



Head Teachers' Supervisory Practices and Its Effectiveness on Teachers' Job Performance in Public Primary Schools in Arusha District Council, Tanzania

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Abstract: *The study investigated Head teachers' supervisory practices and its effectiveness on teachers' job performance in public primary schools in Arusha District Council, Tanzania. Convergent mixed methods design was employed while questionnaires and interview guide were used for data collection. The sample size of 10 Head teachers, 10 Academic teachers and 136 Teachers of public primary schools were involved in the study. The Head teachers were selected by using purposive sampling technique while for academic teachers and class teachers the researchers employed simple and stratified random sampling techniques. The university experts evaluated the instruments to determine content validity. Reliability of the questionnaires were tested through test-retest in a pilot study and the coefficient was found to correlate at Cronbach Alpha QAT, $r = 0.85$ and QT, at $r = 0.85$. Quantitative data was analyzed using descriptive statistics in the SPSS version 20 and results were presented in tables of frequencies and percentages. Qualitative data was analyzed thematically alongside the research questions and presented in narrative forms. Supervision of curriculum implementation, education policy, human, material and financial resources were found to be Head teachers' supervisory practices. Moreover, the effectiveness of supervisory practice on teachers' job performance is exhibited in good job performance, Proper time management, improved academic outcome of students and improved teachers' abilities in their professional growth. Head teachers in public primary schools should carry out supervision in a friendly environment.*

Keywords: *Supervisory Practices, Professional, Job Performance and Public Primary Schools*

How to cite this work (APA):

Lema, E. S. & Otieno, K. O. (2022). Head teachers' supervisory practices and its effectiveness on teachers' job performance in public primary schools in Arusha District Council, Tanzania. *Journal of Research Innovation and Implications in Education*, 6(1), 190 – 200.

1. Introduction

Work supervision is key strategies and approaches used to ensure the institutional objectives are met. It enables the employees to learn what they should do to enhance the performance through the effective supervision and appraisal in an organization or institution engaged in education as pointed by De Gravwe (2016). In school set up, effective supervision provides opportunities for

schools to be effective in improving professional development of teachers in teaching and learning process. According to Okendu (2012), supervision helps teachers to plan, guide and develop their professional skills and experience to make the creativity in teaching. Supervision aims at improving performance practice, student learning achievement, and the overall school activities. For instance, Fisher and Frey (2013) pointed out that, in order to promote quality education in basic school in Ghana,

stakeholders are needed to give attention to effective school supervision. Aseka (2016) reported out that, there are various conditions that may help to assess the head teachers' supervisory practices which led to the good job performance in the process of teaching and learning.

Supervision practice by Head teacher aimed to ensure improvement among teachers and students' achievement by helping teachers to deliver quality education (Saccomanno, 2016). Through supervision, school administrators attempt to achieve the targeted objectives for better academic performance. The result is significantly deprived time for school administrators on other duties. However, the success of teacher's good performance in academic among the students majorly depends on good supervision. To achieve good school achievement Charles, Chris and Kosgei (2012) states that head teachers need to be effective in supervising teachers to ensure the regular observation in any activities done by teachers and students. Effective supervision done by Head teachers is to coordinate, improve and maintain teaching and learning to be effective and efficient.

Stakeholder of education need to ensure that performance of tasks by teachers to the best of their abilities is needed in order to offer quality education to students. Zepeda (2010) expressed that supervision is a planned program which aims to improve performance in making the teaching and learning process to be better for learners. The need for effective supervision of the educational system cannot be overemphasized. Effective supervision promotes principals and teachers' effectiveness and promotes students' academic performance (Wolf et al, 2018). School activities and extra supervisory tasks assigned to teachers demand time for effective teachers' job performance in achieving educational goals. In spite of the efforts put by the government of Tanzania to improve educational systems, the performance of students from public schools was still low in grade as compared to private primary schools (NECTA, 2019; NECTA, 2020).
Insert research questions here.

2. Literature Review

The theoretical and empirical literature was reviewed with reference to research objectives. The study was anchored on McGregor's theory X and theory Y.

