals and objective was to find out whether the headteachers had served long enough to be
acquainted with the supervisory approaches towards improving teachers’ performance. The results are shown in Table 4.5.

Table 4.5: Distribution of teachers by Duration served as Head of schools

<table>
<thead>
<tr>
<th>Duration in years</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5 yrs</td>
<td>6</td>
<td>40.0</td>
</tr>
<tr>
<td>6-10 yrs</td>
<td>6</td>
<td>40.0</td>
</tr>
<tr>
<td>11-15 yrs</td>
<td>2</td>
<td>13.3</td>
</tr>
<tr>
<td>Over 15 yrs</td>
<td>1</td>
<td>6.7</td>
</tr>
<tr>
<td>Total</td>
<td>15</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The findings in Figure 4.5 show that 40.0% of the headteachers had served as headteachers and in their current station for between 1-5 years. Only 1 (6.7%) had served as a head teacher in the current station for over 15 years. According to the Ministry of Education and Vocational Training (2010), this was not adequate time of service for headteachers to gain experience towards supervision. Thus effective supervisory practices could not be fully implemented to the standards towards enhancing the teachers’ performance in work in majority of the Secondary schools in Arusha Municipality.

4.3 Supervisory Approaches used by Headteachers in Secondary Schools

The first objective was to identify supervisory approaches used by headteachers towards improving teachers’ performance. Headteachers were questioned to state their possible strategies either agreed or disagreed. The scales used for the statements were rated as: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided
(U), 2= Disagree (D) and 1= Strongly Disagree (SD). The findings from headteachers are summarized in Tables 4.6.

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>1. I talk to my teachers concerning teaching and learning supervision.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>2. During teaching lesson I unofficially pay visit to my teachers to verify teachers’ lesson attendance.</td>
<td>4</td>
<td>26.7</td>
<td>8</td>
<td>53.3</td>
<td>3</td>
</tr>
<tr>
<td>3. After supervision process I do discuss with teachers on what has been observed during supervision</td>
<td>5</td>
<td>33.3</td>
<td>5</td>
<td>33.3</td>
<td>5</td>
</tr>
<tr>
<td>4. After supervision, I advise teachers on how to improve their teaching techniques.</td>
<td>8</td>
<td>53.3</td>
<td>5</td>
<td>33.3</td>
<td>2</td>
</tr>
<tr>
<td>5. I provide teachers with all the instructional materials needed to improve teaching.</td>
<td>4</td>
<td>26.7</td>
<td>7</td>
<td>46.7</td>
<td>2</td>
</tr>
<tr>
<td>6. I regularly check on weekly basis teacher’s scheme of work, lesson plan, lesson notes and record of marks.</td>
<td>8</td>
<td>53.3</td>
<td>6</td>
<td>40.0</td>
<td>1</td>
</tr>
<tr>
<td>7. I conduct supervision outside the classroom especially during science practice</td>
<td>3</td>
<td>20.0</td>
<td>4</td>
<td>26.7</td>
<td>7</td>
</tr>
<tr>
<td>8. After supervision process, I always make and keep supervision information for future reference.</td>
<td>5</td>
<td>33.3</td>
<td>7</td>
<td>46.7</td>
<td>2</td>
</tr>
</tbody>
</table>
The study results as shown in Table 4.6 indicate that majority (53.3%) of headteachers strongly agreed that they checked on weekly basis teacher’s record of marks (grades), scheme of work, lesson notes and lesson plan. This implies that at least teachers were supervised in majority of secondary schools even though the supervision did not meet the maximum standards that could make the teachers achieve their instructional objectives. Other strategies reported by headteachers were; making informal visits to teachers in their corresponding classes during classroom instruction to check teachers’ lesson attendance, taking an opportunity to meet with teachers after supervision procedure for discussion of what has been observed, advising teachers on how to improve their teaching techniques after supervision, providing teachers with all the instructional materials needed to improve teaching and making supervision reports for future reference after supervision. However, majority (60.0%) of headteachers strongly disagreed that they informed teachers prior before they go to supervise them in the classroom. This implies that most headteachers in secondary schools in Arusha Municipality utilized informal instruction supervision and this caused anxiety among teachers while teaching.

