Instructional supervision: best management practices in secondary schools in Kinondoni municipality, Tanzania

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ABSTRACT

Quality of learning depends much on classroom management, and instructional supervision always helps to alert the teacher in managing class. Instructional supervision practices engage teachers and their principals in a mutual relationship for the sole purpose of developing, maintaining and improving a school's instructional programme, especially its curriculum and teaching personnel in attaining quality of education. This study intended to explore the best practices of instructional supervision management in selected secondary schools in Kinondoni Municipality. Specifically, it was aimed at examining the perception of teachers about instructional supervision practices and identifying exemplary/best practices of instructional supervision techniques practiced in secondary schools and lessons drawn from them for other institutions. The study used both qualitative and quantitative approaches and a descriptive survey design. It relied on a sample size of 159 participants, including parents, heads of schools, heads of departments, teachers and students from five selected secondary schools. The data were collected through interviews, questionnaires, document reviews, and observation and were analysed through descriptive statistics and content analysis. The findings of this study revealed that the majority of teachers had negative attitudes towards instructional supervision as a result of unfriendly supervisory practices by heads of schools and heads of departments. The supervisors failed to create a friendly environment with their supervisee to the extent that the teachers perceived instructional supervision as a mere implementation of the stipulated policies. The study further observed that the supervisors lacked adequate training apart from being too occupied by administrative roles and hence forgetting supervisory activities. The study established that teachers in secondary schools perceive instructional supervision as more fault finding rather than supporting them in improving their teaching practices. The focus of school-based supervisors ought to be on assisting teachers in enhancing their teaching and learning processes to better administer instructional supervision. Instructional supervision must place more emphasis on improving than on proving.

◫ INTRODUCTION

In a school system, good supervision is crucial to achieve the aims, goals, and objectives of educational initiatives. That is, good supervision is necessary for the efficacy and success of the educational system. According to Beach and Reinhartz (2000), instructional supervision is a process that supports instruction and gives teachers feedback on their instruction to enhance performance. By concentrating on teachers' instructional development, instructional supervision aims to raise academic accomplishment among students (Wanzare and da Costa, 2000).

Instruction supervision has a positive effect in terms of developing teachers' experiences, curriculum implementation, improvement of teaching methods and materials, classroom management, and assessment techniques (Darteh et al, 2014). In Tanzania, the guidelines for school supervision assign the heads of schools to supervise the availability and proper utilization of inputs, and curriculum implementation includes preparation and use of academic documents and management of classroom instructions, syllabus interpretations, assessment and evaluation of learning achievements (MoEVT 2009, as cited in Hossain. 2018). That is why Ayeni (2012) pointed out that the heads of schools should put much effort into monitoring teachers' attendance, lesson plan preparation, and preparation of lesson notes, which in return helps principals set measures

towards the effective implementation of goals and objectives.

In the same view, De Grauwe (2001) further argues that for the supervision process to be successful and indeed help supervisors perform their duties thoroughly, supervision should be provided in terms of giving teachers the necessary support on their road to deliver the necessary needs to students. Therefore, supervision is performed when teaching and learning are taking place and the head teachers ensure it, and at the end of the lesson, the discussion is made with the respective teacher from the class observation. In addition, the teachers were consulted and involved in instructional matters (Wawira, 2012). The applicability of internal school supervision and its effects on the quality of education in Ilemela District, Tanzania, is a study performed by Jumapili (2015) and found that, apart from district educational officers, heads of schools conduct supervision regularly, which makes other affairs, such as discipline, efficiency and truancy, well monitored through the head office at the working station.

Through classroom observation when teaching and learning are in progress, meetings, conferences and deliberations with teachers are areas where heads of school provide supervision instructions for the effective professional development of teachers to improve the teaching-learning process. Effective supervision instructions given by school heads provide room for teachers to collaborate and are willing to share what they think would help the school develop in the services being provided for better outcomes (Tyagi, 2011).

However, in Tanzania, even though some secondary schools succeeded in performing better, less is known about how they manage to practice internal supervision effectively. This is because little has been done in training school leaders on how they should supervise others, and the little that is done at the Agency for the Development of Educational Management (ADEM) in Bagamoyo is not clear how it supports school heads and even ward education coordinators. Little is known about internal or clinical supervision, hence the need to explore views on it (Jafar et al., 2023; Thobega and Miller, 2003). The study was interested in revealing how the best internal supervision is practiced in secondary schools, including coaching, clinical supervision, collaborative teaching/learning, lesson study, learning study, and classroom visitation. Therefore, this study explored how school-based instructional supervision can be better practiced to improve teaching in secondary schools. Specifically, it was aimed at examining the perception of teachers about instructional supervision practices and identifying exemplary/best practices of instructional supervision techniques practiced in secondary schools and lessons drawn from them for other institutions.

Literature review

Educationalists and researchers currently insist on the need for school-based instructional supervision as the best way to monitor school activities. For example, Mac & Mac 2002 insisted that there is a need for supervision systems and procedures to be rethought to meet the quality issues in school education. School-based instruction supervision performed by the head of the institution could ensure the continuous professional development of teachers and help improve teaching and learning quality (Rajvir, 2010).

