

Full Length Research Paper

Challenges Facing Instructional Supervision in Public Secondary Schools Students in Nyamagana District, Tanzania

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ABSTRACT: The purpose of this study was to examine the challenges facing instructional supervision in public secondary schools in Nyamagana district. The study was guided by Path Goal theory. The study adopted a mixed research approach and a descriptive survey design. The target population of the study was 1522, consisting of 1470 teachers, 30 heads of secondary schools, 18 ward Education Officers, 3 quality Assurance Officers and 1 District Education Officers. Stratified random sampling was used to select a sample of 94 teachers while 7 school heads, 3 Ward Education Officers, 1 District Education Officer and 1 Quality Assurance Officer were purposively selected. Questionnaires and semi-structured interviews were used to collect data. Descriptive statistics in terms of frequency tables and %ages were used to analyze the quantitative data while thematic approach was used to analyze qualitative data. The findings indicated that, instructional supervision activities are highly concentrated within the school with most tasks performed by the school heads and heads of departments. External school supervisors such as District Education Officers and Quality Assurance Officers were less involved in instructional supervision activities at the school level. Secondly, it was found that instructional supervision in many schools is hindered by lack of instructional resources, harsh language used by supervisors, lack of teacher accountability, culture in schools as well as excessive administrative workload of school heads. The study concluded that the government should increase funding for instructional supervision activities. In addition, there is a need for continuous capacity building of instructional supervisors.

Keywords: Challenges, instructional supervision, public secondary schools, Nyamagana District, Tanzania

INTRODUCTION

Poor performance in Certificate of Secondary Education Examination in Tanzania continues to be a major concern to the parents, teachers, educational authorities as well as students. Empirical studies have shown that instructional supervision can lead to positive changes in most aspects of teachers' work such as improvement in teachers' pedagogical skills, competence in the subject matter and classroom management techniques (Mazurkiewicz, Walczak, and Jewdokimow, 2014) thereby effectively addressing learning needs and improving student academic performance.

The concept of instructional supervision is historically traced to the school inspectorate systems that existed more than three centuries ago. According to Burnham

(1976), supervision system was widely practiced in Europe and America from 1642 to 19th century. The primary aim of traditional supervision system was to control teachers' behaviors in schools (De Grauwe, 2007). During this time, supervisory control was given to local or religious officers or even committees of laymen who were required to visit schools and find out whether teachers adhered to prescribed standards and requirements in the curriculum. Later, in the 20th century, this system was highly criticized for its emphasis on the inspection of the school and the teacher rather than teaching or pupils' learning and the general improvement of instruction (Tracy, 1995). De Grauwe (2007) points out that from the second half of the twentieth century onward,

many countries in North America and Europe implemented new reforms in the supervision process because of the public recognition of the poor student's learning outcomes caused by traditional supervision model. The new reforms aimed at ensuring that school supervision helped to monitor and improve the quality of education.

Evidence from countries with best performing education systems such as Finland, Canada, Israel and Korea show that effective instructional supervision can lead to positive changes in most aspects of teachers' work such as improvement of teachers' pedagogical skills, competence in the subject matter and classroom management techniques (Jewdokimow, 2014). Similarly, in these education systems, principals' instructional supervision practices helped to effectively address learning needs thereby improving student academic performance. In Finland for instance, supervision has been used for supporting teacher professional growth and research for several decades (Alila, 2014). However, with the growing demand for education thus, the number of schools and the scope of the supervisory task continues to expand. As a result, Alila observes that teachers' supervision has been limited, for example, due to lack of funding and scheduling and is essentially teachers' participation in supervision is currently voluntary, and therefore, teachers, who participate in it, seem to engage in the supervision process well.

A number of African countries started to implement new reforms in instructional supervision from 1990 onwards (De Grauwe, 2005). This marked a fundamental shift from highly bureaucratic school inspectorate models to new instructional supervision models aimed at enhancing the quality of education. Indeed, in countries such as Ghana, instructional supervision policy is geared towards monitoring of teaching activities and ensuring optimal use of instructional time in schools (Baffour-Awuah, 2011). Similarly, in South Africa instructional supervision is geared towards enhancing teachers' professional growth and meeting diverse student learning needs (Mulford, 2003).

