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Effect of Instructional Supervision on Education Quality in Secondary Schools in Kaham District, Tanzania

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Instructional Supervision, Quality Education, Professional Development, Teaching and Learning, Instructional Leaders.

The pursuit of quality learning experiences is vital to fostering individual growth, societal progress, and global competitiveness. This paper assessed the role of instructional supervision in the delivery of quality education. This study was conducted in 5 selected secondary schools in Kahama, Tanzania. A mixed research approach and a convergent parallel design were used. One hundred and fifty seven (157) respondents composed of 142 teachers, 5 heads of schools, 5 school board members, 4 ward educational officers and 1 district educational officer were involved. Data were collected through questionnaires, interviews, and document analysis. Quantitative data were analysed using Statistical Packages for Social Science (SPSS, version 21) while qualitative data were analysed thematically. The findings indicate that when instructional supervision is conducted appropriately it significantly contributes to teacher professional growth which in turn contributes to optimizing the quality of education. Additionally, the study found maximum cooperation between supervisors and supervisees to be paramount in instructional supervision. The findings also indicated that for instructional supervision to be effective, school leaders are to promote a culture of academic excellence, by ensuring conducive teaching and learning environment. Moreover, classroom visits should be regarded as supporting and encouraging teachers rather than a faulty finding strategy. Hence, this study is a wakeup call to all those involved in instructional supervision to strive towards promoting a positive mindset towards instructional supervision and to give it the priority it deserves to ensure the achievement of quality education.

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INTRODUCTION

The significance of instructional supervision as a means of optimizing the quality education cannot be overstated. Without instructional supervision in schools, teaching and learning process will be receded, consequently, jeopardizing the quality of education. In any teaching and learning endeavour, achieving quality education is the desire and the joy of all educational stakeholders. For this reason, various strategic efforts are constantly underway to ensure quality delivery and learning environment and process which can eventually result in achieving the long-desired quality education. Therefore, this study centres on instructional supervision as the primary strategy for optimizing the quality education in secondary schools. Additionally, instructional supervision is recognized as a vital tool for ensuring quality teaching and learning, ultimately contributing to the realization of quality education.

Instructional supervision is a crucial approach for enhancing provision of quality education in schools. For this reason, implementing instructional supervision in schools can serve as a catalyst for teacher professional development, fostering improved teaching and learning practices and ultimately working towards achieving commendable standards of academic success for students (Okendu, 2012; Anike et al., 2015; Beeh, Ola, and Basri, 2020). This approach not only benefits teachers but also empowers school heads and assigned supervisors to provide crucial guidance and support to educators, thereby playing a pivotal role in enhancing the overall quality of education. School leaders are expected to conduct regular classroom visits, aiming to assess, guide, and support teachers while offering valuable feedback to enhance the effectiveness of teaching methodologies.

Moreover, some educational scholars such as Tsefaw and Hofman (2014) are of the view that the significance of instructional supervision in enhancing school-level practices for improved quality education is widely acknowledged by various scholars. However, differences arise in their strategic perspectives. Anike (2015) focuses strictly on students' academic performance, while Okendu (2012) centres on promoting professional development to advance teachers' careers. Tsefaw and Hofman (2014) stand out by directly portraying instructional supervision as a process requiring school leaders to guide and support teachers during classroom observation to enhance quality teaching in schools. Therefore, viewed in this light, instructional supervision emerges as a crucial means through which school supervisors can enhance quality education.

Instructional supervision serves as a multifaceted tool, addressing both professional development and teaching effectiveness, and its importance is underscored by various scholars who bring diverse perspectives to the table. In this context, Kotride (2014) emphasizes the pivotal role of instructional supervision in optimizing the quality of education, fostering individual growth, and enhancing societal functionality. Despite the enduring practice of instructional supervision as a central strategy for optimizing the quality of education in schools, attaining the expected level of quality education remains a persistent challenge. Therefore, this study aims to provide a comprehensive understanding of the role and impact of instructional supervision on education quality in selected secondary schools in Kahama District, Tanzania. The ultimate goal is to understand how the practice of instructional supervision contribute to expediting the delivery of quality teaching and learning which leads to achieving the desired level of quality education.