In most developed countries, such as the United Kingdom and USA, most attention is on inspection rather than school-based instruction supervision. In the Netherlands, for example, there is an inspectorate board on top of the municipality, and below the municipality, there is a school board followed by a school (Hovde, 2010). This is contrary to countries such as Finland, where school-based instruction supervision is more emphasized. Finland eliminated its provincially based education inspectorate by giving full responsibility for educational provision and supervision to municipalities. Municipalities are needed by law to evaluate schools each year without any additional national entity responsible for individual school-level supervision (Hovde, 2010). In Britain, school supervision has been the principal means for improving the quality of the school system since the early 19th century. It is used as an important tool in monitoring school activities performed by government inspectors in Britain and later extended to other parts of the British Empire. The model of supervision was that of top-down control that was guided by rules, regulations, acts, and codes.

Govinda (2000) showed the importance of school-based instructional supervision in India as a shift to school-based management because top-down models have not been successful. This was because each school operates in a unique context and raises a need to develop an effective system to ensure greater accountability on the part of schools for what they do. For that case, the heads' ultimate purpose should be to improve institutions and ensure better education (Shukla, 1983).

In Africa, supervision services emerged together with the introduction of formal public education years back to the early 1920s (De Grauwe, 2001). Supervisors were expected to fulfil a set of tasks, including control such as inspection visits, support tasks such as informal guidance and more formal in-

service training or meetings, some administrative duties and a representative function (De Grauwe, 2001). In Nigeria, for example, instructional supervision can be traced back to the colonial era when tasks were entrusted to the agents of voluntary agencies organized by some colonial personnel, such as school directors. From this point of view, Taiwo (1980) considers supervision to be a technique of enhancing classroom work through direct visitation and observation. This can be seen through clinical supervision, where there are groups of teachers, supervisors, and subject specialists working together to achieve a common goal. Clinical supervision is based on mutual trust and focuses on enhancing individual classroom teachers' performance in the classroom through observation.

In Tanzania, school-based internal supervision (SBIS) is assigned to be the duty of the head teachers or heads of schools or principals of the colleges, the ward education officers (WEOs) and the district education officers (U.R. T, 2010, as cited in Hossain. 2018) also play the same role. However, the legal mandate to inspect schools in Tanzania is given to the Inspectorate department within the Ministry of Education and Vocational Training that is headed by the Chief Inspector of schools (Mmbando and Hongoke, 2010).

The school supervision performed in Tanzania under central school inspectors mostly seems to have two major challenges: first, it lacks proper, appropriate and uniform concentrations; and second, it is more control oriented than support and help. School inspectors tend to grade school performance by considering infrastructure and administrative aspects rather than helping teachers improve their teaching and learning practices (Mmbando and Hongoke, 2010). Similarly, Matete (2009) added that school inspectors tend to focus on the preparation of documents and the creation of fear among teachers instead of supporting and helping teachers through the provision of enough resources and time to stay in schools.

Teachers' Perception of Instructional Supervision

According to Jackson (2001), one of the most difficult jobs of the school administrator is the supervision of staff. It is when teachers in a school hold largely negative perceptions about the school head's supervisory role that the task becomes a challenge. South worth (2002) observes that hostility between supervisors and supervisees results from situations where the school fails to be a hospitable environment for the exercise of instructional leadership. This is seen as a product of a professional culture that lacks openness, trust and security in which teachers feel confident in becoming learners.

Holland and Adams (2002) contend that teachers' negative views about supervisors' supervision tasks are normally caused by incorrect supervision. Wrong supervision is autocratic in nature and is evidenced by the supervisor assuming an all-knowing role and always having something to teach to the supervisee. The supervisor gives himself no room to learn from the supervisee. However, appropriate supervision supports teaching and professional development (Holland and Adams, 2002).

Teachers' perceptions of the preobservation period show that most heads were autocratic in their approach. The realization that some school heads simply walked into classes for observation without prior notification is indicative of this wrong approach to supervision, as observed by Holland and Adams (2002). Even in instances where notices are given but no time is given for teachers to prepare for the head's visit, there is confirmation of authoritative supervisor-centered activities insofar as supervision is concerned (Acheson and Gall 2003). When no preobservation discussions were conducted by some school heads, it is contrary to the ingredients of clinical supervision, as the preobservation discussions are critical in the supervisor obtaining vital information on learner progress and challenges the teacher encounters in the class (Sergiovanni and Starrat, 2006). Preobservation discussions also allow the supervisor to outline expectations in the supervision task with the teacher's input being sought.

However, in some instances, positive perceptions from teachers are due to the design of supervision through consultations and put in place at the beginning of each term. Such an approach is a good starting point of collaborative supervision that helps stem out teachers' feelings of hostility and resentment (Sidhu and Fook, 2010).

In a study on the supervision of special education instruction in rural district schools in the USA, Zepeda (2015) identified peer interaction as necessary for fruitful teaching and learning processes. The supervision approach was insisted upon by Isaiah (2014) as collegial and most significant support for teachers. Another necessary constituent of an effective instructional supervisor is communication skills. The increase in the body of research emphasizing the importance and value of relationship and communication skills in an environment involving teachers, students and other professionals is relatively high. Encanto (2005) conducted a study in

South Africa on teachers' perceptions of clinical supervision practice as a tool for improving the quality of teaching. School heads, managers and educators in South Africa used clinical supervision techniques as a possible and excellent tool for improving the quality of teaching and learning by applying implementation strategies comprising clinical supervision, self-directed supervision and peer supervision techniques. At the development level, this is something that most teachers perceive positively.

