



# Contribution of Instructional Supervision on Teachers' Professional Development: A Focus on Public Secondary Schools in Rombo District, Kilimanjaro-Tanzania

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*Abstract: This study examined the extent to which instructional supervision contributes to the enhancement of teachers' professional development in public secondary schools. For the purpose of this study, instructional supervision refers to overseeing instruction as a means to promote teachers' professional growth and so ensure effective teaching and learning. The study was guided by instructional leadership theory that was developed by Ronald Edmonds in the year 1970. The study, adopted mixed research approach with convergent parallel design. Cronbach Alpha Correlation Coefficient was used to ensure validity and reliability of research instruments. Quantitative data were collected through questionnaires and analyzed using descriptive statistics with the help of Statistical Package for Social Science (SPSS) version 21. Qualitative data were collected through interviews and analyzed thematically. A sample of 92 respondents who included one District Education Officer (DEO), one District Quality Assurance Officer (DQAO), three Ward Education Officers (WEO's), four heads of schools and eighty-three teachers were involved. Stratified, simple random and purposive sampling was used to select the desired number of respondents. The findings indicate that instructional supervision contributes to enhancing teachers' ability to use different instructional methods, ability to prepare teaching materials and enhances teaching performance. The study suggests instructional supervisors to continue providing feedback and giving suggestions for improving timely supervision process as intervention strategies to ensure teachers' professional growth.*

**Keywords:** *Instructional supervision, Professional development, Teacher quality, Effective teaching, Learning.*

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## 1. Introduction

Tanzania, like other nations across the globe is more than ever striving towards advancing teaching and learning so that the beneficiaries of education can realize their potentials and utilize them for their own wellbeing and that of the nation and beyond. To achieve this indispensable goal, teacher's professional development is looked upon as an issue of concern. Teacher's professional development is an issue of concern because without competent teachers, effective teaching and learning cannot be realized. Hence, as argued in Nwambam and Eze (2017), in order to ensure availability of competent and quality teachers who are capable of facilitating a learning

whose end result is the production of competent human resources, professional teacher development is indispensable. On that same line, the gurus of educational change, namely Michael Fullan, Rincon-Gallardo and Hargreaves (2015) aptly contend that education systems should ensure the practice of instructional supervision as a key strategy to improve the quality of teachers and the quality of teaching and learning. For the three gurus of educational change, instructional supervision is an indispensable means of ensuring teachers' professional development which in turn contributes to effective teaching and learning whose outcome is improved students' academic achievement. Fundamentally, the concept of instructional supervision refers to overseeing instruction to support teachers and to ensure effective

teaching and learning (Tesfaw & Hofman, 2014). Based on this understanding and as spelt out by Zepeda (2007), instructional supervision is critical in ensuring teachers' professional development.

Historically, instructional supervision was known as school inspection or school supervision in some countries. For example, in the UK, USA, and some African countries, including Lesotho, Senegal, Tanzania and Nigeria, the term "school inspection" was used because the countries gave more attention to inspectional supervision (Grauwe, 2007; Lee, Dig & Song, 2008 as cited in Tesfaw and Hofman, 2012, p. 1). The focus during the practice of school inspection was mainly to find out what teachers were not doing right so that they could be corrected for the purpose of improvement. Later, in the 1970s, there was a change in the name, and some countries decided to use the term "instructional supervision" instead of "school inspection". The purpose of the change of the term from school inspection to instructional supervision was to reduce intimidation and to use a friendlier term through which teachers would be more comfortable and benefit from the practice (Lupopo, 2016). The first school inspection originated in France after the establishment of the public education system at the end of the 18<sup>th</sup> century during Napoleon's leadership. Other European countries adopted the idea in the 19<sup>th</sup> century (Grauwe, 2007; Wilcox, 2000). Likewise, in the UK, the first school inspection was conducted in 1883, the purpose was to ensure teacher professional development, accountability and provision of quality education. Similarly, in the UK, schools' inspection was practiced as a means of finding out the underperforming schools so that they could equip teachers with potential instructional information, which would develop them professionally and improve instructional activities (Matete, 2009).