LITERATURE REVIEW

Theoretical Literature Review

This study incorporates educational theories, including constructivism, behaviourism, and cognitivism. In Jean Piaget's 1896-1980 constructivism theory, learners actively construct knowledge, suggesting that instructional supervisors should help construct a school vision, mission, and strategies to guide and motivate teachers (Harsma, 2021). Drawing from behaviourism, which is exemplified by Pavlov's experiments, the study suggests that the behaviour of supervisees improves when instructional supervisors effectively communicate and implement the school's vision, mission, and strategies without coercion. Furthermore, the study aligns with Jean Piaget's cognitive theory from the 1930s, focusing on how individuals know, understand, and think instead of mere memorization (Malik, 2021). Accordingly, instructional supervisors are urged to communicate their ideas to subordinates effectively, emphasizing the significance of a leader's communication power in any school institution for the better organization of teaching and non-teaching staff.

Empirical Literature Review

The Concept of Quality Education and Its Implication

Quality education is a reflection of meaningful communication that serves as an investment in both individuals and society. Its significance is evident in providing essential education for sustainable development and ensuring personal growth. On a global scale, quality education is intricately tied to the political and economic configuration of the world, demanding structural and effective transformation. Achieving real quality education necessitates reconsidering current policies and establishing associations that foster a shared understanding, forming a universal language of humanity (Khatoon, 2022).

Providing quality education in schools carries several implications, including enhancing students' academic achievement, cognitive

development, and a commitment to lifelong learning. This implies that students should actively engage in questioning teachers, demonstrate diligence in homework assignments, maintain attentiveness in their respective classrooms, and cultivate positive relationships with teachers. Quality education empowers individuals to respect others, fostering positive attitudes, preventing violence and human rights abuses, and laying the foundations for social peace on a global scale (UNESCO, 2016; Popovic, 2019; Khatoon, 2022). Instructional supervision plays a crucial role in ensuring quality education by providing a framework for teaching and learning processes. While instructional supervision encompasses various roles, the key functions crucial for ensuring quality education include: quality teaching and learning environment, Student's Academic Excellence, teacher professional development, curriculum alignment, observation and feedback, data-informed decision making, teacher collaboration, alignment with educational goals, continuous improvement, and adaptation to educational trends.

Components of Instructional Supervision

The purpose of instructional supervision is to ensure and promote quality teaching and learning, quality learning environment and quality teachers as a necessity for the provision of quality education. To ensure quality education, instructional supervision should be viewed as a means of ensuring availability of quality teachers who can deliver quality education (Mwakajitu, & Lekule, 2022). This being the case it is fair to argue that quality education and instructional supervision are inseparable variables. From this notion, instructional supervision has a major role to play in ensuring quality education is provided in (Dangara, 2015; Mudawali & Mudzofir, 2017; Mwaniki, Njuguna & Itegi, 2018; Odumbe, 2016; Prameswari & Budiyanto, 2017; Samkange, 2016) Conducive environment for learning, classroom visitation, and observation, pre-and post-observation conference with teachers improve quality education in secondary schools as explained below:

Classroom Visitation, Observation and Feedback

Classroom visitation, observation, and feedback are integral components of effective instructional supervision whose result is provision of quality education. The process begins with a pre-observation conference, where the supervisor and the teacher collaboratively define the parameters of the supervision process. This conference is a valuable opportunity for negotiation, allowing both parties to discuss the focus of observation and its anticipated duration. Before the observation, the supervisor negotiates with teachers and academic supervisors to gather information. This information informs the observation process and helps set the stage for constructive feedback. The post-observation phase involves the school head providing teacher feedback, addressing strengths and weaknesses identified during the instructional supervision. The overarching goal is improvement and motivation for the teacher.

A study by Samkange (2016) underlines with emphasis the significance of pre-observation conferences, classroom observation, and post-observation conferences in enhancing teacher competence and confidence in content delivery. Instructional supervision is a collaborative platform that fosters improvement in the teaching and learning process. Classroom visitations, a key aspect of instructional supervision, allow supervisors to gain insights into how teachers deliver their lessons. This understanding enables supervisors to provide support, guidance, and direction, thereby fostering improvements in teaching and learning within schools. Dangara (2015) notes the instrumental role of classroom visitations in enhancing students' academic performance. Mwesiga (2018) highlights the importance of regular classroom visitations by school heads to monitor teachers' preparations, observe lesson presentations, and improve overall teaching quality. Providing timely feedback to teachers after classroom sessions, as suggested by Donkoh (2018), is considered crucial for effective instructional observation. Pre-observation conferences, conducted by school heads to inform

teachers about the timing and focus of classroom visits, are seen as integral to enhancing the quality of education in schools. To successfully implement instructional supervision, school heads must adopt a supportive approach focused on guiding teachers rather than using it as a tool for fault-finding, punishment, or intimidation. This approach aims to encourage teachers to develop a positive attitude towards instructional supervision, fostering an environment conducive to the provision of quality education.

