

Contribution of instructional supervision on teacher's professional development in public secondary schools: A case of Bahi District in Dodoma Tanzania

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Abstract

This study critically examined the influence of instructional supervision on teachers' professional development in public secondary schools within Bahi District Council. It specifically aimed to investigate the prevailing practices of instructional supervision as they relate to professional development, identify the key challenges hindering its effective implementation, and propose viable mechanisms through which instructional supervision can be enhanced to more effectively support teachers' continuous professional growth. A convergent parallel mixed-methods research design was employed, involving a total of 77 participants drawn from five public secondary schools and the School Quality Assurance Office in the Central Zone. Data collection instruments included questionnaires, interview guides, and focus group discussions, while data analysis was conducted using SPSS version 20, utilizing descriptive statistics such as frequencies and percentages, presented in tables and pie charts. The findings revealed that instructional supervision in its current form does not significantly contribute to teachers' professional development in the district. The study was anchored in the Human Relations Theory developed by Mary Parker Follett (1868), which emphasizes the importance of interpersonal relationships and participatory supervision in professional settings. Based on the findings, the study recommends that government bodies and educational policymakers revise existing supervision frameworks to move beyond traditional inspection models and implement more supportive, collaborative, and developmental supervision strategies that directly enhance teacher competencies and instructional practices.

Keywords: educational policy, human relations theory, instructional supervision, public secondary schools, teacher professional development

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1. Introduction

This study aimed to explore the contribution of instructional supervision on teachers' professional development in public secondary schools. Instructional supervision is a globally recognized practice, commonly employed in many countries as a means to enhance the quality of education. It is one of the oldest mechanisms for monitoring and promoting educational quality in global education systems (De Grauwe, 2007). The increasing emphasis on student achievement has led many nations to pay closer attention to school effectiveness, teacher performance, and the various strategies used to monitor and support educators (UNESCO, 2005). Globally, improving the quality of education and student outcomes remains a central concern (De Grauwe, 2007). Instructional supervision—also referred to as school inspection or school supervision in different contexts—has historical roots dating back to the Napoleonic era in France in the late 18th century, from where it spread to other European countries during the 19th century (De Grauwe, 2007). For instance, in the United Kingdom, the first two school inspectors were appointed in 1833 (Shaw et al., 2003), and the first formal school inspection was conducted by Her Majesty's Inspectorate (HMI) in 1839. This function was later taken over by the Office for Standards in Education (OFSTED) in 1992 (OFSTED, 2012). Similarly, the Netherlands implemented school inspection as early as 1801 (Dutch Education Inspectorate, 2015).

In countries such as the UK and the United States, greater emphasis is often placed on school inspection rather than general supervision (Lee, Dig & Song, 2008). However, both terms—"school inspection" and "school supervision"—are used interchangeably across many developed and developing nations, including the UK, US, several European nations, and African countries like Lesotho, Senegal, Tanzania, and Nigeria (De Grauwe, 2008). In many African countries, school supervision services were established following independence (De Grauwe, 2007), accompanied by the expansion of schools and an increase in the number of inspectors or supervisors (De Grauwe, 2008; Matete, 2009). The development of supervision services was typically aligned with the broader introduction of formal public education systems (De Grauwe, 2007). In Nigeria, for example, instructional supervision has been a fundamental component of the Western-style education system since its inception. By 1887, Nigeria had already instituted a colonial education structure that included supervision as a key element, a tradition that has persisted to this day (De Grauwe, 2008). In Ethiopia, supervisory practices began in 1941, although the terminology alternated between "inspection" and "supervision." Presently, instructional supervision is well established across all educational levels. Notably, in Addis Ababa, the City Administration Education Bureau (AACAEB) restructured its supervisory framework in 2004 from a generalist approach to a subject-specific instructional model (Alemayehu, 2008).

In Tanzania, instructional supervision was introduced during the colonial period, but following independence in 1961, the government passed several educational reforms to improve school quality. Legislative milestones included the Education Act No. 25 of 1978 and its Amendment Act No. 10 of 1995, codified in CAP 353 of 2002, which mandated the establishment of a formal inspection system and inspectorate (TETP, 1995; URT, 1978). Within this framework, instructional supervision serves to ensure that teachers adhere to the national curriculum and deliver instruction aligned with national educational goals (Arong & Ogbada, 2010). Instructional supervision is posited to transform classroom practices by encouraging teachers to reflect on their teaching, understand their instructional methods, and grow professionally (Kankam, 2013). Numerous scholars have underscored the connection between instructional supervision and professional development (Wilkinson, 2010; Arong & Ogbandu, 2010). However, there has been criticism from various stakeholders regarding the ineffectiveness of supervisors in supporting classroom improvement (Mmbando, 2010). In practice, many supervisors focus more on administrative tasks and school infrastructure than on instructional quality (Mmbando,

2010). It is rare for supervisors to engage meaningfully in the actual teaching and learning processes within classrooms (Mmbando, 2010).