In the African context, the establishment of school inspection services in many African countries went together with the introduction of civic education (Grauwe, 2007). Most African nations developed school inspection services after attaining their independence. In Ethiopia, for example, the establishment of supervision activities started in 1941/2 as inspection and later the inspection was changed into supervision in 1962/3. The change from inspection to supervision was believed to improve instructional activities (Terra & Berhanu, 2019). In Nigeria, on the other hand, the establishment of Western education began with the introduction of the first primary school by the missionaries at Badagry in 1842. At this particular time, instructional supervision was conducted

by unprofessional and untrained people (Badau, 2014). The inspection was an administrative task to ensure that teachers performed their duties well and supervisors were responsible for observing teachers, evaluating their performance and taking required actions (Grauwe, 2008).

Like any other developing countries, Tanzania adopted instructional supervision since the colonial period when it was called school inspection and continued practicing it even after independence in 1961 (Kambuga & Dadi, 2015). For Tanzania, instructional supervision was conducted by the inspectorate department and the purpose of its establishment was to inform the government about the quality and standard of education provided to the people so that they could intervene in cases where education was not provided as expected (Kambuga & Dadi, 2015; Wanzare, 2002). Since then, continuous efforts have been made to advance instructional activities through instructional supervision. Some efforts included establishing National Education Act No 25 of 1978 section 25 (Cap, 353), which, among other things, included establishing the school inspectorate division (ETP, 1995; URT, 1978; URT, 2009). This Act, especially in the inspection of schools, stipulates, "The commissioner shall cause every school to be inspected by an inspector to ensure that schools comply with this Act of education" (p. 23). Therefore, the district quality assurance division (DQAD), formerly known as the school inspectorate division, continued visiting schools to inspect the quality of instruction, teacher's competence and the quality of education offered (URT, 2018). Based on this practice, instructional supervision has come to be viewed as a strategy of ensuring teachers' professional development as a channel towards ensuring quality education system in the country. It is against this background that as educationalists and researchers we view it necessary to find out the extent to which the practice of instructional supervision could be contributing to teacher professional development.

In the case of Rombo district where this study was carried out, the annual report from district quality assurance division of 2020/2021 reported that, quality assurers visited 20 public secondary schools out of 41, equal to 48.7%, and provided instructional support. However, the quality of instructional supervision in enhancing teachers' instructional competence is still questionable since the district is still experiencing low academic performance. For instance, NECTA results for 2020 and 2021 shows that most students, a total of 4,206, fall under division four and 1,085 zero, as indicated in Table 1.

**Table 1: Form Four National Examination Results of Rombo District in the Academic Year 2020 and 2021**

Year	Division and Percentage										Total No. of Candidates
	I	%	II	%	III	%	IV	%	0	%	
<b>2020</b>	252	6	558	13.3	690	16.4	2137	50.7	574	13.3	<b>4211</b>
<b>2021</b>	209	5.4	594	15.34	709	18.16	2069	49.91	511	11.2	<b>4092</b>

**Source:** NECTA 2020; 2021

Instructional supervision is implemented purposely to enhance teachers' professional development, which is expected to improve students' academic achievement. Surprisingly, the results of the national examination as presented in Table 1 indicates academic performance is not generally satisfactory despite the known government efforts in enforcing implementation of instructional supervision in schools. Intrigued by this situation, the study was conducted to determine the extent to which the practice of instructional supervision contributes to teachers' professional development and what could be done to facilitate further realization of its core purpose.

### 1.1 Statement of the Problem

The purpose of instructional supervision is to enhance teachers' professional development and improve students' academic performance (Terra & Berhann, 2019). Furthermore, teachers play an essential part in ensuring classroom instruction is successfully done. Therefore, teachers' professional development is highly needed to keep them updated and competent in issues related to classroom instruction (Salisu, Yerima & Umar, 2016).

Literature shows that instructional supervision is associated with criticizing and faults finding elements that lead to teachers' protective reactions (Ongori & Kindiki, 2015). However, the government, through MoEST, is making efforts to support instructional supervision through the provision of training to quality assurers, heads of schools, and WEO, as well as the allocation of budget to enhance teachers' professional development (MoEST, 2021). Nevertheless, despite the undertaking of

instructional supervision and the efforts made to support its implementation, the contribution of instructional supervision towards enhancing teachers' professional development is still uncertain due to low students' academic performance. Therefore, with regard to its purpose and all the efforts made to support teachers' instructional improvement, this study sought to find out the extent to which instructional supervision contributes to enhancing teachers' professional development in public secondary schools in Rombo district, Kilimanjaro region.