The essence of instructional supervision lies in the process, requiring adequate knowledge, technical skills, and interpersonal skills to enable school heads to supervise teachers effectively. This ensures students' academic performance, efficient classroom management, and teacher professional development, all contributing to the realization of quality education in schools. Donkoh (2018) supports the importance of school heads providing feedback to teachers regarding their classroom teaching to enhance teacher competence. Samkange (2016) recommends exposing school heads and teachers to various supervision models through workshops and seminars. Similarly, Mwaniki et al. (2018) explored instructional supervisory practices in Kenya, advocating for the positive impact of supervision when focused on observing the application of lesson plans and schemes of work, with subsequent feedback. Mwaniki (2018), further advocates for advanced instructional supervision, incorporating pre-observation and post-observation conferences to enhance teaching. On that same note, Allida's (2018) study suggests that instructional supervisors should meet with the teacher before observation, armed with a completed observation form, analysis, and chosen interpersonal approach.

In summary, scholars such as Mwaniki (2018), Samkange (2016), and Kieleko (2015) share similar views on the critical role of pre- and post-observation conferences as tools for improving teaching and learning through instructional supervision. Their perspectives highlight the indispensable nature of these conferences in

effective instructional supervision, contributing valuable insights to the larger conversation on enhancing the quality of education.

Curriculum Alignment

Curriculum alignment plays a pivotal role in the correlation between instructional supervision and the achievement of quality education. This is because when instructional supervision is closely aligned with the curriculum, it enhances the effectiveness of teaching practices, fostering an environment conducive to achieving educational excellence. Hence, optimizing the quality of education in schools necessitates vigilant teacher supervision to guarantee syllabus coverage and properly utilize the scheme of work and lesson plans in teaching. This implies that curriculum development becomes a crucial aspect of refining teaching methods in schools, ultimately contributing to providing quality education. According to Odumbe (2016), instructional supervision is crucial for enhancing the quality of education, as it ensures comprehensive coverage of the curriculum and promotes alignment among curriculum, instruction, and assessment. Therefore, facilitating the attainment of high-quality education.

Furthermore, Dambo (2016) emphasized the necessity of instructional supervision in guiding teachers toward selecting appropriate content and methodologies for teaching new subjects in the curriculum. Bishangirwa (2017) conducted an empirical study regarding teachers' and students' participation in curriculum management in Tanzanian secondary schools. The study revealed that teachers' roles in curriculum management, such as classroom management, counselling, motivation, parental engagement, significantly contribute to enhancing the provision of quality education. Kambuga and Dadi (2015) stressed the role of school inspectors in disseminating information on accepted practices, innovation, curriculum implementation, and reviews, as well as identifying training needs and organizing close-to-school training programs. Their emphasis on curriculum development to improve instructional supervision aligns with the idea that instructional

supervision practices should be intricately linked with curriculum development and implementation to enhance teaching. In concurrence with these scholars' views, the scholars Bishangirwa (2017), Odumbe (2016), Tesema (2014), Assefa (2014), and Mukoro and Pupu (2013) emphasized the pivotal role of school heads as facilitators of change, guiding teachers in material utilization, and reinforcing the curriculum. Their collective insights underscore the significance of instructional supervision practices linked with curriculum development for the improvement of teaching and the overall provision of quality education in schools.

Teacher Professional Development

Achieving quality education through instructional supervision necessitates the presence of well-trained and dedicated teachers committed to the goal of enhancing educational standards in schools. To foster this commitment, school supervisors should introduce diverse academic training opportunities and facilitate further studies for both teachers and school heads, thereby contributing to the continuous improvement of teaching and learning within educational institutions. Mudawali et al. (2017), in their research conducted in Indonesia on the correlation between instructional supervision and professional development, established a positive relationship, emphasizing the role of instructional supervision in promoting professional growth. Similarly, Nwambam (2017) asserts that instructional supervisors play a crucial role in helping teachers expand their careers through professional development, enabling them to refine their teaching methods and skills. In this context, teachers must continually update their professional skills to adapt to the evolving educational landscape.

