

**SUPERVISORY ROLE OF HEAD OF SCHOOLS IN ENHANCING TEACHER'S
PROFESSIONAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN MOSHI
DISTRICT COUNCIL, TANZANIA**

Onesmo Amos and Gadi Moses Koda (PhD)
Mwenge Catholic University

Abstract

The aim of this study was to investigate the supervisory role of the head of schools in enhancing teacher's professional development in public secondary schools in Moshi District council, Tanzania. The purpose of the study was to find out if supervisory role has impact on teacher's professional development. The study was guided by five research questions. Descriptive survey design and phenomenology research design were used to collect data from eighteen (18) public secondary schools in Moshi District in which 272 respondents were involved; two hundred and fifty two (252) public secondary school teachers were randomly selected while eighteen (18) heads of schools were automatically selected and District Secondary Education Officer (DSEO) together with Zonal Chief School Quality Assurance Officer (ZCSQAO) were included automatically. Questionnaire was used to collect data from teachers while interview guide and documentary analysis was used to collect data from heads of school, DSEO and ZCSQAO. Quantitative data collected was analyzed by using descriptive statistics such as frequencies and percentages with the help of statistical Package for the social science computer package programme version 20, while qualitative data was summarized in themes based on research questions and presented in narrative form and direct quote from participants. Findings revealed that some heads of school needed to acquire further skills in supervision of teachers. It was also found that supervisory activities such as checking of teachers' records, classroom visits and team teaching were often delegated to head of department and deputy heads. The role of the heads of school in supervision of teachers was limited. School- based workshops or seminars were rarely organized by head of school while majority of heads of school relied solely on outside school professional development programme to enhance teacher' capacity. The study also established that the most common hindrances to heads of schools' supervisory role including financial constraint, teachers' negative attitude towards supervision, limited opportunities to attend professional development among teachers.

Keywords: Supervisory Role, Professional Development, Quality education, Secondary Schools, Tanzania

1. Introduction

Background of the Study

Teacher's Professional Development for Quality Education in Schools. According to Diaz-Maggioli (2003), professional development, may be referred to as the skills and knowledge attained for both personal development and career advancement. He also portrays professional development in education as an ongoing learning process in which teachers engage, voluntarily or as per institutional demands, to learn how best to adjust their teaching to the learning needs of their students. Koda, (2006), the term professional development may be referred to a wide variety of specialized training, formal education, or advanced professional learning intended to help administrators, teachers, and other educators improve their professional knowledge, competence, skill, and effectiveness to raise student achievement.

The Oregon Department of Education (2012) argues that the purpose of all teacher professional development is to help teachers develop and apply the knowledge and skills necessary to help students learn. It further argues that the intended outcomes of teacher professional development are defined in terms of improved professional practice, but the long-term goals should always focus on improved student outcomes. According to Tiptopjob (2012) there are about seven benefits of professional development: Retain and sharpen old skills, development of new skills, Institutional trends - keeping up-to-date, Fresh Perspectives, Networking opportunities, Expand horizons and explore career opportunities, Energizing and renewing. Most of the recent Researchers have suggested that a number of factors contribute to the establishment of quality education in schools. For example, Farooq, Chaudhry, Shafiq and Berhanu (2011) observes that social economic status, parents education, school management, resources and teacher training have a significant effect on students overall academic achievement as well as achievement in different subjects.

In order to support teaching and learning processes, Mork (2010) explains that the head teacher should ensure quality curricular supervision and provision of adequate physical resources. This is necessary to ensure that a well-balanced education is provided to learners. On the same point, Gurman and Chan (2010) suggest that the quality of principals' role is a relevant indicator of quality schools, and therefore underscore the importance of head teachers in school administration. The realization of quality education in school can be a result of multiple factors as already been elaborated by Farooq et al (2011), however, the aim of the current study was to

investigate whether heads of school in Moshi District Council ensured effective supervision of teachers through planning and organizing capacity building supervisory activities which is central to the improvement of quality education in school.

According to the educational stakeholders' perspectives, Moshi district has faced challenges of inadequate teachers' supervision and limited teachers' professional development opportunities. Some teachers assumed teaching responsibility without having designed programme by the school for continuous re-training of these teachers. This situation posed a concern on the role of heads of school as internal supervisors and further raised doubt about teachers' relevance in the changing education system. This scenario brought to focus the urgent need for teachers' professional development to cope with the changing reality of education system in Tanzania. Professional development of teachers on continuous basis is important and the supervisory role of the heads of school in ensuring the development of teachers professionally is essentially inevitable. Therefore this study aim to investigate the heads of school role in enhancing teachers' professional development in Moshi district Council; whether teachers in Moshi district council benefit from the supervisory activities and development programmes organized by their heads.

2. LITERATURE REVIEW

Review of Different Theories

Scientific Management Theory. Supervision in school as internal evaluation in education has a long history in the world and it can be traced back to the 18th century in European countries (Grauwe, 2007). However, School supervision as an organ of quality assurance in education, gained its strengths in connection to the introduction of Classical Management Theories. These include; the Scientific Management in 1880s by Fredrick Winston Taylor, Administrative Management in 1940s by Henri Fayol and Bureaucratic Management in 1920s by Max Weber (Wertheim, 2007; Sergiovanni & Starratt, 2007). All of these management thoughts were concerned on how to manage work and organizations more efficiently. Scientific Management theory was developed by Fredrick Taylor an American Engineer, in his book "The Principles of Scientific Management (1911)". Sometimes it is known as Taylorism/Taylor system of management. It is the theory of management that analyses and synthesizes work flow process in

improving labour productivity (Halk, Candoli & Ray, 1998; Hoyle & Wallace 2005; Wertheim, 2007).