Based on the first objective, teachers were also asked to agree or disagree with the possible strategies. The scales used for the statements were rated as: 5= Strongly Agree (SA), 4= Agree (A), 3= Undecided (U), 2= Disagree (D) and 1= Strongly Disagree (SD). The findings from teachers are presented in Table 4.7.
<table>
<thead>
<tr>
<th>Strategy</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Headteacher talks to me concerning teaching and learning supervision.</td>
<td>8 5.9</td>
<td>8 5.9</td>
<td>19 14.1</td>
<td>61 45.2</td>
<td>39 28.9</td>
</tr>
<tr>
<td>2. The headteacher formally visits me in my respective class during classroom instruction to check lesson attendance.</td>
<td>22 16.3</td>
<td>28 20.7</td>
<td>25 18.5</td>
<td>41 30.4</td>
<td>19 14.1</td>
</tr>
<tr>
<td>3. I am given an opportunity to meet the head of school after supervision for discussion of what has been observed.</td>
<td>12 8.9</td>
<td>35 25.9</td>
<td>26 19.3</td>
<td>33 24.4</td>
<td>29 21.5</td>
</tr>
<tr>
<td>4. I am provided with all the instructional materials needed to improve teaching.</td>
<td>1 0.7</td>
<td>3 2.2</td>
<td>10 7.4</td>
<td>95 70.4</td>
<td>26 19.3</td>
</tr>
<tr>
<td>5. The Headteacher regularly check on weekly basis my scheme of work, lesson plan, lesson notes, and record of marks</td>
<td>1 0.7</td>
<td>8 5.9</td>
<td>35 25.9</td>
<td>40 29.6</td>
<td>46 34.1</td>
</tr>
<tr>
<td>6. The Headteacher continually inform me about instruction supervision of teachers in my school.</td>
<td>4 3.0</td>
<td>13 9.6</td>
<td>44 32.6</td>
<td>35 25.9</td>
<td>39 28.9</td>
</tr>
<tr>
<td>7. Sometimes Headteacher conduct supervision outside the classroom especially during science practice.</td>
<td>19 14.1</td>
<td>18 14.1</td>
<td>31 23.0</td>
<td>63 46.7</td>
<td>22 16.3</td>
</tr>
<tr>
<td>8. After supervision process, the headteacher always make and keep supervision information for future reference.</td>
<td>11 8.2</td>
<td>20 14.8</td>
<td>32 23.7</td>
<td>37 27.4</td>
<td>35 25.9</td>
</tr>
</tbody>
</table>
Table 4.7 shows the frequencies and percentage of teachers with reference to the methods and techniques used by the headteachers in supervising teachers and to what degree reflection response is given to supervised teachers. As shown in the Table 4.7, 34.1% of teachers strongly disagreed that their headteachers checked on weekly basis their record of marks (grades), scheme of work, lesson notes and lesson plan. Another 28.9% of teachers strongly disagreed that headteachers talked to them about supervision before the actual lessons. Teachers’ response disagrees with what the headteachers reported as indicated in Table 4.6. Also 22(16.3%) of teachers strongly agreed that the headteachers formally visited them in their respective class during classroom instruction to check lesson attendance. These findings imply that majority of headteachers either used other alternative supervision strategies, which were informal or did not practice it at all.

Teachers were further asked to identify alternative strategies that their headteachers used during supervision. The majority responded that their headteachers obtained information regarding the teacher’s objectives and instructional procedures but did not give any feedback. This implies that even though clinical supervision was used by the headteachers, it was not fully implemented to achieve the supervision goals. Hence the supervision could not help the teachers improve their stated goals and yet according to Nampa (2007), powerful model for professional development should be employed in order to assist teachers adjust prevailing techniques of teaching in manner that make sense to them.

When headteachers were further asked to state other supervisory strategies they used in schools towards improving the teachers’ work performance, majority reported that they simply checked their academic documents, students’ lesson notes and
The headteacher claim to practice different techniques of supervising in expense of formal or instructional supervision. Comparatively in support of these headteachers' different methods of supervising, Zepeda (2003) noted that supervision could be informal or formal; developmental or differentiated, clinical or some amendment of the clinical procedure. Instructional supervision is advocated, though effectiveness of every typical of supervision has to be taken into question.

This study finding is also backed up by other latest educational researchers from other countries. In comparison, Bentley (2005) got similar research findings. In his study findings, all respondents stated minimal or no supervision of teachers in Athens, Georgia in a talented program activities. Kruskamp’s (2003) in his study finding underlying main purpose as to why head of department do not supervise their teachers suggesting that headteachers are ignorant of their job account, are not given back up to perform instructional supervision as well as knowledge of both role vagueness and conflict in the course of completing the work of the head of department position. In the same manner, as perceived in this current research study, shows that secondary school headteacher fails to recognize instructional supervision as part of their job description. Glickman (1990) in his study noted that supervision is the glue of fruitful school.

It can be presumed from the findings of this study that instructional supervision by headteachers is faced with many challenges because supervision strategies are not critically planned for and performed stepwise. Okumbe (2007) suggested that prior to supervision in classroom, supervisor must meet with supervisee to establish rapport in observation phase; the supervisor observes and note down all things that

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taking place while teacher teaching. As other are carrying out their references duty and in post-observation, the supervisor meets with teachers to discuss what has being observed during teaching and learning and to recommend methods to improve teaching performance.

4.4 Attitude of Teachers towards Instructional Supervision

The second objective was to establish the attitude of teachers towards instructional supervision practiced by the headteachers. Teachers were asked to sum up their agreement or disagreement with the attitude-related statements. The scales used for the statements were rated as: 5= Strongly Agree (SA), 4= Agree (A), 3= Uncertain (U), 2= Disagree (D) and 1= Strongly Disagree (SD). The results from the findings are summarized in Table 4.8.

Table 4.8: Responses showing teachers' attitudes towards instructional supervision

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Strongly Agreed</th>
<th>Agreed</th>
<th>Undecided</th>
<th>Disagreed</th>
<th>Strongly Disagreed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I fear being supervised because it may lead to repercussion in my teaching profession.</td>
<td>51 37.8</td>
<td>37 27.4</td>
<td>16 11.9</td>
<td>21 15.6</td>
<td>10 7.4</td>
</tr>
<tr>
<td>2. Regular supervision helps teacher to change their ways of teaching for the better.</td>
<td>42 31.1</td>
<td>35 25.9</td>
<td>19 14.1</td>
<td>26 19.3</td>
<td>13 9.8</td>
</tr>
<tr>
<td>3. My teaching plans become tiresome due to regular supervision by head of school.</td>
<td>29 21.5</td>
<td>32 23.7</td>
<td>34 25.2</td>
<td>27 20.0</td>
<td>13 9.6</td>
</tr>
<tr>
<td>4. Supervision intimidates teachers in their work</td>
<td>23 17.0</td>
<td>35 25.9</td>
<td>38 28.1</td>
<td>22 16.3</td>
<td>17 12.6</td>
</tr>
</tbody>
</table>
As shown in Table 4.8, 37.8% of teachers strongly agreed that they feared being supervised because it might lead to disciplinary actions due to failure to perform as required of them; however, 11.9% did not respond. This implies that teachers’ perception of instructional supervision can positively or negatively affect the quality of education. According to Minnear-Peplinski (2009), noted that the key aspect that determines supervision process results is teachers’ perception toward supervision in schools and classrooms.

