



Effect of school supervision in improving learning effectiveness in public secondary schools in Ilala municipality Dar ES Salaam region Tanzania

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Article Info

ISSN (online): 2582-7138

Impact Factor: 5.307 (SJIF)

Volume: 05

Issue: 01

January-February 2024

Received: 06-11-2023;

Accepted: 09-12-2023

Page No: 300-312

Abstract

This study aimed to evaluate the effect of school supervision in improving learning effectiveness in public secondary schools in Ilala Municipality Dar es Salaam Region, Tanzania. The study employs mixed methods approach to collect data. Using an exploratory sequential design, the study involved 114 participant's heads of school, 20 teachers, 380 students, 5 School Quality Assurance officers (QAOs), and 1 Ward School Officers. The study findings indicated that school supervision improved learning public effectiveness in secondary schools in the Ilala Municipality, Supervision provided direction, developed policies, analysed teaching-learning situations, identified problem areas and identified timely solutions, enhanced staff relationships, and improved group dynamics and resulted in overall positive school outcomes. Additionally, the study revealed that heads of school faced substantial issues, such as insufficient teaching/learning resources, shortages of funds, insufficient staffing, and excessive teacher turnover. Respondents suggested how the heads of school might strengthen their supervisory duties in their respective schools. To increase the quality of teaching and learning, school heads must involve teachers in the planning and execution of their supervisory tasks. There should also be a system that should involve stakeholders including such as parent's online system to monitor pupils' academic achievement and also hold regular face-to-face meetings with key stakeholders.

Keywords: School Supervision, learning effectiveness

1. Introduction

School supervision is a dimension of school administration that is concerned with improving instructional effectiveness (Okumbe, 2007). For school to achieve good performance, teachers and students need good supervision and guidance (Aseltine, Faryniarz, & Digilio (2006). The three areas of supervision that Wu and Huang (2018) discuss are staff development, curriculum development, and instructional development. They outline the coordinator, consultant, and group leader roles of supervision. The supervisor serves as a bridge between the students and the programmes. Supervisors may also be being known as consultants when a supervisor performs curriculum, instructional methodology, and staff development consulting. When supervisors are an internal part of the team and serve as group leaders, they continuously endeavour to unleash the group's potential thus improve the curriculum, instruction, and the students' performance.

Each year, a substantial number of new teachers enters the field, and this number continues to grow. A significant duty of many supervisors is to help supervise these new teachers further as well to train veteran teachers to serve as effective mentors. Thus support, experienced teachers maintain their enthusiasm and increase interest in their work.

With time school systems have become more complex and, the need for more specialized guidance for teachers has led to the emergence of principal teachers as school supervisor with awareness of the significance of pedagogy. And less a reliance on clergy to provide guidance and supervision to the teachers.

The phenomenon of clinical supervision emerged after the second world war as one of the most important trends in supervision and evaluation throughout. According to the Rand analyses of teachers preferred personalized feedback over broad criticism. Pushed for significant changes to tenure and pay.

As a result of this history of school supervision, it is clear that teachers require different levels of supervision based on their experiences. Teachers with less experience require greater supervision, whereas teachers with greater experience require less supervision.

Studies on learning Delta State, Nigeria (2009) effectiveness and students' academic performance that was carried out in were a descriptive with a focus on identifying the impact of teachers' classroom effectiveness on students' academic achievement. It has been shown that pupils who have effective teachers tend to perform better. They contend that factors other than teachers' influence also affect students' academic success. As a result, this study suggests that there are additional elements outside the influence of the instructor that might affect students' academic achievement. These additional factors may include a conducive environment for teaching and learning, teachers who are motivated, and students who are prepared.

De Grauwe (2007) conducted a study on transforming school supervision into a tool for quality improvement. By establishing school Supervision as a key tool to ensure that all school staff respected the same rules and regulations and followed a similar programme.

1.1.1. Conceptual Orientation

The aspect of school administration known as supervision is concerned with enhancing the efficacy of instruction. We have two types of school supervision: external and internal. External supervision includes Ward school officers, district school officers, quality assurance officers, regional school officers, the Ministry of Education and Science and Technology, and the President Office-Regional Administration and Local Public (TAMISEMI) Internal supervision includes the school management team, which consists of the head master/mistress, the second master, the academic teacher, and other team members, responsible for internal oversight.

1.1.2. Contextual Orientation

Public Secondary schools in Tanzania have passed through a variety of experiences from, harsh supervision from the head of school and quality assurance officers, a lack of encouragement from the head of school and the public, resulting in poor teaching and learning environments, and inadequate parental involvement. These experiences have contributed to poor supervision, that has demoralized teachers and lowered student performance. Therefore, a variety of interested stakeholders have placed responsibility for the public secondary school's poor performance on the school administration, teachers, students, and parents, among others. However, in Tanzania, school supervision is associated with both teachers' professional development and students' academic success. Poor school supervision is a persistent issue; teachers perceive oversight as servitude, but under normal conditions, effective institutional supervision produces beneficial outcomes. Catholic-owned schools or

other private school achievements are strong evidence of effective supervision. Public schools lack good supervision because of their monopolies and political or emotional motivations, which results in poor school quality.

1.2. Statement of the Problem

It is widely known that supervision, particularly internal monitoring, plays a significant role in the teaching and learning process in secondary schools. It affects both the academic success of the pupils and the development of the teachers. Since many teachers require maximum supervision to raise academic performance in schools, internal and external supervision can therefore have either a positive or negative impact on teaching and learning processes. According to various researchers, Malunda *et al.* (2016), if teachers are not adequately supervised, their instructional efforts and methods do not improve the learning effectiveness and performance of schools.

What needs to be understood is that low the quality of supervision in public secondary schools has produced ineffective learning poor academic. Sending children to private schools, especially those run by Catholics, consequently many parents. Many people are unaware of the fact that the quality gap between public and private schools is not due to the environment or population density but rather to the difference in the level of supervision and dedication exhibited by private and public-school supervisors. For public schools to reach the desired quality, the community must comprehend the importance of monitoring, fostering students and teaching. In fact, the goal of this study is to evaluate the effect of school supervision in improving learning effectiveness in selected public secondary schools in Ilala Municipality Dar es salaam Region, Tanzania.