The main legacy of Taylor's work was the optimistic assumption that, there could be one best way of leading or managing that will save both time and financial resources (Hoyle & Wallace, 2005). Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. The main argument was that human beings by their nature, and in this case, workers, are lazy and dislike work especially when working in groups. Taylor felt that the secret to Scientific Management was the compliance of workers and that they did not need autonomy or freedom of thought but instead their role was simply to follow the directions of their superiors (Sergiovanni & Starratt, 1993; Welsh & McGinn, 1999; Hoyle & Wallace, 2005).

The Scientific Management concept was carried over to school supervision/inspection when teachers were viewed as the key implementers of the highly refined curriculum and teaching system (Sergiovanni & Starratt, 2007; Hoyle & Wallace, 2005). Training of Head teachers, principals and supervisors were trained in supervision techniques and there was an introduction of the instructional leadership (Sergiovanni & Starratt, 2007; Hoyle & Wallace, 2005).

Scientific Management theory, however, has been criticised for concentrating on efficiency while ignoring its impact on effectiveness (Hoyle & Wallace, 2005). Human Relations greatly criticised the stand point of Scientific Management for treating human beings as machines and for its value-laden aspects (Richards, 2001; Sergiovanni & Starratt, 2007; Wertheim, 2007). Taylor's system of management was concerned solely with means, to let things done but killing workers' creativity as they had to follow what other people plan and decide.

Human Relations theory. Human Relations theory had its origins in the Democratic Administration Movement (DAM) most notably by the work of Elton Mayo in 1930s in his classic research study at the Western Electric Hawthorne plant. Mayo believed that the productivity of workers could increase by meeting their social needs at work and by promoting their interaction between them. According to Mayo, workers need to be treated decently and should be involved in decision-making processes (Sergiovanni & Starratt, 1993; 2007). Human

relations theory assumes that people will be committed to work, if the work conditions are favourable. Also, they can be self-directed and creative at work if properly motivated.

Teachers know better about their strengths and weaknesses whilst the school inspector is simply there as a facilitator for supporting the teacher for better performance. For that reason, teachers need to participate in the evaluation process and so school inspection methods and its objectives should make teachers feel that they are important and useful to a particular school. There is a need as well to create the “personal feelings” and “comfortable relationship” between teachers and school inspectors (Sergiovanni & Starratt, 2007). Human Relations theorists, however, are not free from criticism due to their emphasis on winning friends (Sergiovanni & Starratt, 1993; 2007; Wertheim, 2007) an attempt to influence people as the means of manipulating individuals to comply with what one wants them to do.

Weakness of Human Relations Theory; They forget other factors like salary level, culture, individual interest in work, and the structure of the organization that can all have a great deal of influence over worker’s creativity and productivity (Gaynor, 1998). Moreover, the advocates of Human relations theory have been criticized on the issue of laissez-faire supervision (Sergiovanni & Starratt, 1993; 2007; Wertheim, 2007) in which they let people do things in whatever ways they would wish to, which can, in fact, also lead to under-productivity. Like Scientific Management theory, Human Relations theory though has some weaknesses it is still widely advocated and practiced today (Sergiovanni & Starratt, 1993) in supervision systems in different schools in Tanzania.

Review of Empirical Studies

Head of School Supervisory Activities.

Komba and Nkumbi (2008) conducted a study on teacher professional development in Tanzania: perceptions and practices. The purpose of the study was to analyze the perceptions and practices of teacher professional development by head teachers, primary school teachers, ward education coordinators, district education officers, schools inspectors, and members of the school committee in six school districts. A total of 186 respondents were purposively sampled. Data were collected using questionnaires, interviews and observation checklist. The study

recommended a practice of teacher professional development which combines both the raising of teacher academic qualifications and professional growth.

Supervisory Skills needed by the Heads of School in Teachers' Supervision

John (2011) notes that in education, the term supervision is used to describe those activities which are primarily directed towards improvement of conditions surrounding the growth of both pupils and teachers; therefore, the role of the supervisor is to improve, stimulate, coordinate and make teachers self-directed and cooperative toward personal and institutional goal achievement. According to Hussein (2015), secondary schools head teachers are key to successful management of their schools. Lunenburg (2010) asserts that in order to provide effective supervisory service, supervisors must acquire three basic skills, namely, conceptual skills, technical skills and human relation skills (Onderi. & Croll, 2008).

Conceptual Skill. According to Lunenburg (2010), it is the ability to acquire, analyze and interpret information received from various sources and to make complex decisions that help in achieving the school's goals in a logical manner. Conceptual skill allows heads of school to think through and work with ideas. Supervisors or school heads with conceptual skills are good at thinking through the ideas that form an organization and its vision for the future, expressing these ideas in verbal and written forms, and understanding the principles underlying their organization's effectiveness. These leaders are comfortable asking "what if" or hypothetical questions (Northouse, 2010). Matete (2009) argues that heads of school need to further develop their conceptual skills to think strategically, that is, to take a broad long term view especially in the area of Teachers' Professional Development. This enable them to see what goes on in their work environment and help teachers to act appropriately and reflectively to situations as they arise.