2.1 McGregor's Theory X and Theory Y

The theories of McGregor's theory X and theory Y as cited in field of psychology by Diener and Suh (2000) stipulate that the way a manager treats his or her subordinates, depends on his or her assumptions about their behavior. In theory X manager assumes that person naturally dislikes

work and attempts to avoid it; has no ambition, wants no responsibility and would rather be followed than lead others in work situations. Therefore, this theory suggests that workers need to be closely supervised and controlled. On the other hand, theory Y stipulates that manager assumes that person likes to work naturally just like to play; is willing to take his or her responsibilities and is committed to work goals without being directed or forced to do so. Due to these assumptions, a theory Y manager believes that subordinates do not necessarily need to be closely supervised, monitored or forced to do what they are meant to do at work station.

In this study, the researchers assumed that the teachers in public primary schools should be supervised in order to perform their daily routines. School administrators hold towards the teachers' behaviors who also assume that teachers are lazy, dislike work, are set to avoid responsibilities, tend to be strictly controlled, supervised and be monitored to achieve educational objectives. Theory X generally advocates authoritarian leadership and theory Y suggests the application of participative or democratic type of management style. These theories were relevant in the current study because leaders within institutions are responsible to supervise workers and to understand the abilities of their subordinates in their work stations and this helps to determine the way of leading them. In this regard, the Head teachers should use the judgment of his or her wisdom to apply authoritarian style or democratic management style where necessary in the process of supervision.

2.2 The Head Teachers' Supervisory Practices in Public Primary Schools

A study by Glanz, Shulman and Sullivan (2017) in the United States of America revealed that direct supervision by school Head teachers in the effective supervision process focused on understanding the process of teaching and learning. Besides, the study also identified educational challenges encountered by teachers in the process of delivery and providing the knowledge to learners needed overcome the challenges. The effective supervision creates accountability for both teachers and Head teacher to use their report in self-appraisal of teachers, to identify gaps in teacher skills, knowledge and competencies in order to provide the dynamic support needed for teacher in professional development in educational sector. The study adopted the mixed method design, simple random and purposive sampling techniques in selecting a sample of 617 respondent comprising 295 teachers, 222 class prefects, 86 Head of departments, 13 school Heads and 1 Regional director. Also, the data were collected through questionnaires and structured interview guide. Quantitative data were analyzed by using frequencies and qualitative data through themes were developed.

A related study by Chanyalew (2005), Million (2010) and Desalegn (2012) in Ethiopia indicated that the supervision practiced in primary schools is not effective and successful in developing teachers' profession and fail to participate in the improvement of teaching and learning process in order to achieve their purpose in schools. The study also, found that supervision is the key to increasing quality of education in Ethiopia. However, supervisors are facing many problems in implementing their roles such as failure to use local resources to improve learning outcomes for student achievement and feedback to improve teachers' job performance in public primary schools (De Gravwe, 2001). The study recommended that the availability of little local resources found in schools and surrounding the school have to be fully utilized as teaching aids to improve learning outcome.

In a study on the relationship between Head teachers' supervisory practices and teachers' job performance in primary schools in Delta North Senatorial District, Nigeria, Osakwe (2010) found a significant relationship between the head teachers' supervisory practices and teachers' job performance. The study found that in order to ensure quality education, effective supervision of the available teaching and learning materials, conducive working environment, discipline maintenance and good relationship help to produce quality education. The study recommended that school Head teachers should be involved in checking students' assessment records such as notes given by teachers and class exercises to ensure that teachers are effective in their professional activities.

In addition, the assessment of students in any educational setting is of paramount importance to the success of such institutions. Teachers are expected to do frequent assessment of students with the aim of enhancing students' performance whereas school Head teachers oversee the appropriate implementation of teachers' assigned responsibilities, which includes assessment of students. Also, research has shown that school Head teacher in direct supervision of teachers is concerned with improvement of the conditions that surround learning, students' development and effective teacher role performance in the school system (Alemayehu, 2012).