Another 31.1% of teachers strongly agreed that supervision prevented them from being creative in teaching; maybe they will be bound in a routine-like responsibility. In addition, 23.7% reported that their teaching plans become tiresome due to regular supervision by head of school. Perhaps teachers only prepared lessons, schemes of work and notes under strict supervision. In addition, 25.9% agreed that supervision intimidated them in their work. However, 28.1% of the respondents did not give any response on the statement ‘supervision intimidates teachers in their work’. This was link to how teachers look upon supervision and what they imagine and required from it. It was observed that the items were highly scored indicating that majority of teachers had negative attitudes towards supervision by the headteachers. Probably this explains why some teachers could not perform their teaching career effectively since instructional purposes are not met by the headteachers in majority of Secondary Schools in Arusha Municipality.

In contrast, according to Pearson (2009), for a secondary school to achieve its educational objectives, all teachers must be supervised accordingly, watched on how they perform their tasks and interrogated why they use certain teaching methods towards achieving a common goal (Pearson, 2009). The core duty of heateacher as
supervisor in school is to advance teaching and learning effective supervision. The supervisor should seek assistance those already supervised and recognize their capability, status and value. Instructional supervisor must look out teacher's work, question them and used different teaching techniques criteria and deliver information on its best teaching regimes hence tutors advance (Pearson, 2009). Therefore, some participants repute teacher supervision as teacher evaluation. Evaluation is subjective by not regarding the person doing job, while instruction supervision have distinguish reasons and purposes meant. Hence, since these teachers, according to their own opinion, do not see the usefulness of instructional supervision, losing motivation and disregard supervising activities. However, Barasa (2007) suggested that better instructional supervision give rise to conditions in which individual's needs and requirements are conveyed and fulfilled so as to meet instructional aim.

The findings on teachers' attitudes coincide with Habimana (2008) found in his study. In his research study, Habimana (2008) noted that there is an important variance between attitudes of teachers in schools with high performance and low performance. In his study also suggested that there is an encounter between participants' acknowledgement and diverse attitudes in supervision. Henceforth, headteachers, teachers and students do no view the supervision in the manner alike which may have a vital effect on progress and achievement of supervision.

Based on teachers' attitude, head teachers should meet teachers and clarify to them the intent as well as aims of supervision, and how it upgrades teachers personally so as to promote positive attitudes among teachers (Nampa, 2007). These are a negative attitude toward teachers' instructional supervision when supervision is seemed as
Table 4.9 shows the headteachers’ scores on effect of instructional supervision on teachers’ work performance in secondary schools. Results indicated that 66.7% of headteachers strongly agreed that instructional supervision aids teachers’ upgrade their classroom instruction. In agreement with the findings of Zepeda (2013) in his study, regular supervision helps to strengthen instructional strategies among teachers.

Another high percentage (66.7%) of the headteachers strongly agreed that after being regularly supervised, teachers achieve their lesson objectives and educational aims. In addition, 10(66.7%) of the headteachers strongly agreed that regular instructional supervision helps to reduce lesson absence by teachers hence syllabus is covered on time. This implies that supervision helps to prepare and remind teachers of what is expected of them as far as effective teaching and learning process in school in concerned However, 1(6.7%) of the headteachers disagreed that teachers change their conduct and teaching behaviour for the better due to regularly supervised. This infers that teachers’ work performance is in completely reliant on supervision of classroom instruction. Even though all the above items were highly scored, it is noted that besides teacher supervision there are other aspects that enhance good performance of teachers in schools.

Based on the third objective, teachers were also asked to sum up their agreement or disagreement with the statements. The scales used for the statements were rated as: 5= Strongly Agree (SA), 4= Agree (A), 3 = Undecided (U), 2= Disagree (D) and 1= Strongly Disagree (SD). The results are summarized in Table 4.10
Table 4.10: Effects of Instructional Supervision on Teacher’s Performance as reported by teachers

<table>
<thead>
<tr>
<th>Effects</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regular instructional supervision enables me to improve</td>
<td>53 39.3</td>
<td>43 31.9</td>
<td>18 13.3</td>
<td>15 11.1</td>
<td>6 4.4</td>
</tr>
<tr>
<td>2. Effective instructional supervision makes me change my conduct and teaching behaviour for the better.</td>
<td>50 37.0</td>
<td>50 37.0</td>
<td>19 14.1</td>
<td>12 8.9</td>
<td>4 3.0</td>
</tr>
<tr>
<td>3. Regular instructional supervision makes me achieve lesson objectives and educational aims.</td>
<td>48 35.6</td>
<td>47 34.8</td>
<td>21 15.6</td>
<td>11 8.1</td>
<td>8 5.9</td>
</tr>
<tr>
<td>4. After being supervised, I make sure that record of marks schemes of work, lesson notes, lesson plan are prepared on time.</td>
<td>52 38.5</td>
<td>48 35.6</td>
<td>15 11.1</td>
<td>16 11.9</td>
<td>4 3.0</td>
</tr>
<tr>
<td>5. Regular instructional supervision discourages lesson boycott hence syllabus content is covered on time.</td>
<td>48 35.6</td>
<td>52 38.5</td>
<td>16 11.9</td>
<td>10 7.4</td>
<td>9 6.67</td>
</tr>
</tbody>
</table>

Fifty three (39.3%) teachers strongly agreed that regular instructional supervision enabled them improve after being supervised. This is in agreement with the responses from headteachers in Table 4.9. Another high percentage (38.5%) of
teachers strongly agreed that they made sure that record of marks, schemes of work, lesson notes, lesson plan and student’s notes are prepared on time. This would ensure that syllabus contents are covered in line with the schemes of work. The findings also showed that 35.6% strongly agreed that regular instructional supervision discourages lesson boycott hence syllabus content is covered on time. However, only 47(34.8%) teachers agreed that regular instructional supervision made them achieve lesson objectives and educational aims. Perhaps, teachers’ performance significantly depended on other factors apart from classroom supervision by headteachers.