The central concern of this study is to evaluate how instructional supervision in Tanzania, specifically within Bahi District, contributes to the professional growth of teachers and ultimately, to the enhancement of educational quality. While instructional supervision is widely regarded as a strategy to foster teacher development and student achievement, effective implementation remains inconsistent. Teachers are the cornerstone of classroom instruction, and their professional growth is essential to ensure they remain competent and responsive to evolving educational demands. As Mwankotwa (2012) noted, "teacher's professional development has significance in education in that it affects the role of the teacher and his or her pedagogy, which in turn affects the student's ability to learn effectively" (p. 25). Nevertheless, several studies suggest that genuine professional development remains elusive in many schools due to systemic challenges. Alemayehu (2008) highlighted that in Addis Ababa secondary schools, subject-based instructional supervision faced numerous difficulties, including insufficient support for novice teachers, infrequent classroom visits and peer coaching, overemphasis on administrative tasks, and a lack of professional trust between teachers and supervisors. These issues have led to negative perceptions of supervision among teachers. Similarly, Zepeda and Ponticell (1998) observed that many teachers perceive supervisors as fault-finders who are more interested in reporting deficiencies to school administrators than in offering developmental support.

Such issues are also evident in Tanzania's Bahi District, where supervision tends to emphasize teacher evaluation over professional growth, resulting in poor school performance, stagnation in teachers' academic development, low job satisfaction, and diminished morale. These conditions have prompted the need to investigate whether instructional supervision in Bahi District is implemented in ways that genuinely support teachers' professional development. Accordingly, this study seeks to examine the current practices in instructional supervision and how they influence teacher growth and instructional competence in the district.

2. Theoretical Review

This study was guided by the Human Relations Theory developed by Mary Parker Follett in 1868. The theory emphasizes that organizational goals are achieved through people, who in turn have needs and desires that must be fulfilled to foster motivation and success. It posits that organizations are interdependent with the people who work within them. Employee participation is viewed as essential in securing consent, compliance, and cooperation with organizational management. The theory underscores the significance of human elements over engineering techniques by promoting empowerment, facilitation rather than control, and the acknowledgment of informal organizational structures. These principles are particularly relevant to the current study, which examines how schools rely on human resources—particularly teachers—to achieve their vision and mission. Supervisors play a critical role in equipping teachers with relevant professional skills. The theory advocates for creating a motivational environment that enhances knowledge and productivity. Thamarasseri (2016) supports this view, asserting that "if staff members are happy, motivated and satisfied with the school environment, they in turn are highly productive and achieve successful results as a team" (p. 4). Accordingly, this theory informed the research focus on understanding the relationship between supervisors and supervisees and how they mutually influence one another.

2.1 Concept of Supervision

Supervision is conceptualized differently by scholars across disciplines, professions, and historical periods. Broadly, supervision is a process integral to all professions; no organization can function effectively without it. Allen (2015) defines supervision as an interaction between two or more individuals aimed at improving performance. It is a developmental process that involves guiding, encouraging, directing, and motivating workers to enhance their productivity. Specifically, Allen (2015, p. 68) sees supervision as an administrative process wherein a leader ensures subordinates contribute to an effective learning environment. Aguokagbuo (2002), as

cited in Kotirde and Yunos (2014), describes supervision as a means to advise, guide, refresh, and encourage teachers, thereby helping them succeed in teaching and classroom management. Adenike et al. (2013) conceptualize instructional supervision as a formally designed behavior that influences teachers in ways that enhance student learning and support school goals. Sullivan & Glanz (2005) further define supervision as a dialogue between teachers and supervisors aimed at improving instruction and boosting student achievement. Similarly, Kaufman, Hughes, and Riccio (2010) perceive supervision as a dyadic relationship wherein both supervisors and supervisees shape and influence one another collaboratively. Glickman, Gordon, and Ross-Gordon (2009) cite dictionary definitions of supervision “to watch over,” “direct,” and “oversee” and argue that supervision is often misunderstood as a control mechanism. In essence, supervision is a process through which an experienced individual assists and guides a less experienced colleague by offering feedback that enhances performance and, ultimately, student achievement. According to Segun (2004), as cited in Dwamena and Donkoh (2014), supervision stimulates teachers’ professional growth, revises instructional materials and objectives, and evaluates teaching methods. Dodd (2008) similarly defines supervision as a practice aimed at guiding and supporting professionals for improved educational outcomes. However, confusion persists between the terms supervision and inspection. In Malaysia, for instance, many educators still perceive supervision as a form of inspection (Ghavifekr and Ibrahim, 2014). Kruskamp (2003) and Tyagi (2010) also highlight this misconception, noting that teachers often see supervision as evaluative rather than supportive.