In Tanzania, current instructional supervision practices are geared toward ensuring that quality education is offered in schools (Rwiza, 2016). Instructional supervision in Tanzania is highlighted in various school management policies and guidelines including: The 1995 Education and Training Policy which emphasized on decentralization of school supervision from the central government to local government authorities and schools (United Republic of Tanzania, 1995). Later, in 2009 the government issued guidelines on school supervision as a tool for supporting school heads and Ward Education Officers to implement instructional supervision (United Republic of Tanzania, 2009). The aim was to provide a working tool on how school heads could support teachers thereby ensuring that students learning needs are met. Additionally, in 2011, the government began the

implementation of Secondary Education Development Program II (2010-2015) which among other things emphasized on the need for building the capacity of Ward Education Officers and School Heads in conducting school site supervision (United Republic of Tanzania, 2010). Since the inception of these policies and regulations, the business of instructional supervision has been squarely put on the school leaders and they are expected to ensure that diverse learning needs of students are met. Empirical studies which have been done in other districts in Tanzania such as Rwiza (2016) and URT (2009) using either qualitative or quantitative research designs have highlighted ineffective supervision practices among the chief causes of poor students' performance in National Examinations. From the foregoing, it is evident that instructional supervision in Tanzania has been faced with various challenges thereby leading to poor performance of public secondary schools which may influence academic achievement, there was need to find out the challenges of instructional supervision in Public Secondary Schools Students in Nyamagana District, Tanzania. The study was guided by three research questions: (1) what is the nature of instructional supervision in public secondary schools in Nyamagana District? (2) What are the challenges facing instructional supervision in public secondary schools in Nyamagana district? (3) What measures should be employed to mitigate the challenges facing instructional supervision in Nyamagana district?

Literature review

This section presents a range of theoretical literature and empirical literature on the basis of the research questions.

Path-Goal Theory

Path-goal theory was introduced by Martin G Evans in 1970. The theory was later extended by Robert J. House in 1971 (Adu *et al.*, 2014). The proponents of Path-Goal theory believe that a leader's behavior is contingent on the satisfaction, motivation, and performance of his or her workers. With regard to instructional supervision, the leadership styles employed by school leaders as well as other practitioners responsible for instructional supervision directly affects the behavior of the supervisees. Where the process is transparent and collaborative, the results are likely to be positive and vice versa (Olowoselu *et al.* 2019).

Nature of instructional supervision

Instructional supervision tends to differ from one country to another and in some cases from one school to another. Previous research shows that highly

decentralized education systems are often characterized with ongoing school-based instructional supervision while centralized education systems often employ inspectorate models of supervision. In most countries with decentralized education systems, instructional supervision is often done at two levels which include school-based supervision also known as self-evaluation and external supervision conducted by trained inspectors (Haris et al., 2018). In a study conducted in Poland on educators' views on the implementation of instructional supervision reforms, Mazurkiewicz *et al.* (2014) observes that many teachers supported the implementation of the reforms which aimed at promoting school-based supervision practices which under principals' guidance was reported to be more flexible and it helped to reduce the tension associated with hierarchical traditional supervisory models.

Mamo (2019) assessed the status of instructional supervision in Ethiopia using mixed research approach to gather data from teachers and school based supervisors. The study reported that school based instructional supervision practices were ineffective. This was attributed to poor educational background of the supervisors and overemphasis on document inspection at the expense of the actual teaching and learning process. The study further reported that supervisors did not have the manuals for carrying out instructional supervision. This implies that despite the fact that many countries have embraced education decentralization policies with the aim of devolving supervision powers to school heads, many schools' leaders are incapable of fostering teachers' professional growth due to poor training and lack of necessary resource support. When looking at instructional supervision practices in Indonesia using a mixed study approach, Haris *et al.* (2018) revealed that instructional supervision is coordinated by both local offices and national authorities. However, more emphasis was shifted into empowering supervisors at the school level to manage all the instructional processes in schools. These findings show that heads of schools have been more empowered to oversee instructional activities particularly the interaction between teachers and students in classrooms, and ensuring that set educational objectives are met.

Challenges facing Instructional Supervision

Empirical literature review brought out a number of challenges which face instructional supervision as discussed below.