In Nigeria, Sule et al. (2015) searched for the relationship between instructional supervision and the roles of teachers in ensuring effectiveness in secondary schools. Additionally, Colantonio (2005) conducted a study on teachers' perceptions of the clinical supervision and academic performance of secondary school students in Nigeria. In their studies, they revealed that using the portfolio technique in classrooms helps to enhance professional discussion by explaining what is observed in classrooms. Thus, the staff discussed together to identify their success and students' problems. In their studies, they both observed that there is a positive relationship between the portfolio technique of supervision and increasing teaching performance. In their study, they insisted on improving students' learning, and portfolio documents should focus on teaching in class and students' evaluation.

Based on Vander (1999), in Botswana, the majority of school heads consider checking lesson plans as the most important means of assessing teachers; thus, they focus only on reviewing documents without instructing teachers in what to do. This situation leads more teachers to focus more on the preparation of supervision requirements and not on effective teaching and learning in the classroom. School heads are advised to focus on supervising teachers to ensure that what is prepared is that taught in the classroom to bring the effectiveness of documents to the intended use and good rapport.

In Tanzania, Omari (2011) conducted research on teachers' perceptions of clinical supervisors in monitoring teaching and learning in public primary schools in Kondoa district. The study examined how the majority of primary school teachers perceive supervisors as fault founders and criticizers. Likewise, they observed that the use of portfolio techniques helps teachers understand pupils' learning progress and noted that using peer coaching in in-service teacher training (INSET) helps improve teaching quality and encourages teachers to avoid lecture methods because it is less effective in improving teaching performance. Additionally, they proved that when teachers used portfolio documents in

assessment, it helps to record children's ongoing development over time, as it involves children in assessing their work.

The best practices of instructional supervision management in selected secondary schools

Implementing different supervisory approaches is essential not only to give choices to teachers but also to provide choices to administrators and schools (Kutsyuruba, 2003). The widely used approaches to instructional supervision are categorized as clinical supervision, collaborative supervision (peer coaching, cognitive coaching, and mentoring), self-reflection (self-directed development), professional growth plans, and portfolios (Zepeda, 2007). Details of each component of instructional supervisory approaches are discussed below.

Clinical Supervision

Goldhammer and Cogan developed this approach (model) to instructional supervision in the late 1960s. According to Sergiovanni and Starratt (2007), clinical supervision is face-to-face contact with teachers with the intent of improving instruction and increasing professional growth. It is a sequential, cyclic and systematic supervisory process that involves face-to-face (direct) interaction between teachers (supervisees) and supervisors designed to improve the teacher's classroom instruction (Kutsyuruba, 2003).

The purpose of clinical supervision according to Snow-Gerono (2008) is to provide support to teachers (to assist) and gradually increase teachers' abilities to be self-supervising. In the process of clinical supervision, a one-to-one correspondence exists between improving classroom instruction and increasing professional growth, and for this reason, professional development and clinical supervision are inseparable concepts and activities (Sergiovanni and Starratt, 2006). Clinical supervision is officially applicable to inexperienced beginning teachers, teachers experiencing difficulties, and experienced teachers who are in need of improving their instructional performance or who are in need of learning to work with new methods and approaches in their classroom.

Collaborative Supervision

Collaborative approaches to supervision are mainly designed to help beginning teachers and those who are new to a school or teaching environment with appropriate support from more experienced colleagues. Thus, these colleagues have an ethical and professional responsibility for providing the needed type of support upon request (Kutsyuruba, 2003; Kurtts, and Levin, 2000). The major components of collaborative approaches to supervision are peer

coaching, cognitive coaching, and mentoring. However, various authors have stated that these approaches to instructional supervision overlap each other but are quite different in their purpose and function (Kutsyuruba, 2003). Details of each kind of collaboration are further discussed below.

Peer coaching

Peer coaching is a type of supervision in which teachers in a given school work collaboratively in pairs and small teams to observe each other's teaching and to improve instruction (Beach and Reinhartz, 2000). Peer coaching, according to Sullivan and Glanz (2000), is defined as teachers helping each other reflect on and improve teaching practice and/or carry out new teaching skills needed to carry out knowledge gained through faculty or curriculum development.

Peer coaching differs from other coaching approaches in that it involves teachers of equal status (beginners with beginners or experienced with experience) and focuses on innovations in curriculum and development. Robbins clearly stated peer coaching as a confidential process through which two or more professional colleagues work together to reflect on current practices; expand, refine, and build new (innovative) skills; share ideas; and teach one another or solve problems in the workplace (Adams and Pierce, 2009). The goal of coaching as described by Sergiovanni and Starratt (2007) is to develop communities within which teachers collaborate with each other to honor a very simple value: when we learn together, we learn more, and when we learn more, we will more effectively serve our students.

Cognitive coaching

The term cognitive in supervision refers to becoming aware (mediated thinking) of one's own teaching effectiveness. Cognitive coaching is an effective means of establishing sound relationships between two or more professionals of different statuses (beginners with experienced teachers, beginners with assigned supervisors, or experienced teachers with assigned supervisors). According to Zepeda (2007), the cognitive coach should be more knowledgeable and experienced in the practices being learned than the teacher being coached. Thus, in cognitive coaching, the coaches (more experienced teachers) act as a mediator between the beginner teacher being coached and his or her own thinking. Cognitive coaching is therefore defined as a set of strategies, a way of thinking and a way of working that enables the self and others to shape and reshape their thinking and problem-solving capacities (Costa and Garmston, 2002).