Technical Skill. According to Betts (2000), technical skill is the capability to apply knowledge, experience, techniques and methods to perform specific tasks with the aid of appropriate machines and equipment. Technical skill is concerned with understanding and being able to perform specific tasks and processes, practices and techniques required of specific jobs in an institution effectively (Locke, 2010). It is about understanding the skills needed to advance the organization, example ICT or financial management. Although heads of school may not be required to have all technical answers to problems but they need to have knowledge about their supervisory role in school. Heads of school need to understand the behaviour needed to perform

the job and master the skills involved in performing their role especially in the supervision of teachers.

Human Relation Skill. Human relation skill is the ability to motivate, inspire, guide and bring people together and develop them into effective work force as well as improve the wellbeing of individuals and working groups so as to make the best contribution to the success of the school (Lunenburg, 2010). According to Okumbe (2007), is the ability to understand the teachers and to interact effectively with them. This involves being concerned about teachers and their problems, giving full consideration to their ideas and suggestions, creating the type of staff meeting in which each teacher has an opportunity to make his/her opinion known as encouraging socializing activities that build cordial environment. It is important for head teachers to maintain and strengthen interpersonal relations. This can be through listening to teachers when they have emotional difficulty in their personal life and striving to understand them so as to avoid applying general rule that may not be applicable to every teacher in every situation.

Evaluation Skill. This is another crucial skill needed by head of school in his/her supervisory function. Northouse (2010) explains that evaluation skill in education involves the ability to define goals and establish standards by which to judge the amount of change already taken place; making judgment about the worth and value of change. The school head should establish a standard of appraisal to review teachers' performance in the light of their task as well as the context in which teachers are working. Without head of school skill of evaluation, most teachers will be forced to rely on guess work rather than on systematic evidence of teaching-learning situation. The head teachers should assist each teacher to form a self-rating check which has a set of criteria by which they can judge their work. The teachers should evaluate themselves to know the progress they are making and which procedures decreases or increases their effectiveness (Sergiovanni and Starrat, 2006).

Communication Skill. According to Mbiti (2007) Communication is a way of letting people (Staff, Parents, Learners, Community, and educational offices) know what is taking place and when such an activity is taking place. It is the lifeblood of an institution such that without communication it is impossible to run any of the activities in an organization. The head of school role is to establish a sound information network that keep teachers and other educational stakeholders informed about the progress and challenges the school is experiencing.

The head of school should be able to communicate their ideas and intentions about organized professional development programmes to teachers who are the beneficiaries of such programme. Through effective communication system in school, teachers will be able to express themselves to the heads of school about their job assignments, working conditions and concerns regarding their professional growth. A two-way communication system is fundamental for both the heads of school and the teachers in order to enhance teachers' growth and effectiveness.

Heads of School' Role in Teachers' Professional Development Programmes

Kipng'etich and Ahmed (2012), conducted a study on head teachers' perception of their roles in secondary schools in Kenya: A study of Kericho Day Secondary School in Kericho Country. The purpose of this study was to assess the perception of the head teachers towards their changing roles in secondary schools. The study utilized descriptive method of research. The sampling design adopted was mainly purposive sampling. Interview guide, document analysis guide and observation guide were used to collect information from the respondents. The study revealed that the heads of school lacked staff members in some curriculum areas and consequently the heads of school's day was occupied and overloaded with managerial responsibilities. They also had limited time to teach any lesson neither did the heads of school attend any lesson supervision in the course of the day.

Tiamaro (2009) conducted a study on teachers' professional development opportunities among the junior secondary school teachers in Antsirabe 1 district in Madagascar. The purpose of the study was to investigate teachers' professional development opportunities offered to junior secondary teachers in Antsirabe 1 district in Madagascar. The study employed survey research design. The sample comprised of teachers, head teachers and educational stakeholders in charge of teacher training in the district both public and private sectors. The study used simple random sampling to select teachers. About 116 teachers, 17 head teachers of 21 schools and 4 stakeholders took part in the study. Data was collected from the respondents through questionnaires and interview guides.

The findings revealed that teacher in-service training in the district was ineffective, since it was less frequent and too short to respond to various needs of the teachers. Hence, it was characterized by low and selective attendance where few teachers benefited from. Teachers were

not fully involved in In-Service Training because the head teachers failed to carry out needs assessment to identify teachers' professional needs. However, this study is relevant to the present research because of its focus on professional development opportunities for teachers.

Challenges faced by Supervisory Role of Heads of School in Enhancing Teachers' Professional Development

The main purpose of supervision is to work collaboratively with teachers by providing them with the necessary assistance, guidance, and support to improve instruction. The following might be challenges facing heads of school as they carry out supervision of teachers:

Lack of Adequate Knowledge and Experience. Researchers have suggested that supervisors should possess some working knowledge and skills to enable them provide the necessary assistance, guidance and support services to teachers for improved classroom practices (Glickman et al, 2004; Hussen, 2015). Hussen believes that supervisors (heads of school) must offer evidence that they have the necessary knowledge and skills to make important decisions about supervision, and credentials in the form of degrees and diplomas are form of evidence. However, Hussen acknowledges that credentials alone do not inspire trust. It is expected that heads of school have higher qualifications than their teachers, so that they will be able to provide them with the necessary guidance and support. A higher qualification like Master in Educational Administration is sufficient for persons in supervisory positions in secondary schools.