Negative Teachers' attitude toward instructional supervision

Muthoka (2018) in a study on the influence of instructional supervision practices of head teachers on

teacher effectiveness revealed that, one of the major challenges facing the instructional supervision in schools was the negative attitude among teachers. According to the study, 39.9 % of teachers surveyed did not like the application of instructional supervision in schools. Many teachers believed that instructional supervision was implemented by school heads as a fault finding process that is, for identifying teacher weaknesses and sanctioning them. Similarly, Al Nazer and Mohammad (2013) carried out a quantitative study on supervising practices of educational supervisors in Jordan using teacher respondents. This study concluded that teachers' negative attitude towards instructional supervision practices in Jordan was caused by lack of clarification of the purpose of instructional supervision.

Poor instructional supervision skills among supervisors

Haris *et al.* (2018) investigated instructional supervision practices in the Indonesian education system and found out that many supervisors particularly school principals lacked clinical supervision skills and necessary interpersonal skills which are essential for successful instructional supervision. This implies that presence of supervisors who are not competent enough to direct the supervision process in schools is a big threat to the attainment of quality education in many countries. The same findings were also reported by Kreinbucher (2017) who found that instructional supervisors including school heads and heads of departments did not have the appropriate knowledge base and skill set required to effectively perform supervision tasks geared toward improvement of the quality of teaching in schools. Jeremiah (2016) contends that many instructional supervisors in Tanzania have limited knowledge about various teacher-centered supervision models, even clinical supervision is overly supervisor-centered which aims at maintaining the status quo instead of developing teacher's ability to teach effectively and improve learning results. This implies that the success of instructional supervision process is therefore dependent on the relative skill endowment of the supervisor.

Unmanageable workload

Using a mixed study approach whereby data were gathered from teachers, school heads, and clustered district education officers, Assefa (2014) examined challenges of instructional supervision in Western Ethiopia and observed that one of the biggest challenges experienced by both supervisors and their supervisee is big workload. Many respondents in this study complained about having unmanageable workload including a teaching load of more than 25 periods a week.

Similarly, it was observed that there were very few supervisors who could not provide adequate supervisory services to teachers in their localities.

In the same direction, a study carried out by Deborah, Edward and Mercy (2017) on secondary school principal workload and instructional supervision practices in Kenya revealed that instructional supervisors had heavy workloads which hindered the effective implementation of instructional supervision. 88.5 % of principals were reported to have teaching duties alongside administrative duties which consumed most of their time at school. A similar challenge has been documented about teachers in Ghana. Baffour-Awuah (2011) investigated teachers and headmasters' perspectives on instructional supervision in Ghana. The study revealed that teachers had many teaching and non-teaching duties that constantly demanded their attention. As the result, many teachers lacked adequate time for sitting with their supervisors to discuss and find solutions to their instructional challenges. The study concluded that heavy workload among teachers was a major obstacle towards effective supervision of the teaching and learning activities in Ghana. This implies that many schools in developing countries have the shortage of the teaching staff thus rendering the few who are employed to carry the entire workload in their respective schools. Addressing staffing capacity issues is critical as it will allow individual teachers to have adequate time to prepare for instruction and also to allocate some time for professional development which is an important aspect of instructional supervision.

Resource constraints

Several studies have shown that many developing countries lack necessary human and financial resources for implementing instructional supervision in schools which has affected instructional supervision and ultimately academic achievement (De Grauwe, 2007; Kuiga, 2018; Mulford, 2003; Sibanda et al., 2011). De Grauwe (2007) in his theoretical paper titled "Transforming school supervision into a tool for quality improvement" argued that many supervisors do not have the necessary resources such as vehicles or the funds to travel for conducting regular school supervision. In the same vein, Bessong and Ojong (2009) contends that in Nigeria, the major cause of irregular supervision in schools lack of qualified supervision personnel. The number of supervisors allocated in district is very small compared to a demand of educational supervisory services due to expansion of secondary schools increased enrollments. Bessong and Ojong further assert that apart from shortage of supervision personnel, most supervisors in Nigeria are affected by problems as non-payment of their allowances or touring advance, lack of transportation especially for supervisors working in

rural areas. These supervisory offices lack financial resources for conducting regular school visits to observe teaching and learning activities in remote schools. These findings are similar to those of Jared (2011) who indicated that many teachers were not satisfied by the extent to which supervision services were conducted. This means that, resource constraint is a major obstacle towards implementation of instructional supervision policies and guidelines in schools and without adequate resources supervision activities are derailed.