Another study conducted by Alemayehu (2012) in Ethiopia found that supervisory practices have been carried out since 1941, though the service name shifted from "inspection" to "supervision". In order to effectively and efficiently achieve the intended objectives of educational supervision, two approaches to the organization of effective supervision were taken: out of school (external) supervision, and school-based supervision; the former is carried out by external supervisors at federal, regional and lower levels, whereas the later is carried out by school Head teachers, department heads and senior teachers. However, in Addis Ababa the capital city of Ethiopia, the study establishes that effective supervision is carried out somewhat

differently to that in the rest of the county. Since the beginning of 2004, schools particularly City administration, government and private schools in the city follow a new approach to supervision called "subject area effective supervision". This is a type of school-based supervision carried out using a combination of permanently-assigned subject area supervisors, school head teachers, department Heads and senior teachers. The subject area supervisors are teachers employed and assigned by Addis Ababa City Government Education Bureau based on their qualification and teaching experience as permanent staffs in each school to give their professional support for teachers. In Tanzania also, the term inspection is no longer applied in educational context rather the suitable term is school quality assurance as external supervision.

Kalai (2017) found that the Head teachers in secondary schools are tools to successful management of their schools. Also, the study observed that the Head teachers in secondary schools in Kenya are appointed from serving teachers and most of them have no any substantial training in educational and supervisory management. Thus, the role of Head teachers at schools is to stimulates, improve, organize, make teachers self-directed and cooperative to ensure the feedback are geared towards the direction to change the error in order to achievement their goals. In order to achieve the effective supervisory practices, the Head teachers must acquire the basic skills such as human relation skills, conceptual skills and technical skills, which help them to administer as a leader. The study employed descriptive survey and phenomenology research design. Purposive sampling and stratified sampling were used to select participants. Total number of respondents was 272 comprising of 30 Head teachers, 237 teachers and 5 District educational personnel. Questionnaires, Interview guide and document analysis were used to obtain information. Qualitative data direct from participants were analyzed in themes and presented in narrative form while quantitative data was summarized through descriptive statistics such as frequencies and percentage.

2.3 The Effectiveness of Supervisory Practices on Teachers' Job Performance in Public Primary Schools

Mulyasa (2017) conducted a study on the effectiveness of Head teachers' supervision for teachers in Indonesia and found that the issue concerning the quality of education in Indonesia is still a big problem. The study suggested that the quality of education has resulted in Indonesia's workforce to compete in the tough jobs. The availability of human resources causes low competitiveness in addition to good infrastructure, bureaucracy, environment as well as strategies and implementation. To enhance the professional capabilities, Head teachers and teachers play an important role to ensure the low quality of education

was improved and help to compete with other countries. Effective supervision by Head teachers helps teachers to increase the ability to manage the teaching and learning method to achieve their objectives. Supervision also aims to increase development, communication, error-free problem resolution and commitment to build the capacity of teachers to change the method of teaching and applied new teaching method. Also, through effective supervision teachers will perform their work in peacefully way through the resolution done to ensure they produce quality education. Head teachers to respect duties and try to ensure the material needed was available for better suited according to the demands of the curriculum. In addition, head teachers must consider the supervision of teachers in creating conducive learning environment, manage class and master the subject. Effective supervision through head teachers should be based on competence, programme planned, with more attention on head teachers' use of different techniques and giving feedback based on the problems which teacher face, support and commitment to teachers in order to continually improve themselves, increased competence of teachers in the teaching and learning process, increase the learners interest and understand that the supervision or evaluation become a continuous process which help to achieve the educational goals. The study was based in high schools in Mediatrix Ambon, Maluku province, Indonesia. Data collection was done through observation, structured interview guide and documentation analysis.

Goldhaber (2016) conducted a research on the relationships among supervision and teachers' job performance and attitude in secondary schools in Malaysian. Malaysian government takes education system as a crucial issue through the implementation of the Malaysian National Education Blueprint (2013 -2025) which aims to prepare every student to be globally competitive. The effort taken to achieve this involves transforming teaching into a profession by providing the best teachers training from the day they begin their teacher training programs till retirement (Malaysian National Education Blueprint, 2013- 2025). Thus, it is crucial for teachers to develop themselves professionally to face the reforms which help to fulfill the students' needs. The effort to improving teaching effective supervision could be one of the strategies to help teachers to achieve the objectives.