Mentoring

Mentoring differs from peer coaching and cognitive coaching in that it involves a hierarchical relationship only between a beginner and senior (more experienced) teacher. In addition, in mentoring, one senior teacher from the same department is assigned as a mentor for one beginner teacher. Thus, there is a one-to-one correspondence between senior and beginner teachers (Latz et al., 2009). Mentoring is a form of collaborative (peer) supervision focused on helping new teachers or beginning teachers successfully learn their roles, establishing their self-images as teachers determine the school and its culture, and understanding how teaching unfolds in real class rooms (Sergiovanni and Starratt, 2007).

To attain improved teaching and learning outcomes, we need to have effective clinical supervision practices. In Australia, a study conducted by Lucio and McNeil (1979) and Abu-Rasain (1994) on the clinical supervision model in supervisors' practices in Australian teachers' performance revealed that there is a need for more training for supervisors to achieve improved teaching and learning. Additionally, the study revealed that if supervisors create a trusting climate with them and supervisees and provide the needed support to them, professional growth will most likely occur.

In short, the findings from the reviewed literature show that the supervision of staff in schools is a difficult administrative job (Jackson, 2001); teachers have a negative attitude toward supervision practices (Holland and Adams, 2002). Studies outside Africa and within Africa currently revealed that supervision faced several challenges: lack of skills among teachers to master topics, lack of in-service training and poor communication between teachers and supervisors (Fafunwa, 2010; Ayeni, 2012; Alkrdem, 2011).

Although different studies have been conducted in Tanzania on instructional supervision, such as Basil (2013) and Jumapili (2015), there is still a gap in how best internal supervision is practised in secondary schools. Specifically, how do the heads of schools utilize supervision approaches such as clinical supervision, coaching, learning study and lesson study? Therefore, this study focused on best practices of instruction supervision management in secondary schools in Kinondoni Municipality.

METHODOLOGY

The study used both qualitative and quantitative approaches and a descriptive survey design. It relied

on a sample size of 159 participants, including parents, heads of schools, heads of departments, teachers and students from five selected secondary schools. The study applied Kerlinger's formula for the selection of students and parents at 15% confidence. The formula states that 10% to 30% of the targeted population is adequate to inform social science research. The selection of heads of departments and school heads was performed purposively. The data were collected through interviews, questionnaires, document reviews, and observations. Head teachers and heads of departments were interviewed on practices of different supervision techniques at school. The interviews also included students and parents to understand their views on the strengths and weaknesses of supervisory practices.

The interview supplemented the questionnaire and included students and parents to understand the strengths and weaknesses of supervisory practices. The study spent 40 minutes interviewing each respondent. The interview was guided by guidelines, and the researcher recorded the information in the notebook. The focus of the interviews varied depending on the specific respondent. In the case of students and parents, the focus was on their perception of how well supervision is practiced and any need for improvement. Additionally, different activities were observed, including classroom presentation, assessment, attendance, meeting and the management of all activities conducted at the school level. The data obtained from interviews and observations were checked by reviewing various documents, such as scheme of works, attendance register, lesson plans and syllabus. The review focused on the effectiveness of the preparation of documents and its reflection on the management of supervisory activities. Data were analysed through descriptive statistics and content analysis. Validity and reliability were ensured through content validation, member checking and both source and methodical triangulation. Ethical issues were ensured by the participants' consent form, anonymity, integrity and honesty.

RESULTS AND DISCUSSION

The results of this study are organized according to the research objective that guided this study: examining the perception of teachers about instructional supervision practices and identifying exemplary/best practices of instructional supervision techniques practiced in secondary schools and lessons drawn from them for other institutions.

The perception of teachers on internal supervision practices

The purpose of this objective was to understand teachers' perceptions of internal supervision practices. The researcher began by asking the teachers about how they perceived supervision and supervisors. Three variables presented to teachers and their responses are presented in Table 1.

Table 1. Perception of teachers on supervision practices

Variable	F	Percent
Supervision for fault finding	16	26
Supervisors shows that they know everything	35	56
Supervision improves learning processes and guides the teachers	11	18
Total	62	100

Source: Field data (2022)

The findings from Table 1 revealed that 26 percent of teachers perceive supervision as a fault finding, 56 percent perceive supervisors as showing themselves as they know everything, and 18 percent perceive supervision as a tool for improving learning processes and guiding teachers. Furthermore, the researcher interviewed the teachers to understand their perception of internal supervision. One of the visited teachers had the following to say:

Most of the time, our supervisors look more at what you did wrong than what you are truly good at teaching. Sometimes we get the impression that not only are they supervising us but they are looking at where we go wrong so that they can criticize us. This situation makes us unable to improve our teaching (Interview, 2022). The quotation from the teacher revealed that the visited teachers had negative perceptions of supervision in schools. Some of the teachers believed that the supervisors are there as fault finding and not helping the teachers at all. The researcher decided to interview the head of school for more clarification, and one of them replied, "Many teachers have a negative attitude about the management we do here in the school. Many assume that managers are there only for mistakes and not to praise them, which is not true. I, as the principal of the

school, have been congratulating the teachers who are doing well several times. Any teacher who does not plan well in teaching always ends up blaming. This makes it very difficult to manage teachers who have a negative attitude in the whole management exercise" (Interview, 2022). The quotation from the head of school showed that most of the visited teachers in secondary schools in Kinondoni municipality had negative attitudes towards internal supervision. This finding is in line with Jackson (2001), who argued that one of the most difficult jobs of the school administrator is supervision of staff. It is when teachers in a school hold largely negative perceptions about the school head's supervisory role that the task becomes a challenge.

