



# The Effectiveness of Secondary School Heads in Supervising School Resources in Shinyanga District Council, Tanzania

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**Abstract:** This study investigated the effectiveness of secondary school heads in supervising school resources in Shinyanga District Council, Tanzania. The study intended to find out the effectiveness of secondary school heads in supervising school resources. It also sought to identify ways to overcome the challenges facing heads of school in supervising school resources. The study is based on the Max Weber's bureaucratic theory. The paper adopted a mixed research approach and convergent parallel mixed design. The sample size comprised of 83 participants including 1 District Secondary Education Officer, 4 head of public secondary schools and 78 teachers. Data were gathered through questionnaire and interview. The findings indicate that most of the school heads do not conduct effective supervision of school resources due to some challenges such as misallocation of resources, inadequate resources, lack of supervision skills as well as poor cooperation among staff members. The paper recommends that school heads should be given resource supervision skills through seminars and should cooperate with teachers for the aim of ensuring effective supervision of school resources.

**Keywords:** Effective supervision, Secondary school, School heads, School resources, Tanzania

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## 1. Introduction

Absence of effective supervision of school resources is critical in the whole process of teaching and learning in secondary schools. This would cause teachers and learners fail to attain targeted academic goals. As such, the whole process of teaching and learning depends much on the availability of enough resources in a school, which includes; human resources, financial resources, teaching and learning materials as well as school facilities. According to Leithwood, Harris and Hopkins (2008), effective leaders can be determined through specific practices such as staffing, teaching programme, providing teaching support, monitoring school activities as well as buffering staff against distractions from their work. As observed by Ndiovu (2018), the resources owned by a school have a significant effect on student test scores, suggesting that value and more attention should be given

to what goes on in schools, as well as improving quality of human resources at school level.

In United State of America and Latin America effective supervision of school resources is seen to be very important in the attainment of the school in academic issues and lack of effective supervision of secondary school resources in a school can lead to the failure of school to attain the targeted goal. In New York, (Tamir and Arar, 2019) conducted a study about high school management resource allocation in an era of reforms (cited in Allen et al, 2012; Grubb, 2008; Gibbons et al, 2011) argued that schools use resources ineffectively because at least part of the resources do not go directly to the pupils but overall organizational needs such as administrative requirements, rewarding the principal and general maintenance. This shows that effective supervision of school resources crucial in the process of attaining academic achievement. Leithwood, Harris, and Hopkins

(2008) in their study conducted in Canada revealed that effective leaders can be seen through specific practices such as staffing, teaching programme, providing teaching support, monitoring school activities as well as buffering staff against distractions from their work.

In Africa, a big number of heads of schools were appointed to lead schools without being given managerial training (Mhagama, 2020). The system uses the number of years one has spent in the work place as a criteria for the promotion of teachers as heads of schools. Victor (2017) discovered that a secondary school heads in Nigeria do not have managerial competencies in procurement of physical and instructional materials, provision of e-library facilities and son on and so forth. Further, Usman (2016) revealed some problems hindering the system from achieving its goals such as; shortage of funds, political issues, misuse of school facilities, poor management, ineffective school leadership, supply of substandard educational resources, inadequate facilities and low staff morale.

In East Africa, a study conducted in Kenya by Mutiso and Kilika (2017) opines that very few employers are able to harness the full potential of their human resources. This implies that resources in schools in Kenya are not effectively supervised according to the objectives of their institutions. Similarly, in Tanzania, Urrio (2016) revealed that worst performing schools had no supervisory mechanics for teachers during classes nor did they have a way for holding teachers responsible for their performance. Lupogo (2016) & Mhagama (2020) stated that heads of schools were faced with challenges such as lack of formal training for supervisory roles, administrative challenges and teachers' perception on supervision. Insufficient educational resources are also regarded as a challenge encountered by school heads in refining quality teaching and learning (Ngole and Mkulu (2021). Therefore, this study examined the way school resources are supervised by the school heads in public secondary schools in Shinyanga district council, Shinyanga Tanzania. Specifically, the study was set:

- i. To determine whether effective school resources supervision is conducted by heads of school in Shinyanga District Council.
- ii. To investigate the challenges faced by the school heads in supervising school resources in Shinyanga District Council.
- iii. To determine possible measures to overcome challenges facing school heads in supervising school resources in Shinyanga District Council.