In a study conducted in Ghana by Oduro (2008) on "increased enrolment does not mean quality education". The study found out that about 75% of the participants interviewed (head teachers) reported that they received little or no training in leadership and therefore, use trial and error techniques to address challenges they encountered in their leadership roles. He also found that 72% of the heads had some training in leadership and management, but lasted between one day or two days. This study did not mention supervision in relation to teacher's professional development. The situation however is not totally different in Moshi district Council. Onderi and Croll (2008) carried out a study on the in-service training needs in Gucha district of Kenya. The findings from the study revealed that head teachers lacked the expertise in planning and arranging professional development programmes; head teachers also lacked the cooperation from

fellow teachers; unavailability of appropriate courses and lack of material resources to run in-service training for teachers.

Teachers' Attitudes and Supervisor's Approach to Supervision. The way teachers react to supervision of instruction is another concern to supervisory practices. Some teachers see supervision as a tool used by heads of school to control and intimidate them. Ayse (2002) found in Turkish private primary schools that some teachers who participated in his study felt supervision was an intrusion into their private instructional practices. Teachers in his study observe that the heads of school' intrusive monitoring and physical presence changed the setting in the classrooms which resulted in false impressions. According to the teachers, there was always an element of stress and over-reaction on the part of teachers and students during classroom observations Supervisors in Ayse (2002) study of Turkish private primary schools use controlling and intimidating approaches in their supervisory practices. The teachers in the study revealed that they lived in a state of fear and frustration of dismissal due to the system's summative nature. This type of supervisory approach by heads of school can ruin teachers' confidence and hinder appropriate support and guide that supervision exercise was meant to provide. According to the teachers, there was always an element of stress and over-reaction on the part of teachers and students during classroom observations.

Inadequate Basic Instructional Materials. According to Tesema (2014), there can be no effective supervision of teachers without instructional materials. Experience has shown that most schools lack even the basic materials and equipment for teaching such as textbooks, chalkboard, and decent classroom for students. Mito and Simatwa (2012) conducted a study on challenges faced by newly appointed principals in the management of public secondary schools in Bondo district, Kenya: an analytical study. The purpose of the study was to find out challenges faced by newly appointed principals in the management of public secondary schools in Bondo District, Kenya. The study employed descriptive survey research design. Findings of the study revealed that newly appointed principals in public secondary schools face challenges in the management of students, teachers, finances, support-staff, inadequate instructional materials and those that arise from parental involvement in school activities. The lack of basic instructional materials which sometimes characterized some schools in Moshi District Council, challenges leads of school supervisory role in enhancing teachers' professional development.

Lack of Time. According to Benedict (2013), secondary school heads are so weighed down by routine administrative burden that they hardly find time to visit the classrooms and observe how the teachers are teaching. Some head of school give more time to correspondence with the Ministry and its parastatals, community affairs, parents and a host of other visitors and in the process neglect their primary duty of overseeing the supervision of teachers and instruction in the schools. Some dishonest teachers easily exploit the principal's neglect of supervision to engage in private businesses and personal jobs during official school hours.

From the empirical studies reviewed, there is limited study on whether teachers in Moshi District Council benefit from professional development activities organized by the heads of school. Little was mentioned about the supervisory role of heads of school in enhancing teachers' professional development in secondary school in Moshi District Council. Therefore, this study sought to address this gap.

Summary of the Literature Review. From the review of literature, studies conducted by Sailesh, Marohaini and Sathiamoorthy (2011) on the Instructional supervision in three Asian countries did not address supervisory skills needed by the heads of school for effective teachers' supervision. The study did not also look at the role of heads of school in relation to teachers' professional development. Komba and Nkumbi (2008) researched on Teachers' professional development in Tanzania: Perceptions and Practices. The study did not address the aspect of supervisory activities which head of school should regularly organize to enhance teachers' professional development. Kipng'etich and Ahmed (2012) conducted a study on head teachers' perception of their roles in secondary schools in Kenya: A study of Kericho Day secondary school. This study did not address head of school role in relation to teachers' professional development. Lastly, Tiamaro (2009) conducted a study on teachers' professional development opportunities among the junior secondary school teachers in Ansirabe 1 district in Madagascar. The study did ignore the supervisory skills and supervisory activities which heads of school need to facilitate teachers' professional development.

Demonstration of Research Gap. Researcher observes that there are some gaps found in previous studies. Therefore, there was existed gap which the current study sought to address. However, there was limited empirical evidence to ascertain whether secondary school teachers in

Moshi district Council are encouraged to attend professional development programmes organized by the head of school in the school, in the district or outside the district. Hence, the current study sought to investigate the supervisory role of the heads of school in enhancing teachers' professional development in Moshi District Council, Tanzania. This study aimed at addressing the gap left by the previous studies.