The study further determined why teachers had negative attitudes towards internal supervisors. One of the visited teachers said,

For me, I see the way in which supervision is done is completely ineffective. Supervision itself is not done correctly; for example, you may find the head of the department enter the classroom, stay for 10 minutes while you are teaching and then leave. However, at the end of the day, it does not tell you anything about the quality of your teaching. However, at the end of the day, you are called by the principal and told about your shortcomings during teaching. This is not right because it is like the heads of departments talking to school principals (Interview, 2022).

The quotation from the teacher revealed that the teachers in visited secondary schools claim on the nature of internal supervision as it conducted in a wrong way. In visited secondary schools, the heads of departments are not ready to help teachers improve teaching and learning processes; instead, they present teachers' weaknesses to the head of school. These findings are similar to those of Holland and Adams (2002), who contend that teachers' negative views about supervisors' supervision tasks are normally caused by incorrect supervision. Wrong supervision is autocratic in nature and is evidenced by the supervisor assuming an all-knowing role and always having something to teach to the supervisee. The supervisor gives himself no room to learn from the supervisee. However, proper supervision supports teaching and professional development.

Similarly, Sidhu and Fook (2010) argued on how a positive perception of supervision can be created. For instance, positive perceptions from teachers are due to the design of supervision through consultations and put in place at the beginning of each term. Such an approach is a good starting point of collaborative supervision that helps stem out teachers' feelings of hostility and resentment.

Furthermore, the study needs to understand teachers' perceptions of the mode of classroom observation performed by supervisors. One of the visited teachers said the following:

In most cases, the heads of schools are just entering the classroom without prior information to subject teachers. In some cases, it happens that when you proceed with teaching activity, the head of department asks you to enter the class for observation. Not only that but also when they notified about classroom observation, they did not give time for preparation before classroom observation (Interview, 2022). The quotation from the teacher revealed that the teachers in visited secondary schools are not notified before classroom observation. If it happens that they are notified, then they are not given enough time for preparation. The findings are similar to those of Holland and Adams (2002), who found that teachers' perceptions of the preobservation period show that most heads were autocratic in their approach. The realization that some school heads simply walked into classes for observation without prior notification. Even in instances where notices are given but no time is given for teachers to prepare for the head's visit, there is confirmation of authoritative supervisor-centered activities insofar as supervision is concerned (Acheson and Gail, 2003). Furthermore, the researcher was interested in understanding teachers' perceptions of the impact of internal supervision. The perception of visited teachers in secondary schools is presented in Table 2.

Table 2. The perception of teachers on the impacts of internal supervision

Variable	F	Percent
Internal supervision as tool to improve teaching and learning outcomes.	34	55%
Oriented about the practice of internal supervision	26	42%
Teachers are resistant against internal supervisory activities	42	68%
Collaboration between school supervisors and teachers	39	63%
Internal supervision is an opportunity for teachers to discuss teaching and learning challenges.	27	44%
Internal supervision enabled teachers to understand and use a variety of teaching strategies	31	50%

Source: Field Data (2022)

Supervision as a Tool to Improve Teaching and Learning Outcomes

The findings from the table indicate that 55 percent of visited teachers perceive supervision as a tool to improve teaching and learning outcomes. This indicated that the extent to which internal supervisors support teachers in lesson planning and presentation was insufficient. However, MoEVT (2000) advocated that teachers should develop instructional materials for appropriate teaching-learning processes. Commenting on this, the interviewee among the visited teachers said,

For supervision to be a powerful tool to improve teaching and learning outcomes, there should be an effective and efficient supervision practice situation cemented by supervisors' commitment and transparency; in public secondary schools, internal supervisors rarely engage in mutual supervision, which can convince supervisees to have a positive attitude toward internal supervision and be committed to performing their responsibilities successfully (Interview, 2022).

The quotation from the teacher revealed that in visited secondary schools in Kinondoni municipality, teachers do not consider supervision to be a powerful tool for improving teaching and learning since it is not practiced at its needed level. The findings concurred with those of Zepeda (2007), who conducted a study on instructional leadership enhancing creativity in smart classroom activities and revealed that internal supervision, if practiced in its needed manner, acts as a powerful tool for teaching and learning improvement. Teaching and learning require supervisors' commitment as a core aspect that influences academic excellence in schools.

Furthermore, the study established that a teacher's perception of being positive or negative depends on the nature of supervision itself. Some visited teachers in Kinondoni Municipality had negative perceptions of internal supervision simply because the supervisors were harsh. One of the visited teachers had the following to say:

The heads of school and departments are sometimes harsh when they cross-check our teaching practices and find a certain mistake. A kind of supervision we have here it is like police and the suspect. There is no kind of recognition, help or support for teachers. What they do is prove instead of improve (Interview, 2022).

The quotation from the teacher revealed that the supervision practiced in visited secondary schools in Kinondoni Municipality does not support or help the teachers to improve their teaching strategies. The findings are contrary to those of Kutsyuruba (2003), who conducted a study in South Africa on teachers' perceptions of clinical supervision practices as a tool for improving the quality of teaching. School heads, managers and educators in South Africa used clinical supervision techniques as a possible and excellent tool for improving the quality of teaching and learning by applying implementation strategies comprising clinical supervision, self-directed supervision and peer supervision techniques. At the development level, this is something that most teachers perceive positively.