## **2. Literature Review**

### **2.1 School Heads Supervision of School Resources**

Strong institutional leadership addresses low-quality instruction through robust and differentiated teaching-

learning, access to resources to support professional development, and practice that foster relationships to improve instructional practices (Fevre and Robinson, 2015 as cited in Matte & Liegel, 2018). This shows that the access to school resources is very crucial for the sustainability and achievement of the set school objectives. So, there should be effective supervision of resources within the school. Likewise, Aboramandan et al. (2019) in their study conducted in Palestine, on human resource management practices and organizational commitment, observed that the success of the educational organizations relies basically on the quality of human resource and effective management of the personnel. They further state that resources are one of the key elements in educational institution and should be managed in an effective manner. Thakral (2015) as cited by Lyonga (2017) argued that there are differences between academic and administrative supervision, where academic supervision deals with the supervision of teaching-learning activities within the school, while administrative supervision deals with the management of school facilities and resources. This implies that school heads are the ones responsible for school resource supervision.

In West Africa, Victor (2017) revealed that secondary school principals had managerial competences in financial matters that govern schools. Musingafi (2014) stated that one of the functions of school headmasters in school included planning, organizing, directing, staffing, and controlling school systems. The researcher added that through the planning process, the headmaster aims to manage an efficient and an effective school. Efficient means using minimum resources to get maximum results on time, while effectiveness means achieving the set objectives.

### **2.2 Challenges facing School Heads on Effective Supervision of Resources**

The study conducted in United states of America by Alsaaty and Morris (2015) revealed that the challenges of managing many high schools are compounded by steadily increasing school population with insufficient resource appropriation. Victor (2017) found that secondary school heads in Anambra state do not have managerial competencies in procurement of physical and instructional materials, provision of e-library facilities and equipping classroom and offices with needed furniture for effective material resources management. This implies that most of schools have no effective supervision of resources because school heads do not have managerial competencies in resources preparation and utilization. Bringing out only the views of head of schools, Victor (2017) narrowed the chance of collecting comprehensive data as other important informants like teachers and students were excluded in the study. Also, Etor, Ekpenyong and Sule (2020) pointed out that there are some problems of access

and resource allocation to learners, teachers and other staff in schools.

A study conducted by Usman (2016) on an assessment of the school system in Nigeria revealed some problems hindering the system from achieving its goals are such as; shortage of funds, political issues, misuse of school facilities, poor management, ineffective school leadership, supply of substandard educational resources, inadequate facilities and low staff morale. The study noted that effective supervision of school resources was faced with a number of challenges which cause the set back to the school to achieve its planned goals.

In Tanzania, Lupogo (2016) stated that education supervision faced with challenges such as lack of formal training for supervisory roles, poor techniques and methods of supervision, administrative difficulties and teacher's perception on supervision. Also, Edmund and Lyamtane (2018) revealed that in Moshi Municipal, heads of schools do not adhere to the financial guidelines given out by the government in procurement and financial document management. Likewise, a study carried in Sengerema-Mwanza by Charles and Mkulu (2020) found that there are challenges facing school administrators which include; shortage of infrastructure and lack of teaching and learning resources. These challenges revealed by the researchers indicate that supervision of resources in schools is ineffective among school heads due to the challenges based on resource issues. This shows that there is no effective supervision of school resources in many secondary schools. Moreover, another study conducted by Ngole and Mkulu (2021) in Mwanza, Tanzania, revealed that majority of public schools have shortage of educational resources. Thus, the major challenges facing effective supervision in school are inadequate teaching and learning materials and poor supervisory knowledge and skills.