Backing up this study findings, Nampa (2007) in his study noted that there is an important outcome revealed through supervising practices of teachers’ performance in secondary schools. As well, a study by Nambassa (2003) showed that absence of supervisors and insufficient inspection results to ineffective teaching and learning in primary schools. Somewhat the findings of this research study are similar to the findings of Gerumi (2002). Gerumi’s research findings showed that there was actual minimal relationship between instructional supervision as well as teacher performance. In summary, head teachers have to supervise teachers so as to improve eminence teaching and learning in their respective schools.

4.6 Challenges faced by Headteachers in Instructional Supervision

The fourth objective was to establish the challenges faced by headteachers in instructional supervision. During the study, the quality of supervision was first established from teachers by using a rate scale of: Poor; Fair, and Good. Table 4.11 displays the results.
With regard to the eminence of headteachers' instructional supervision in secondary schools, Table 4.11 shows how teachers valued the eminence of supervision in their particular secondary schools. According to majority (51.85%) of teachers, supervision was poor, 34.81% rated it as fair, while only 18 (13.24%) of them valued it as Good. Those who regarded the eminence of teacher supervision as being poor they have been having negative attitude towards supervision, while those who rated it as Good might have been having positive attitude towards supervision.

The reasons behind these phenomena were investigated by establishing the challenges facing the supervision by the headteachers. Headteachers and teachers were asked to indicate whether they agreed or disagreed with the formulated possible challenges. The scales used for the statements were rated as: 5 = Strongly Agree (SA), 4 = Agree (A), 3 = Undecided (U), 2 = Disagree (D) and 1 = Strongly Disagree (SD). The findings from Headteachers and teachers are shown in Tables 4.12 and 4.13 respectively.
Table 4.12: Challenges faced in instructional supervision as reported by Headteachers

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Disagree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of certain teaching/learning materials affects effective instructional supervision process.</td>
<td>9 60.0</td>
<td>5</td>
<td>33.3</td>
<td>0 0</td>
<td>1 6.7</td>
</tr>
<tr>
<td>2. Some teachers are untrained and hence it becomes hard task giving them directions on how to improve their teaching techniques.</td>
<td>0 0</td>
<td>6</td>
<td>40.0</td>
<td>3 20.0</td>
<td>3 20.0</td>
</tr>
<tr>
<td>3. Lack of effective communication in school becomes a barrier towards discussing the feedback after supervision.</td>
<td>5 33.3</td>
<td>5</td>
<td>33.3</td>
<td>3 20.0</td>
<td>0 0</td>
</tr>
<tr>
<td>4. Lack of commitment among teachers in the school often leads to failure of proper instructional supervision.</td>
<td>6 40.0</td>
<td>3</td>
<td>20.0</td>
<td>3 20.0</td>
<td>2 13.3</td>
</tr>
</tbody>
</table>
Table 4.12 shows the headteachers’ scores on the challenges facing them in conducting instructional supervision of teachers in secondary schools. Results indicated that majority (60%) of headteachers strongly agreed that that lack of certain teaching/learning materials affects effective instructional supervision process. Perhaps utilization and distribution of teaching and learning resources was ineffective in secondary schools. The findings showed that 33.3% strongly agreed that communication in school was not effective, hence was a barrier to effective supervision. This implies that headteachers did not adopt a viable means of communication that could facilitate instructional supervision of teachers. This finding is supported by the findings of Spillane, Halverson and Diamond (2004). Spillane et al. (2004) emphasized that effective communication is the bridge between leadership and success. The findings from Table 4.10 also indicated that 40% of the headteachers strongly agreed that teachers were not committed leading to failure of proper instructional supervision. This implies that teachers did not properly manage time in terms of arrival at school leading to poor classroom instructional performance. This finding coincides with the findings of Kusi (2008) who found that lack of commitment coupled with lateness and alcoholism among teachers affect their performance negatively. However, only 40.0% of headteachers agreed with the statement, ‘Some teachers are untrained and hence it becomes hard task giving them directions on how to improve their teaching techniques’.

Based on the third objective, teachers were also questioned to list the challenges affecting instructional supervision in their schools. The results are presented in Table 4.13.
Table 4.13: Challenges facing instructional supervision as reported by Teachers

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Strongly Agree f</th>
<th>%</th>
<th>Agree f</th>
<th>%</th>
<th>Undecided f</th>
<th>%</th>
<th>Disagree f</th>
<th>%</th>
<th>Disagree Strongly f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of certain teaching/learning materials affects effective instructional supervision process.</td>
<td>54</td>
<td>40.0</td>
<td>44</td>
<td>32.6</td>
<td>19</td>
<td>14.1</td>
<td>10</td>
<td>7.4</td>
<td>8</td>
<td>5.9</td>
</tr>
<tr>
<td>2. Some teachers are untrained and hence it becomes a hard task in giving them directions on how to improve their teaching techniques.</td>
<td>11</td>
<td>8.1</td>
<td>18</td>
<td>13.3</td>
<td>31</td>
<td>23.0</td>
<td>44</td>
<td>32.6</td>
<td>31</td>
<td>23.0</td>
</tr>
<tr>
<td>3. Lack of effective communication in school becomes a barrier towards discussing the feedback after supervision.</td>
<td>35</td>
<td>25.9</td>
<td>34</td>
<td>25.2</td>
<td>21</td>
<td>15.6</td>
<td>32</td>
<td>23.7</td>
<td>13</td>
<td>9.6</td>
</tr>
<tr>
<td>4. Lack of commitment among teachers in the school often leads to failure of proper instructional supervision.</td>
<td>33</td>
<td>24.4</td>
<td>39</td>
<td>28.9</td>
<td>21</td>
<td>15.6</td>
<td>22</td>
<td>16.3</td>
<td>20</td>
<td>14.8</td>
</tr>
</tbody>
</table>