2. Study Objectives

1. To evaluate the effect of school supervision in improving learning effectiveness¹ in secondary schools in Ilala Municipality, Dar es salaam Region, Tanzania
2. To explore key strategies that are used by school supervisors to improve the learning effectiveness of public secondary schools in Ilala Municipality, Dar es salaam Region, Tanzania
3. To explore the problems facing school supervisors in improving the learning effectiveness of secondary schools in Ilala Municipality, Dar es salaam Region, Tanzania.

2.1. Past Literature

2.1.1 The Effect of School Supervision in Improving Learning Effectiveness.

Mincu (2015) conducted a study on teacher quality and school improvement and suggested that in a rapidly changing world, students' success depends upon the schools' capacity to deal with their specific instructional needs. Thus, effective teaching plays the role of a unique protecting factor that may reduce and even close the achievement gap. Therefore, the good performance of the students depends more on the teacher's effectiveness, and this effectiveness was the result of good school supervision. He comes with two questions. The first is what elements of teachers' quality support school improvement? Second, what is the research contribution to teachers' quality and improvement? He finds that one driver

of school improvement is much more likely to emerge through collective capacity building. More specifically, I argue that research-derived knowledge is key to ensuring both an effective learning process and whole-school improvement.

Therefore, the teachers need more skills and knowledge together with motivation and encouragement and support from the supervisor to teach effectively and students learn well to improve their performance.

However, Oliver and Reschly (2007) conducted a study on effective classroom management by looking at the modal for improving school and classroom effectiveness that must pay attention to leadership, school climate, supervision, teacher behaviour, student behaviour, and student achievement. They provide research and recommendations related to teachers' quality and effectiveness, specifically addressing the area of classroom management to improve outcomes in general and special education. They focus on classroom organization and behaviour management as a preventive approach for students who are at risk for poor school outcomes due to poverty, language status, and disabilities. The Tanzanian public has the chance to empower teachers in preparation and professional development in classroom organization and management, and it has helped to provide a tool outlining effective classroom management strategies to highlight the specific content and level of training that should be addressed in preservice teacher preparation as is given much to teachers' colleges compared to university education for teachers. The best education provided by these colleges was improving teachers' preparation and professional development efforts.

2.1.2. School Supervision and Managerial Effectiveness

Supervisory styles such as expert supervision, pairs and group supervision, supervision between experienced and inexperienced, one-on-one supervision, self-directed supervision and departmental meetings were perceived to be important in improving teaching and learning. The study revealed that teachers were well oriented and aware of the significance of school-based instructional supervision. The challenge was that public-school supervision had no guidelines for effective supervision practices in their schools, and it recommended that the public and stakeholders invest in school-based instructional supervision by providing the needed training, guidelines and resources to the school supervisors and schools. Classroom observation needs to be a major focus for school-based supervisors to discern the area of weakness if the aim is to improve teaching and learning practices.

Deelmans et al. (2006) conducted a study on in-training assessment, effects on supervision and feedback in an undergraduate. Supervision is an essential factor that contributed to the learning environment in the context of workplace learning, and its frequency and quality could be improved. Assessment was a powerful tool with which to influence students' learning. They investigated an in-training assessment program and its effects on supervision and feedback. They find that the in-training assessment differed from the intended programme, and assessors hardly provided supervision and feedback given during the assessments. Although students wanted more supervision and feedback, they rarely asked for it. Students and assessors failed to integrate the whole range of competencies included in the in-training assessment program into their respective learning and supervision and feedback. They come up with finding

that the in-training assessment is to be congruent with the intended program, the implementation of the programme had to be monitored and was necessary to provide full information about the programme and ensured that this information was given repeatedly. Therefore, in school supervision, feedback was very important in order for supervisors to know the weakness and work for it to improve the performance. Additionally, effective school supervisors should have self-evaluation skills on how to improve teachers' skills, knowledge and performance in teaching and learning processes through support, motivation, and encouragement.

The study conducted in England by Day et al (2016) on the Impact of leadership on students' outcomes, how successful schools' leaders use transformational and instructional strategies to make a difference. The study investigated associations between the work of heads of school in effective and improving primary and secondary schools in England and student outcomes. The research provided new empirical evidence of how successful head of schools directly and indirectly archive and sustain improvement over time by combining both transformational and instructional leadership strategies, and the findings showed that schools' abilities to improve and sustain effectiveness over the long term were not primarily the results of the heads of school leadership style but of their understanding and diagnosis of the schools' needs and their application of clearly articulated organizationally shared school values through multiple combinations and accumulation of time and contexts. In addition, conducted a study in Kenya on the effects of supervision of instructional practice on teaching and learning in secondary schools. Namunga 2017 discovered that in schools with strong instructional supervision of teachers, there was a higher quality of teaching and learning. Therefore, strong supervision was needed, not only for teachers but also, for students during classroom teaching and even at home, where parents had to play a great role in supervising their children's homework assignments and maintaining student discipline. Kosgei et al. (2012), on the impact of head teachers' supervision of teachers on students' academic performance, suggested that supervision had a positive relationship with the schools' overall mean on the KCSE examination. They found that the study was useful in efforts to improve teacher supervision in secondary schools in Kenya. Therefore, there was a strong relationship between supervision and students' academic performance if the supervisors had all the good qualities of supervision, meaning that there was effective supervision that leads to good performance of the students.