Possible measures for addressing challenges facing instructional supervision

Various studies point to the need to enhance instructional supervision through various measures such as developing and recruiting competent supervisors (Al-Nazer and Mohammad, 2013; Jeremiah ,2016; Mazurkiewicz *et al.*, 2014 and Okeke and Okaforcha ,2019), Enhancement of Communication between Supervisors and their Supervisees (Agi, 2015; Al Nazer and Mohammad 2013; Moswela, 2010; Urio, 2017) and providing resource-support for instructional supervision activities (Ekundayo *et al.*, 2013 and Le Fevre and Robinson, 2015). Thus, it is imperative that for successful instructional supervision, the supervisors should be adequately funded and trained. Consequently, the teachers should be objectively involved in the process and the purpose clarified. To sum up, most of the reviewed studies were conducted outside Tanzania where the context is different hence the relevance of the research in Tanzania. Similarly, these studies employed either qualitative or quantitative approaches. Finally, few studies conducted in Tanzania were done in other districts thus this study seeks to bridge the gap by focusing on Nyamagana district.

METHODOLOGY

This section presents the methodology that was used in this study. It highlights on such issues like research design, population and sampling, research instruments used and the statistical treatment of data.

Research design

The study used descriptive survey design. This design allowed large amounts of data to be collected over a short period of time. The study used questionnaires and semi-structured interviews as tools for data collection. The instruments were prepared by the researcher.

Population and sampling

The target population of the study was 1522, consisting of 1470 teachers, 30 heads of secondary schools, 18

ward Education Officers, 3 quality Assurance Officers and 1 District Education Officers. Stratified random sampling was used to select a sample of 94 teachers while 7 school heads, 3 Ward Education Officers, 1 District Education Officer and 1 Quality Assurance Officer were purposively selected. This was done to ensure equitable representation of the population in the study.

Statistical treatment of data

The mixed methods approach was used in data analysis. Thematic approach was used to analyze qualitative data which involved a series of steps in organizing the data in categories and themes. The data which was collected through the closed ended questionnaire was analyzed using descriptive statistics with the help of the Statistical Package for Social Sciences.

Ethical considerations

In carrying out the study, ethical standards were adhered to by seeking authorization from relevant authorities such as the Faculty of Education at SAUT, Regional Administrative Secretary and District Executive Secretary. Participants were informed about the purpose and the importance of the study and were given freedom to choose whether to participate or not. Anonymity and confidentiality were observed in that the respondents did not disclose their identities. This was done in order to ensure credibility to data collection exercise and guard against any form of suspicion.

RESULTS AND DISCUSSION

The purpose of this study was to investigate the challenges facing instructional supervision in Public Secondary Schools in Nyamagana district, Tanzania. The study was guided by the three research questions.

Research question 1: What is The Nature of Instructional Supervision in Public Secondary Schools in Nyamagana District? With regard to this question, the results are presented in (Table 1).

The results in (Table 1) indicate that instructional supervision support in many surveyed schools is provided by school heads and heads of departments who perform a range of activities aimed at helping teachers to teach effectively. For instance, 79% of the teachers either agreed or strongly agreed to the statement that school heads often monitor teachers' classroom instruction while 21% disagreed or strongly disagreed to the statement. 71% of the surveyed teachers indicated that they usually have open discussion with school heads about their

instructional experiences in school while 29 % disagreed. Similarly, 56% of teachers who participated in the study indicated that school heads convened staff meetings to discuss instructional matters while 44% disagreed to the statement. In the same vein, the study findings also indicated that heads of department played a crucial role in helping teachers during lesson preparation as 54% of teachers either agreed or strongly agreed to the statement that heads of department checked their lesson preparation documents while 46 % had the opposite view.

These findings reveal that in most of the schools, there were a set of instructional supervision activities with teachers being supervised with the heads of departments. Subsequently, the supervisors such as the heads of departments convened meetings to discuss instructional issues. However, it was observed that the DEO neither inquired about instructional challenges faced by teachers nor offered any instructional support to the teachers. This finding correlates with Baffour-Awuah (2011) observation that instructional supervision at the school level provides an opportunity for teachers to meet and share ideas about instruction experiences with school Heads. Baffour-Awuah opined that school-level instructional supervision in Ghana often focus on monitoring teachers' instructional effectiveness in classrooms. When experiences are openly and objectively shared the teacher is able to identify existing gaps and work towards bridging them.