3. RESEARCH DESIGN AND METHODOLOGY

The study was guided by five research questions. Descriptive survey design and phenomenology research design were used to collect data from eighteen (18) public secondary schools in Moshi District in which 272 respondents were involved; two hundred and fifty two (252) public secondary school teachers were randomly selected while eighteen (18) heads of schools were automatically selected and District Secondary Education Officer together with Zonal Chief School Quality Assurance Officer were included automatically. Questionnaire was used to collect data from teachers while interview guide and documentary analysis was used to collect data from heads of school, DSEO and ZCSQAO. Quantitative data collected was analyzed by using descriptive statistics such as frequencies and percentages with the help of statistical Package for the social science computer package programme version 20, while qualitative data was summarized in themes based on research questions and presented in narrative form and direct quote from participants

4. RESULT AND DISCUSSION

The study answered the following research questions;

Heads of School Supervisory Activities

The first research question for this study was what supervisory activities are carried out by heads of school to enhance teachers' professional development? Heads of school employ different supervisory activities to help teachers develop professionally. The study sought to find out the supervisory activities that heads of schools use to enhance teachers' professional development. Different responses on the same were collected from the teachers, ZCSQAO and DSEO and presented here after;

Most of the teachers 209 (82.9%) were in agreement to the statement that head of school plans and directs internal workshops and seminars to improve teachers' competence, while 29 (11.5%)

were in disagreement and 14 (5.6%) were undecided. This means that most heads of school plan and direct internal workshop and seminars to improve teachers' competence. This finding concurs with Hussen (2015) which showed that the heads of school were interested in teachers' professional competence. Heads of schools' commitment to plan and direct internal workshops and seminars will help equip teachers with the needed skills in teaching effectively as well as becoming positive in the management of students and ensuring that required instructional materials are used in classroom learning sessions. The findings revealed that 232 (92.9%) of the teachers agreed to the statement while 9 (3.6%) disagreed. About 9 (3.6%) of the teachers were undecided. This shows that heads of schools were concerned about teachers' personal growth as well as having teachers who were competent in instructional delivery. This is in line with Benedict (2013) who observed that working with teachers to identify and solve common problems help teachers boost their self-confidence and enable them to take personal responsibility in their classroom instruction.

On whether the heads of school authorizes procurement of recommended books to enhance teachers' competence, findings show that majority of teachers 231 (91.7%) were in agreement while 14 (5.6%) disagreed and 7 (2.8%) were undecided. This means that the heads of school were concerned with teachers' effectiveness in school. The above findings concur with John (2011) who argued that teachers should be provided with essential instructional materials to enhance their teaching effectiveness.

The data obtained on whether heads of school conduct regular visit to classrooms revealed that 236 (93.3%) of the teachers agreed to this statement, while 7 (2.0%) of the teachers disagree and 9 (3.6%) were undecided. This implied that heads of school in the study conduct classroom visitation to ensure that teachers use appropriate teaching materials for effective learning. This findings is in agreement to Adeulu (2012) study, who argued that heads of school classroom visit is aimed at encouraging teachers to be keen on their work to ensure that classroom problems are identified and solved.

On the statement that heads of school inform teachers to attend district and national meetings on handling their teaching subject findings revealed that majority of the teachers 210 (83.6%) were in agreement, while 20 (8.0%) disagreed and 21 (8.0%) were undecided. It means that heads of

school employ effective communication mechanism to ensure teachers were informed about professional development programmes organized outside the school. This finding concurs with Akindele (2012) who asserts that communication is important tool in any organization. Also in regarding to heads of schools response, they encourage teacher-to-teacher supervision to improve teaching effectiveness, total of 224 (88.9%) of the teachers agreed with the statement. Another 11 (9.8%) of the teachers disagreed while 17 (6.7%) were undecided. This implies that team teaching has been identified as a means to enhance and boost teachers' competence. This finding concurs with the study of Reath (2012) who argued that teacher-to-teacher supervision offers teachers support in adapting to their changing responsibilities in school.

Teachers' response on the statement that the heads of school advise HoDs to check teachers' professional records to identify differences that need improvement shows that 221 (87.7%) of the teachers agreed, while 12 (4.8%) disagreed and 19 (7.5%) were undecided. These findings is in agreement with the heads of school as well as DSEO and ZCSQAO response. They agree that supervision of teachers' professional records boosts teachers' level of confidence and helps them to be effective in subject delivery by ensuring that lesson notes and other instructional paraphernalia are up-to-date. This is not different from Khosa (2010). One of the head of school asserted that "teacher's level of competence depends on effective supervision, and without supervision of teachers such school should expect anything". Heads of school also cited that supervision of teachers especially the newly employed teachers is a way of on-job training for the teachers who will soon assumed position of responsibility in near future.

Findings on the statement if heads of school provide feedback to teachers after classroom observation for future improvement revealed that 222 (88.1%) of teachers were in agreement. About 7 (2.8%) of the teachers disagreed while 23 (9.1%) were undecided. The fact that heads of school provided feedback to teachers after supervision revealed that heads of school were open to their teachers and teachers could accept correction for future improvement.

Supervisory skills needed by the Heads of school in supervision of teachers.

This question was what are the supervisory skills needed by the heads of school in supervision of teachers in Moshi District Council? Findings show that majority of heads of school who participated in the study expressed to have acquired skills such as managerial skill, evaluation

skill; human relation skill, motivation skill and communication skill which have enable them to be effective in teachers’ supervision. Other skills acquired included conflict resolution skill and record-keeping. The ZCSQAO and DSEO also affirmed that heads of school in Moshi District Council have acquired adequate supervisory skills to enable them perform their supervisory role adequately. However, ZCSQAO and DSEO revealed that some heads of school still need to be retrained in areas such as financial management and supervision of teachers. Regarding the need for further training, one of the head of school expressed thus:

I would like to undergo further training to be equipped with ICT skill since such skill will help me to effective administrator in responding to evolving technological advancement in education; and also would like to be trained in the assessment of professional records of teachers since it will enable me to delegate few responsibilities to other teachers. (Field data, 2017).