According to Ojelabi (1981), as cited in Onasanya (2006), inspection involves critical examination and evaluation, while supervision is an ongoing process of providing personalized guidance and encouragement to teachers. Over time, “supervision” has become the preferred term, as “inspection” is associated with colonial-era practices. Jaiyeoba (2006), cited in Allen (2015, p. 69), distinguishes between two types of supervision: internal and external. Internal supervision is conducted within the school by principals, headmasters, and other administrative staff, aiming to guide and assist teachers in achieving educational objectives. External supervision, formerly known as inspection, is conducted by officials from the Ministry of Education, such as chief or deputy inspectors. Subcategories of external supervision include full inspection, follow-up inspection, certificate inspection, and recognition inspection. To enhance school supervision, Goldhammer et al. (1969), building on the ideas of Morris Cogan, proposed five stages of supervision: pre-observation conference, observation, analysis and strategies, supervision conference, and post-conference.

3. Empirical Literature Review

A UNESCO (2005) study observed that both internal and external school supervision play essential roles in monitoring educational quality and fostering teacher professional development. In the United States, Rous (2004) found that instructional leaders influence teachers through evaluation, thereby shaping self-concept and promoting curricular implementation. Professional development in this context was characterized by dialogue between supervisors and teachers, training opportunities outside the classroom, and staff interaction, all of which enhanced creativity, collaboration, and decision-making. In Tanzania, Komba and Nkumbi (2008) studied perceptions and practices related to teacher professional development. They found that district education officers, inspectors, ward coordinators, and head teachers facilitated development by encouraging participation, offering allowances, organizing seminars, and motivating teachers to upgrade their qualifications. The study also indicated that teachers actively engaged in planning and implementing their professional development. The Ministry of Education and Vocational Training was identified as responsible for policy and funding, while universities and teacher colleges provided training and relevant research.

In Kenya, Namunga (2017) investigated how the supervision of instructional practices affects teaching and learning. The study revealed that principals regularly reviewed professional documents such as schemes of work and lesson notes to monitor preparedness, syllabus coverage, and teaching effectiveness. These reviews informed corrective actions and ensured methodological adequacy. In Tanzania, the URT (2013) compiled school supervision guidelines to promote educational improvement. The guidelines emphasized rewarding outstanding teachers, encouraging collaboration, and providing flexible support tailored to teachers’ needs. These supervisory

practices, though varied across countries and institutions, aim to promote teachers' professional development. The present study focuses on such practices within the public secondary schools of Bahi District Council.

4. Methodology

This study employed a mixed-methods research approach, where both qualitative and quantitative techniques were integrated throughout data collection, analysis, and presentation. Creswell (2012) defines mixed-methods research as an approach involving both quantitative and qualitative methods within a single study to harness the strengths and offset the weaknesses of each. Leedy and Ormrod (2013) support this view, noting that quantitative data can compensate for weaknesses in qualitative data and vice versa. For instance, results from structured interviews involving a small group can be validated through questionnaires administered to a broader, more representative sample. Therefore, the use of both approaches enabled the researcher to gather more comprehensive and accurate data.

Research Design - According to Kumar (2011), a research design is a procedural plan used to answer research questions validly, objectively, and economically. This study adopted a convergent parallel mixed-methods research design. Creswell (2014) explains that this design involves collecting both qualitative and quantitative data simultaneously, analyzing them separately, and then comparing the results for convergence or divergence. In this study, qualitative data were collected using interview guides to gain in-depth insights, while quantitative data were gathered using questionnaires to cover a larger sample size.

Study Area and Rationale - The study was conducted in Bahi District, Tanzania. The district is bordered to the north by Chemba and Kondoa districts, to the east by Dodoma City Council and Chamwino District, and to the west by Manyoni District. The target population consisted of 338 individuals, including teachers from selected public secondary schools, school heads, and quality assurance officers (Table 1).

Table 1
Targeted three categories of education stakeholders

Category of Participants	Total Population
Quality Assurance Officers	33
Heads of Schools	20
Teachers	285
Total	338

Sample Size and Sampling Procedures - Sampling refers to the technique of selecting a representative portion of the population to infer conclusions (Kombo & Tromp, 2006). This study used both probability and non-probability sampling methods. The sample was drawn from 20 public secondary schools in Bahi District, which comprises 305 secondary school teachers. Simple random sampling was used to select 13 teachers from each of 5 schools, totaling 65 teachers. Purposive sampling was applied to select 5 school heads, and simple random sampling was used to choose 8 quality assurance officers. Yin (2011) defines purposive sampling as the selection of individuals who are most likely to provide valuable information. Kothari (2004) supports this technique for its effectiveness in accessing the most relevant and knowledgeable participants. Convenience sampling was also used to select 5 teachers from each school for focus group discussions, targeting participants who were both accessible and willing to contribute (Table 2).