From the interviews, it was observed that external school supervisors do not enquire into instructional challenges experienced by teachers instead they concentrate on checking academic records. This finding is similar to that by Assefa (2014) who carried a similar study in Ethiopia and concluded a large number of primary school supervisors seemed to devote most of their time on routine tasks of collecting statistical data rather than systematically identifying teachers' skill gaps and supporting them in instructional activities. When these supervisors do not have an actual experience with the instructional process, it is difficult for them to appreciate the existing teaching gaps and take appropriate policy measures in supporting teachers.

Research Question 2: What are the challenges facing Instructional Supervision in Public Secondary Schools in Nyamagana District? With regard to this question, the results are presented in (Table 2).

From the results presented in (Table 2), 63% of the respondents agreed or strongly agreed to the statement that teachers tend to hide their weaknesses during instructional supervision while the remaining 37% disagreed or strongly disagreed. Secondly, 61% of surveyed teachers were of the view that instructional supervisors do not provide necessary feedback to teachers in order to help them improve their professional practice while the remaining 39% either disagreed or

Table 1: Nature of Instructional Support provided by Supervisors.

Statements	Response				Total
	SA	A	D	SD	
Head of the department checks my lesson preparation documents	17(18%)	33(36%)	12(13%)	30(33%)	92(100%)
Head of the school often monitors classroom instruction	38 (41%)	35 (38%)	15 (17%)	4 (4%)	92(100%)
Head of school often convenes meeting with teachers to discuss instructional issues	10 (11%)	41 (45%)	12 (13%)	29 (31%)	92(100%)
I always have open discussion with the Head of the School about my instructional experiences	29 (32%)	36 (39%)	25 (27%)	2 (2%)	92(100%)
I get instructional support during DEO school visits	9 (10%)	6 (6%)	34 (37%)	43(47%)	92(100%)
DEO enquire into instructional challenges experienced by teachers	13 (14%)	11 (12%)	63 (68%)	5 (6%)	92(100%)

Key: SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree

Table 2: Challenges facing instructional supervision in Public Secondary Schools in Nyamagana district.

Statements	Response				Total
	SA	A	D	SD	
Teachers see supervision as an interference	17 (18%)	33 (36%)	12 (13%)	30 (33%)	92 (100%)
Teachers never take instructional supervisors' advice seriously	19 (20%)	33 (36%)	33 (36%)	7(8%)	92(100%)
Teacher tend to hide their weaknesses during instructional supervision	17 (18%)	41 (45%)	30 (33%)	4(4%)	92 (100%)
External School supervisors do not have enough resources for visiting schools	23 (25%)	28 (30%)	28 (30%)	13 (15%)	92 (100%)
Supervisors do not provide necessary feedback	22 (24%)	34 (37%)	26 (28%)	10 (11%)	92(100%)

Key: SD-Strongly Disagree, D-Disagree, A-Agree, SA-Strongly Agree

strongly disagreed to that view. Similarly, 56% of the respondents agreed or strongly agreed to the statement that teachers do not take instructional supervisors' advice seriously while 44% disagreed or strongly disagreed to the statement. In the same vein, a slight majority of teachers (54%) of the teachers accepted the view that teachers tend to see instructional supervision as interference to their way of doing things while 46% disagreed or strongly disagreed to the statement. From these findings, majority of the teachers agreed that saw instructional supervision as interference and did not take the advice of instructional supervisors seriously. This implies that instructional supervision in many schools faces resistance from teachers who often do not like their teaching performance to be evaluated. This attitude of teachers is likely to negatively affect the performance of students in public secondary schools. These findings are similar to those of Muthoka (2018) who pointed out that teachers generally have a negative attitude towards instructional supervision. Clear communication and sensitization on the objective is therefore critical to solve the attitude problem. Analysis of qualitative data gathered from school heads revealed a similar situation whereby all school heads commented that instructional supervision would have been even more effective if teachers were cooperative. Making a similar observation, Jared (2011) in a study on instructional supervision practices in Uganda commented that teacher attitude towards instructional supervision can sometimes undermine school leaders' effort to enhance teaching effectiveness in many schools. For instance, many teachers view instructional supervision as a fault finding process aimed undermining their professional autonomy. Moreover, majority of teachers (55%) believed that external schools supervisors such as District Education Officers and Quality Assurance Officers do not have enough resources to regularly visit schools to see how

students are taught while the remaining 45 % either disagreed or strongly disagreed with that statement. From the open ended questionnaire, teachers were asked to explain reasons why instructional supervision has failed to enhance students' academic performance in their schools. The findings were organized into thematic areas which include: harsh language used by educational supervisors, teachers' negative attitude towards instructional supervision and lack of accountability culture among teachers. Similarly, school heads lack sufficient time for conducting instructional supervision and inadequate resources for conducting instructional supervision activities.