This finding concurs with the study of Testfawi & Hofman (2012) who observed that heads of school should be provided with constant in-service training so that they can acquire professional knowledge in their administrative functions which to the extent will facilitate heads of school’ effectiveness in their supervisory role. However, the noticeable lack of supervisor skills by some heads of school jeopardizes the supervision activity and inhibits teachers’ professional development. It is therefore important for heads of school to ensure that they utilize every opportunity to acquire relevant skills that will enhance their effectiveness in supervision of teachers.

Heads of School role in Organizing Teachers’ Professional Development

The third research question for this study was which professional development programs prepared by the heads of school are available for teachers in Moshi district council? Teachers were needed to respond if the heads of school prepare professional development programs for teachers and motivate, advise and encourage teachers on developing professional.

Table 4.6: Teachers’ responses on Heads of school role in organizing teachers’ professional development program (n=252) Key: Mean score (\bar{X})

Statement	Always	Sometim es	Undecide d	Rarely	Never	\bar{X}
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	f	%	f	%	f	%	f	%	f	%	
School-based seminars and workshops are organized by head of school to improve teaching	82	32.5	105	41.7	20	7.9	32	12.7	1	5.2	3.84
Prepares teachers to attend in-service courses to improve teaching effectiveness	58	23.2	129	51.6	19	7.6	26	10.4	1	7.2	3.73
Invites subject specialists and resources persons from Ministry of education to help teachers improve teaching effectiveness	36	14.1	67	26.8	27	10.8	70	28.0	5	20.0	2.88
Encourages teachers to acquire ICT skills and use them for teaching	73	29.0	90	35.7	29	11.5	37	14.7	2	9.1	3.61
Encourages team teaching in various departments in the school	10	42.1	101	40.1	18	7.1	20	7.9	7	2.8	4.11
Advises HoDs to conduct induction programme for newly posted teachers	55	21.8	98	38.9	31	12.3	47	18.7	2	8.3	3.47
Teachers are motivated by the head of school to attend professional development programmes	58	23.0	122	48.4	29	11.5	25	9.9	1	7.1	3.70
Teachers pay to attend professional development programmes	71	28.5	84	33.7	38	15.3	20	8.0	3	14.5	3.54

Source: Field Data 2017

On the Table 4.6, the teachers were asked in the questionnaire to indicate their responses on head of school's role in organizing professional program. Regarding statement that school-based seminars and workshops are organized by head of school to improve teaching; findings revealed that 82 (32.5%) of the teachers indicated that heads of school always organized school-based seminars and workshop to improve teaching. On the other hand, 105 (41.7%) indicated that it

was sometimes done. 20 (7.9%) were undecided; 32 (12.7%) indicated that it was rarely organized while 13 (5.2%) of the teachers indicated that heads of school never organized seminars and workshop to improve teaching. The responses from 13 (5.2%) of the teachers were in line with Matete (2001) as well as the data collected from document analysis and interview guide with some heads of school. Some heads of school argued that they were financially debilitated to either organize school workshop or send teachers to attend one. The heads of school acknowledged that their schools had numerous financial constrain, due to “Elimu bure-Free Education” so they put low priority to teachers’ professional development program.

The findings on the statement that head of school encourages teachers to attend in-service courses to improve teaching effectiveness shows that 58 (23.2%) of the teachers indicated that heads of school always encourage teachers; 129 (51.6%) of the teachers indicated that it was sometimes done; 19 (7.6%) were undecided; 26 (10.4%) indicated that heads of school rarely encourage teachers to attend in-service courses while 18 (7.2%) indicated that heads of school never encourage teachers to attend in-service courses. On whether head of school invite subject specialists and resources persons from the MoEST to help teachers improve teaching effectiveness, about 36 (14.4%) indicated they always invite resources persons; 67 (26.8%) indicated that it is sometimes done; 27 (10.8%) were undecided; 70 (28.0%) indicated that it was rarely done while 50 (20%) indicated that never invite resources persons. From the findings it shows that subject specialist and resources person were not invited by heads of school to help teachers to improve teaching effectiveness. Some heads of school argued that they were financially incapacitated to either invite subject specialists or resources person from the headquarters they opt to invite them from nearby educational institutions as one said, “*Why from the MoEST? I can invite one from Marangu Teachers College, Singachini, MWECAU or SMMUCO on the beginning of next year*”. (Field data, 2017).

This is similar to the ZCSQAO who said in their office there is good number of subject s specialist and resources person but they lack funds to s end them to schools to assist teaching effectiveness. About 73 (29.0%) of the teachers indicated that heads of school encourages teachers to acquire ICT skills and use them for teaching. 90 (35.7%) of the teachers indicated that is sometimes done; 29 (11.5%) of the teachers indicated that it was rarely done while 23

(9.1%) indicated that it was never done. Findings on the statement that heads of school encourages team teaching in various departments in the school revealed that 106 (42.1%) of the teachers indicated that teachers were always encouraged; 10 (40.1%) indicated that is sometimes done; 18 (7.1%) of the teachers were undecided; 20 (7.9%) indicated rarely encourage team teaching while 7 (2.8%) indicated that it was never done.