Teachers' Orientation about the Practice of Internal Supervision

The findings from Table 2 revealed that 42 percent of visited teachers in Kinondoni Municipality received orientation about the practice of internal supervision. Through semistructured interviews, it was indicated that most teachers (58 percent) were not well oriented towards the practice of internal supervision, as some of them used to question why supervisors should visit classrooms while they were not school inspectors. It was also found that for some of the school supervisors, it became very difficult to play their supervisory roles, as some of the teachers became resistant and reluctant to cooperate. On the other hand, it was shown that some teachers were well oriented, as all were teachers by profession; therefore, they knew all guidelines. Furthermore, few teachers had positive participation in the practice. One of the heads of school responded by saying, "I think they know because everyone is willing and participates. Teachers are ready to support supervisors and their colleagues in making sure that teaching and learning takes place as intended" (Interview, 2022).

The other teacher added that:
Some teachers understand because the supervisors tried to make regular follow-up on them and they know that the school head is the first supervisor of their day-to-day undertakings. I think they know because supervisors have been doing this for a while and I see that they support teachers and we are doing well regardless of some few rigid teachers (Interview, 2022).

The findings above indicate that in visited secondary schools in Kinondoni Municipality, most teachers are not oriented about the practice of internal supervision. Although there were few teachers who were not ready to participate or support school supervisors in supervision with the idea that internal supervisors were merely education inspectors, it can be seen that most of the teachers are not well oriented about the practice of internal supervision.

Resistance of Teachers against Internal Supervisory Activities

The findings are presented in Table 2. Sixty-eight percent of visited teachers resisted internal supervision activities. The visited teachers in Kinondoni municipality were observed to have negative perceptions of internal supervision. Teachers' attitudes were negative to the extent that some were against internal supervision. One of the visited teachers had the following to say:

Most teachers are resistant to internal supervisory activities because most internal supervisors practice internal supervision incorrectly. During the study, most internal supervisors tried hard to be recognized as education administrators who need teachers to obey or pay much respect to them rather than assisting teachers in teaching and learning improvement (Interview, 2022).

The findings from the quotation of the respondent above indicated that most of the teachers in visited secondary schools in Kinondoni Municipality were against supervisory activities. This is supported by Hoy and Forsyth (1986), who argued that the purpose of supervision is neither to make judgments about the competence of teachers nor to control them but rather to work cooperatively with them. They added that although assessment of teachers' effectiveness may be necessary, it is not supervision of instruction; indeed, it is likely to impede and undermine any attempt to improve teaching and learning. Internal supervision is the platform where teachers and colleagues are able to discuss their challenges of teaching and learning and find solutions for them together, which can remove teachers' resistance against internal supervision.

Collaboration between School Supervisors and Teachers

From Table 2, the findings indicated that 63 percent of visited teachers appreciate the collaboration between teachers and schools' supervisors. In the semistructured interview session with heads of school, it was revealed that supervision itself increased partnership between the teachers and the school-based supervisors. However, teachers needed more collaboration between the supervisors and themselves. However, one of the heads of school as internal supervisors complained about the challenge related to teachers who live far away from their work stations. This is because it was very hard for them to participate fully in school activities, as they sometimes came late and were tired. In visited secondary schools, there was no accommodation around the school community, and all teachers lived far away from the school. In interview one, among the heads of schools said,

To be frank, teachers support it, and they are ready to collaborate with their supervisors and other teachers in solving teaching and learning challenges they encounter. Their response is also good. For example, when I talk to teachers, they always change, and the mistakes are not repeated again. What they need is positive interaction when they are supervised (Interview, 2022).

The other school head responded that:

Through supervision, there is improved collaboration between teachers who were helped and the supervisor. In addition, through this undertaking, teachers recognize and value each other by helping each other. This has helped to improve teaching and learning quality and has increased pupils' performance, but this needs to be more emphasized to obtain the intended supervision goals (Interview, 2022).

The quotation from the head of schools revealed that the visited teachers in secondary schools in Kinondoni Municipality accepted that the practice of internal supervision needed collaboration between supervisors and teachers. It is clear that teachers have improved their teaching and learning as long as they are provided with the needed assistance and support through internal supervision. However, they have shown that they need more assistance to improve their teaching, especially that which came directly from the government.

Internal supervision offers an opportunity for teachers to discuss teaching and learning challenges

The findings in Table 2 indicate that 44 percent of visited teachers perceive internal supervision as an opportunity for them to discuss teaching and learning challenges. The study established that teachers needed opportunities for more improvements, but this could be possible if they were actively involved in supervision. In contrast, 56 percent of the respondents had another opinion that teachers would need other supervisors from outside the schools so that they could exchange experience with them. Based on the above indication, it can be established that few teachers and supervisors agreed that internal supervision was an opportunity for them to discuss their teaching and learning challenges.

Internal supervision enabled teachers to understand and use a variety of teaching strategies

The findings from Table 2 indicated that 50 percent of visited teachers in Kinondoni Municipality had a perception that internal supervision enabled them to understand and use a variety of teaching

strategies. During the interview session with heads of school, it was found that teachers were aware of the significance because when they were supervised, they witnessed the way they changed their teaching. It was also indicated that internal supervision was very significant because in these days, not all people entered the teaching profession as their best choice. Some teachers are teaching because they do not have other alternative jobs. Therefore, there was a need to supervise them at every stage from preparation for teaching to evaluation. One of the head teachers said the following:

Yes, internal supervision is very important and very useful in improving education. For instance, if the teacher does not know a certain topic, it is better to be assisted through this strategy; otherwise, it will be like doing nothing. Through this, teachers are able to improve their teaching, especially on hard topics.