### 1.2 Research Question

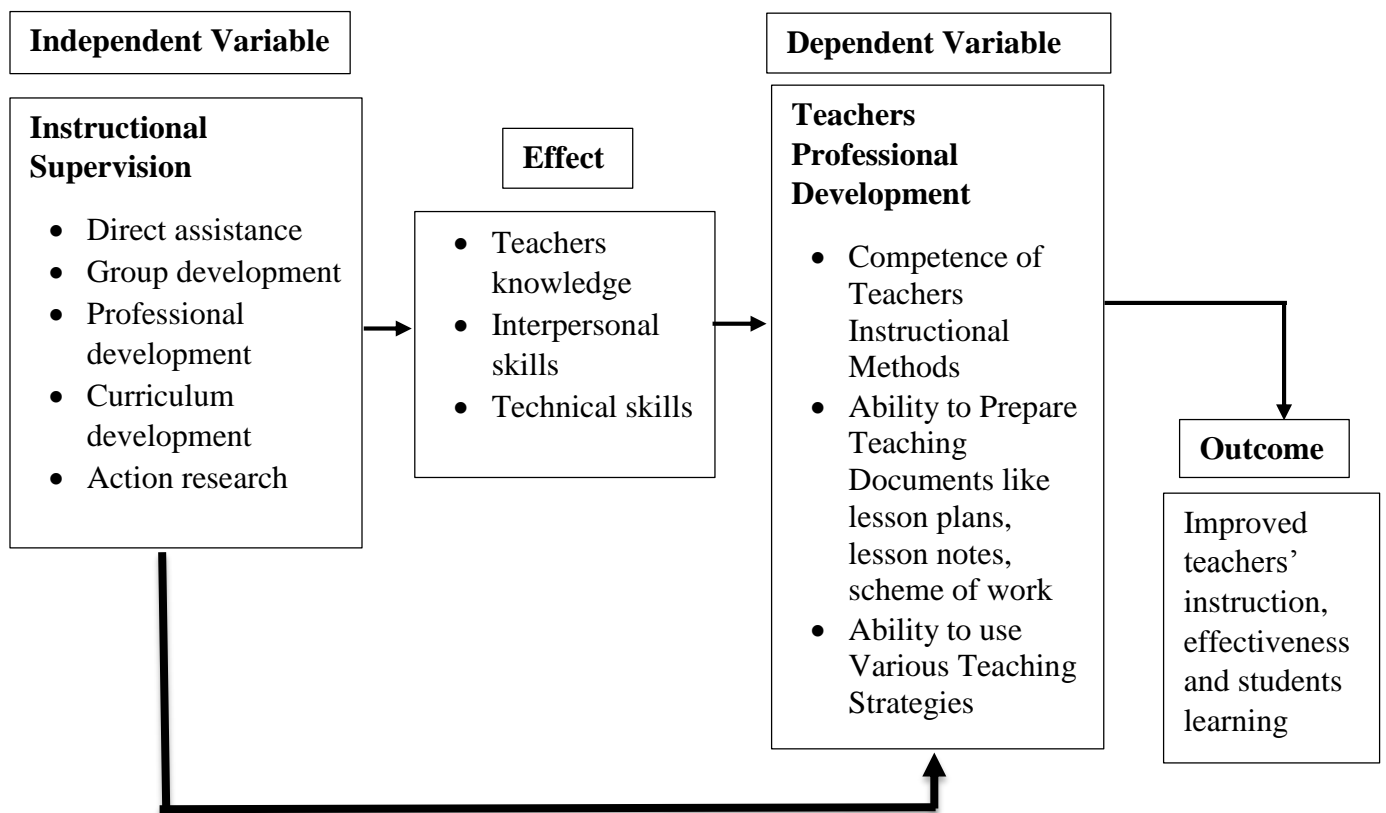
To achieve the purpose of this study, the researchers were guided by one research question. Namely;

To what extent does instructional supervision contribute to the enhancement of teachers' professional development?