Teachers response on the statement that heads of school advise Head of Departments to conduct induction program for newly posted teachers finding revealed that 55 (21.8%) of the teachers indicated that it is always done; 98 (38.9%) of the teachers indicated that it is sometimes done; 31 (12.3%) were undecided; 47 (18.7%) of the teachers indicated that it was rarely done while 12 (8.3%) of the teachers acknowledged that it was never done. This finding concurs with the study of Dawo (2011) on the 'key to quality teaching in Kenyan schools'. He argued that induction is a vital step in the professional growth and development of a teacher because it acts as a bridge between pre-service training and the actual teaching job.

Findings on the statement that teachers are motivated by heads of school to attend professional development programs show that 58 (23.0%) of the teachers indicated they were always motivated by their heads; 122 (48.4%) indicated that it was sometimes done; 29 (11.5%) were undecided; 25 (9.9%) indicated that it was rarely done while 18 (7.1%) of the teachers indicated that teachers were never motivated to attend professional development program. This finding concurs with the study of Kongo (2012) who noted that when teachers are motivated to participate in professional development programs, they become acquainted with new idea and knowledge that help them to be relevant in their profession. Therefore, teachers need to be motivated to attend professional programs because without such, it will be difficult to supervise them. And above all, unmotivated teacher is a good as dissatisfied worker.

Further, 71 (28.5%) of the teachers indicated that teachers pay to attend professional development program; 84 (33.7%) indicated that teachers sometimes pay; 38 (15.3%) were undecided; 20 (8.0%) of the teachers indicated that they rarely pay to attend professional development program while 36 (14.5%) of the teachers indicated that they never pay to attend professional development programs. The responses of teachers who indicated that they pay to attend professional development program was supported by the data from the interview with the

heads of school. Majority of the heads of school explained that their schools had no budget for teachers' professional development program.

Teachers' involvement in Professional Development Program

Data obtained from teachers responses on their involvement in professional development program during the past one year shown teachers on the attendance of professional development program reveals that 141 (55.9%) of the sampled teachers who indicated 'yes' have attended professional development program either organized by their schools or by the other organizations like school quality assurance office during the past one year. While 111 (44.1%) of the sampled teachers indicated that they did not attend any professional development program either organized in the schools or outside the school. However, the teachers who attended this program mentioned that they covered different area like library management, financial management, guidance and counselling, ICT integration and HIV and AIDS.

Challenges faced by Supervisory Role of Heads of School in enhancing teachers' professional development

A number of challenges are faced by heads of school in their supervisory role. This study sought to establish the challenges that heads of school faced in their supervisory role enhancing teachers' professional development.

Financial Constraints. From the responses of teachers, 234 (92.9%) indicated that lack of adequate funding of schools to ensure curriculum supervision and professional development of teachers was a major challenges. This challenge according to teachers was a result of delayed disbursement of fund and bursaries to school as well as parents' inability to pay school contributions. This situation poses an obstacle to the supervisory role of the heads of school that not only rely on the funds from government to purchase instructional materials but are also needed for teachers' development programs. According to one of the head of school interviewed, he had this to say:

Parents were reluctant to pay school contributions and this obvious lack of cooperation hinders the implementation of most school functions including activities such as

teachers professional development program to the satisfaction of the teacher; more so, funds allocated to the schools by the government were inadequate to cover staff development program. (Field data, 2017).

Inadequate funding is one major obstacle to effective teacher supervision as well as teachers' professional development. The availability of fund and its effective utilization will ensure the provision of adequate instructional materials, quality of physical facilities, quality of teachers' motivation and adequate staffing. It will also impact on the methods of teaching and learning employed in schools as they depend to a large extent on the facilities available.

Teachers' Negative Attitude towards supervision. About 34 (28.4%) of the teachers indicated that negative attitude of teachers towards supervision was a problem of heads of school role in enhancing teachers' professional development. The heads of school interviewed also expressed that some teachers were reluctant to participate in supervision should be to the newly posted teachers. They viewed supervision as a fault-finding activity aimed at catching them doing the wrong and a tool to control and intimidate teachers. Regarding this issue, a head of school commented thus, "*Many teachers especially the lazy ones were against checking of teachers' professional tools, such as lesson notes, schemes of work and records of work covered, and as a result, they resisted any attempt to examine their artifact of teaching*". (Field data, 2017).

This finding agrees with the findings of Tesema (2014) on supervision of teachers in private schools that teachers felt supervision was an intrusion into their instructional practices. Teachers' negative attitude towards supervision contradicts the essence of supervision which is meant to be a process of proving support and guidance to the teacher. Hence, teachers' negative attitude towards supervision practices is considered a major stumbling block to successful school-based supervision and further a hindrance to professional competence.

Shortage of Science Teachers. Some 30 (12%) teachers indicated that shortage of science teachers affected the supervisory role of the heads of school. Almost all the head of school from the sampled schools acknowledged the fact they did not have adequate number of science teachers in school. According to the heads of school, ZCSQAO and DSEO interviewed, they

observed that shortage of science teachers in the district was an unfortunate situation which not only inhibits supervision and teachers' professional development but equally has a negative effect on students' academic performance in the district.