Mukoro and Pupu (2013) conducted a study in Nigeria, revealing that instructional supervision contributes to school development by aiding teachers in utilizing effective methods and materials, influencing professional development, and guiding the enhancement of quality education. The impact of professional

development on schools provides knowledge and skills crucial for teachers to enhance their teaching competency (Allida et al., 2018). It can be argued that achieving quality education globally is contingent on enforcing instructional supervision, emphasizing the pivotal role of professional development for teachers. Drawing from Mwesiga's (2018) study in Tanzania, which focused on the effectiveness of school heads in supervising teaching activities in secondary schools, it was found that school heads must actively promote teachers' professional development to encourage advancements in academic responsibilities during the teaching process. However, a significant challenge is evident, as many school heads and supervisors rely on their own experiences rather than receiving professional support through training to update their careers (Mirunde, 2015). Aligning with these perspectives, there is a pressing need for school heads to undergo training in leadership and management, thereby enhancing their supervisory skills. In turn, school heads should champion the professional development of teachers, ultimately improving the overall teaching effectiveness in schools, ensuring the provision of teaching effectiveness in schools, and ensuring quality education.

Quality Teaching and Learning Environment

When comprehended and executed effectively, instructional supervision assumes a pivotal role in establishing and sustaining a positive and conducive teaching and learning environment. Its primary objective is to cultivate an atmosphere conducive to effective teaching and learning and consequent achievement of quality education. For this reason, the school supervisor is responsible for fostering a school culture that promotes effective teaching and learning. Internal instructional supervision, led by the school head, plays a key role in instilling a sense of belonging among teachers. Teachers must recognize that the school is a collective effort, and any academic achievements are a result of their dedicated teaching. Mafuwane's (2011) exploration of instructional supervision in South Africa highlighted that such a culture contributes

significantly to fostering attitudes of caring, respect, support, and positive reinforcement among both learners and teachers. Similarly, Allila, Maata, and Uusiautti (2016) support the idea that promoting a positive school culture facilitates the development of teaching activities and enhances the overall teaching and learning experience. To this end, school leaders should strive towards creating a quality teaching and learning environment. They should also endeavour to create a school culture where staff members feel a sense of belonging and commitment to a set of values that support the school's wellbeing. According to Ryan et al. (2014) school leaders as key supervisors, play a role which contributes to improving the school's climate by upholding high standards of academic excellence and fostering high expectations within the school community. Therefore, instructional supervisors must encourage both students and teachers, maintain visibility, and protect the time required for effective classroom instruction to ensure quality education in schools.

Student's Academic Excellence

According to Susanti, Wardiah, and Lian (2020), instructional supervision plays a crucial role, ultimately ensuring student academic excellence. This is achieved by fostering teachers' professional development and continually monitoring and assessing academic performance. Supervisors collaborate with teachers to implement effective instructional strategies, positively impacting student achievement. The role of instructional supervision in schools extends to providing opportunities for high-grade and superior student performance. In this context, school supervisors, as instructional leaders, must maintain high expectations for student achievement, recognizing teaching effectiveness as a pivotal factor in achieving quality education (Susanti et al., 2020).

Namunga (2017) conducted a study in Kenya, highlighting the significance of classroom monitoring for school heads. This approach allows them to observe lesson attendance for teachers and students, discuss syllabus coverage,

and actively contribute to improving quality education in schools. Monitoring the effectiveness of classroom teaching becomes essential to meet the expectations of student success and overall school goals. Mwesiga's (2018) study in Tanzania emphasized that heads of schools must closely assess teachers' preparations for schemes of work, lesson plans, and conduct classroom visits to observe teachers' lesson presentations. Through such meticulous follow-up, the likelihood of achieving student academic excellence as an indicator of quality education increases. In other words, instructional supervision plays a pivotal role in elevating the quality of teaching and learning, ultimately leading to students' academic excellence. This achievement is a tangible indicator of the overall quality of education within schools.