## 2. Literature Review

### 2.1 Conceptual Framework

Adom, Hussein and Agyem (2018) explained that conceptual framework is a structural representation that explains the relationship between variables. According to them, the conceptual framework is essential because it enables the researcher to elaborate their opinions on a problem and suggests ways to eradicate it. Thus, Figure 1 shows the conceptual framework used in this study.



**Source:** Adopted from Glickman, Gordon, and Ross-Gordon's (2009, p.10)

**Figure 1: Conceptual Framework Showing Relationship between Variables**

Figure 1 shows the interaction of independent and dependent variables and their outcomes. It describes the relationship that exists between variables. The proposed conceptual framework demonstrates the relationships among instructional supervision and teacher professional development. As shown in Figure 1, instructional supervision can affect teachers' knowledge, interpersonal skills and technical skills. Also, instructional supervision can affect teachers' professional growth. Moreover, teachers' can use their knowledge and skills acquired through instructional supervision to enhance their development, effectiveness and improve students learning.

As indicated in figure 1 on the previous page, instructional supervisors can use direct assistance, group development, professional development, curriculum development, and action research to enhance teachers' knowledge and skills positively. For instance, if teachers need to share their knowledge and skills to each other, instructional

supervisors can establish a friendly atmosphere. Such friendly atmosphere may include creating teaching groups that allow teachers to interact and learn together to advance their instructional competence. Also, instructional supervision can impact teachers' professional development. For example, if teachers lack clear understanding of instructional methods, instructional supervisors may use the direct assistance and curriculum development to make teachers aware about the curriculum and strategies in teaching and this can be done through workshops to advance teachers' instructional skills in teaching techniques. On the other side, teachers' knowledge and skills can influence their competence to use various teaching strategies. For instance, if teachers have tendencies of sharing their knowledge with one another, it is likely that the flow of knowledge is frequent. Thus, teachers can use the acquired knowledge to bring effectiveness in them and improve students' learning.

## **2.2 Empirical Literature Review**

### **2.2.1 Instructional Supervision and its Contribution to the Enhancement of Teachers' Professional Development**

Literature shows that instructional supervision contributes to the enhancement of teachers' professional development. This practice of supervision contributed to enhancing teachers' professional development in different instructional areas such as improved quality of teachers, improved teaching performance and improved teaching methods.

#### **Quality of Teachers**

Quality teaching needs quality teachers, and to get quality teachers, quality supervision is needed to oversee, advise, support and direct teachers. After teachers have been supervised several times, they grow and develop professionally in their carrier. A study by Wanzare (2011) on instructional supervision in public secondary schools in Kenya reported that most respondents agreed that instructional supervision had improved the quality of teachers. He adds that this has been successful through supervisors' guidance and supporting teachers to identify their areas of weaknesses in teaching and learning by addressing them to improve their teaching ability. Supporting the same, Musa (2020), in his study, noted that the improved quality of teachers in Malaysia is the product of frequent instructional supervision of teachers. In other words, frequent instructional supervision improves teachers' quality by updating teachers' instructional skills and improving their ability to use different instructional methods. Likewise, Jusuf (2005) findings reported that instructional supervision had advanced the quality of teachers in preparing teaching staff like schemes of work and lesson plans. In other words, this means a quality teacher, among other things, is the one with the ability to make proper and professional teaching documents before teaching. Through instructional supervision, teachers get support from supervisors on how to prepare such documents professionally. In addition, a study by Mwaniki and Guantai (2018) adds that instructional supervision improved teachers' quality in proper utilization, keeping and updating instructional materials.

Similarly, Olawole (2009) found that the utilization of instructional materials recommended by instructional supervisors improves the quality of teachers' performance in the classroom. Literature shows that despite the use of the different methodologies in their studies and different context where the studies were conducted, authors came out with almost similar findings (Musa, 2020; Wanzare, 2011). This may most likely because of the kind of people involved as both studies involved teachers.