Table 2
Composition of the Sample

Category of participants	Total Population	Sample Size of each Category
Quality Assurance Officers	33	8
Head of Schools	20	5
Teachers	285	64
Total	338	77

Yamane Formula for Sample Size Calculation (Yamane, 1967):

$$n = N / (1 + N * e^2)$$

Where:

- n = Sample size
- N = Population size (338)
- e = Margin of error (10%)

$$n = 338 / (1 + 338 * 0.01) = 77$$

Category-wise Sample Size (Varalakshmi et al., 2005)

Where:

- Quality Assurance Officers = $77 / 338 * 33 = 8$
- Head of Schools = $77 / 338 * 20 = 5$
- Teachers = $77 / 338 * 285 = 64$

Data Collection Techniques

Questionnaire - Both open and closed-ended questionnaires were used to collect quantitative data. According to Kumar (2011), a questionnaire is a written list of questions answered by respondents. Kothari (2004) notes that open-ended questions allow for more freedom in responses, while closed-ended questions provide uniformity. This tool was economical and suitable for the large sample of teachers, although it had limitations such as low response rates and lack of opportunity for clarification (Kumar, 2011).

Interview - Semi-structured interviews were conducted with education quality assurance officers and school heads to collect qualitative data. Tayie (2005) defines personal interviews as one-on-one conversations conducted in various settings. George (2008) adds that interviews capture specific experiences or issues. Despite being time-consuming and potentially biased by interviewer characteristics, interviews provided deep, context-rich information.

Focus Group Discussions - Focus groups comprising six participants per group were organized in each selected school. According to Anderson (1990, as cited in Dilshad & Latif, 2013), focus groups are structured discussions aimed at eliciting participants' perceptions and experiences. These discussions provided further insights into the influence of instructional supervision on teacher professional development.

Validity of the Instrument - Validity refers to the extent to which an instrument measures what it is intended to measure (Kothari, 2002). To ensure validity, instruments were reviewed by knowledgeable peers and the research supervisor for content accuracy and clarity.

Reliability of the Instrument - Creswell (2012) defines reliability as the consistency of an instrument over time. A test-retest method was used with 15 respondents from schools not involved in the main study. Instruments were administered twice, two weeks apart, to check for consistency before final use.

Pilot Study - A pilot study was conducted in two secondary schools in Dodoma City Council. Instruments were tested for validity and reliability, and necessary modifications were made. This allowed for fine-tuning of tools before use in the actual study area.

Data Recording, Analysis, and Presentation - Data recording and analysis are closely linked processes

(Berg, 2001). Quantitative data were analyzed using SPSS version 20.0 and presented using descriptive statistics such as frequencies and percentages. Qualitative data were categorized and interpreted thematically. Microsoft Word and SPSS were used for documentation and analysis.

Ethical Considerations - According to Lekule and Omer (2016), ethics in educational research involve respecting participants' rights and maintaining confidentiality. Approval was obtained from SAUT's Director of Postgraduate Studies and subsequent administrative bodies. Informed consent letters were issued, and coded names were used to ensure anonymity. Private interview spaces were arranged to safeguard participant privacy.

5. Results and discussion

5.1 Practices Used in Supervision towards Teacher's Professional Development

The results of the study sought to find out the practices used in instructional supervision, towards teachers' professional development in public secondary schools in Bahi district. To come up with the relevant information, the researcher used the research tools: such as written questionnaires, interviews and focus group discussion. The findings were presented and discussed in themes and subthemes. In response to the question which asked about, what do you understand by the term instructional supervision? Majority of them responded by providing the meaning of instructional supervision, as follows; Quoting one of them from written questionnaires, he defined the term instructional supervision as,

Usimamizi wa ufundishaji na ujifunzaji ni mchakato unaohusisha kufanya ufuatiliaji katika ufundishaji na ujifunzaji lakini pia kukagua zana za ufundishaji na ujifunzaji kama vile andalio la somo, maazimio ya somo, shajala la ufundishaji, reja ya kumbukumbu za ufundishaji na usahihishaji wa mazoezi yatolewayo kwa wanafunzi.

Translation *The process of making follow up of the teaching and learning activities but also inspecting teaching and learning facilities such as lesson plan, scheme of work, log book records, lesson notes, class journal and marking of exercises.*

During the interview session with the head of school in school B, Mr. Majige explained the term instructional supervision as follows;

Mimi ninaweza kusema kwamba usimamizi wa shughuli za ufundishaji ni mchakato unaohusisha ukaguzi wa nyaraka za ufundishaji kama vile maazimio na maandalio ya masomo.