2.1.3. The Problems Faced by Schools' Supervisors in Promoting Extracurricular Activities in Schools

The lack of extracurricular themes, scheduling options, and relevancy were some of the major implementation obstacles, especially given that administrators blatantly believed that extracurricular themes were not students' top concerns. The study conducted in Nigeria by Aduet al. (2014) on internal and external school supervision issues suggested that internal and external supervision should be seen as conscious efforts directed towards finding ways of improving the outcome of each school or school institution. The study recommended that successful supervision depended considerably on the supervision ability to forge cohesive working groups among subordinates through the five principles of human relations schools of thought: humility, responsibility, human dignity,

and confidentiality and changeability assumptions. Therefore, the ability, skills and knowledge of supervision were very important to any supervisors, either internal or external.

Brandon et al. (2018) focused on overall instructional leadership approaches by explaining principles in three high-performing Canadian provinces to overcome three persistent obstacles to effective teacher supervision and evaluation: management challenges, complexity challenges and learning challenges.

Effective supervision and evaluation were part of a career-long continuous of practice that fostered teacher growth while ensuring quality teaching, but there were multiple learning pathways to effective overall instructional leadership that was, policy contexts that place teacher supervision and evaluation practice within a broad conception. This implied that the school policy of the country was a challenge to supervisors because it hindered the effectiveness of supervisors, so school planners and policy makers had to take advice from both internal and external school supervisions. However, Patrick (2009) identified the major challenges of instructional supervision as inadequate facilities, a shortage of qualified supervisors and negative perceptions of supervision observed that supervisors were selected not because of their skills and knowledge of supervision but because selection was based on seniority, status and teaching experiences. This teaching experience was the best criterion for the selection of supervision, but in reality, it was not so true because teachers might have had enough experience but may not have the skills of supervision, and they had selected to be supervisors, especially school heads. Many heads of schools in Tanzania are been selected due to teaching experience despite the insufficient skills and knowledge of supervision, which leads to the poor supervision of schools and the harshness of teachers, which has led to teachers' demoralization and poor performance of students. To solve this problem, various universities have introduced supervision courses, so this course is very useful to supervisors. Therefore, the heads of schools should take this course of supervision together with teaching experience to supervise the schools well. However, Oni (2013) has added that supervisors had so many duties that they fail to fulfil other duties, such as providing support to teachers. Most supervisors deal with managerial function rather than assisting teachers, motivating teachers and encouraging teachers in fulfilling their responsibilities as effective teachers. Additionally, some supervisors concentrated more on the theoretical aspect based on cognitive concepts, away from actual practices such as interaction with teachers and daily follow-up.

Bessong and Ojong (2009) has explained another challenge as teachers' negative perceptions of supervision. The findings of their study indicated that in some areas, teachers were rigid in accepting direction and guidelines from supervisors, and they perceived supervisors negatively that they taught things that were already taught in their colleges. Therefore, it was difficult for them to learn new knowledge.

The findings above indicated that school supervision was being conducted in different countries, but the researcher identified the gap that many scholars explained the challenges of supervision on students' academic performance. Therefore, this study covered this gap by determining the challenges facing school supervisors by examining the teaching and learning process in Ilala Municipality.

2.1.4 Strategies or Ways Used by the School's Supervision in Maintaining School Discipline and Culture

There is efficacy of the strategies used to manage indiscipline in secondary schools. Some are Locham (2010), who writes about the perception of indiscipline in the Trinidad Islands. The book explains how factors are responsible for the level of indiscipline, teaching strategies and teachers' attitudes, media including television, radio, internet and video games, the home environment, anger issues and peer pressure.

Shah et al. (2012), in his book about psycho-behavioural factors contributing to truancy among Malaysian (Malay) secondary school students, revealed that the overall prevalence of truancy was 30.2%. The predictors of truancy were age, students who have not completed Quran recital, copying strategies using problem-solving methods and time spent watching television. They recommended that truancy is a social issue that must be given serious attention by all concerned.

Grossnicle (2001), Consistency Discipline, stated that school managers should spearhead the formulation of school rules and regulations that provide guidelines for school discipline. Rules and the results of breaking them should be established and communicated effectively. Moreover, the book explained that once rules have been made known, fairness and consistency were great when fewer individuals are responsible for enforcement. Giving them a chance to present their side of the story and establish an appeal process also increased students' and parents' perceptions of fairness. The nature of teaching methods by teachers, instructional materials, and the relationship of the teacher to the students are some of the important factors in dealing with the students' discipline.

3. Methodology

This study employed a mixed research approach. The researcher pre-visited five selected schools and administered the tools for data collection with particular questionnaires, after which on an appointment day, a researcher spent almost 1 to 2 hours conducting interviews and observations or recording documents for the purpose of obtaining information. To generate a more thorough analysis of the research problem, the mixed methods approach refers to the research blending or integrating both qualitative and quantitative methodology inside a single study. This study employed a sequential mixed design. An exploratory sequential design is a mixed methods study design, where the quantitative phase of data collection and analysis follows the qualitative phase of data collection and analysis. The target population for this study included school heads, teachers, students, QAOs, and educational ward officers. Sample size was determined by Kerlinger's formula, whereby only 10-30% of the total population was taken.

Concerning this study, the selection of the samples considered several factors, particularly the information required by the purpose of the study and time. Under this ground, a total of 165 respondents were involved from five public secondary schools in the Ilala Municipality. Specifically, the sample was composed of 5 school heads (one from each school), 100 students (40 from each school), 20 teachers and 5 quality assurance officers. This study employed both qualitative and quantitative data collection instruments to answer the research questions of the study. This study used two main sources of data, namely, primary data and secondary data; secondary sources of data were obtained from documentary reviews, including journals, books, and empirical evidence relevant to the study. The

primary source of data was obtained from the field by using structured questions, an observation schedule, an interview guide, and a document analysis guide.

Quantitative data collected through questionnaires were coded, categorized and ordered according to the emerged categories of the responses. The coded data were analysed by using descriptive statistical techniques, giving frequencies and percentages. Statistical Package for Social Sciences (SPSS) and Microsoft Excel were used in the data coding and analysis process (Landau, and Everitt, 2004). On the other hand, the qualitative data collected through interviews were analysed using content analysis.