### **2.3 Ways to Overcoming Challenges hindering Effective Supervision of School Resources**

National Association of Secondary School Principals (2015 as cited by Asaaty and Morris, 2015) pointed out that ten skills needed to be acquired by school heads to achieve success in their position of leadership role; setting instructional direction, teamwork, sensitivity, judgement, result orientation, organizational ability, oral communication, written communication, developing others, and understanding own strengths. Likewise, the study conducted by Mestry and Govindasamy (2014) in their study they viewed that collaboration is an important strategy for fostering effective school financial resource management. This implies that through collaboration with administrative staff and other educational stakeholders the secondary school heads will be able to supervise school resources effectively. Further, Bisschoff and Mestry

(2003:17 as cited by Mestry and Govindasamy, 2014) argued that it is fundamental that school managers be prepared and equipped with financial skills and competencies that will enable to be responsible and accountable for the funds have been placed in their care for the achievements of specific school objectives and the improvement of the overall productivity of the school.

Also, Lyonga (2017) recommends, the supervisor need to seek the buy-in, cooperation, and collaboration of those being supervised. Such cooperation is aimed at assisting supervisors in becoming successful in performing their supervisory task. These indicate that supervisory practices depend much on the positive cooperation from all staff members in the education system. The study conducted by Usaman (2016) contends that in school administration, education resource not only limited but can be effectively and efficiently managed when management activities are properly harmonized, organized, coordinated and controlled by the school management team. Also, school administrators must be trained on the principles and practices of supervision so as to have an in-depth knowledge of the basic management and instructional methods, which can contribute to the school performance and achievement of objectives. This implies that basing on the established principles and laws, the school heads will be able to run supervision practices in the schools so as to ensure effective management of school resources.

## **3. Methodology**

This study employed a mixed research approach where both qualitative and quantitative approaches were used in the study. According to Creswell (2014), mixed approach incorporates elements of both qualitative and quantitative approach. Therefore, the use of mixed research approach complemented each other in case if one method showed weakness in the collection and analysis of reliable data for better understanding of the particular phenomenon (Creswell, 2018). The study used convergent parallel mixed design so as to provide understanding about how school heads perform their duties in supervising the utilization of school resources. The design was selected because it helped the researcher to collect data at the same time by using questionnaire and interview and then analysed them in a separate way and matched the result at the end (Kothari, 2004). The study was conducted in Shinyanga district council with sample size of 83 participants which includes 1 District Secondary Education Officer, 4 head of public secondary schools and 78 teachers. Quantitative data were collected through questionnaires, while qualitative data were collected through interview. Quantitative data from questionnaires were coded using Statistical Package for Social Sciences (SPSS) version 20 in which data were analyzed using descriptive statistics and presented in terms of tables and graphs. On the other hand, thematic analysis was used for qualitative data.

## 4. Results and Discussion

### 4.1 The Effect of Effective Supervision of School Resources

This objective intended to find the effect of effective supervision of school resources conducted by the heads of schools. In the achievement of this objective, the researchers prepared questions for secondary school teachers and guided them to rate the level of agreement on the statement provided. The summary of the teachers' responses are shown in Table 1

**Table 1: Teachers Response on the Effect of Effective Supervision in School (N=78)**  
Key: 1=Strongly disagree; 2=Disagree; 3=Neutral; 4=Agree; 5= Strongly agree

Statements	1		2		3		4		5	
	F	%	F	%	F	%	F	%	F	%
Higher academic performance	3	4.1	4	5.4	2	2.7	25	33.8	40	54.0
High morale of teaching and learning	4	5.4	5	6.8	2	2.7	21	28.4	42	56.7
Promotes discipline	2	2.7	3	4.1	-	-	48	64.8	21	28.4
Encourages teamwork	4	5.4	4	5.4	3	4.1	20	27.0	43	58.4

Source: Field Data (2021)