Furthermore, Munna and Kalam (2021), who conducted their study in London, UK, about the teaching and learning process to enhance teaching effectiveness, revealed that teachers' instructional supervision improved the quality of teachers in classroom interactional skills. Classroom interaction refers to improving the interaction between teachers and learners in the classroom. In other words, quality teachers can demonstrate teaching and develop communication within the class that enhances classroom interaction and improves the quality of teaching and learning. Moreover, a study by Salisu, Yerima and Umar (2016) about rethinking secondary school strategies and supervision in Nigeria found that instructional supervision improved the quality of teachers by improving their classroom management skills. In other words, through instructional supervision, teachers improve their ability to manage classes by recognizing what is working and what needs improvement. In addition, the continuous professional development of teachers through instructional supervision generally illustrates teacher quality.

#### **Improved Teaching Performance**

According to Dangara (2015), instructional supervision of teachers improved teachers' performance in teaching and learning. That means, supervision of teachers in schools positively impacts teachers' performance since it supports teachers to become competent and confident when teaching. Therefore, regular instructional supervision and in-service training enables teachers to improve their teaching performance and develop professionally. In support of Dangara (2015), Iroegbu and Eyo (2016) noted that teachers in schools with adequate instructional supervision were more effective in their teaching performance than those with inadequate instructional supervision shows that adequate supervision of teachers in schools contributes to improved teachers' teaching performance. Literature such as (Dangara, 2015; Iroegbu & Eyo, 2016) reveals that despite using different methodologies, studies came with almost similar findings, which might be because the studies were conducted in the same context of Nigeria. Also, it might be because of the people involved, as both studies involved teachers and principals.

Similarly, in Tanzania, study findings by Matete (2009) concur with Iroegbu and Eyo (2016) that instruction supervision of teachers has improved teachers' performance by helping teachers improve teachers' competence. In other words, providing instructional training to supervisors helps equip them with proper instructional knowledge. By using that knowledge, supervisors contribute to improving teachers' effectiveness because after supervisors have been trained, they train and support teachers through workshops and seminars. Likewise, Mbezi (2016) supports the idea but a bit differently. He comments that providing sufficient resources like funds to support teacher training programs,

including seminars and in-service training courses, can improve teachers' performance and develop them professionally.

Furthermore, according to Mahgoub and Elyas (2014), instruction supervision through checking teaching documents such as schemes of work and lesson plans has improved teaching because there is a considerable difference between teachers' performance before and after checking their teaching documents. In other words, teachers' teaching performance improves if they are confident and competent. Confidence and competence are possible if teachers are well trained in preparing and using their teaching documents, which eventually leads to improved teaching and learning. Moreover, a study by Kristiani (2020) on improving teachers' performance quality in Indonesia revealed that the strategy of exchanging teachers within zones had improved the quality of teachers' performance. Teachers' performance improved successfully because the strategy promoted collaboration between teachers and supervisors within their zones. In other words, the development of professional and productive relationships among teachers and supervisors to support each other contributed to the professional improvement of teachers.

### **Improved Teaching Methods**

According to Mwaniki and Guantai (2018), instructional supervision improves teachers' instructional skills, such as pedagogical skills. Pedagogical skills refer to teachers' competence to instruct and manage their classrooms. Mwaniki and Guantai (2018) further add that teachers' instructional supervision in schools, especially during the post-observation stage, influences teachers' pedagogical skills because the supervisor sits with teachers in the post-conference to discuss their instructional problems and suggests a way forward as supported by Akinwumi (2002), who insisted that instructional supervision greatly impacted teachers' pedagogical methods. In other words, this means instructional supervisors, through the supervision of schools, support and help teachers improve their teaching methods, resulting in improved instructional skills. Moreover, Okobia (2015) and Ofojebe (2007) found that instructional supervision improves teachers' instruction techniques. They further add that instructional supervisors equip teachers with necessary professional information for their instructional methods advancement hence developing them professionally.

Furthermore, a study by Won, Liu and Bukko (2019) conducted in the USA about developing instructional methods skills explained that instructional supervision had improved teachers teaching skills through effective supervisor feedback. They add that this is because, through timely and effective feedback, teachers can evaluate their level of teaching performance, identify errors and make self-improvement. In addition, the provision of effective feedback timely helps teachers not to proceed with practicing ineffective practices because

delayed feedback gives teachers a chance of continuing to make errors. Moreover, a study by Mupa and Chinooneka (2015) about the factors contributing to ineffective teaching and learning in Zimbabwe reported that instruction supervisors improved teaching methods through the supervision of teachers. They added that this is by helping and guiding teachers not to depend only on teaching materials found in textbooks and syllabuses but encouraging them to go beyond that. Likewise, Nwambam and Eze (2017) studied the place of instructional supervision in Nigeria. They found that instruction supervisor improved teachers' pedagogical methods by illustrating appropriate teaching methods during classroom visitation and supporting teachers locate and use relevant instructional materials. In addition, Nwambam and Eze (2017) add that the instruction supervision of teachers improved teaching methods by organizing special orientation programs, such as seminars on suitable teaching methods, which eventually leads to teachers' professional growth.