The quality of education depends on the way teachers are trained and supervised. Effective supervision improves classroom practice which leads to the student success by improving teacher's professional development and their job performance (Saccomanno, 2016). Supervision report form help to guide teachers in enhancing their teaching skill through various methods such as educational workshops, classroom visits, seminars and training courses which help to meet teachers' needs. Effective supervision practices provide equal importance to teachers and students because they have good interaction to improve teaching and learning process.

Also, effective supervision helps teachers to change their teaching skills, behavioral change, attitude which help teachers due to the developmental level, expertise and commitment in their working to achieve quality education to their learners. Supervision report help teacher to change behavior among them because teachers as adult learners according to their background, experiences gained abilities and level of concern about others (Goldhaber, 2016). The study was carried out to determine the relationships among supervision and teachers' performance and attitude in secondary schools in Kuala Lumpur, Malaysia. Simple random sampling was used to select the respondents. The respondents from various schools in one District in Kuala Lumpur which comprises 200 teachers and 50 supervisors were employed in the study.

Purwanto (2014) conducted a study and found that the quality of education in Indonesia is facing some challenges. This can be explained with regard to the ranking of education that is dropping as reported by the World economic forum 2007 and 2008 showing the quality of human resources cause the low competitive infrastructure, poor learning environment and poor administration. Effective supervisory practices among schools help to generate and stimulate the teachers and Head of schools to ensure the successful of teaching and learning process to be effective. Also, fostering good cooperation among teachers led to increase the quality education through the courses and seminars to improve the teaching profession field (Purwanto, 2014). Supervision should consider the instruction to be followed to ensure the provision of quality education such as democratic management, to create a conducive learning environment which helps to manage classes and master the subject. The study shows that the availability of resources, seminars and workshops stimulate the effective teaching and learning process followed by the supervision and feedback.

In educational program, effectiveness of supervision practices recommends that the Head teachers' role found in supervisor diagnoses teacher performance needed and then guides, directs, assists, suggests, supports, and consults the teacher to achieve their goal. Supervision is the function in school that draws together discrete elements of instructional effectiveness in whole-school action. Some professions have mandatory requirements concerning all aspects of supervision. Also, the study found that effective supervision of teachers as a developmental process designed to support and enhance an individual's acquisition of the motivation, autonomy, self-awareness, and skills to effectively accomplish the teacher's job performance (Zepeda, 2010). The study examined the influence of Head teacher's general and instructional supervisory practices on teachers' work performance. Descriptive correlation research approach was used. Purposive sampling technique was also used to select the respondents in secondary schools. In addition,

the self-constructed questionnaire and structured interview guide were used to gather data from respondents. Frequency and percentage, descriptive and means were used to analyze the data. The Pearson Correlation Coefficient was used to find the extent of relationship between Head teachers' supervisory practices and teachers work performance. The study found that effective communication, availability of adequate teaching and learning resources, motivation of teachers, creation of good working environment enhances teachers' work performance hence curriculum implementation is achieved.

3. Methodology

The study adopted convergent mixed methods design to gather data. The sample size of 10 Head teachers, 10 Academic teachers and 136 Teachers of public primary schools in Arusha District Council were involved in the study. The Head teachers were selected by using purposive sampling technique while for academic teachers and class teachers the researchers employed simple and stratified random sampling techniques. Questionnaires and interview

guide were used for data collection. The university experts evaluated the instruments to determine content validity. Reliability of the questionnaires were tested through test retest in pilot study and Cronbach Alpha coefficient was found to correlate for QAT at $r = 0.85$ and QT at $r = 0.85$. Quantitative data was analyzed using descriptive statistics in the SPSS version 20 and results were presented in tables of frequencies and percentages. Qualitative data was analyzed thematically alongside the research questions and presented in narrative forms.