4. Study Findings

4.1. Research Findings According to Research Objectives

4.4.1. The reasons for the need for school supervision in improving the learning effectiveness

The first research objective sought to describe the reasons for

the need for school supervision schools in Ilala Municipality, Dar es Salaam, Tanzania in improving learning effectiveness in public secondary schools. Open-ended questionnaires were administered and interviews were conducted. The data collected were obtained from students, teachers, the heads of school, and WEO. The findings of the study revealed that school supervision contributes greatly to improving learning effectiveness in public secondary schools. The findings also revealed that external and internal supervisors act as a link between school performance and teacher competence; hence, they help strengthen capacity building for teachers. Moreover, effect of school supervision in improving learning effectiveness, as revealed by respondents, include the provision of aware of direction, development of policy, analysis of teaching-learning situations, timely identification of problem areas and offering solutions, enhancement of staff relationships, group dynamics and school outcomes.

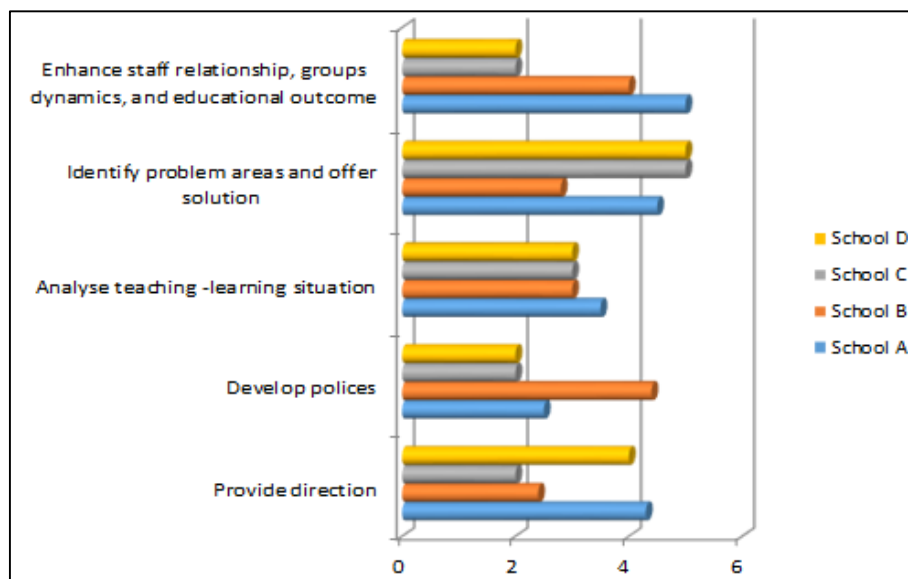


Fig 1: Reasons for supervision in school

The response of teachers concerning the effect of school supervision showed that the process of school supervision encompasses a wide range of obligations, duties and activities. The (figure1) supervisor's job can be fairly flexible and dynamic in regard to the supervisory process in education. In this situation, a supervisor may be involved in the activities of teaching, guiding, encouraging, developing, producing, leading, and listening.

4.1.2. Teachers' Understanding of the Role of School Supervision

Based also on the first research objective, the researcher aimed to determine the understanding of teachers about the role of school supervision. The guiding question was "What is the role of supervision in your school?" thirty-five (35) teachers (75%) overworked the role of supervision according to their level of understanding.

Teacher 1 said, "The role of school supervision for me is to ensure that teaching is done and the school environment is conducive to teaching and learning."

Teacher 2 said,

What I know on the role of school supervision is to improve teaching and learning process all over the world.

Satisfactory levels of quality will also offer more added values in terms of teacher performance and student achievement.

Teacher 3 said that: The role of school supervision was valid, it was introduced to provide service and to help teachers improve their own professional career progression.

In terms of the teachers' responses regarding the role of school supervision, it appeared that all the teachers had the same answers in terms of school substance. According to the responses above, it is understood that the role of school supervision could mean different things to different people simply due to a lack of knowledge of the theory of school supervision, resulting in considerable confusion in the day-to-day interactions of teachers and school supervisors. This confusion might lead to seemingly contradictory viewpoints, such as claims that school supervision is a waste of time and an intrusion into smooth running of school activities, as well as an act of undermining teachers' professionalism; thus, sometimes the primary role of school supervision might appear meaningless to some of the teachers.

However, Chain (1990) reported that school supervision lead to a satisfactory school process and that. This improved the role of school supervision in Tanzania because unimagined that

the school environment, various policies such as the school rules and regulations, school uniforms, availability of teaching and learning materials, and number of classrooms, desks, and toilets/latrines available in the school are all in place. They also examined the teacher/pupil ratio and the income and expenditures of the school's financial resources, both from the public and from school projects and concluded that. Effective school supervision could improve the professional development of teachers and the academic success of students.

This was backed by Chain (1990), who stated that supervision lead to satisfactory improvement in the school quality and added value in terms of teacher and student performance. This was also reported by the MoEC. This improved the role of school supervision in Tanzania to ensure that the school environment, various policies such as the school rules and regulations, school uniforms, availability of teaching and learning materials, and number of classrooms, desks, and toilets/latrines stipulated to be available in the school would actually be all in place. They also examined the teacher/pupil ratio and the income and expenditures of the school's financial resources, both from the public and from

school projects and agreed that. Effective school supervision would aid in the professional development of teachers and the academic success of students. This is consistent with O'Connor's (2001) assertion that supervisions have little or no useful impact on student performance. Furthermore, an incorrect view of whole-school monitoring manifested itself in an unjustified manner. Their discontent may have been exacerbated by their expectations of what was possible given the circumstances. According to Ferguson's recent publication, "they (school inspectors) were dealing with imperfect judgments made by fallible human beings working under pressure in often difficult circumstances" (Ferguson, 2000: 144).

4.5. To Explore Key Strategies used by School Supervisors to Improve the Learning Effectiveness of public secondary schools in Ilala Municipality

The second objective research aimed to explore strategies that were used by school supervisors to improve learning effectiveness in public secondary schools in Ilala Municipality.