#### Higher Academic Performance

Findings in Table 4.1 show that 33.8 percent agreed and 54.0 percent of teachers strongly agreed that higher academic performance is an effect of effective supervision. This implies that there is direct relationship between effective supervision of school resources and high academic performance in school. Contrarily, 5.4 percent of teachers disagreed with the statement that higher academic performance is an impact of effective supervision as 4.1 percent of teachers strongly disagreed on the statement. This shows that some of the public secondary school teachers in Shinyanga District Council do not agree with the statement that effective supervision of school resources conducted by heads of school lead to higher academic performance. Despite the higher level of agreement with low level of disagreement on the statement that higher academic performance is an effect of effective supervision, 2.7 percent of teachers were neutral to the statement. This findings concur with Savasci and Tomul (2013) who argued that there is relationship between effective supervision of educational resources and academic achievements.

#### High Morale of Teaching and Learning

High morale of teaching and learning is an effect of effective supervision, this statement was supported by 56.7 percent of teachers who strongly agreed to the statement which is more than half of the respondents. However, 2.7 percent of teachers were neutral. Nevertheless, 6.8 percent of teachers disagreed and 5.4 percent of teachers strongly disagreed on the statement that high morale of teaching and learning is an effect of effective supervision. Therefore, majority of the teachers agreed with the statement, thus this shows most of the teachers in Shinyanga District Council believed that high morale of teaching and learning is an impact of effective supervision. This corresponds with Kapinga (2017) who

revealed that physical facilities like classrooms, desks, chairs, libraries and toilets are an important factor in both attendance and achievement.

#### Promoting of Discipline

Promoting of discipline is an impact of effective supervision found in this study. The study shows that 64.8 percent of teachers strongly agreed and 28.4 percent of agreed that discipline is an impact of effective supervision; none of the teachers' responses were neutral. However, 4.1 percent disagreed as 2.7 percent of teachers strongly disagreed that discipline is an effect of effective supervision. This finding shows that effective supervision promotes discipline in the school. When answering the same question during the interview, one head of school school "B" commented:

It is true that effective heads of school can create discipline in school because teachers and student will be active in the utilization of school resources. When the head of school is not conducting an effective supervision of resources, they will be scarce due to bad allocation, management and utilization. Even human resources will not be able to perform their duties through effective supervision of the heads of school (HoS B, November 2021).

From the findings, it is true that effective supervision of school resources conducted by the heads of school in secondary schools help to maintain discipline among staff members and students toward management and utilization of resources available. Lavy (2019) suggested that increased school resources and students spending more time at school and on key tasks all lead to increased academic achievement with no behavioral costs.

## Encouraging Teamwork

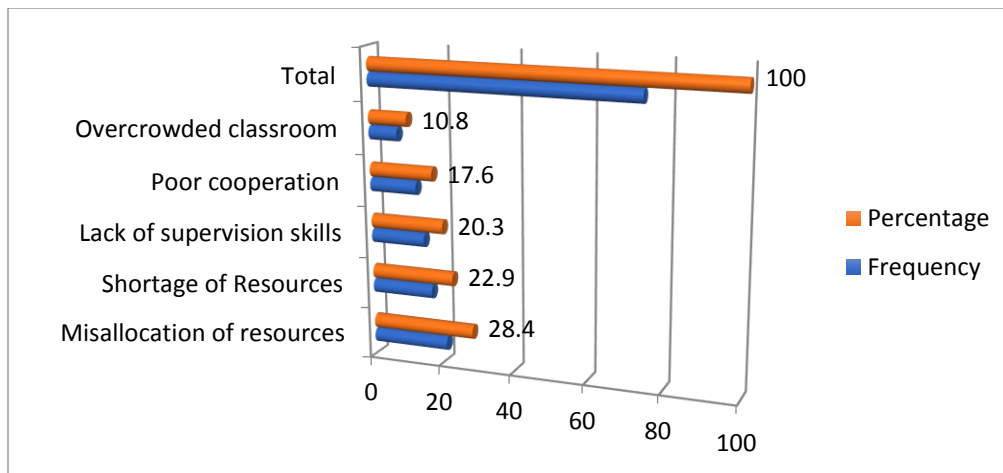
Responding to the statement whether the encouraging teamwork is an effect of effective supervision, 58.1 percent of teachers and 27 percent of teachers strongly agreed and agreed to the statement respectively, as 4.1 percent of teachers were neutral, 5.4 percent of teachers disagreed to the statement and 5.4 percent of teachers strongly disagreed. The results show that most of the respondents agreed that teamwork is among the effect of effective supervision. This is supported by Fevre and Robinson (2015 as cited in Matte & Liegel, 2018) who recommend that strong institutional leaders address low-quality instruction through robust and differentiated teaching-learning access to resources to support professional development and practices that foster relationships to improve instructional practices. As said by head of school D:

In our school, we are very united as one team as all teachers are working together daily. We have divided works and duties in various areas and the head of school is the coordinator who oversees all the tasks and duties performed in school. All this can be achieved when the school head can supervise all teachers through preparing time tables and divisions of tasks and close follow-up to see the effectiveness of each teacher and student. (HoS D, November 2021).

The findings on the effect of effective supervision of school resources consistence with Max Weber's bureaucratic theory which is based on administrative roles which coordinate activities of the staff. The theory looks on how administrators can conduct their activities through observing their roles. As it was observed that the information provided about effective supervision of school resources by heads of schools influenced external factors such as; high academic performance, effective performance of teaching activities, high morale of teaching and learning as well as encouraging team work. Also, it was observed that resources were not adequate in schools which caused challenges to the heads of schools to be effective in supervising school resources. Therefore, effective supervision of school resources in secondary schools is observed as an important external factor in the proper utilization of school resources.

## 4.2 Challenges Heads of Schools Faced in Supervising School Resources

This objective intended to find challenges faced by head of schools in supervising school resources. Therefore, questions were presented to teachers in subsections as presented in Figure 1 below.



Source: Field Data (2021)

**Figure 1:** Challenges hindering school heads from effective supervision of resources

## Misallocation of Resources

Findings in Figure 1, indicates that 28.4 percent of teachers admitted that misallocation of resources acts as one of the encountered challenges by heads of school in effective supervision of school resources. Therefore, the

result shows that most of the public secondary school teachers in Shinyanga District Council mentioned misallocation of resources as the one of the challenges facing heads of secondary school in Shinyanga District Council.

Their response showed that misallocation of fund is one of the challenges affecting effective supervision of school resources. Head of school B was asked about the challenges facing heads of school in effective supervision of resources in Shinyanga District Council and he had this to say:

We are always receiving inadequate fund in our school while we have many cases needing fund too; so we have been trying to divide the fund obtained in various areas so as to minimize the problems. Hence, the fund allocated to certain activity can be taken to another activity in the school according to the immediate reason that might happen by that time (HoS B, November 2021).

Likewise, the information provided by the head of school C can be explained, “Fund allocated in school for certain purpose sometimes can be used to meet the need of another area within the school context; this is due to the lack of enough fund to run school activities” (HoS C, November 2021). The information provided by head of school C, shows clearly that most of heads of secondary school are performing ineffectively in the supervision of school resources in their schools. Findings from both questionnaire and interview show that there is misallocation of resources because the government does not expend resources according to the proposed budget. The information obtained from interviewees justify those resources are not expended in relation to the proposed budget. This concurs with Etor, Ekpenyong and Sule (2020) who pointed out that there is some problems of access and resources allocation to learners, teachers and other staff in schools in Nigeria.

### **Shortage of Resources**

Also Figure 1 presented that 22.9 percent mentioned that one of the challenges facing heads of school is shortage of resources. The findings revealed that in many secondary schools, resources available are not reliable to the needs of schools. This caused ineffectiveness to the heads of school to supervise resources effectively in secondary schools. During the interview done with heads of school B had this to say:

We are always receiving inadequate fund in our school while we have many cases needing fund too; so we have been trying to divide the fund obtained in various areas so as to minimize the problems. Hence, the fund allocated to certain activity can be taken to another activity in the school according to the immediate reason that might happen by that time (HoS B, November 2021).