Research Question 3: What measures should be employed to mitigate the challenges facing instructional supervision in Nyamagana district? With regard to this question, the results from interviews and open ended questionnaires are presented in themes below.

Provision of adequate funding to instructional supervision activities

From the interviews conducted with heads of schools, District Education Officer, Quality Assurance Officers and Ward Education Officers. Consequently, open ended questionnaires were used to gather qualitative data from teachers on this objective. Most teachers opinionated that schools need to be well funded in order to acquire necessary instructional resources as well as provide motivation to teachers who meet their instructional targets. For Instance, Teacher R suggested:

I would like to see instructional supervision improved by addressing teacher motivation such as providing performance allowances.

while Teacher K narrated:

The government must learn from private schools where teacher efforts are well compensated through better salaries and performance bonuses

Comments made by the Ward Education Officers, Quality Assurance Officers and District Education Officer pointed to the need for the government to provide adequate funding to purchase instructional materials and increase the capacity as well as the number of supervisors. Simpson et al. (2016) asserts that governments should allow school supervision departments to raise funds from external agencies in order to optimally perform their instructional management duties. Extending on this observation, Usman (2015) emphasizes without giving specific ways of raising resources that instructional supervision officers need adequate and sustainable funding in order to ensure that necessary instructional facilities and materials are available in schools.

Building the capacity of instructional supervisors and promoting teachers' professional growth

Responses from teachers, heads of schools and other educational officers indicated that in order to realize successful instructional supervision, it was imperative to train the supervisors and teachers on how to prepare for instruction. In the same vein, the education Officers emphasized the need for seminars and workshops for all stakeholders involved in instructional supervision so as to make it effective. The teacher professional development should also focus on cultivating leadership qualities within teachers. This will help to create a teaching staff that appreciates instructional supervision thereby effectively cooperating with supervisors during the supervision process. Making a similar observation Agih (2015) recommended that supervisors should try not to be teacher of teachers but rather help teachers to become co-supervisors.

Providing regular feedback to teachers about their instructional performance

Teachers who participated in this study indicated that teachers would like instructional supervision to focus on providing feedback about their instructional performance. Furthermore, the teachers were concerned about current practice in instructional supervision that focus exclusively on inspecting teachers' documents and criticizing them. In line with this, Adu et al. (2014) notes that effective instructional supervision should focus on providing immediate feedback to teachers. Similarly, Chepkuto et al., (2018) suggest that providing feedback to teachers is considered one of the essential task in instructional

supervision. Feedback helps teachers to reflect on what is actually taking place in the teaching-learning process.

Conclusion

The study concludes that instructional supervision is generally school based and the principals play the role of the supervisors. It further concludes that the education officers hardly give any instructional support to teachers when they visit schools. Rather, they simply look at the professional documents and make their reports which are hardly shared with teachers. Secondly, it is concluded that the challenges facing instructional supervision are either supervisor related, teacher related or resource related. Some of the challenges noted included: teachers see supervision as interference, teachers failing to take supervisors' advice seriously, teachers hiding their weaknesses during instructional supervision, external supervisors lacking enough resources to visit schools and supervisors not providing necessary feedback. Finally, the study concludes that various measures can be adopted to mitigate the challenges facing instructional supervision in public secondary schools. These measures would require the input of teachers and particularly the government and the education officers at the district level who are mandated to carry out instructional supervision.

Recommendations

Based on the findings of this study, it is recommended that instructional supervision activities be concentrated within the school with most tasks performed by the school heads and heads of departments. However, the input of External school supervisors such as District Education Officers and Quality Assurance Officers intensified in instructional supervision activities at the school level. Secondly, it was found that instructional supervision in many schools is hindered by lack of instructional resources, harsh language used by supervisors, lack of teacher accountability, culture in schools as well as excessive administrative workload of school heads. The study concluded that the government should increase funding for instructional supervision activities. In addition, there is a need for continuous capacity building of instructional supervisors.

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