4.5.1. Activities Used to Improve Learning effectiveness in Ilala Municipality

Table 1: Activities to improve learning effectiveness

Activity	Frequency	Percentage
Evaluation of students' academic performance	27	52.52
Sufficient learning and learning material	14	26.09
Solving students' problem in time and effectively	9	17.39
Total	50	100

Source: Field Data, 2023

This research objective aimed to investigate the strategies used by school head of schools to improve the quality of teaching and learning effectiveness in public secondary schools.

Four students were asked to indicate their level of agreement

or disagreement with the assertions presented in a Likert scale manner. the students' responses are summarised and presented under table 2. The scale is scored in the following order, from highest to lowest degree of agreement: 5 = Agree, 4 = Agree, 3 = Strongly Disagree, 2 = Disagree 1 = unsure.

Table 2: Strategies Used to Improve Quality of Learning and Teaching

Statement	5	4	3	2	1
The head of school is friendly, approachable and accessible to students without difficulties	6(13.04)	12(26.09)	8(17.39)	11(23.91)	9(15.57)
The head of school always creates and enhance conducive learning environment in school	8(17.39)	13(28.26)	3(6.52)	13(28.26)	9(15.57)
The head of school inspects teachers while they are in class	9(15.57)	20(43.48)	5(10.87)	12(26.09)	12(26.09)
The head of school cares about students, needs, problem in order to meet your need and assist you in solving your problems	13(28.26)	20(43.48)	6(13.04)	5(10.87)	2(4.34)
The head of school motivates student's efforts	6(13.04)	7(15.22)	27(58.70)	6(13.04)	27(58.70)
The head of school involves students in decision making process	9(15.57)	8(17.39)	8(17.39)	8(17.39)	2(4.34)

Table 3 showed that 39 percent agree that heads of school are friendly, approachable, and easily accessible to pupils, percent disagree, and 15.5 percent undecided. According to the study, the majority of school leaders disagreed that nice, approachable, and easily accessible to kids. It was critical for the head of school to be a friend and easily accessible to the children since it helps to be extremely close to the students in order to understand the issues, they experience in order to improve quality teaching and learning. Because most students in many public secondary schools are afraid of their head of schools, it is critical that head of schools be close friends with their pupils. Table 2 shows that students that school head of school were nice, approachable, and easily accessible to pupils.

Similarly, Mwesiga and Okendo (2018) stated that heads of

schools have numerous roles to play in enforcing teachers' teaching commitment, such as persuading, encouraging and enabling followers to work towards the attainment of established academic goals. School supervisors are expected to increase students' academic progress and teachers' dedication; implement changes in the education system, performance and accountability; and pursue a cross-school competitive labour force. They must also be very close to students to grasp their difficulties and support them.

As a result, it is critical for the principal to be a friend and available to the students in order to comprehend their issues and concerns. Assist them in improving teaching and learning. This study probably insists on more seminars to provide school leaders with knowledge and skills to improve supervision, which would influence quality teaching and

learning in schools. During the focus group discussion with teachers at school A, one of them says:

“The heads of schools are not friends with us or the pupils since they are usually very busy doing their jobs, as they believe. Because being friends with kids and being subordinate will cause students and teachers to disrespect them, therefore they decide to avoid teachers and students in order to generate respect between teachers and the head of school, but this is not ideal for oversight.”

According to Table 8, 45 percent believed that school heads always create and develop a positive learning atmosphere in the classroom, 34.7 percent disagreed, and 15.5 percent were undecided.

Undecided indicates a percentage. According to the findings of the study, the majority of head of schools disagree that heads always create and improve a positive learning environment in their schools. This indicates that there is a problem because, on the issue of supervision, the head of school should create a learning environment in school by ensuring that there is learning interaction between students and teachers, as well as ensuring that both students and teachers feel comfortable and in a friendly environment, which helps to enhance quality teaching and learning.

This is supported by Tobias (2019), who conducted a study on the contribution of instructional supervision in the teaching and learning process in public secondary schools in Tanzania's Geita Region. According to the study findings, school supervisors (head of schools) play a critical role in ensuring that the teaching and learning process is improved. According to the author, school leaders must foster organizational culture and stewardship to accomplish the goals of teaching and learning in schools. Organizational culture is critical for school head to examine since it aids in monitoring and assessment during the supervision process. As a result, it is critical for head of school to develop an effective learning environment that aids in the improvement of quality teaching and learning.

One of the teachers in school C said during the focus group: “It is critical for the principal to provide an effective environment for teachers and students in order to motivate them to work hard which, in the end, will help to improve quality education and, in the end, will be able to achieve good academic performance among the students. This will be accomplished by developing friendship relationships, which will help to enhance effective teaching and learning processes for both teachers and students.”

Table 2 indicates that 71 percent agreed that the heads of school's care about students' needs and problems to assist them in solving their problems, 23.8 percent disagreed, and 4.3 percent were undecided. From the study, it was found that some respondents disagreed that the heads of school's care about students' needs and problems to assist them in solving their problems. Education institutions expect the head of school to be a problem solver and listener to both teachers and students to improve quality teaching and learning.

This concurs with Mwesiga and Okendo (2018), who ascertain that heads of schools have several roles, such as influencing, encouraging and helping followers work towards the attainment of predetermined education goals. Therefore, by doing all that, the heads of schools will be able to improve quality teaching and learning for both students and teachers. Table 8 indicates that 28.2 percent agreed that the head of school motivates students' efforts, and 71.7 percent disagreed. From the study, it was found that the

majority strongly disagree that the heads of schools motivate students' efforts. Students' motivation is very important for the improvement of quality teaching and learning. If students are motivated, they will be able to pay attention in the classroom, and at the end, teaching and learning will be effective. Therefore, it is very important for the heads of schools to motivate students by giving them gifts to give them the courage to study hard, and in the end, the academic performance of the students will improve. Through focus group discussion with teachers in school B, one commented that “The head of school should motivate students and teachers by giving to them reward and recognition to those who are doing well and for the students who perform well in their study, by doing this will make both students and teachers to work very hard which at the end will help to improve effective teaching and learning to improve quality education which will help to ensure good performance among the students”

This is reinforced by Michael (2017), who determines that head of schools should conduct regular audits of teachers' lesson plans, examining how teachers teach and how students learn. Learning occurs, students' academic progress is tracked, and timely feedback is provided to both teachers and students. To ensure that the monitoring process is carried out properly by heads of schools, teachers and students should work together to make schooling more effective. Motivation is critical for both students and teachers, and all school head of schools should prioritize it.