## **3. Methodology**

This paper originates from a dissertation which was submitted to the St. Augustine University of Tanzania (SAUT) as a pre-requisite for the award of the Degree of Master of Education Management and Planning. The purpose of the study was to examine the extent to which instructional supervision contributes to the enhancement of teachers' professional development in public secondary schools in Rombo district, Kilimanjaro Region-Tanzania. To achieve this purpose, a mixed research approach and a convergent parallel design were employed. This approach was significant to this research as it allowed the collection of data from different sources which was then compared and integrated in order to develop a more holistic understanding of the main issue that necessitated the study. The sample size of this study was 92 respondents who included; 1 District Educational Officer (DEO), 1 District Quality Assurer, 3 Ward Education Officers (WEO's), 4 Heads of schools and 83 teachers. The respondents were selected using stratified, simple random and purposive sampling techniques. Data was collected through closed and open ended questionnaires as well as semi-structured interviews. To ensure validity and reliability of questionnaires, Cronbach alpha correlation coefficient was used. The coefficient of the variables was 0.8, which signified that questionnaires were valid and reliable. To ensure trustworthiness of qualitative data, triangulation of data from different sources was utilized. Quantitative data were analyzed using descriptive statistics with the help of a Software Package for Social Sciences (SPSS) version 21, while qualitative data was analyzed thematically.

## **4. Results and Discussion**

The major aim of this study was to determine how instructional supervision contributes to enhancing

teachers' professional development. In order to establish the extent to which instructional supervision contributes to teachers' professional development in Rombo district, a scale with three levels on which the respondents were asked to tick only one level which they found appropriate was provided. Level one was 'to a great extent'; level two was 'moderate' while level three was low extent. After the respondents filled the table, the findings indicated that the majority of the respondents

selected number one and two (great extent and moderate) which suggest that it is undeniable that instructional supervision contributes to enhancing teachers' confidence and competence in teaching and learning. It also contributes to improving teachers' ability in preparing teaching materials all of which leads to teachers' professional development. More elaborated findings are as indicated on Table 2.

**Table 2: Teachers Responses on the Contribution of Instructional Supervision in Enhancing Their Professional Development (n=83)**

*Note.* Number 1 stands for Great extent, 2- Moderate extent, and 3- Low extent.

Instructional Supervision Statements	Responses		
	1	2	3
Improved classroom management skills.	10(12%)	57(68.6%)	16(19.2%)
Improved teachers' competence on using instructional methods.	50(60.2%)	32(38.5%)	1(1.2%)
Improved teachers' confidence in teaching and learning.	61(73.4%)	20(24%)	2(2.4%)
Improved teachers' ability in preparing teaching materials.	65(78.3%)	17(20.4%)	1(1.2%)
Improved innovation and creativity in teaching.	33(39.7%)	42(50.6%)	8(9.6%)
Improved teachers' punctuality and time management.	47(56.6%)	30(36.1%)	6(7.2%)

**Source:** Field Data (2022)

In Table 2, teachers' respondents were supposed to indicate the levels of agreement in all the three scales and the findings indicate that instructional supervision enhanced teachers' professional development to a great extent. Based on the findings on Table 2, 65(78.3%) of teachers' respondents indicated that instructional supervision improved their ability in the preparation of teaching materials as well as 61 (73.4%) improved their teaching confidence. Furthermore, instructional supervision has improved classroom management skills 57 (68.6%) and punctuality and time management 47 (56.6%). Again, based on the findings in Table 2, teachers responded that instructional supervision somewhat advanced their professional development to a moderate extent. Teachers' responses were as follows: 57 (68.6%) improved classroom management skills and 42 (50.6%) improved innovation and creativity in teaching and learning. Furthermore, 32 (38.5%) improved teachers' competence in using different instructional methods, 30 (36.1%) improved punctuality and time management, 20 (24%) improved confidence in teaching, and 17 (20.4%) improved their ability to prepare for teaching materials. However, very few teachers, 16 (19.2%), 8 (9.6%), and 6 (7.2%), responded that instructional supervision contributes to their professional development to a low extent in improving

classroom management skills as well as in improving innovation and punctuality.