Table 4.13 shows the teachers' scores on the challenges facing them in conducting instructional supervision of teachers in secondary schools. Results indicated that 40.7% of teachers strongly agreed that lack of certain teaching/learning materials affected effective instructional supervision process. The findings from Table 4.10 also showed that 25.9% strongly agreed that lack of effective communication in school was a barrier towards effective supervision and 24.4% strongly agreed that lack of commitment among teachers in the school often leads to failure of proper instructional supervision. However, only 18(13.3%) of headteachers agreed with the
statement that; ‘some teachers were untrained and hence it was a challenge in giving them directions on how to improve their teaching techniques’. In addition, 29.6% of teachers agree that headteachers have many roles in school hence the work load makes it difficult to conduct instructional supervision effectively. These results agree with the results from the headteachers in Table 4.9. This implies that even though majority of teachers were trained, supervision policies in their schools was not properly adhered to.

Other challenges reported by teachers were: working under awful conditions and lack of commitment due to limited time. This indicates that the headteacher had many responsibilities as far school management is concerned. According to Kruskamp (2003), time is one of the greatest challenges towards implementing efficient instructional supervision. These findings are in agreement with Ogunu’s (2005) who found that secondary headteachers are so burdened by routine administrative work that they scarcely find time to observe how teaching and learning process are taking place in classroom.

As well, working under awful conditions by teachers implies that teachers were not motivated and could not build opportunities for achievement into their jobs. According to Herzberg’s theory, as cited by Davidson (2005), the satisfiers or the motivators are attainment, acknowledgment, progression, elevation and growth in the job. These factors according Herzberg motivate the workers and give them job satisfaction. According to Bolino&Turnley (2003) as cited by Lussier (2008), building challenges and opportunities are one successful way to motivate employees for their jobs achievement. The hygiene factors are identified as company plan and
administration, supervision, working environment, status, salary, job security, interpersonal relations and personal life.

The above findings on challenges coincide with the findings from Nampa’s (2007) study which found that supervisors faced several challenges in his or her supervisory duties and majority of these challenges may hamper effective supervision and affect the whole classroom instructional performance.

Findings on challenges in this study indicated that challenges are due to both teacher-related and headteacher-related factors. These findings are supported by the findings of studies done by other researchers. For study finding Effiong (2006) in Kadun state of Nigeria noted that headteachers had high and optimistic opinion in instructional supervision though their instructional performance is below average. Comparatively, Nampa (2007) suggested that supervisors faced several challenges in his or her supervisory duties and majority of these challenges may hamper effective supervision and affect the whole classroom instructional performance.

As regards lack of time on the part of headteachers with reference to supervision, this research study findings coincided with Kruskamp’s (2003) findings that constraints to instructional supervision do exist. In order to curb confronts faced by secondary school headteachers; a mutual efforts are required from the education stakeholders, particularly Ministry of Education Vocational and Training (MoEVT), education officers, school’s inspectors and teachers.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the study, conclusion, recommendations and suggestions for further research study. The aim of the research study was to evaluate the impact of secondary school headteachers’ instructional supervisory performs on teachers’ duty and work performance. A descriptive study approach was used to evaluate the alleged rapport between teachers’ work performance and headteachers’ supervisory practices in secondary schools. The research study was directed and guided by the research objectives on which study findings were grounded.

5.2 Summary of the Study Findings

The study was piloted among 15 headteachers and 135 teachers from 15 secondary schools in Arusha Municipality. Questionnaires were given to the headteachers and teachers later which analyses were examine to determine: the attitude of teachers towards instructional supervision; the influence of instructional supervision on teachers’ performance; the challenges faced by headteachers in instructional supervision; and the supervisory approaches used by headteachers to improve teachers’ performance. Given below is a summary of the study findings.

a) Attitude of Teachers towards Instructional Supervision

The research study showed and evaluate that 37.8% of teachers strongly support that they feared being supervised because it might lead to disciplinary actions due to failure to perform as required of them; however, 11.9% did not respond. Another high percentage (31.1%) of teachers strongly agreed that supervision prevented from being creative in teaching; maybe they will be bound in a routine-like responsibility.
In addition, 23.7% reported that teaching plans become tiresome due to regular supervision by headteachers. Perhaps teachers only prepared lessons, schemes of work and notes under strict supervision. As well, 25.9% agreed that supervision intimidated them in their work.

b) The influence of Instructional Supervision on Teachers’ Performance

The study established that majority (66.7%) of headteachers strongly support that instructional supervision assist teachers upgrade their classroom instruction. Another high percentage (66.7%) of the headteachers strongly agreed that after being regularly supervised, teachers improve, and regular instructional supervision enables teachers achieve their lesson objectives. In addition, 10(66.7%) strongly agreed that regular instructional supervision helps to reduce teachers’ absenteeism hence syllabus is covered on time. Supervision helps to prepare and remind teachers of what is expected of them as far as effective teaching and learning process in school in concerned. However, 1(6.7%) of the headteachers disagreed that teachers adjust their norms and teaching habits for the better due to being frequently supervised. On the other hand, 39.3% of teachers strongly agreed that regular instructional supervision enabled them improve after being supervised. Another high percentage (38.5%) of teachers strongly agreed that they made sure that records of marks (grades), lesson notes, schemes of work and lesson plan were prepared on time. The findings also showed that 35.6% strongly agreed that regular instructional supervision discourages lesson boycott hence syllabus content is covered on time. However, only 47(34.8%) teachers agreed that regular instructional supervision made them achieve lesson objectives and educational aims.
c) **Challenges faced by Headteachers in instructional supervision**