Translation: *With me, I can say that the term instructional supervision is the process of inspecting teachers' way of teaching but also inspecting the prepared teaching documents such as scheme of work and lesson plan.*

From the views above, the findings show that despite such explanations of the concept of instructional supervision, they seem not to be well understood by most of the teachers in Bahi district, since respondents have mixed up ideas with regards the meaning of the term instructional supervision. These findings on the concept of instructional supervision contradict literatures perceptions, for instance Sergiovanni and Starratt (2002) describe instructional supervision as "opportunities provided to teachers in developing their capacities towards contributing for student's academic success" (p.6). In other perspectives, Generally, it can be suggested that for teachers to become professionally developed, both supervisors and supervisee must develop almost similar perceptions on the concept of the term instructional supervision. It is the role of the ministry of education under the office of education quality assurance to communicate effectively the concept and importance of conducting instruction supervision in schools. Likewise, the study was interested to know whether instructional supervision is conducted in schools and who is involved, as it is shown in figure 4.1 teachers' responses on the frequency of instructional supervision. The research findings indicate that supervision is done when need arises,

and through written questionnaires; respondents mentioned the head of school in collaboration with school academic office, are mostly responsible for inspecting teaching and learning resources from teachers, particularly lesson plan, scheme of work, class journals teaching aids, class notes and recommendations and remarks. Furthermore, apart from such inspection, teaching and learning report is prepared and being sent to the district academic officer for justification and further implementations.

The findings indicate that other education officers such as quality assurance officers, district academic officers and ward education coordinator conduct instructional supervision in schools rarely. Sometimes three years may elapse without them. However, through focus group discussion with teachers in school B, Mr. Bravo has the following response;

usimamizi wa shughuli za ufundishaji unafanywa mara nyingi na Mkuu wa shule pamoja na mwalimu mwandamizi taaluma hapa shuleni, wao uhusika katika kukagua zana za ufundishaji, ingawaje wakaguzi wengine ufanya zoezi la ukaguzi baada ya kipindi cha muda mrefu, wakati mwingine zaidi ya miaka mitatu na endapo wakaguzi wanapofanya ukaguzi kwa muda uliokaribia saana (kwa mwaka moja au nusu mwaka) ujue basi kuna matatizokatika shule husika, maana ni nadra saana ukaguzi kufanyikamara nyingi katikashule moja ndani ya muda mfupi, kama hakuna matatizo.

Translation: *we have been witnessing the head of school in collaboration with the academic office, only conducting inspection for teaching and learning documents and providing recommendations. Though other supervisors do visit our schools for such a long time, for example, sometimes it may take more than three years without coming back and if it happens so, it is believed that perhaps there would be a serious problem that they may want to investigate. Therefore, it is very rarely for supervision to be conducted within a much-closed period of time in a single school.*

To emphasize the above argument, Miss.Monica raised similar concerns about her teaching experience with regards to instructional supervision saying;

Kwa kulithibitisha lililoongelewa na mwenzangu awali kwa mfano, Nina miaka mitatu ya ufundishaji katika shule hii, lakini sijawahi kuona usimamizi wa aina yeyote, aidha kutoka ngazi ya wilaya, mkoa au taifa, kuendesha semina au kutoa njia elekezi za ufundishaji.

Translation: *I have three years of teaching in this school, I have never seen any kind of external supervisors conducting supervision in my school, either those coming from district, Regional or national level. The findings imply that instructional supervision in public secondary school is rarely done. This finding concurs with the findings by Zepeda & Ponticell, (1998). who noted that supervision in secondary schools in USA, is rarely done to enhance teachers' capacity and professional development and learning in schools.*

The study was interested to understand about procedures that are being used by supervisors, when carrying out instructional supervision. These were the responses; during focus group discussion with teachers, in school D, Mr. Luko expressed that;

External supervisors do inform teachers through head of school, the exact date for visiting the school, purpose for conducting teaching and learning supervision. Once supervisors come, teachers are told to collect their teaching documents such as scheme of work, lesson plan and subject logbook. Thereafter, supervisors investigate those documents, to see whether teacher's fill-in and use them in teaching and learning process. They sometimes visit teachers while teaching to observe how teachers deliver materials. At the end supervisors conduct a conference with teachers. Intending to inform what they have observed in the general. Later on, give general

recommendations that teachers should adhere to. Finally write supervision report that contains the supervised areas, showing strengths and weakness, and providing recommendations. The same report is sent to the school director. Another one is sent to the head of school for further implementation.