Benefits and Challenges of Instructional Supervision Implementation in Schools

Implementing instructional supervision in schools yields various benefits and presents certain challenges. The significance of this practice lies in its potential to enhance teacher performance, improve student outcomes, and facilitate better school management. When effectively executed, instructional supervision plays a pivotal role in elevating academic achievements and shaping the overall educational landscape of a school. According to Eya and Leonard (2012) and Amough and Odeh (2018), the advantages of instructional supervision encompass the development of competent teachers, the maintenance of discipline during classroom instruction, the assurance of instructional quality, the provision of adequate teaching materials, and the facilitation of feedback for curriculum improvement. Therefore, it is imperative for school supervisors to ensure the diligent implementation of instructional supervision to enhance students' academic performance.

However, the implementation of instructional supervision is not without challenges. These challenges include teacher resistance, time constraints, insufficient incentives, and a shortage of qualified supervisors. Many individuals

appointed as supervisors lack the necessary training, skills, and experiences for effective supervisory roles, impacting both supervisors and supervisees. This deficiency affects the overall results of supervisory activities (Amough & Odeh, 2018). Overcoming these challenges is essential for school supervisors to fulfil the goals of achieving academic excellence within the given school. Instructional supervision catalyses a culture of continuous improvement, professional development, and collaboration in schools. By addressing challenges and capitalizing on its benefits, instructional supervision becomes instrumental in ensuring and enhancing the overall quality of education.

RESEARCH METHODOLOGY

This study investigated the importance of instructional supervision as a key factor in enhancing the overall quality of education in Community Secondary Schools. Additionally, the study explored the benefits of instructional supervision, along with the challenges hindering effectiveness instructional supervision in secondary schools. The study was conducted in Kahama District, Tanzania and utilized a mixed research approach with a parallel research design. Respondents for this study were selected through simple random and purposive sampling procedures. Data were collected through face to face interviews and open-ended questionnaires. The targeted population of the study comprised 672 participants, including school heads, teachers, members of the school board, ward educational officers, and the district educational officer. From this population a total of 157 respondents were sampled from five secondary schools. To ensure the trustworthiness of qualitative data, a credibility method was employed, involving methodological triangulation that emphasizes multiple methods such as questionnaires and interviews as used in this study. For interviews, trustworthiness was ensured by prolonging the time allocated for interviews, establishing rapport with participants, and framing questions in simple language. Additionally, the researchers endeavoured to build familiarity with school

heads to obtain the required documents for documentary review. Furthermore, the reliability of the quantitative data in this study was established at ($r \geq 0.79$). The thematic data analysis was employed to analyse qualitative data, while descriptive statistics with the assistance of SPSS (Statistical Package for Social Sciences version 21) were used to analyse quantitative data. The quantitative data was presented through tables, and qualitative data was explained through descriptive narratives as found in the section on the findings.

FINDINGS AND DISCUSSION

This section focusses on the presentation and discussion of the findings from this study whose main focus was on the role of instructional supervision in ensuring quality of education within secondary schools in Kahama District. The research employed individual interviews and questionnaires that featured inquiries prompting

teachers to assess the extent to which instructional supervision contributes to the delivery of quality education in their respective schools. The results unveiled that key components of instructional supervision, such as teachers' professional development, curriculum alignment, classroom visitation, conducive learning environment, observation, and feedback, play essential roles in shaping the provision of quality education and effectively achieving academic excellence goals. A detailed presentation of teachers' perspectives on these findings is outlined in Table 1. This section also expounds upon additional findings derived from interviews conducted with individual school heads. These findings are interwoven and analyzed in connection with previous studies that have informed the current research. In presenting certain results, participants' exact words are quoted, emphasizing the intent to convey the authentic voices of those involved.

Table 1: Components of Instructional Supervision

Statement	Responses				
	SD	D	A	SA	Total
Student's Academic excellence	4(2.8%)	28(19.7%)	78(54.9%)	32(22.5%)	142
Teacher Professional Development	2(1.4%)	29(20.4%)	66(46.5%)	45(31.7%)	142
Conducive environment	2(1.4%)	27(19.0%)	56(39.4%)	57(40.1%)	142
Instructional development	2(1.4%)	28(19.7%)	70(49.3%)	42(29.6%)	142
Classroom Visitation	6(4.2%)	34(23.9%)	64(45.1%)	38(26.8%)	142
Effective teaching	4(2.8%)	30(21.1%)	62(43.7%)	46(32.4%)	142
In-service training	17(12.0%)	37(26.1%)	57(40.1%)	31(21.8%)	142
Induction programs	10(7.0%)	27(19.0%)	56(39.4%)	49(34.5%)	142