High workload on Teachers. About 32 (13%) of the teachers who responded to the challenges faced by supervisory role of heads of school in enhancing teachers professional development indicated that the teachers were overworked, since they were involved in both curricular and extra-curricular activities, hence availing themselves for supervision was a challenge. Majority of the head of school interviewed cited that teachers were overburdened with responsibilities. And this circumstance made supervision of teachers by heads of school unrealistic.

Limited opportunities to attend professional Development program. Limited opportunities to attend professional development program was indicated by 25 (10%) of the teachers as being a challenges to the supervisory role of the head of school. The teachers noted that the MoEST, TSC and the DSEO did not have a strategic plan for staff development in the district; consequently when professional development program was organized, it was often in ad-hoc approach. \there was no consistency or follow-up. When organized during school hours or holiday, most teachers or the heads of school were unable to attend such program. Appropriate time which would encourage teachers and heads of school attendance of professional development program can be drawn up in consultation with the schools in the district. This will assist both heads of school and teachers to attend the needed competence that the present education system demands.

Suggestions on Possible Solutions to curb the challenges faced by supervisory role of Head of school in enhancing teachers' professional development

Majority of the teachers indicated that the government should provide adequate funds and bursaries to schools as at when due. This fund will enable heads of school to implement school's strategic plan on teachers' supervision and professional development. Timely disbursement of funds to schools will help heads of school to adequately supervise teachers since adequate teaching-learning resources will be made available to enhance teachers' competence and performance .On the other hand, some teachers suggested the need for heads of school to identify alternative sources of funds that will help schools in funding projects like staff development

programs when government's fund is delayed. In the same view, heads of school, ZCSQAO and DSEO interviewed were of the opinion that the heads of school should identify income generating activities well-wishes and NGOs in the community for donation in order to help ameliorate occasions of delayed disbursement of fund or when parents are unable to pay school contributions.

Continuous Training. Continuous training of both teachers and heads of school was indicated by the teachers in their response. Among those who responded teachers suggested the need for heads of school to attend continuous training that will foster acquisition of relevant skills for supervision of teachers. From the interview with heads of school, majority suggested that in order to address the challenges of administration incompetence, there was need for administrators to be retrained through planned regular and follow-up workshop and seminars. The finding agrees with the study carried out by Barmao (2013) who observe that all teachers at whatever level will need continuous upgrading not only in areas of skill, knowledge and abilities, but through various forms of experiences and reflection on professional experience. Heads of school and teachers will need to undergo continuous sustained professional development program that will enable them to be effective in their respective role.

Employment of more Teachers. Teachers suggested the need for the government to employ more science teachers. This aims to allow heads of school to be up to date with their supervisory role of ensuring that teachers are supervised regularly and provided with opportunities for professional development. During the interview with Heads of school, ZCSQAO and DSEO, they all acknowledged that the ministry of education should revisit the staffing needs of school in the district and should respond with urgency in addressing the current shortage of science teachers in schools. In this case, effective staffing will allow heads of school to plan for teachers' supervision as well as delegating duties to competent teachers.

The Role of MoEST. The teachers also indicated the role of the MoEST in the provision of regular professional development program to teachers. Teachers suggested that the MoEST should be more proactive in their role towards ensuring that regular seminars, workshops and other capacity building programs are timely organized for both teachers and heads of school. This professional development institution could subsidize for teachers attending these programs.

Such will guarantee maximum participation of teachers in professional development programs. Also, the proximity to the venue of such program can either encourage teachers or prevent them from participating.

Hypothesis. The study sought to test if there is a significant relationship between heads of school supervisory role and teachers' professional development. Pearson Correlation test was used to check the relationship between two variables given. Calculated value which is 0.186 is greater than P -value which is 0.660 so we reject the Null hypothesis. Therefore there is significance relationship between heads of school supervisory roles and teachers professional development. This finding is not different from findings from research questions. So the heads of school play a vital role toward teachers' professional development

5. CONCLUSION

This study investigated the supervisory role of heads of school in enhancing teachers' professional development in secondary schools in Moshi District Council, Kilimanjaro and concluded that supervisory role of the heads of school can only be ensured through continuous in-service training to update heads of school supervisory skills. Acquisition of effective supervisory skills such as managerial skills and human-relation skills will help foster effective supervision of teachers. Adequate provision of supervisory activities and professional development program such as team teaching, classroom visit or checking of teachers' professional records will help teachers develop the competence needed in teaching profession. However, ineffective supervision of teachers by heads of school as a result of numerous problems, such as financial constraint and teachers' negative attitude towards supervision among others can be cured through adequate provision of fund for teacher professional development and continuous training of both heads of school.

6. RECOMMENDATIONS

Based on the findings and conclusions of the study, the following recommendations were made in order to improve heads of school supervisory role in enhancing teachers' professional development in public secondary schools in Moshi District Council:

- The ministry of education should embark on rebranding the concept of teachers' supervision. Terms like quality assurance, quality assessment or quality appraisal can replace supervision to help reduce teachers' negative attitude towards supervision exercise.
- Heads of school should collaborate with relevant stakeholders to promote capacity building of teachers through intensive and regular in-school seminar/workshop to improve knowledge, pedagogical skills and competence of teachers in various subjects.

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