The study found that 51.85% of teachers rated supervision as poor, 34.81% rated it as fair, while only 18(13.24%) of them rated it as Good. Those who valued the eminence of teacher instructional supervision as being poor they have been having negative attitude towards supervision, while those agreed the eminence of teacher instructional supervision Good might have been having positive attitude towards supervision. The study findings showed that 60% of headteachers strongly agreed that that lack of certain teaching/learning materials affects effective instructional supervision process. However, only 6(40.0%) of headteachers agreed with the statement, ‘some teachers were untrained and hence it was a challenge in giving them directions on how to improve their teaching techniques’.

On the other hand, 40.7% of teachers strongly agreed that lack of certain teaching/learning materials affected effective instructional supervision process. However, only 18(13.3%) of headteachers agreed with the statement that; ‘some teachers were untrained and hence it was a challenge in giving them directions on how to improve their teaching techniques’ and 40(29.6%) of teachers agree that head of school have many roles in school hence the work load makes it difficult to conduct instructional supervision effectively. Other challenges reported by headteachers were: working under awful conditions and lack of commitment due to limited time. This indicates that the headteacher had many responsibilities as far as school management is concerned.

d) **Supervisory Approaches used by Headteachers in Secondary Schools**

The study established that 53.3% of headteachers strongly support that they frequently checked, on weekly basis, teacher’s lesson plan, lesson notes, scheme of
work, student's record of marks (grades) and notes. Other strategies reported by headteachers were: making familiar appointments to teachers in their particular classes throughout classroom instruction to check teachers' lesson attendance; taking an opportunity to meet with teachers afterward instructional supervision procedure aimed at discussion of what has been perceived, advising teachers on how to improve their teaching techniques after supervision; providing teachers with all the instructional materials needed to improve teaching; and making supervision reports for future reference after supervision. However, 9(60.0%) of headteachers strongly disagreed that they informed teachers previous before classroom teachers' supervision.

Findings from teachers showed that 34.1% strongly disagreed that their headteachers checked on weekly basis their lesson plans, schemes of work, lesson notes, student's record of marks (grades) and notes. Another high percentage 39(28.9%) strongly disagreed that the head teachers talked to them about supervision before the actual lessons.

5.3 Conclusion of the Study

Grounded on the findings the following conclusions were made for the study:

1. It is evident that teachers had negative attitudes towards instructional supervision by headteachers. The study concludes that teachers' perception of instructional supervision can positively or negatively affect the quality of teachers' performance based on competence and responsibility.

2. The study findings indicate that there is an optimistic consequence of instructional supervision by headteachers on teachers' work performance of
teachers in secondary schools. The underlying implication of this effect is that supervision plays a critical role in teachers' work performance and necessity of great benefit among secondary school headteachers; for instance, it should be description job either full time or partial. To sum up with, instructional supervision inspires teachers work performance in secondary schools largely.

3. The study found that teachers were inadequately supervised by the head teachers. Hence there was a greater chance that the syllabus was not adequately covered. The study found that the headteachers were faced with a number of challenges among them being lack of enough time due to the managerial responsibilities on their hand.

4. The study found that the strategies used by headteachers to conduct instructional supervision are the following;
   - Paying unofficial visits to classes when teachers are teaching to verify teachers' lesson attendance
   - Taking an opportunity to meet with teachers after classroom supervision aimed at discussion of what has been perceived
   - Advising teachers on how to improve their teaching techniques after supervision
   - Providing teachers with all the instructional materials needed to improve teaching.
5.4 **Recommendations of the Study**

Based on the findings the researcher recommends the following:

From the research study finding recommendation derived and made to the crucial aspect of education stakeholders in Tanzania government. The recommendations will be the significant to education elsewhere around the world.

1. Despite the existing records that designate how the Ministry of Education and vocational training (MOEVT) has been trying to inspire school inspectors and headteachers to perform instructional supervision, in-service training of instructional supervision has not been sensitized. The MOEVT should strengthen seminars, workshops, refreshers courses and training nationwide for head teachers and deputy head teachers based on instructional supervision. This will enhance headteachers to expertise enough to conduct instructional supervision.

2. Teachers had negative attitudes towards instructional supervision by the headteachers since they consider it is not useful. Hence headteachers should also give details to teachers about the purpose of teacher supervision. Preparing schemes of work should be emphasized on teachers, right from teacher training institutions so that practice of the same is taken up with little or no supervision from the head teachers.

3. Considering the fact that time limit is a challenge in supervision since headteachers have many responsibilities in secondary schools, they should use enough time to oversee their teachers in classroom instruction rather than merely examining teachers’ pedagogic documents, teacher attendance book, and lesson notes. In addition, the Ministry of Education should increase deputy principals’ supervisory powers so that he or she can assist the headteacher in instructional supervision.
5.5 Suggestions for Further Studies

Based on the findings of the study the researcher suggests the following studies to be carried out to complement this study.

1. The present study did not ask much into supervisor-supervisee relations, which would be remarkable to scrutinize. The study recommends interested educational researchers to investigate on supervisory relations between supervisors and teachers by using other instruments other than questionnaires. This would offer education experts with better acknowledgements of supervisors' conduct and teachers' requirements and potentials.