The quotation from the visited head of school revealed that in visited secondary schools in Kinondoni municipality, internal supervision is considered a means of supporting and helping teachers improve their teaching strategies. The study established that the visited teachers in Kinondoni Municipality accepted that the practice of internal supervision needed collaboration between teachers. It is clear that teachers have improved their teaching and learning as far as they share experience with others. However, they have shown that they need more seminars and workshops to improve their teaching.

The other teacher added,

Frankly speaking, this is significant because school inspectors have few school visits, and they take a short time. Therefore, I think the school head has a big role in ensuring that supervision enables teachers to understand and use a variety of teaching strategies in the sense of improving teaching and learning activities. In any school, internal supervision is very important, as it assists teachers at working stations (Interview, 2022).

The quotation from the respondent revealed that external supervisors in visited secondary schools rarely make school visits to practice school supervision; therefore, internal supervisors need to pay much attention to overall supervision practices. This is conquered by Glickman et al. (2010) in their study supervision and instructional leadership, where school heads are tasked with conducting internal supervision in their schools.

The other teacher added that:

Internal supervision helped us greatly in improving teaching practices. For example, there has been an improvement in lesson preparation. Most subject sessions are taught as planned. There is a big

improvement in teaching and learning for teachers, and more importantly, we get good results in examinations (Interview, 2022).

The other head of school said,

It is very important because students get what is intended for them. Teachers also became competent in teaching. Seriousness increases as they prepare their lessons and become timely in their teaching. I think, without this kind of supervision, nothing can be done (Interview, 2022).

The head of school from other schools had the following to say:

In a real sense, we experience a big challenge from some subjects. When curriculum changes are made, seminars should be conducted. For example, many teachers are not able to employ ICTs in teaching because they are not aware of what to do in the classroom. When they decide to teach, they only use books, but they have no additional competence. Materials should also be provided, especially for fulfilling the competence-based curriculum that is now implemented. Then, the only way is effective supervision, which can arrange training and seminars among teachers (Interview, 2022).

The quotation from the visited teacher indicated that teachers find the assistance and support from supervisors helpful. The study established that although teachers had awareness of the essence of internal supervision, there were teachers who needed more supervision, as some of the teachers did not enter the profession with the intention to be good teachers but just to seek financial gains. However, it was also found that there were some cases that were complicated in regard to the improvement of teaching and learning. Some teachers complained of the challenges attributed to curriculum changes. They indicated that some subjects are complicated in teaching due to a shortage of teaching and learning materials. This implies that internal supervisors need to create different supervision options that will enable teachers to understand and use a variety of teaching strategies for improved teaching and learning.

Moreover, the other 50 percent of visited teachers in Kinondoni municipality had a view that internal supervision does not offer an opportunity to use various teaching methodologies. Through semistructured interviews, the study established that the teachers claimed that the heads of schools conducted internal supervision. One of the visited teachers had the following to say:

In schools, head teachers and department heads are busy with the preparation of lesson plans and work schemes. When the teacher does not prepare even a single session, the supervisors will complain and conclude that the teachers are not serious. In our

school, we had a kind of supervision that concentrated much on checking the documents and forgot to support teachers in improving their teaching strategies (Interview, 2022).

The quotation from the visited teacher indicated that the supervisors in Kinondoni municipality had no time to support teachers in improving their teaching practices. Most of the time, the supervisors focused on checking documents such as lesson plans and work schemes. The findings are similar to those of Vander (1999), who conducted a study in Botswana and observed that the majority of school heads consider checking lesson plans as the most important means of assessing teachers; thus, they focus only on reviewing documents without instructing teachers in what to do. As argued by Adu and Olaoye (2014), this situation leads more teachers to focus more on the preparation of supervision requirements and not on effective teaching and learning in the classroom. School heads are advised to focus on supervising teachers to ensure that what is prepared is that taught in the classroom to bring the effectiveness of documents to the intended use and good rapport.

Best practices of internal supervision techniques practiced in secondary schools

The intention of this objective was to point out the best practices that would be used in internal supervision in visited secondary schools. Through an open-ended questionnaire, the teachers were asked to mention the best practices in the supervision of teaching and learning activities. The best practices suggested by teachers included monitoring teachers' attendance and lesson preparation, improving teachers' academics through supervision, increasing teachers' morale and reducing the head of schools' administrative duties.

Monitoring of teachers' attendance and lesson preparation

The teachers suggested monitoring teachers' attendance and lesson preparation as among the best practices in the supervision of teaching and learning processes. In interview one among the teachers said,

There is a great need for principals to monitor the classroom attendance of teachers. This is because many teachers can come to school but fail to enter the classroom to teach. In addition, it is also important to monitor the preparation of sessions before teaching. We as heads of departments sometimes try to check the preparation of studies, but if the head of the school is involved, it becomes more powerful (Interview, 2022).