According to Table 2, percent believe that the head of school involves students in decision making, 76 percent disagree, and 4.3 percent are undecided. According to the findings of the survey, the majority of students strongly disagree that the principal should involve students in making decisions about their learning interests. This suggests that school leaders are not doing their job of involving students in decision making, which is bad for boosting teaching and learning. Children's participation in decision making is critical because it allows children to be a part of everything that is determined in a school. Furthermore, it allows school leaders to learn about what students think about enhancing quality education, and as a result, students' academic performance will increase.

4.6. To explore the problems facing school supervisors in improving the learning effectiveness of secondary schools.

Table 3: The challenges that head of schools' face

Challenge	Percentage of Frequency
Heads of Schools have a lot on their plates	7 (15.22)
insufficient teaching/learning materials	18 (39.13)
Inadequate supervision knowledge	15 (32.61)
Insecurities	6 (13.04)
Total 50	100

Source: Field Data, 2023

Table 2 depicts the difficulties that head of schools' faces in achieving effective supervision of teaching and learning in schools. The data indicate that an excessive workload had a magnitude of 7(15.2 percent), in adequate teaching and learning materials 18(39.1 percent), weak supervisory knowledge 15(32.6 percent), and lack of trust in heads of schools 6(13 percent), for a total of 46(100 percent) participants in this study. The topics discovered under such problems are examined below.

Overburdened Workload

According to the participants' perspectives, one of the issues discovered in this study is a tremendous workload for school head of schools. Study to assist school head of schools in achieving high-quality teaching and learning. This means that in most schools, head of schools has numerous tasks to do each day, many of which they fail to complete satisfactorily. This difficulty has a significant impact on most school institutions, resulting in low-quality teaching and learning and even affecting students' academic achievement. According to the findings of the study, head of schools has a large number of tasks to complete, which causes them to fail to work effectively to improve education. Overburdened Workload: According to the participants' perspectives, one of the issues discovered in this study is a tremendous workload for school head of schools. Study to assist school head of schools in achieving high-quality teaching and learning. This means that in most schools, head of schools has numerous tasks to do each day, many of which they fail to complete satisfactorily. This difficulty has a significant impact on most school institutions, resulting in low-quality teaching and learning and even affecting students' academic achievement. According to the findings of the study, head of schools has a large number of tasks to complete, which causes them to fail to work effectively to improve education.

During an interview with the principal of School C, he stated, "For sure, we have a lot of work to do." Attending meetings, creating reports, and delivering teacher workshops are all examples of what I do. Therefore, we struggle to complete all of these chores on time, and as a result, we fall short of our goals. Monitoring teaching and learning is an example of supervision. Sometimes we find ourselves with a lot of work, and even if we are the ones who should be responsible for it, we fail to manage it, affecting supervision of teaching and learning.

Additionally, the head of school B commented that "Supervision is very vital for the development of quality teaching and learning, but sometimes we fail to make it effective because we have so many responsibilities to perform. The workload is a big challenge in improving quality teaching and learning and some time we face the challenge of controlling students' behaviours which is also very problem due to so many tasks to it affect even supervision in teaching and learning"

Masao (2017) assessed the supervision of the heads of secondary schools in the teaching and learning process in Ilala, Dar es Salaam. The results showed that poor teaching and learning is due to ineffective supervision, which results in failure to achieve the organizational goals. He added that sometimes heads of school have many activities, and in the end, they fail to maintain supervision. Therefore, due to the considerable work among the heads of schools, it affects even supervision and ultimately affects even teaching and learning. Inadequate Teaching and Learning Materials According to participants' viewpoints, inadequate teaching and learning materials were viewed as the challenges that faced the heads of schools in improving quality teaching and learning.

"In most schools, especially public schools, there is a lack of teaching and learning resources to improve the quality of the teaching and learning process. Supervision is there, but supervision without teaching and learning materials is nothing because both teachers and students need enough materials for teaching and learning. Therefore, to improve

teaching and learning and maintain effective supervision, there should be enough teaching and learning materials".

Through the interview with WEO, he commented that "In most of our schools, the teaching and learning materials are not enough. This hinders the whole process of supervision among the heads of schools. You may find that in many schools both students and teachers share a book, something which is not good for improving teaching and learning process. This lack of enough teaching and learning material makes teachers and students fail to perform effectively, as students fail to have a wide understanding of the subject due to the shortage of teaching and learning material, which ultimately affects the teaching and learning process."

This is supported by Asiyai (2016), who indicated that both students and teachers experienced a lack of teaching and learning resources, which affected the teaching and learning process. In many schools, there are few books, which makes supervision a challenge. Therefore, teaching and learning materials are very important for supervision among the heads of schools to improve teaching and learning. A lack of sufficient teaching and learning material has been a problem for many schools, and this is due to the lack of a sufficient budget set by the public through the Ministry of Education. The funds for school instruction, especially public schools, are not sufficient, and ultimately, they fail to buy teaching and learning resources, which will help them improve the teaching and learning process and, as a result, affect the academic performance of students' poor supervision knowledge and skills. Likewise, during this study, the findings indicate that a lack of sufficient supervision knowledge among the heads of schools is among the challenges facing the heads of schools.