2. An empirical study should be enhanced to better comprehend the relationships between student achievement and instructional supervision. Such studies would extra notify policy makers about the requirements to upgrade instructional supervision in schools.

3. There are numerous activities elaborated in pre-observation, lesson observation and post-observation conferencing in clinical supervision. This study did not investigate intensely into how these activities are conducted. I suggest that future researchers could use case studies to scrutinize how supervisor conduct throughout lesson observations and it effects on teachers' instructional performs.
REFFERENCE


Beaver, M. D. (2002). *Instructional Supervision: Perspectives of Middle School Fine Arts Teachers*. Published Doctoral Dissertation, University of Georgia.


Dear respondent,

The researcher is a post-graduate student from Kenyatta University. The questionnaire is divided into sections A, B, C and D. Kindly answer all questions as honestly as possible. You assured that your response will be treated with privacy and confidentiality. Please do not write your name anywhere in this questionnaire.

SECTION A: DEMOGRAPHIC INFORMATION

For the every item below, put a tick (✓) to fill the blank that describe you.

1. Gender:
   Male [ ] Female [ ]

2. Level of education:
   Diploma [ ] Bachelor's degree [ ] Master's Degree [ ]

3. Total years served as a headteacher:
   1-5yrs [ ] 6 yrs-10yrs [ ] 11-15yrs [ ]
   More than 15yrs [ ]

4. Put a tick (√) to opt for your agreement with the bellow statements.
   I did a supervision cause at the College/University [ ]
   I did not acquire supervision training at the College/University [ ]
   I undertook supervision cause after becoming a headteacher [ ]
   I did not take any supervision course before and after holding a headteacher [ ]
SECTIONS B: INSTRUCTIONAL SUPERVISION AND PERFORMANCE

5. At the below are the statements linked to instruction supervision. In this part of questionnaires will be answered by the symbols (SA, A, U, D, SD). These symbols will be used as follows: strongly agreed, agreed, undecided, disagreed, strong disagreed. Put a tick (✓) in the appropriate bracket or fill the necessary information as the questions may require.

<table>
<thead>
<tr>
<th>Item</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Frequent supervision helps teachers to improve their classroom instruction and administration.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Regular supervision helps teacher to change their ways of teaching for the better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Regular instructional supervision enables teachers achieve their lesson objectives and educational aims.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. After being supervised, teachers ensure that schemes of work, lesson plan, lesson notes, and record of marks are prepared on agreed time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Regular instructional supervision helps to reduce lesson absence by teachers hence syllabus is covered on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SECTION C: APPROACHES USED BY THE HEAD OF SCHOOL

6. Put a tick (√) in the appropriate bracket or fill the necessary information as the questions may require. The scales are: 5= strongly agree (SA), 4= agree (A), 3 =undecided (U), 2= disagree (D), and 1= strongly disagree (SD)

<table>
<thead>
<tr>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I talk to my teachers concerning teaching and learning supervision.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. During teaching lesson I unofficially pay visit to my teachers to verify teachers’ lesson attendance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. After supervision process I do discuss with teachers on what has been observed during supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4. After supervision, I advise teachers on how to improve their teaching techniques.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. I provide teachers with all the instructional materials needed to improve teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I regularly check on weekly basis teacher’s scheme of work, lesson plan, lesson notes and record of</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I conduct supervision outside the classroom especially during science practice</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>8. After supervision process, I always make and keep supervision information for future reference.</td>
<td></td>
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</tr>
</tbody>
</table>

7. When your teachers experience difficulty in teaching- learning process, which approaches do you use to help them to solve the problems?.................................................................
............................................................................................................................
............................................................................................................................
SECTION D: PROBLEMS FACED BY HEAD TEACHER DURING INSTRUCTIONAL SUPERVISION

8. Put a tick (✓) in the appropriate bracket or fill the necessary information as the questions may require. The scales are: 5= strongly agree (SA), 4= agree (A), 3 =uncertain (U), 2= disagree (D), and 1= strongly disagree (SD)

<table>
<thead>
<tr>
<th>Item</th>
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<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of certain teaching/learning materials averts effective instructional supervision process.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Some teachers teach more subjects than others hence the work load makes it difficult to supervise by following how each subject is taught every lesson.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Some teachers are untrained and hence it becomes hard task giving them directions on how to improve their teaching techniques.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Lack of effective communication in school becomes a barrier towards discussing the feedback after supervision.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>5. Lack of commitment and good conduct among teachers in the school often leads to failure of proper instructional supervision.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

9. What other challenges do you face in supervision in your school? .................................................................

.................................................................
APPENDIX II: QUESTIONNAIRE FOR TEACHERS

SECTION A: DEMOGRAPHIC INFORMATION

For each of the following items, please tick (✓) beside the choice that best describes you.

1. Gender: Male [ ] Female [ ]
2. Age: 20-30yrs [ ] 31-35yrs [ ] 36-40yrs [ ] more than 40yrs [ ]

SECTION B: GENERAL ATTITUDES TOWARDS SUPERVISION

3. Put a tick (✓) in the appropriate bracket or fill the necessary information as the questions may require. The scales are: 5= strongly agree (SA), 4= agree (A), 3 =uncertain (U), 2= disagree (D), and 1= strongly disagree (SD)

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I fear being supervised because it may lead to negative repercussion of my teaching profession.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.</td>
<td>Supervision makes teachers not to be creative / innovative in teaching.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td>My teaching plans become tiresome due to regular supervision by head of school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>4.</td>
<td>Supervision intimidates teachers in their work</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

4. a) Based on the scales (Poor, Fair, Good and Very Good), rate the effectiveness of supervision in your school.