Through focus group discussion with teachers, the study was interested to know how teachers felt about the procedures used by supervisors in carrying out instructional supervision in schools.

Mr. Kazimoto responded that;

The nature of supervision which is conducted at our schools, does not help us to grow professionally. Since supervisors do not advise and lead us to what is supposed to be done instead, they find the areas of weakness to intimidate us.

In the same argument Miss Sarafina emphasized that;

wakaguzi wa nje wamekuwa wakali wakitutolea vitisho mara wanapogundua madhaifu katika ufundishaji na uandaaji wa zana za ufundishaji, wakitutishia wataandika taarifa kwa mwaajiri, ili asitisishe mshaara. Kwa hali kama hii, huku sio kumsadia mwalimu, bali ni kumkatisha tamaa.

Translation: *Supervisors tend to be harsh and intimidating them to the extent of attempting to threaten teachers, by telling them that they will write a report to their employer such that he or she may stop paying salaries to some of the teachers who seem not to comply with their teaching and learning process including preparation of teaching and learning aids. Such a situation is not a good way to assist teachers and it is discouraging us not to perform our duties in peace ways.*

With regards to the above opinions, the findings indicated that supervision in schools is conducted in a partial way and whenever conducted does not support and encourage teachers to perform their duties in a professional way, since teachers develop fear and lose confidence to the extent of teaching out of the planned content during the time of supervision. Therefore, it can be concluded that the procedures used by supervisors do not prepare teachers to grow professionally in the entire process of classroom instructional. This situation reflect was observed by Mudzofir and mudawali (2017) who found that “teachers do not receive a good quality of instructional supervision, supervision received by teachers do not support teachers’ growth and professional development” (p. 69). This study sought to determine whether instructional supervisory practices contribute to teachers’ professional development. In this case, the study asked respondents to indicate their opinions on the level of responses, and the following were the responses as captured in table 4.6 which were categorized as: Strongly disagree, Disagree, No opinion, Agree and Strongly Agree variables. As the data indicated in (Table 3), teachers were asked in questionnaires to indicate their views on the contribution of instructional supervision towards teacher’s professional development. Respondent’s views were rated on a Likert scale of 1-5. It indicated that, the majority (28.1 %) of respondents strongly disagreed with the statement that supervisors advise and help teachers in the preparation of scheme of work, lesson plan and teaching aids. Also, the majority (25.0%) of the respondent’s disagreed with the statement that supervisors guide teachers on how to manage a class with students of different level of understanding and behaviour.

The majority (25.0%) of respondents disagreed with the statement that supervisors direct teachers to use the classroom activities to develop the students’ thinking skills. Apart from that, the majority (35.9%) of respondents disagreed with the statement that supervisors encourage teachers to discuss ways of solving any problem, associated with curriculum implementation. Moreover, majority (40.6%) of respondents strongly disagreed with the statement that supervisors do assist and make teachers become familiar with various assessment techniques. The majority (32.8%) of respondents strongly disagreed with the statement that supervisors train teachers to design effective class exercises, tests and examinations. Again, the majority (37.5%) strongly disagreed with the

statement that supervisors train teachers, to ask a variety of oral questions suitable to teaching and learning situation. Moreover, (57.8%) of respondents strongly disagreed with the statement that supervisors guide teachers to select supervision practice of their choices. However, (35.9%) of respondents strongly disagreed with the statement that supervisors lead discussion on supervision feedback with teachers. The majority (48.4. %) of teachers strongly disagreed with the statement that supervisors do encourage teachers to set their professional goals. Furthermore, the majority (43.8%) of respondents strongly disagreed with the statement that supervisors encourage teachers to participate in professional development activities. Moreover,(39.1%) of respondents strongly disagreed with the statement that supervision that teachers receives meets individual professional needs. Moreover, majority (40.6%) of teachers strongly disagreed with the statement that supervisors encourage teachers in developing instructional goals and objectives.

The majority (40.6%) of respondents strongly disagreed with the statement that supervisors guide teachers in developing and selecting instructional materials. Apart from that the majority (50.0%) of teachers strongly disagreed with the statement that supervisors facilitate professional growth of teachers through short term training. Once more, the majority (42.2%) of respondents strongly disagreed with the statement that supervisors do share professional experiences. Furthermore, the majority (39.1%) of respondents strongly disagreed with the statement that supervisors facilitate growth of teachers' short term training. Through, the above responses, it can be concluded that, instructional supervision in schools, particularly in Bahi district, does not contribute to teacher's professional development due to high percentage of respondents showing strong disagreement of the statements.