4. Results and Discussion

The findings were discussed with regard to research objectives.

4.1 Head Teachers' Supervisory Practices in Public Primary Schools in Arusha District Council

The first objective was to highlight the Head teachers' supervisory practices in public primary schools. The table 1 summarizes the findings from teachers and academic masters/mistresses.

Table 1: Findings from the Respondents on Head Teachers' Supervisory Practices in Public Primary Schools in Arusha District Council (n = 146)

Statements	Teachers (n = 136) f(%)	Academic Teachers (n = 10) f(%)	Total (n = 146) f(%)
Supervision of human resources is done in the school	127(94)	10(100)	137(94)
Financial resources are well supervised in the school	123(91)	9(90)	132(90)
Supervision of curriculum implementation is done satisfactory	126(93)	5(50)	131(90)
Supervision of education policy contributes towards good job performance of teachers	125(92)	7(70)	132(90)
Maintenance and repair of infrastructure is well supervised in the schools	124(92)	10(100)	134(91)
All teachers are involved in supervision of extra-curriculum	127(94)	9(90)	136(93)

f = frequency, % = percentages and n = number of respondents. Values in brackets are percentage of teachers and academic teachers who agreed with the statement. Hence, those with contrary opinion to the statement are implied.

Table 1 shows various responses from the teachers and academic teachers on the Head teachers' supervisory practices in public primary schools. The finding shows that majority 127(94%) teachers agreed that supervision of human resources is done in the public primary schools which enable effectiveness of teachers' job performance in public primary schools. However, 9(6%) opined that supervision of human resources is not done effectively in the public primary schools. The sub item was supported by all 10(100%) of academic teachers who expressed similar view that supervision of human resources is done

in the public primary schools. This finding is related to study done by Milda (2011) and Rajendran (2013) on organizational management, behavior, social, psychology, organizational personnel and human resources management which indicated that teachers' job performance refers to teachers' relation on teaching function and role to perceive the relationship between what teacher aim to do and what one achieves.

Another finding in the first objective shows that majority 123(91%) of teachers and majority 9(90%) of academic

teachers supported that, financial resources are well supervised in public primary schools. In this regard, 13(9%) of teachers and 1(10%) of academic teachers, held contrary opinion. The respondents with contrary opinion observed that although teachers in charge of finances and head teachers have tried their best to supervise financial resources, there is need to improve on financial transparency and accountability. Financial resources should be fairly allocated and put into good use in order to enhance teachers' job performance. This view is related to the findings in the study done by Olagboye (2004) in Nigeria. The study reported that supervision is a vital instrument in society or organization in order to ensure effective planning, coordinating and assessment of teaching and learning activities for the aim of implementing the programs required for the achievement of objectives in the schools. Further, the study observed that supervision also, becomes a key element for the direction and achievement of educational goals in Nigeria. Thus, the availability of the financial resources in education is so important in enhancing educational programs required to achieve the educational goals.

Also, on sub-item the school supervision of curriculum implementation is done satisfactory, the majority 126(93%) teachers agreed that it is suitable for effectiveness of teachers' job performance in public primary schools. Only 10(7%) observed that curriculum implementation in schools is not well supervised. On the other hand, 50% of academic teachers indicated that the school supervision of curriculum implementation is done satisfactory in public primary schools while 50% of academic teachers disagreed. The same view is supported by the study conducted by Government of Pakistan (2009) that the supervision of co-curricular activities, conducting survey, research and experiments help educational individuals to implement curriculum activities in order to achieve quality education. In addition, the study shows that training teachers on how to implement curriculum effectively simplify teaching and learning process.

Another finding in the first objective shows that supervision of educational policies contributes towards good teachers' job performance as observed by 125(92%) teachers and by 7(70%) academic teachers. Only 11(8%) teachers reported that supervision of educational policies did not well contribute in good job performance in public primary schools. On the other way 3(30%) of academic teachers show that they disagreed that the supervision of education policy contributes towards good job performance of teachers. A study conducted by Nasreen (2009) supported the same view that to have quality education is important in order to achieve educational goals. Therefore, supervision of educational policies is important tool to improve and sustain the quality education in the country.