Note: SD=Strongly Disagree, 2. D=Disagree, 3, A=Agree 4. SA=Strongly Agree

Source: Field data 2020

As illustrated in Table 1, a majority of respondents highlighted that academic excellence (77.4%), professional development (78.2%), and classroom visitation (71.9%) are significant aspects of instructional supervision that contribute substantially to the provision of quality education in secondary schools. This suggests that when school supervisors conduct classroom visitations, teachers enhance their teaching skills, leading to improved academic excellence. Moreover, the findings suggest that trained teachers are more motivated and encouraged during teaching, ultimately enhancing the delivery of quality education in schools. These findings align with

Mudawali's (2016) argument that teachers' professional development simplifies school instructional supervision practices. It can be asserted that educational managers should prioritize instructional supervision practices to ensure the provision of quality education.

Additionally, 79.5% of respondents believed that a conducive teaching and learning environment enhances the provision of quality education in schools. In line with this perspective, Abubakr (2015) argues that supervisors should be mindful of the learning environment to ensure the availability of learning materials and resources,

contributing to improved education provision. Creating a positive learning environment in schools is likely to boost teaching morale and commitment among school heads and teachers, thereby enhancing the quality of education services.

Based on the qualitative data collected through interviews, questionnaires, and document reviews, various themes emerged regarding how instructional supervision practices contribute to improving the quality of education in schools. These themes are presented and discussed in the following section.

Students' Academic Excellence

The results reveal that the implementation of instructional supervision plays a crucial role in enhancing students' academic excellence, serving as an indicator of quality education. Furthermore, school heads are responsible for overseeing teaching effectiveness to ensure quality education in schools. As indicated in the questionnaires, a significant portion of the respondents emphasized that thorough supervision in educational settings empowers students to achieve their aspirations of high academic performance. Highlighting this point, one of the respondents anonymously wrote,

“School heads should oversee the implementation of lesson plans and schemes of work during classroom instruction. This monitoring is essential to ensure the effectiveness of teaching and learning, ultimately leading to the improvement of students' academic performance” (Anonymous, 2021).

From the findings, it was also evident that enhancing teaching effectiveness requires proactive involvement of school supervisors who closely monitor and support teachers, thereby boosting morale and commitment to elevate the quality of education. Aligning with Glanz, Shulman, and Sullivan (2007) findings, instructional supervisors play a pivotal role in attending classroom sessions to assess teaching effectiveness and students' academic progress. Moreover, ensuring quality education necessitates

meticulous monitoring of teacher attendance, adherence to teaching guidelines, and timely coverage of syllabi. For this reason, instructional supervisors are tasked with scrutinizing the use of teaching materials such as schemes of work, lesson plans, and notes to identify areas of improvement in teaching methods. This approach, as advocated by Benigno (2016), involves supervisors' active participation in class observations, note-taking, and evaluating teaching alignment with content expectations. From this perspective, it is reasonable to assert that the lack of diligent supervision may result in unattended shortcomings in teaching, posing difficulties for educators in filling the gaps left by missed sessions. Supervisors, utilizing logbooks, play a crucial role in pinpointing and rectifying absenteeism issues, underscoring the importance of regular follow-ups to prioritize teaching commitments over personal endeavours. The ultimate objective is to foster an atmosphere where teachers demonstrate unwavering dedication to their profession, thereby enriching the overall quality of education and fostering academic excellence among students.

Despite these efforts, challenges arise, particularly when teachers grapple with inadequate compensation and resort to additional income-generating activities. Eze's (2009) study highlights the link between teachers' pay and their commitment to duty, emphasizing the need for fair compensation to enable focused attention on teaching. Examining the situation in Tanzania, Mwesiga's (2018) study underscores the importance of school heads checking teachers' adherence to teaching documents, including schemes of work and lesson plans. However, the effectiveness of these measures depends on teachers' commitment, confidence, and competence in implementing them during classroom instruction.

The study's findings underscore the vital role of conscientious instructional supervision in promoting teacher adherence to teaching documents, punctual class attendance, and effective instruction aligned with the curriculum.

This dedicated commitment creates an environment conducive to enhancing the quality of education, ultimately fostering academic excellence for all students, regardless of their socioeconomic backgrounds.