Table 3

Teacher's responses on the contribution of on Instructional Supervisory Practices towards Professional Development

STATEMENTS	RESPONSES				
	SD	D	NO	A	SA
Advices and helps teachers in the preparation of scheme of work.	18(28.1%)	17(26.6%)	2(3.1%)	15(23.4%)	12(18.8%)
Guide teachers on how to manage class.	16(25.0%)	11(17.2%)	6(9.4%)	17(26.6%)	14(21.9%)
Direct teachers to use the classroom activities which develop students thinking skills.	12(18.8%)	16(25.0%)	6(9.4%)	15(23.4%)	15(23.4%)
Encourages teachers to discuss ways of solving any problems associated with curriculum.	23(35.9%)	12(18.8%)	6(9.4%)	10(15.6%)	13(20.3%)
Assists and make teachers to be familiar with various assessment techniques.	26(40.6%)	11(17.2%)	3(4.7%)	17(26.6%)	7(10.9%)
Train teachers to design effective class exercises, tests and examinations.	21(32.8%)	12(18.8%)	7(10.9%)	16(25.0%)	8(12.5%)
Train teachers to ask variety of or questions for teaching and learning situation.	24(37.5%)	12(18.8%)	8(12.5%)	12(18.8%)	8(12.5%)
Guide teachers to select supervision practices of their own choice approach.	37(57.8%)	4(6.3%)	4(6.3%)	13(20.3%)	6(9.4%)
Lead discussion on supervision feedback with teachers.	8(12.5%)	23(35.9%)	7(10.9%)	18(28.1%)	8(12.5%)
Encourage teachers to Set professional development goals.	31(48.4%)	12(18.8%)	5(7.8%)	10(15.6%)	6(9.4%)
Encourage teachers to participate in professional development activities.	28(43.8%)	15(23.4%)	6(9.4%)	10(15.6%)	5(7.8%)
The supervision that teachers receive, meets individual needs.	25(39.1%)	24(38.9%)	3(4.7%)	7(10.9%)	4(6.3%)
Encourage teachers in developing instructional goals and objectives.	26(40.6%)	10(15.6%)	4(6.3%)	18(28.1%)	6(9.4%)
Selecting instructional materials	26(40.6%)	11(17.2%)	5(7.8%)	14(21.9%)	8(12.5%)
Guide teachers in developing/selecting instructional materials. Facilitate professional growth through short term training	32(50.0%)	13(20.3%)	8(12.5%)	4(6.3%)	7(10.9%)
Sharing professional experiences, resources appreciation and collaboration,	27(42.2)	12(18.8%)	6(9.4%)	10(15.6%)	9(14.1%)
Encourage teachers by building working morale and mutual relationship.	25(39.1%)	5(7.8%)	5(7.8%)	19(29.7%)	10(15.6%)

6. Conclusion

The study focused on the practices used in instructional supervision towards teachers' professional

development in public secondary schools. The findings reveal that the term instructional supervision was not well understood to most of teachers. Since participants only perceived instructional supervision as only an inspection of teaching and learning documents and other school infrastructures such school buildings, school revenue and expenditures, human resources and their working discipline. Teachers are not aware that instructional supervision is there to support, direct and encourage teaching performance and professional development. Moreover, the findings revealed that instructional supervision was mainly done in schools by the head of schools and rarely done by external supervisors like quality assurance officers, district academic officers and ward education coordinator. Also, the study reveals that teachers have no habit of supporting of each other particularly advising and helping on how to prepare scheme of works, lesson plans and relevant teaching aids. Again, it was seen that there was less classroom visits by supervisors to assess teachers teaching and learning situations. The findings indicated that participants responded on how frequent are the school supervision is conducted in a year. Whereby 62.5 % majority of respondents indicated that instructional supervision is mainly done when need arises. This response is presented in table 4.5. Furthermore, the study showed that supervisors have no specific procedures of carrying out instructional supervision in schools; teachers were not encouraged with the procedures that are mostly used by supervisors since they seem not to support teacher's improvement. In regards to the aspects used by supervisors towards teacher's professional development, respondents mostly indicated strongly disagreed, as presented in table 4.6. This implies that instructional supervision done in Bahi district schools, does not contribute to teachers' professional development.

Implication for the Government and Non-Governmental Organization - As the role of any other nation worldwide, to ensure that education system is highly supervised for better achieving of her goal; the government of Tanzania must play vital role in ensuring that education is supervised accordingly. Basing on this argument education supervisors have to pay much attention to ensure that instructional supervision is met in schools. This study found that, both supervisors and supervisee are less competent in issues related to instructional supervision. This implies that they are lacking professional skills. Following this challenge, it is automatically leading into failure of teaching and learning process. In order to overcome such challenges, the study recommends that the government in collaboration with other education stakeholders should make sure that there is conducive environment that allows both supervisors and supervisee to have a continuous in-service training (INSET). This may involve scheduling for various training within the institution and district level, and this may be carried out in the developed teachers resource centre (TRC). This should be done by responsible organs like Government, Non-Governmental Organizations (NGO's), education institutions like universities and colleges.