Likewise, the availability of quality infrastructure in schools was supported by Majority 124(92%) of teachers and all 10(100%) academic teachers in the current study.

Majority of teachers and all academic teachers agreed that maintenance and repairing of school infrastructure is well supervised in schools which enable effectiveness of teachers' job performance in public primary schools. Only 12(8%) disapproved the statement that the maintenance and repair of infrastructure is supervised. Academic teachers agreed that maintenance and repairing of school infrastructure is well supervised in schools which enable effectiveness of teachers' job performance in public primary schools. The study findings show the government effort in provision of quality school infrastructure in public primary. This should be appreciated by education stakeholders hence proper supervision of the infrastructure is necessary.

Moreover, the findings show that a total of 136(93%) participants that is, 127(94%) teachers and 9(90%) academic teachers mentioned that teachers are involved in supervision of extra-curriculum activities which is a reflection of effectiveness of teachers' job performance in public primary schools. However, 9(6%) of teachers reported that teachers were not involved in supervision of extra-curricular. Also, only 1(10%) disagreed with the involvement of teachers in supervision of extra-curricular. This view was supported by Abu (2014) that supervision is the basic function which helps teachers to improve the process of teaching and learning in the classroom and outside the classroom.

During interview on head teachers' supervisory practices in public primary schools in Arusha District Council, a respondent observed that;

Head teacher supervise curriculum implementation, discipline, facilities and finances. When properly done, improvement in work performance is realized (Personal interview, 28th May, 2021).

The view from Head Teacher (HT3) tends to indicate that by having a tendency of daily supervision in the schools, work will be performed effectively. In addition, the head of school should ensure the effective supervision as the way of implementing curriculum, discipline and to control facilities and finances. This finding is in agreement with quantitative finding that indicated numerous supervisory activities done in the school such as Supervision of human resources, financial resources, supervision of curriculum implementation and Supervision of education policy that contributes towards good job performance of teachers. Moreover, maintenance and repair of infrastructure and involving all teachers in supervision of extra-curriculum was equally identified. This finding was supported by the Government of Pakistan (2009) in a study which revealed that supervision is a basic function which helps the teachers to improve the process of teaching and learning in the classroom and outside of classroom through the supervision of both co-curriculum and extra-curricular activities to meet educational goals. Not only that but also this view was supported by Ouma, Simatwa, and Serem (2013) that discipline and the learner's academic

performance are like twins since experience has been showing that those students with good discipline have also good achievement in both internal and internal examinations.

4.2 The Effectiveness of Supervisory Practices on Teachers' Job Performance in Public Primary Schools in Arusha District Council

The second objective was to find out the effectiveness of supervisory practices on teachers' job performance in public primary schools. The table 2 summarizes the findings from teachers and academic masters/mistresses.

Table 2: Responses on the Effectiveness of Supervisory Practices on Teachers' Job Performance in Public Primary Schools in Arusha District (n = 146)

Statement	Teachers (n = 136) f(%)	Academic Teachers (n = 10) f(%)	Total (n = 146) f(%)
Supervisory practices contribute teachers good job performance	130(96)	10(100)	140(85)
Supervisory practices improve teachers' abilities in their professional growth	127(93)	10(100)	137(94)
Using supervisory practices report helps teachers to address their weaknesses	122(90)	4(40)	126(86)
Supervisory practices expose teachers to new teaching methods	134(99)	10(100)	144(99)
Through supervisory practices teachers are able to share their job experiences	127(93)	10(100)	137(94)
Supervisory practices help teachers to resolve conflicts and misunderstandings	117(86)	4(40)	121(83)

f = frequency, % = percentages, values in brackets are percentage of students and teachers who agreed with the statement. Hence, those with contrary opinion to the statement are implied.