There is a lack of knowledge concerning school supervision among the heads of schools because most do not attend seminars and workshops to have knowledge on supervision. Lack of knowledge has affected heads of schools since most of them are not aware of their roles as school supervisors. This affects the quality teaching and learning and academic performance of the students.

In the interview, the DEO said,

"Most heads of schools lack knowledge on supervision; so, most of them do not know their roles in school supervision. This becomes a challenge in improving the quality of teaching and learning processes since schools lack effective supervision due to the lack of knowledge among the heads of schools. The head of schools lacks the knowledge on how to effectively use their leadership skills and to promote an effective relationship between them and teachers together with the students; at the end, they fail to maintain effective communication at the school and end up being in conflict with both teachers and the students."

Zabonimpa (2011) conducted a study in Entebbe Uganda on the influence of head teachers' general and instructional supervisory practices on teachers' work performance in secondary schools. The study findings emphasized that head teachers have limited general instructional supervision in secondary schools. They lack awareness of their job description and lack support from experienced teachers because they are more senior and have superficial expertise compared to their heads of school. Therefore, awareness of supervision is very important for improving teaching and learning processes.

Lack of Confidence among Heads of Schools in this study, the findings indicate that lack of confidence is one of the

challenges that faces the heads of schools in supervision. This means that most heads of schools do not have confidence in supervision, which is caused by a lack of knowledge of supervision. As a result, they delegate their responsibility to other teachers. Some of them think that they can create conflicts with teachers if they supervise them as needed. Kurebwa, Wadesango and Wadesango (2015) argued that most deputy head teachers lack confidence in their supervising role, and their counter head teachers do not recognize the presence of their assistants. Therefore, most of the heads of schools do not have enough knowledge on supervision because most of them are given that position because of their experience and not because of their knowledge.

This has affected most schools in Tanzania on the issue of teaching and learning processes. A lack of confidence among the heads of schools is a major challenge and is associated with a lack of knowledge among the heads of schools on supervision, which ultimately affects the quality of the teaching and learning process. Speaking of this situation, one of the participants in the focus group discussion pointed out that:

“Some of heads of schools lack confidence in regard to perform their supervision responsibilities; consequently, they misuse their power vested by intimidating their subordinates”.

From this notion, this study emphasizes supervision training among heads of school to stimulate them with knowledge and skills to boost their confidence.

4.7. Initiatives to Address Challenges Hindering Effective School Heads Supervision

Provision of Skills and knowledge on Supervision According to participants' viewpoints, findings indicate that provision of skills and knowledge on supervision to heads of schools and teachers would be important for improving quality teaching and learning. For emphasis, one of the participants in the focus group discussion said, Training is very important for the heads of schools to give them skills and knowledge on supervision since most of them do not know their responsibilities on supervision, and when they are asked, they respond that they do not know.

The skills and knowledge will help them to be effective in supervising both students and teachers and hence help them to improve the quality of schooling. Skills and knowledge should be provided by establishing school seminars and workshops to be able to provide skills and knowledge among the heads of schools, which will ultimately help to improve teaching and learning processes, as noted by Balta, Arslan and Duru (2015) in their studies on the effect of on-the-job training on teacher achievement. The findings reveal that teachers are the engine of school development and that they have a vast impact on students' positive academic achievement. Therefore, they have the responsibility of updating their knowledge and skills.

In Tanzania, teachers are currently given a chance to increase their knowledge to make teaching and learning more effective. However, the problem is that there is no effective supervision in school organizations because the heads of schools are not aware of their role in supervision. Therefore, there should be regular training to enable the heads of schools to have skills and knowledge concerning supervision for

improving quality teaching and learning.

Public should increase funds for school management/running the school

In view of participants' standpoints, the findings showed that the public should increase funds to facilitate in-service training programmes for heads of schools to improve quality teaching and learning. There is a lack of funds in most schools due to the meagre budget of the Ministry of Education, which greatly affects the process of in-service training among heads of schools. Heads of schools should facilitate in-service training programmes for teachers, which will help them to have enough skills and knowledge on supervision and hence help to improve quality schooling. In the interview, the head of school A said, “The public should ensure that there is enough funding to support teacher training through in-service training by preparing seminars and workshops for the heads of schools to be able to improve their skills and knowledge on supervision. This will enable schools to improve teaching competency among teachers. Also, the public should ensure that there is enough teaching and learning material which will be used by both teachers and students to be able to improve teaching and learning process”

This is in line with Malunda, Onen, Musaazi and Oonyu (2016), who conducted a study in Uganda on instructional supervision and the pedagogical practices of secondary school teachers. They commented that the public should increase funds to facilitate in-service training programmes for teachers. Heads of schools as supervisors need to receive training so that they can obtain new techniques for supervising the schools to enhance performance. The provision of enough funds to support teachers' training is imperative for improving quality teaching and learning. Therefore, from the students, it was found that the public should ensure that there is enough funding in the education sector that will be used to improve the teaching and learning process in public secondary schools and that teaching and learning material should be distributed equally in all secondary schools.

Regular checking of teachers' lesson plans in view of participants' standpoints; heads of school should regularly check teachers' lesson plans. This is very important because most of the heads of schools forget their responsibility of checking teachers' lesson plans and believe it is not their responsibility. Regular checking of lesson plans can help the heads of schools to know if teachers observe their responsibility. Michael (2017) ascertained that heads of schools should regularly check teachers' lesson plans, observe how teaching and learning take place, and persistently monitor student academic progress and provide timely feedback to both teachers and students. To ensure that the supervision process is effectively performed by heads of schools, both teachers and students should collaborate with the heads of schools to make teaching and learning more effective.

Effectiveness of school supervision on school leadership

In this study, the findings indicate that school leadership should be effective in improving quality teaching and learning. Good leadership helps to understand different challenges faced by both teachers and students and be able to help them. A good leader is always very friendly with both students and teachers. By doing so, teachers and students will be very close to him/her to discuss different issues that can

facilitate the improvement of the quality of the schooling process. Commenting on this situation, one participant said:

“There should be good leadership in schools, a leader who is responsible, lovely, a listener, and who can make strong decisions concerning teaching and learning. That will improve quality teaching and learning”.