Implication for Policy Markers - The school supervision is governed by policies, whereby such policies provide the best direction on how implementation should be done. Therefore, it is role for policy makers, to formulate the best supervision policies, and make follow up of them, so as to see if it is effectively implemented. With regards to the current study, the findings have shown that' supervision policy does not put much emphasis on teachers' professional development in public secondary schools. As the policy only rely on the general school inspection. This leads to the deterioration of instructional supervision for professional development. In order to harmonize them. The study strongly recommends that the policy makers should review and set the relevant policies and strategies to enhance real supervision, rather than relying on the current ways of school inspection. By doing so, this instructional supervision will enhance teacher's professional development.

Implication for the School Authorities - School authorities have a great role to ensure that instructional supervision is conducted effectively so as to meet the institution goals. This study found out in schools that teachers have no habit of sharing professional experiences, particularly senior teachers to junior teachers. Instructional supervision is mainly conducted by head of schools in collaboration with the academic teachers, where they inspect teaching and learning process. In spite of supervision practices in schools there is little improvement in teaching among teachers. However, there are some schools which perform well. In order to bring better performance in supervision, the study recommends that schools should adopt benchmarking strategies, so as to make comparison and learn from the best performing schools. This will still help to exchange skills and knowledge from one school to the other and from one teacher to another. There should be mentorship

strategies, whereby the newly employees will be attached to the experienced ones with more pedagogical skills.

Implication for the Instructional Supervisors - Supervisors provide a great role to make sure that, their supervisees are developed; by doing so, it simplifies the exercise of managing school supervision. The findings showed that, school supervisors do not read carefully the government circulars and sometimes other schools are lacking such government circulars; such as supervision guideline. Failure to have these documents it is like traveling without specific direction. In order to develop clear implementation of instructional supervision, the study recommends that supervisors should take time to peruse and read the government circulars such as supervision guideline, secondary school management toolkit (SSMT), standing orders, and other related education circulars, so that they may keep them informed about their instructional roles. Also, the study recommends that, the system of using OPRAS should be modified, so as to create friendly environment, where by the supervisors and supervisees will have constructive discussion on strength and weakness of the suppression process and suggest the possible strategies to improve his or her performance.

Implication for Teachers - Teachers have to make sure that they maintain their professional development. This may be done through training, coaching, attending various seminars workshops and joining further studies. By doing so, teachers will be in a position to develop their professional skills and raising their profession performance. The current study showed that teachers have limited seminars that equip them with their professional skills. Therefore, the study recommends that teachers should plan and arrange for their professional development, rather than waiting for external forces from supervisors, since professional development has much impact on their teaching professional.

Limitations of the Study - In conducting this study, various limitations were revealed. One of the limitations to this study was transport that could allow the researcher to operate in selected schools, whereby some public secondary schools were found very far from one another. This made the researcher to face some inconveniences such as arriving at the school. Also, the clients were not so much cooperative, to the extent that the researcher was forced to convince them, so that they may grant him with their responses. This made the researcher to obtain the information very late compared to the expected time. Furthermore, the clients were not easily accessible all the time. For example, sometimes the researcher had to visit the school three times in order to encourage respondents so that they may develop positive responses. Finally, the researcher faced the financial constraints, since the researcher had to travel from one place to another visiting the clients the case that involved spending much money.

Suggestions for Further Study - This study focused on the influence of instructional supervision on the teacher's professional development in public secondary schools in Bahi district. In attaining the purpose of the study, the study found out, the practices used in instructional supervision towards teacher's professional development, the hindrances of instructional supervision towards teacher's professional development, and suggested the possible ways to overcome the hindrances of instructional supervision in public secondary schools. Since this study was only conducted in Bahi district, its findings cannot be generalized to other areas. The study recommends that, more studies of the same topic should be carried out in different districts and regions of Tanzania, since most of public secondary schools have the same problem. By doing so, it will help to realize the extent of the problem in the whole nation, later may lead to influence changes in the supervision policies and help to take the issue of teachers' professional development seriously. Furthermore, this study employed questionnaires, focus group discussion and interview. The study suggests that other mixed studies on the same topic should be carried out using other tools like documentary review and observation, so as to extract more information about this study, since some of the respondents were reluctant and were influenced to give information, thus relying on the given information may not be objective. Moreover, the current study used teachers, heads of schools and quality assurance officers. Thus, the study suggests that other related study should involve students, since they are affected positively with instructional supervision and they are easily accessible.

7. References

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