Table 2 shows various responses from the teachers and academic teachers on the effectiveness of supervisory practices on teachers' job performance in public primary schools. The finding shows that a total of 140(85%) respondents; 130(96%) teachers and 10(100%) academic teachers agreed that supervisory practices contribute to teachers' good job performance in public primary schools. Only 6(4%) of teachers disagreed that the supervisory practices contribute to teachers' good job performance. This finding is related to a study finding by Glickman, Gordon and Ross (2004) who found that supervisors should help supervisees, realize their potentials and usefulness. The supervisor should observe the teacher's work, ask questions about why the teacher used certain teaching methods and provide information on the best teaching practices, which will enable the teacher to improve their pedagogical skills in different activities. Supervision offers both teachers and their supervisors the opportunity to work together to improve student learning.

The sub-item supervisory practices improve teachers' abilities in their professional growth, 127(93%) of teachers were in support while 10(100%) of academic teachers were in agreement making a total of 137(94%) of the respondents. However, 9(7%) of teachers disagreed with the statement that the supervisory practices improve teachers' abilities in their professional growth. This view was supported by Funmilola, Sola and Olusola (2013) that

if teachers are given opportunities such as promotion, they will be able to advance their knowledge and skills according to their professional. This will help teachers' job satisfaction and job performance that will yield good quality education through effective teaching and learning process.

Likewise, the study found that a total of 126(86%) participants that is, 122(90%) teachers and 4(40%) academic teachers mentioned that by using supervisory practices report help teachers to address their weaknesses in public primary schools. Only 14(14%) of teachers disagree with the statement that supervisory report helps teachers to address their weakness. Also, 6(60%) of academic teachers disagreed. The same view was supported by Asiyai (2009) that the importance of providing feedback or report help teachers to produce quality education.

Another finding in the third objective was on sub-item supervisory practices expose teachers to new teaching methods; majority 134(99%) teachers agreed that it is an essential tool for adopting new teaching methods. Only 2(1%) of teachers disagreed that the supervisory practices expose teachers to new teaching methods. On the other hand, all 10(100%) of academic teachers indicated that supervisory practices expose teachers to new teaching methods hence improve teachers' job performance in

public primary schools. This view was supported by Mulyasa (2017) that effective supervisory through head teachers helps teachers to change the method of teaching and applied new teaching method to increase the performance to meet their objectives. Supervision also aims to increase the development, communication, error-free problem resolution and commitment to build the capacity of teachers to change the method of teaching. Also, teachers do their work in peacefully way through the resolution done to ensure they produce quality education. Thus, the study suggests that supervision help teachers to be up to date to improving learning outcomes

Additionally, through supervisory practices teachers are able to share their job experiences where 127(93%) teachers and 10(100%) academic teachers were in support. However, 9(7%) of teachers disagree that through supervisory practices teachers were able to share their job experiences. The same view was supported by Sekyere (2014) who revealed that supervision practices by the Head of school is to improve school teachers' job performance and students' achievements. The study shows that the Head of schools should have enough job experience in order to be able to supervise day to day school activities like teaching and learning process and well-organized staff to achieve their goals.

Likewise, majority 121(83%) of respondents; 117(86%) teachers and 4(40%) academic teachers agreed that supervisory practices help teachers to resolve conflicts and misunderstandings in public primary schools to meet educational goals. However, 19(14%) of teachers disagreed with the statement supervisory practices help teachers to resolve conflicts and misunderstandings in schools. On the other hand, 6(60%) of academic teachers disagreed those statement. This view was also supported by a study conducted by Salleh (2013) in Malaysia that found insufficient resource such as finances, human resources including teachers and educational administrators in education institution or organization lead to the poor performance of educational program. Equally, the lack of facilities like school infrastructure, stationeries lead to mismanagement in education because they are essential working tools in performing managerial activities. Also, the study adds that heavy workload led to the dissatisfaction with management which contributes to some of the conflicts in education sector.

Good relationship in an organization is very essential for the life of an organization and the achievements of the goals. Also, good relationship of an organization with the nearby community enhances trustfulness and it shows the sense of accountability. In this respect, one respondent pointed out that;

Effective supervision maintains good relationship within the school and surrounding community with parents which brings good job performance. Head teachers' supervisory practices help them to

solve conflicts and misunderstandings in schools which may hinder the achievement of educational goals (Personal interview, 3rd June, 2021).