Promotes Teacher Professional Development

Teacher professional development, as facilitated by instructional supervision, plays a pivotal role in ensuring and enhancing the quality of education. The study's findings highlight the positive impact of fostering professional development among teachers. Such encouragement not only allows them to update their professional skills but also contributes to the enhancement of competence and confidence in teaching. Ultimately, it plays a crucial role in facilitating the provision of quality education within the school context. This conclusion is supported by insights gathered from the questionnaire responses,

Teachers must consistently update their professional skills to broaden their knowledge and enhance their capabilities in the teaching process. Professional development serves as a crucial avenue for both teachers and school heads to refine and elevate the overall teaching process, contributing to the attainment of goals related to providing quality education in schools” (July, 2021).

Based on this observation, it is evident that when teachers are afforded opportunities to update their professional careers, they can embrace new teaching techniques, ultimately facilitating students in reaching the required standards. The correlation between supervision and professional development is unequivocal. As highlighted in Sharma and Al-sinawai (2019) study, instructional supervision oversees curriculum implementation and plays a pivotal role in fostering professional development, propelling teachers forward in their careers. Put differently, instructional supervision serves as a crucial element in aiding teachers in nurturing leadership skills essential for adept classroom management. Consequently, it becomes a driving force in

elevating the overall quality of education imparted in schools.

Moreover, as found out by this study, professional development, one of the key goals of instructional supervision, serves as a crucial avenue for teachers to expand their teaching skills, fostering competence and confidence in delivering content during class sessions. To promote this, the government should create avenues for both school heads and teachers to update their professional careers through seminars, academic workshops, and scholarships for further studies. Interviews also underscored the importance of financial support, suggesting that loans and aids could enable teachers to pursue further studies, enhancing their competencies in teaching. Promoting professional development with the backing of governmental and supervisory support yields extensive advantages. It enhances teachers' morale and amplifies their confidence and competence in classroom instruction, ultimately uplifting the overall quality of education in schools. As certain participants in this study articulated, ensuring effective teaching and achieving high-quality education necessitates purposeful support for teachers. This involves providing financial assistance, encouraging attendance at seminars and workshops, and affording opportunities for further studies. This discovery aligns with Mudawali's (2016) research, highlighting the symbiotic relationship between instructional supervision and professional development.

However, a review of documents revealed a lack of records documenting teachers' and school heads' appointments to attend seminars or receive scholarships for further studies. This deficiency in promoting professional development adversely impacts the quality of education services in schools. Encouraging teachers and school heads to pursue further studies enhances their morale, improves supervisory skills, and contributes to improving education provision (Tsefaw and Hofman, 2014). Based on this observation, there is a critical link between ongoing professional development and improving education provision.

It emphasizes the need for school supervisors to actively support and ensure continuous professional development for teachers and school heads. Additionally, the government's provision of financial support, such as loans and aids, can significantly enhance teachers' professional careers and, consequently, the quality of education in schools.

Classroom Visitation

This research has revealed that classroom visits, as a component of instructional supervision, are crucial for fostering teacher professional development, enhancing teaching and learning, and ultimately achieving high-quality education. A respondent emphasized this point in their written response to the questionnaires saying;

Timely and effective classroom visits and observations, combined with prompt feedback, boost teachers' confidence, improve classroom management, enhance content competence, and contribute to professional development and competence in the teaching process. Consequently, when conducting classroom observations, it is essential to ensure the provision of relevant information and adequately prepare teachers before they enter the classroom. Unfortunately, today, classroom visitation is perceived as threatening and not as beneficial as originally intended. For this reason, classroom visitation should be revisited, explained, and encouraged (Anonymous respondent, 2021).

Based on this feedback, it is clear that monitoring and observing teachers during class sessions play a vital role in improving teaching and learning, thereby ensuring the delivery of quality education in schools. Consequently, during classroom observation, those engaged in instructional supervision should adopt a supportive and guiding approach, steering away from harsh language and fault-finding. The aim is to cultivate flexibility among teachers in instructional supervision. Arguably, instructional supervisors must actively visit classrooms to witness the teaching process, offering corrections and commendations to enhance quality education. This perspective

resonates with the findings of Kieleko's (2015) study. Kieleko emphasizes the significance of a positive approach in monitoring teaching documents such as the scheme of work, lesson plans, notes, and teaching aids to promote effective teaching and enhance the quality of education in schools. According to Kieleko, those involved in instructional supervision, during classroom visits, should ensure that observations encompass the evaluation of teaching methods and lesson notes to facilitate continuous improvement in the delivery of quality education.