Similarly, Mwesiga and Okendo (2018) examined the effectiveness of heads of schools in supervising teachers' activities in secondary schools in the Kagera region. The results showed that there is a need to continue investing the effectiveness of school leadership in supervising teachers' activities in secondary schools. It seems that the heads of schools provide information that they are doing great in the supervision process, but the opposite is true. Hence, the public, through the Ministry of Education, should closely follow up on the reports from heads of schools to effectively improve teaching and learning.

5. Conclusion

The main objective of the study was to evaluate the effect of school supervision in improving learning effectiveness in Ilala Municipality. This study examined human relation theory (need hierarchy theory) by Maslow. Our needs frequently govern human life. In psychology, a need is a circumstance in which something or someone is needed or desired. Most psychologists believe that need is a psychological idea that motivates someone to take action toward a goal, giving conduct purpose and direction.

In relation to the first research objective, which aimed to describe the strategies that are used by school supervisors to improve the learning effectiveness of secondary schools in Ilala Municipality, heads of schools have an important role in ensuring that quality learning occurs in schools. Their supervising role is crucial since it increases teachers' performance, competence and kids' academic excellence. The study discovered that head of school's orient new teachers and manage curriculum, timetabling, and monitoring. Students' academic success is used to improve the quality of the schooling process. These roles were highly valued because they were always performed. The provision of sufficient teaching/learning resources received great marks as well. Despite their relevance in promoting quality teaching and learning in schools, head of schools was found to rarely supply such materials. Teachers gave the head of school visits to classrooms to observe teachers' lessons a low rating.

Second, objective number two aimed to explore key strategies that are used by school supervisors to improve the learning effectiveness of secondary schools in Ilala Municipality. Heads of schools faced substantial issues such as insufficient teaching/learning resources, a shortage of funds, insufficient staffing, and excessive teacher turnover. Respondents made suggestions on how head of schools might strengthen their supervisory duties in their schools. To increase the quality of teaching and learning, school leaders must involve teachers in the planning and execution of their supervisory tasks. There should also be a mechanism in place for assessing students' academic achievement and holding face-to-face meetings.

Third, objective three sought to explore the problems facing school supervisors in improving the learning effectiveness of secondary schools in Ilala Municipality. The study concluded

that school owners should ensure that adequate funds are available to support teacher education through in-service training. Training by organizing seminars and workshops for school head of schools to improve their monitoring abilities and expertise. This will allow schools to increase teachers' teaching skills. In addition, the public should ensure that there is enough teaching and learning material for both teachers and students to use to improve the teaching and learning process.

Training is essential for school head of schools to provide them with supervision skills and expertise.

Because the majority of them are unaware of their supervisory responsibilities and, when questioned, claim that they are unaware. The skills and expertise will enable them to be more successful in overseeing both students and teachers, thereby improving the quality of education. The skills and knowledge should be offered through organizing school seminars and workshops to provide skills and knowledge among school leaders, which will ultimately aid in improving the teaching and learning process.

5.1. Implications of the Study.

This study aimed to evaluate the effect of school supervision in improving learning effectiveness: A case of secondary schools in Ilala Municipality. According to the findings, the public should enhance finances to promote in-service training programs for school leaders to improve quality teaching and learning. There is a scarcity of most schools lacking funding due to education's low budget, which has a significant impact on the process of in-service training among head of schools. Heads of schools should provide in-service training to teachers in order for them to have adequate skills and knowledge on supervision, thus helping to improve the quality of education. Therefore, this study has implications for each aspect of school stakeholders who influence the provision of education and students' learning effectiveness. The implication is significant to the Ministry of Education and vocational training, policy makers, head of schools, teachers and students.

5.2. Implications for the Public

According to the findings, the public should expand funding to facilitate in-service training programs for school leaders to promote quality teaching and learning. Most schools lack funding due to the Ministry of Education's low budget, which has a significant impact on the process of in-service training for school head of schools. Heads of schools should encourage in-service training programs for teachers, which would enable them to have adequate supervision skills and knowledge, hence improving school quality.

5.3. Implications for Policy Makers.

Seminars and workshops should be promoted to reinforce head of schools' visits to classrooms, where they watch lessons and provide comments to teachers. As a result, new techniques for supervision, such as clinical supervision and collegial supervision, must be instilled in teachers. Teachers' in-service training should be prioritized in schools so that teachers take the initiative to better themselves and are supported by their head of schools. School heads should utilize a differentiated supervision method while monitoring teachers in their separate schools to guarantee that they can

meet each teacher's particular needs based on their individuality. Heads of schools should schedule instructional supervision time in their schools because it is one of the roles that positively influences students' academic progress. School head of schools should be proactive in establishing face-to-face meetings with teachers and students. They should also make it easier for teachers to attend trainings outside of school, based on the needs of individual teachers and schools. Education officers, on the other hand, should emphasize the development and use of technical skills by school leaders to promote the effective motivation of teachers and students to respond positively to various instructional activities in their schools.

5.4. Implications for the Heads of School

Heads of schools should schedule instructional supervision time in their schools because it is one of the roles that positively influence students' academic progress. School head of schools should be proactive in establishing face-to-face meetings with teachers and students. They should also make it easier for teachers to attend training outside of school, based on the needs of individual teachers and schools. Education officers, on the other hand, should emphasize the development and uses of technical skills by school leaders to promote the effective motivation of teachers and students to respond positively to various instructional activities in their schools.

5.5. Implications for the Teachers

The teacher's role is not only to impart knowledge to students but also to help in the character development of the students. Heads of school should conduct regular audits of teachers' class plans based on participant feedback. This is critical because the majority of the heads of schools disregard their responsibilities to examine teachers' lesson plans, believing it is not their responsibility. Regularly monitoring lesson plans can assist head of schools in determining whether teachers are abiding by their responsibilities.

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