The views put forth by participant (HT7), shows that if Head teacher and staff members fail to keep a good relationship in school, it will create frequent misunderstandings between the Head teacher and staff members and also within staff members themselves. The respondents added that the existing of misunderstandings brought by poor relationship within school lowers teachers' job performance and consequently result in poor students' academic achievement.

The findings concur with Platisa, Reklitish and Zimeras (2015) who conducted a study on job satisfaction and its dimensions on job performance in small and medium enterprise in Ibadan and Southwestern Nigeria where the researcher used a total of 105 respondents as sample size. The study found that significantly, job satisfaction and job performance especially when employees feel that their work will be supervised and evaluated more attention will be paid during performing activities. Correspondingly, the quality of supervisor-subordinate relationship significantly and positively affects the employees' satisfaction and job performance.

The views from the respondents (HT7) tend to indicate that effective supervision helps head teacher to resolve the conflict and misunderstand among their staff to ensure the objective that need to be attained are achieved. This view was also supported by a study conducted by Salleh (2013) in Malaysia that found insufficient resource in education institution or organization such as finances; human resources including teachers and educational administrators lead to poor performance of educational program. Likewise, lack of facilities like school infrastructure and stationeries lead to dissatisfaction in education due to lack of essential working tools. Also, the study adds that heavy workload led to the dissatisfaction with management which contributes to some of the conflicts in education sector.

Effective supervision helps teachers to change their teaching skills, behavioral change, attitude which help teachers due to the developmental level, expertise and commitment in their working to achieve quality education to their learners. Supervision report help teachers to change behavior among them because teachers as adults learn according to their background, experiences gained abilities and level of concern to others. In the current study one respondent posit that:

Effective supervision leads to teachers' behavioral change to be practiced in the schools which lead to quality education (Personal interview 2nd, June, 2021).

The views put forth by participant (HT9), shows that the effective supervision in a school is an essential component

which helps teachers and students to change their behavior to ensure they achieve the educational goals. This finding is related to a study done by Goldhaber (2006) that the effective supervision helps teachers to change their teaching skills, behaviour, attitude which help teachers to achieve the necessary developmental level, expertise and commitment in their working to achieve quality education to their learners.

5. Conclusion and Recommendations

5.1 Conclusion

The study concluded that the supervisory practices in public primary schools should be effective and efficient in daily activities to ensure the students acquire quality education. The supervision of human and financial resource are key elements to facilitate the teaching and learning to be effective and efficient in meeting educational objectives. Also, teaching approach based on education policies should be supervised through curriculum implementation and extra curriculum through their professional involvement. Therefore, head teachers should supervise human resources, curriculum implementation, educational policies, infrastructure, extra-curriculum activities and financial resources in schools in order to achieve quality education in the country.

Finally, the study found that effective supervision practices are important in educational sector because the result show that quality education and performance increase through effective supervision. It also enables

Head teachers to understand areas which need more efforts and areas which need motivation. Supervision report helps teachers to embrace good teaching methods, to share their job experience and ensure the effectiveness of teachers' job performance. Also, supervisory practices report helps teachers to address their weaknesses and strengths in the profession. The study concluded that teachers' supervisory practices are important in public primary schools in order to achieve educational goals and quality education.

5.2 Recommendations

Based on the research findings, the following recommendations are given forth;

- i. The Head teachers in public primary schools should carry out supervision in a friendly environment and use the supervisory report to involve teachers in making decisions to strengthen effectiveness in teachers' job performance for quality education.
- ii. The Head teachers of public primary schools should maintain good communication among teachers to ensure job satisfaction, enhance motivation and build teamwork to obtain academic goals at minimal cost.
- iii. The government should provide teachers with their rights such as good remuneration, conducive working environment and job security in order to motivate them for better job performance. In return, teachers should dedicate their time to professional duty for better outcome.

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