Likewise, the information provided by the head of school C explained, “Fund allocated in school for certain purpose sometimes can be used to meet the need of another area

within the school context; this is due to the lack of enough fund to run school activities” (HoS C, November 2021). Due to that, the information provided by head of school C, it is true that most of heads of secondary school are performing ineffectively in the supervision of school resources in their schools.

The information from the interview shows that there is misallocation of resources because the government does not expend resources according to the proposed budget. The information obtained from interviewees justify those resources are not expended in relation to the proposed budget. This concurs with Etor, Ekpenyong and Sule (2020) who pointed out that there is some problems of access and resources allocation to learners, teachers and other staff in schools in Nigeria.

### **Lack of Supervision Skills**

As exposed in Figure 1, 20.3 percent of teachers commented on the point that lack of the supervision skills is another challenge facing school heads in the whole process of supervising school resources. Although some of the heads of school participating in different seminars concerning management and utilization of resources, still most of the school heads have no enough skills to conduct effective supervision of resources according to the findings obtained. This was said also by District Secondary Education Officer (DSEO) in the interview as follows:

In many schools, heads of school do not attend any courses or seminars concerning resources supervision in their schools. Even the seminars and workshops provided aimed at giving awareness only in some few resources allocated in schools. Heads of school should have enough knowledge about the effective ways which can facilitate effective supervision of resources in their schools. So, special programmes should be initiated by the government so as to give capacity heads of school to supervise resources in their schools (DSEO, November 2021).

This finding is supported by Bisschoff and Mestry (2003:17 as cited by Metry and Govindasamy, 2014) who argued that it is important for school managers to prepare and equip with financial skills to make them be responsible and accountable for the funds have been allocated under their care.

### **Poor Cooperation**

As shown in Figure 1, 17 percent of secondary school teachers pointed that poor cooperation among staff members is among the challenges facing heads of school in Shinyanga District Council. Interviewees were probed

about this concern and one of interviewees was quoted commenting:

In my school, some teachers are not active in providing responses in various action or tasks given to them. This leads to the failure of effective supervision conducted by the school head within the school. Meanwhile, some of teachers are not ready to cooperate within certain teachers or heads of school for his/her own reasons. So, sometimes heads of school are facing difficulties to conduct effective resources supervision (HoS A, November 2021).

This finding is supported by Lyonga (2017) who recommend that in supervision, the supervisor needs to seek the buy-in, cooperation and collaboration of those being supervised. Also, Mestry and Govindasamy (2014) stated that collaboration is an important strategy for fostering effective school financial resource management. This means that in most of the secondary school cooperation, there is lack of availability in many areas of resources management and utilization.

### Overcrowded Classroom

From Figure 1, 10.8 percent of teachers explained that overcrowded is also challenged which hinder heads of schools in supervising school resources in their schools. This is because some secondary schools enrolled huge number of students different from its capacity. This finding supported by Alsaaty and Morris (2015) revealed that the challenges of managing many high schools are

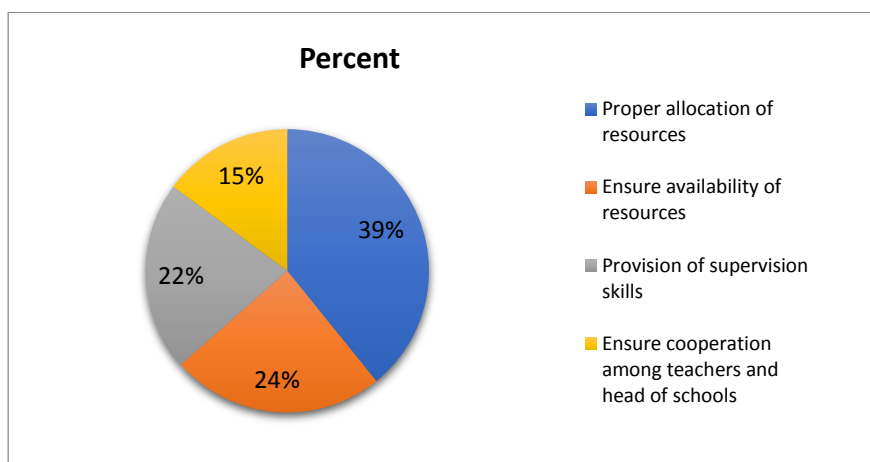
compounded by steadily increasing school population with insufficient resource appropriation. Also, head of school commented:

My school has a large number of students where each year we are receiving many students from primary schools; regarding that, this is only on secondary school in this ward comprising of three primary schools. This led to a challenge on how we can supervise resources such as classrooms, teachers and learning materials. We have few science teachers where one teaches physics, two teach mathematics and other two teachers of biology and chemistry (HoS A, November 2021).

Generally, effective supervision of school resources by the heads of school are facing many challenges. From the findings, it's true that most of the challenges are coming from the school environment and other few resulted from government.

### 4.3 Possible Measures to Overcome Challenges Faced the School Heads in supervision school resources

The last objective of the study asked district secondary education officer, heads of school, secondary school teachers on what do they think are possible measures toward the challenge facing heads of school in effective supervision of school resources. The results obtained are presented in Figure.2.



Source: Field Data (2021)

**Figure 2:** Teachers Response on the Way forward to Overcome Challenges

Figure 2 presents the findings on the way forward to overcome challenges facing heads of school in supervision of school resources in Shinyanga District Council. The

findings show that 27 percent of teachers involved in this study mentioned that proper allocation of resources in school is very important in improving effective

supervision of school resources. And 24.3 percent of teachers suggested that ensure availability of resources can help the heads of school to conduct effective supervision of resources in the schools.

### **Proper Allocation of Resources**

Figure 2 shows that 27.0 percent of teachers have mentioned that proper allocation of resources should be ensured to make sure that effective supervision of school resources in school should be conducted in secondary schools. Improper allocation of school resources in the school hinders the effective supervision of school resources as supposed to be done by the school heads. Therefore, the allocation of school resources should be done in a proper way. District Education Officer was quoted saying:

We are trying the best to advise heads of school to ensure that resources available in school should be allocated to the specific areas where they needed and not otherwise. We always prepare some seminars and meetings so as to give awareness to the heads of school to understand how to allocate resources and considering its uses so as to mitigate the challenges caused by misallocation of the school resources in schools (DSEO, November 2021).

Also, the interview conducted with head of school D, she commented:

Our school always suffers from having inadequate resources, such as few numbers of teachers, few toilets, teaching and learning materials as well as insufficient desks for students. In some schools in town, these are not a problem as in our school; this is because many resources are always allocated to the schools in urban areas and as ours in rural areas left suffering from lack of enough resources. So, this hinders heads of school to conduct an effective supervision of school resources in our school (HoS D, November 2021).

The findings above indicate that proper allocation of school resources is very important to mitigate the challenges facing school heads in supervising school resources effectively. This can be supported by Charles and Mkulu (2020) who concluded that educational stakeholders should help in building school infrastructures and finally recommended that the government should allocate more fund to schools, employ more teachers and school administrators should cooperate with all educational stakeholders in curbing management challenges.

### **Ensuring Availability of Resources**

Also, Figure 2 indicates that 24.3 percent of teachers suggested that in order to ensure effective supervision of

school resources in school, there should be availability of school resources in school. It was discovered that most of the secondary schools face a challenge of inadequate resources to run their activities; so, the administrators should come up with measures to ensure that resources are adequately available in school throughout the year. In an interview, it was also discovered that most secondary schools have enrolled huge number of students and inadequate of resources is one of the challenges facing these schools in Shinyanga District Council. This was discovered through the interview with one of the heads of school from school B who was quoted admitting:

In order to eliminate the challenges facing heads of school in effective supervision of school resources, there should be enough resources in school. In our school, resources are not enough to accommodate the school because we have few numbers of teachers, few text books as well as few facilities such as tables and chairs. Therefore, in order to empower heads of school to conduct effective supervision of school resources in school, enough resources should be available (HoS B, November 2021).