The quotation from the head of departments revealed that there is a need for heads of schools to

monitor teachers' attendance and preparation of lessons. In visited secondary schools, the teachers sometimes misses to attend the classes, and this recalls the close monitoring of teachers. The findings are related to the study of Ayeni (2012), who pointed out that principals should put much effort into monitoring teachers' attendance, lesson plan preparation, and preparation of lesson notes, which in return helps principals set measures towards the effective implementation of goals and objectives.

Improvement of teachers' academic achievement through supervision

The teachers visited during the study argued that the purpose of internal supervision should be to improve teachers' academics rather than to threaten them. Through unstructured interviews, one of the teachers said the following:

The head of the school and the head of the department should change so that they can properly manage teaching practices. Here, in the school, there are times when the principal and heads of departments, instead of helping the teachers improve their teaching, end up threatening them. This is not right because it ends up scaring teachers instead of improving learning methods (Interview, 2022).

The quotation from the teachers revealed that some heads of schools are just threatening the teachers instead of supporting them in improving the teaching and learning process. The visited teachers suggested the importance of a kind of supervision that supports and helps teachers rather than threatening them. These findings are similar to those of Gray and Gardner (1999), who argued that education supervision should be a tool for teachers' academic improvement rather than intimidating them. The instructions given during the inspection should indeed be a stepping stone towards performing their duties as per objectives intended.

The study further established that the visited teachers in Kinondoni Municipality demand a kind of supervision that can help them grow professionally. One of the visited teachers had the following to say:

The climate of supervision in our school is not positive. Most teachers had a negative attitude towards supervision practices. We have a kind of supervision that does not offer an opportunity for teachers to grow professionally. What we observe is checking without any support, which can improve our teaching practices (Interview, 2022).

The quotation from the teacher revealed that in Kinondoni Municipality, the supervisors do not offer an opportunity among the teachers to grow their profession. The study established that supervisors need more training to improve their supervisory

practices. This finding concurs with a study conducted by Lucio and McNeil (1979) and Abu-Rasain (1994) on the clinical supervision model in supervisors' practices in Australian teachers' performance, revealing that there is a need for more training for supervisors to achieve improved teaching and learning. Additionally, the study revealed that if supervisors create a trusting climate with them and supervisees and provide the needed support to them, professional growth will most likely occur.

Increasing teachers' morale

The other best practice suggested by visited respondents is increasing teachers' morale of teaching. The visited teachers pointed out various ways of encouraging teachers, such as the provision of food, teaching allowances and accommodations. One of the teachers said,

To simplify the management of teaching, it is good for the principal to look at how to increase the morale of teachers at work. For example, there are things such as congratulating teachers who have done well, seeing how to improve teachers' offices and access to food for teachers can help and encourage teachers to love their work. If the principal of the school succeeds in making the teachers love their work, the exercise of supervising them will be very easy (Interview, 2022).

The quotation from the visited teachers revealed that most teachers in secondary schools were just giving up. Then, there is a need to increase their morale. Once the teacher's morale rose, it was easy to supervise them. The findings are in line with Abubakar et al. (2017), who pointed out that teachers are similar to soldiers in the battle field, as much their morale must be kept high and viable. There are a number of ways to raise the morale of teachers. These include welfare packages, recognition of individual teachers' efforts and cash kind rewards for any good that is done by the teachers.

⊞ CONCLUSION AND RECOMMENDATIONS

Conclusion

According to the study results, the majority of secondary school teachers in Kinondoni municipality showed a negative attitude towards instructional supervision. Teachers allege that school heads visit their classes without giving them advance notice and occasionally without giving them adequate time to prepare. As a result, secondary school teachers in Kinondoni municipality offered some of the best practices for the supervision of teaching and learning processes. The proposals include boosting teachers' morale, keeping track of their attendance, and enhancing their academic skills. They claimed that

techniques including respect, acknowledging teachers' efforts, and assisting them in the teaching and learning process are necessary to boost teachers' morale. The teachers also urged that the heads of schools should keep an eye on the preparation of classes and teacher attendance in the classrooms.

Based on these results, it was established that secondary school teachers had negative attitudes towards instructional supervision and viewed it as more of a way to point out mistakes than a way to help them become better teachers. Teachers' negative attitudes were a result of poor supervision techniques used by department and school heads; supervisory practices are primarily concerned with reviewing lesson plans and the assigned workload. Supervisors overlook the advisory and supportive aspects of supervision. Additionally, they lack the necessary training for school supervision and are more focused on their administrative duties than their supervisory responsibilities.

Recommendations

The focus of school-based supervisors ought to be on assisting teachers in enhancing their teaching and learning processes to better administer instructional supervision. Instructional supervision must place more emphasis on improving than on proving.

Additionally, the study makes recommendations for improving school supervision policies that analyse the effective execution of instructional supervision in public secondary schools to the government through the appropriate authorities. To increase teaching and learning, additional capacity-building courses should be established for supervisors through seminars, workshops, and training.

Furthermore, to prevent teachers' perceptions of clinical supervision activities from being misrepresented, supervisors and teachers should work as cohesive teams. Varied supervision methods should be employed to accommodate individual diversity in teachers because they have varied professional demands. Newly hired teachers should receive introductory training and courses to help them advance their careers.

⊞ DECLARATIONS

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Ethical approval

The authors declare that this study followed applicable research ethics. This study obtained approval from relevant authorities, including the Regional Education office and the St. Augustine University of Tanzania, who gave clearance for this study. Furthermore, all participants provided informed consent and agreed to participate in this study.

Competing interests

The authors declare that they have no competing interests.

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