<table>
<thead>
<tr>
<th>Scale</th>
<th>(Tick appropriately)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>Fair</td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
</tr>
</tbody>
</table>
b) Give the reason for your answer in 4a) above.

SECTION C: INSTRUCTIONAL SUPERVISION AND PERFORMANCE

5. Following are a number of statements related to supervision in school. Read each statement carefully and tick (✓) corresponding number indicating whether you 1= strongly disagree (SD), 2= disagree (D), 3= are uncertain (U), 4= agree (A), 5= strongly agree (SA).

<table>
<thead>
<tr>
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<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Regular instructional supervision enables me to improve classroom instruction and management.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2. Effective instructional supervision makes me change my conduct and teaching behavior for the better.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Regular instructional supervision helps me to achieve lesson objectives and educational aims.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>4. After being supervised, I make sure that schemes of work, lesson plan, lesson notes, student’s notes and record of marks (grades) are prepared on time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Regular instructional supervision discourages lesson boycott hence syllabus content is covered on time.</td>
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</table>
SECTION D: APPROACHES USED BY THE HEAD OF SCHOOL IN INSTRUCTIONAL SUPERVISION

6. Put a tick (√) in the appropriate bracket or fill the necessary information as the questions may require. The scales are: 5= strongly agree (SA), 4= agree (A), 3 =uncertain (U), 2= disagree (D), and 1= strongly disagree (SD)

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<tbody>
<tr>
<td>1. The Headteacher talks to me concerning teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. The headteacher formally visits me in my respective class during classroom instruction to</td>
<td></td>
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</tr>
<tr>
<td>3. I am given an opportunity to meet the head of school after supervision for discussion of what has</td>
<td></td>
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<tr>
<td>4. I am provided with all the instructional materials needed to improve teaching.</td>
<td></td>
<td></td>
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<td>5. The Headteacher regularly check on weekly basis my scheme of work, lesson plan, lesson notes, and</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>6. The Headteacher continually inform me about instruction supervision of teachers in my school.</td>
<td></td>
<td></td>
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<td></td>
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<td>7. Sometimes Headteacher conduct supervision outside the classroom especially during science</td>
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<td>8. After supervision process, the headteacher always make and keep supervision information for future</td>
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7. In your own opinion, suggest the best approach you would like your head of school to use during supervision and why.
SECTION D: PROBLEMS FACED BY HEAD OF SCHOOL DURING INSTRUCTIONAL SUPERVISION

8. Put a tick (✓) in the appropriate bracket or fill the necessary information as the questions may require. The scales are: 5= strongly agree (SA), 4= agree (A), 3= uncertain (U), 2= disagree (D), and 1= strongly disagree (SD)

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<tr>
<td>2. Head of school have many roles in school hence the work load makes it difficult to conduct instructional supervision effectively.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3. Some teachers are untrained and hence it becomes hard task on giving them directions on how to improve their teaching techniques.</td>
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</tr>
</tbody>
</table>

9. What other challenges do you face in supervision in your school?

Thank you for your participation in the study
TO WHOM IT MAY CONCERN

RE: RESEARCH CLEARANCE FOR CANDIDATE SIMBANO ALLY DHINAT

Please be informed that the above named person is a Tanzanian citizen and a graduate student at Kenyatta University perusing M.ED degree programme.

As partial fulfilment of her Masters Degree, Ms Simbano has to conduct research for an M.Ed proposal.

The Ministry of Education and Vocational Training has no objection in allowing the candidate to conduct the intended research in Arusha Municipal Council as she has requested.

Kindly accord the applicant all necessary assistance to enable her conduct her research successfully.

Sincerely Yours,

James J. Muchunguzi
For: PERMANENT SECRETARY
APPENDIX IV: RESEARCH PERMIT FROM REGIONAL ADMINISTRATION ARUSHA

THE UNITED REPUBLIC OF TANZANIA
PRIME MINISTER’S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

ARUSHA REGION:
Tel: No: 2502270/2502289/254-5608
Fax No: 255-5239, 254-4386
E-Mail: ras.arusha@pmoralg.go.tz
In reply please quote:
Ref.No.FA.195/232/01 'G'/176

District Administrative Secretary,
Arusha District,
P. O. Box 1,
ARUSHA.

RE: RESEARCH CLEARANCE

Reference is hereby made to the letter Ref.No.HE/FB193/333/01/3 dated 09th February, 2015 from Permanent Secretary, Ministry of Education and Vocational Training concerning the above underlined subject.

I hereby take this opportunity to introduce to you Ms. Simbano Ally Dhinat she is at the moment conducting a research titled "Influence of the Head teachers Instructional Supervisory Practices on Teachers’ work Performance: The case of Arusha City".

She has been granted permission to conduct her research in Arusha District from 18th February, 2015 to 16th March, 2015.

Due to this, you are requested to render any necessary Administrative Assistance to enable her to accomplish the intended objective of her research.

I Submit.

(M. O. Kassim)
For: REGIONAL ADMINISTRATIVE SECRETARY
ARUSHA

Copy to: Ms. Simbano Ally Dhinat,
Student of Kenyatta University (Researcher).
TO THE HEAD OF SCHOOLS
ARUSHA CITY COUNCIL
P.O.BOX 3013
ARUSHA

RE: MS. SIMBANO ALLY DHINAT

The above heading is concerned.

The reference is abide to the letter from the district secretary Ref No AB.361/411/01/155 of 18/02/2015 I am talking this opportunity to introduce to you the mentioned person she is given a permission to conduct a research in our schools, please assist her in any required information so as to make her accomplishing the intended course.