The study further reveals that while those involved in instructional supervision often collect teaching documents, their monitoring and application during class sessions may not be rigorous. Therefore, there is a need for instructional supervisors to actively monitor the application of these teaching documents, contributing to the effectiveness of teaching and the provision of quality education in schools. Additionally, during classroom visitations, instructional supervisors should employ a supportive and guiding language to foster cooperation. Conversely, the use of a poor approach, such as harsh language, has been observed to intimidate teachers, instigating fear, and diminishing confidence. Adopting a positive approach in classroom observation not only boosts teaching morale but also enhances the application of teaching documents, ultimately providing quality education in schools.

CONCLUSION

This study focussed on exploring the role of instructional supervision in enhancing the quality of education, emphasizing its fundamental significance. It is crucial to acknowledge, however, that the mere presence of instructional supervision does not guarantee quality education. The findings stress the necessity for deliberate efforts on the part of school administrators to foster a clear conceptualization of instructional supervision and its practical implementation. Both supervisors and supervisees should possess a comprehensive understanding of the concept, purpose, and mechanisms of instructional

supervision. In fact, considering the current landscape of instructional supervision, one could contend that a fundamental shift in teachers' perspectives is essential to realize the benefits of instructional supervision.

Additionally, the study underscores the significance of instructional supervision in ensuring education quality. Consequently, the outcomes of this research offer valuable insights to various educational stakeholders, advocating for heightened awareness of the importance of effective instructional supervision practices. It strongly urges school supervisors to prioritize and reflect on the importance of instructional supervision in the provision of quality education within schools. The study findings clearly indicated that despite being a significant means for enhancing education quality, instructional supervision has not received sufficient attention from educational stakeholders. The delivery of quality education demands active incorporation of instructional supervision elements by school supervisors, including ensuring academic excellence, promoting professional development, conducting classroom visitations, creating conducive learning environments, and refining classroom instructions. Recognizing the critical role of instructional supervision practices is imperative for achieving quality education and academic success. Hence, it is crucial to emphasize the vital role of instructional supervision in improving the overall quality of education within schools and raising the academic performance of students. As asserted by Lekule (2022), considering the profound importance of education to humanity and its broad societal and economic implications, ensuring the quality of education is a complex undertaking. Therefore, every endeavour and resource, including instructional supervision, should be regarded as an essential responsibility that educational leaders must diligently work to implement effectively. Finally, it is worth noting that, for the purpose of education and the goals of instructional supervision to be achieved. All educators must change their mindset in regard to instructional

supervision. Failure to do so is tantamount to the quality of Education goals.

RECOMMENDATIONS FOR ACTION

In order to improve the effectiveness of instructional supervision and optimize the quality of education in Tanzania, three key recommendations are proposed as listed below:

First, addressing fundamental issues: To ensure effective instructional supervision leading to improved education quality, educational and government leaders must address critical issues such as overpopulated classrooms, inadequate teacher housing, and shortages of essential resources like electricity, clean water, and teaching materials. Additionally, they should strive towards cultivating a positive working environment as a fundamental means for enhancing the impact of instructional supervision. Moreover, educational leaders are encouraged to consider mentorship programs as an essential means to increase teachers' awareness of the significance of instructional supervision practices, fostering greater collaboration with school supervisors.

Second, policy development and implementation: Policymakers play a crucial role in shaping policies that govern instructional supervision practices. It is recommended that policymakers develop or revisit policies mandating instructional supervision across all schools. These policies should offer clear guidance to school leaders and instructional supervisors, ensuring effective implementation of supervision practices to enhance education quality.

Third, empowerment of educators: Educational leaders should focus on empowering teachers by improving their living conditions, ensuring fair remuneration, facilitating promotions, and providing opportunities for additional studies. This empowerment is vital for creating a positive learning atmosphere. Instructional supervisors, in addition to routine inspections, should actively promote teachers' dedication to their profession by ensuring the availability of teaching resources, collaborating with the government to enhance

working conditions, and offering incentives such as meals, recognition of achievements, and access to professional development opportunities.

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