The findings indicate that head of school failure to conduct effective supervision of school resources is due to the fact that resources are not available in school as it required. Therefore, the government should ensure constant supply of resources in schools so as to empower heads of school to supervise resources effectively.

### **Provision of Supervision Skills**

Figure 2 also shows that 21.6 percent of teachers commented on the provision of supervision skills to the heads of school. Teachers responded that many heads of school have been appointed from other teachers in schools so they are not equipped with enough skills concerning effective supervision of school resources. Teachers explained that some resources have been supervised in a way which is not effective due to the lack of supervision skills. Therefore, more knowledge should be provided to the heads of school so as to enable them supervise resources effectively. On this, District Secondary Education Officer during the interview had this to establish:

In our district, some of the school heads do not have supervision skills of resources allocated at school by the government. This is due to the poor ways of conducting supervision in their schools such as improper allocation of teachers in classes, delays in checking of teaching and learning resources, poor utilization of fund, lack of good relationship with staff members and poor management of school timetable. So, heads of school should be equipped with proper



supervision skills about school resources (DSEO, 2021).

Based on these results, resources supervision skills should be one of the criteria for teachers to be promoted to the positions of heads of school. This finding relates with that of Bisschoff and Mestry (2003:17 as cited by Metry and Govindasamy, 2014) who argued that it is fundamental that school managers be prepared and equipped with financial skills and competencies that will enable to be responsible and accountable for the funds that have been placed under their care for the achievement of specific school objectives and the improvement of the overall productivity of the school. Once a head of school has proper supervision skills will help them to manage and utilizing resources in an effective way.

### **Ensuring Cooperation among Teachers and Heads of Schools**

Figure 2 shows that 14.6 percent of teachers suggested that there is a need of ensuring cooperation among teachers and heads of school. It was discovered that most of the heads of school do not have good cooperation with staff members in schools and this is affecting their ability to perform effectively the supervision of school resources in their schools. In an interview, it was also discovered that some of heads of school established bad relationship with their staff members or themselves had bad cooperation and this led to the challenge of lack cooperation in supervising resources effectively. Similarly, the District Secondary Education Officer was of the following view:

Sometimes, I have been receiving claims from teachers and school heads that some teachers and heads of school do not have good cooperation in their activities. This is due to bad relationship established in their schools as some working conflicts reduce cooperation and efficiency in their working areas. Therefore, heads of school should ensure good cooperation among staff members so as to smoothen

effective supervision of school resources in their schools (DSEO, November 2021).

This outcome shows that heads of secondary school need to establish good relationship in their schools so as to influence cooperation in school. Therefore, heads of school should involve staff members in decision making so as to improve cooperation for smooth and effective supervision of school resources.

## **5. Conclusion and Recommendations**

### **5.1 Conclusion**

Based on the findings, it is concluded that heads of secondary school are ineffective in supervising school resources in secondary schools due to lack of managerial skills, poor allocation of fund, overcrowded classes as well as lack of cooperation among staff members. This shows that heads of public secondary school in Shinyanga District Council fail to supervise resources in school effectively due to both internal and external factors.

### **5.2 Recommendations**

The study recommends that policy makers should consider effective supervision of school resources by introducing a policy which will demands heads of school to undergo training for resource supervision skills. The study recommends that government should ensure that district secondary education officers involve effectively in monitoring heads of school to conduct effective supervision of school resources available in school. Moreover, the government should ensure provision of supervision skills to the heads of school which will help to add some knowledge concerning effective supervision of school resources in their schools. Lastly, the study recommends that heads of school should cooperate with teachers for the aim of ensuring effective supervision of school resources in school.

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