The results in Table 2 show that most of teachers, 65(78.3%), were of the thought that instructional supervision enhanced their professional development greatly in the preparation of teaching materials such as schemes of work and lesson plans. Since teachers are key implementers of the curriculum, instructional supervisors should be very keen on the supervision of teaching materials. Moreover, supervision of teaching materials is very important to enhance teachers' instructional competence and academic performance since the materials are used in preparing students for final national examinations.

Therefore, from the findings, it can be argued that supervision of teaching materials could improve teachers' ability to prepare their teaching materials properly. This argument concurs with Wanzare (2011), who conducted a study in Kenya on instructional supervision in public secondary schools and reported that instructional supervision improves the quality of teachers in preparing teaching materials. That means instructional supervisors guide and assist teachers on how to properly prepare schemes of work and lesson plans, considering that teachers come from different

institutions with different skills in preparing these materials. Therefore, instructional supervisors assist teachers in identifying their strengths and weaknesses in making teaching materials, providing suggestions to address them, and improving their ability. Furthermore, the findings are consistent with Musa (2020), who conducted a study in Malaysia on instructional supervision towards teacher quality. Musa asserts that conducting instructional supervision often improves teachers' ability to prepare schemes of work and lesson plans. In other words, close supervision contributes to updating teachers' instructional skills and enhancing their ability.

On the other hand, findings show that 57 out of 83 teachers indicated that instructional supervisors enhanced their classroom management skills to a moderate extent. Not surprising, 16 out of 83 teachers were of the view that instructional supervision was not that useful to their professional development. The 16 teachers were of the view that instructional supervision did not have much impact on assisting teachers to improve their classroom management skills, for this reason they opted for low extent. Classroom management skills are crucial to teachers' professional development because, if a teacher fails in the management of the class, the whole teaching and learning process is affected. The fact is, for instructional activities in the classrooms to be carried out successfully, teacher's classroom management skills are crucial in winning learners' attention and focus. However, according to the findings in Table 2, most teachers indicated that instructional supervisors are more interested in enhancing teachers' competence and confidence in teaching and learning and their ability to prepare teaching materials. This argument was supported by 65 (78.3%), 61 (73.4%), and 50 (60.2%) of teachers who indicated that instructional supervisors enhanced teachers' confidence, competence, and ability to prepare teaching materials to a great extent. Therefore, it was established that since teachers are responsible for delivering the curriculum in classrooms that have students with diverse behaviors, enhancing their classroom management skills could improve their competence.

Based on qualitative data which was collected through interviews, most of the interviewed participants were also of the view that instructional supervision enhanced teachers' professional development to a great extent. Therefore, several themes emerged regarding how instructional supervision enhanced teachers' professional development. The major themes that emerged include improved teaching performance, teachers' ability to use different instructional methods, teachers' ability to prepare teaching materials, and teachers' competence in properly utilizing teaching and learning materials. The themes are presented and discussed in the subsequent section.

## Improved Teaching Performance

Since teachers are responsible for delivering the curriculum, enhancing their teaching performance is important in determining students' academic performance. Teaching performance can be improved by conducting classroom visits and providing timely feedback to teachers focusing on the instructional areas of growth. Therefore, instructional supervision allows supervisors to conduct classroom observations where they observe how teachers teach and provide feedback and suggestions for further improvement. It was commented in an interview that feedback and suggestions given after the observation of classroom instruction contribute to the improvement of teaching performance. For instance, they guide and assist teachers in properly preparing teaching materials, including schemes of work and lesson plans, which has improved their teaching performance, confidence, and competence. Most of the interviewed participants commented so because they believe that sometimes teachers themselves demoralize their teaching performance regardless of how competent they are. The participants added that the tendency of not making enough preparation for most teachers before going to teach, thinking that they have mastered everything, weakens their teaching performance. This finding was supported by DQAO, who had this to say:

*Instructional supervision has helped teachers to improve in many instructional areas. For example, it has improved their teaching ability by encouraging them to prepare for teaching. However, unfortunately, the problem with most teachers is that they do not like to make sufficient preparation before entering the classroom to teach (DQAO, May 2022).*

Similarly, one head of school, "D" was quoted saying:

*From my experience, one of the important instructional areas where instructional supervision has enhanced teachers is their teaching performance such as ability to employ different teaching strategies. For example, when I supervise classroom observation without informing teachers, I find that most teachers' performance has improved (HoSD, May 2022).*

This expression implies that teachers are qualified professionals in different subjects of specialization. Therefore, they are responsible for delivering instruction in the classroom, and preparation before class is inevitable. Therefore, professional preparation, especially on lesson plans, teaching aids, lesson notes, and work schemes, could significantly improve their teaching performance and students' achievement. Moreover, the head of school indicated that, through supervision of classroom observation, supervisors



observe how teachers teach, evaluate what has been observed, and provide feedback and suggestions for improvement. The feedback and suggestions could benefit teachers who take them positively and work on the instructional areas for improvement. This was supported by 61 (73.4%) and 50 (60.2%) of teachers who indicated that instructional supervision had improved their teaching performance by enhancing their confidence and competence. In other words, once teachers' confidence and competence are improved, their teaching performance could likely improve. This concurs with Iroegbu and Eyo (2016), who reported that adequate instructional supervision contributes to improved teaching ability. This implies that by conducting instructional supervision frequently and continuously, teachers are likely to become more effective as far as delivering the lesson is concerned because instructional supervision is meant to enhance teachers with proper and professional instructional skills.

### **Improved Ability to Use Different Instructional Methods**

This is another strong theme which was suggested by most of participants. Instructional methods consist of different ways that teachers use to facilitate learning in class. Therefore, enhancing teachers' ability to use different instructional methods is very important to their professional development as it could contribute to effective teaching. When asked in an interview to comment on how instructional supervision had enhanced teachers' professional development, most of the participants indicated that instructional supervision had improved teachers' pedagogical skills. This is because they were of the view that instructional supervisors provided trainings as well as effective feedback and suggestions on different instructional methods that equipped teachers with the required skills on various teaching methods. This was supported by one ward education officer "B" who had this to comment:

*One of the good things that I am proud of as a ward education officer when visiting teachers in classrooms is their ability to use different teaching techniques. This show the efforts that we are making by organizing special trainings specifically for teaching methods help our teachers (WEOB, May, 2022).*

Similarly, one head of school "C" was quoted saying that:

*Frankly speaking, instructional supervision has helped teachers to a great extent. During classroom observation, as head of school, I have noted how teachers are capable to apply different teaching methods. For example, how teachers communicate and interact with learners, the way they deliver materials to students and so on is encouraging (HoSC,*

May, 2022).

The expression above implies that instructional supervision has enhanced teachers' ability to use teaching methods to a great extent. It was established that provision of special trainings on the use of various teaching techniques and conducting classroom visitation improved teachers' competence on applying several instructional methods. It likely that less experienced teachers struggle more compared to the more experienced especially when it comes to the application of different teaching methods. However, the findings indicate that even some of the experienced teachers struggle too. Therefore, provision of instructional support on different methods of teaching and learning could help to strengthen teachers' instructional skills and hence develop them professionally. This finding was supported by 60.2 per cent of teachers who indicated in the questionnaire that instructional supervision has improved their competence of using different instructional methods to a great extent. Similarly, the finding is in agreement with the study by Mwaniki and Guantai (2018) on the influence of instructional supervision in Kenya who reported that through instructional supervision teachers improved their instructional skills such as pedagogical skills. In other words, trainings, timely feedback and suggestions given to teachers by instructional supervisors enabled them to identify their areas of weaknesses and make self-improvement. It is likely that teachers who take trainings, feedback and suggestions given positively and work on them timely could have a great chance to improve.

### **Improved Ability to Prepare Teaching Materials**

Teaching materials are the materials used by teachers to facilitate teaching and learning to explain concepts to learners. The materials include lesson notes, lesson plans, and schemes of work. Teaching materials are important because they can motivate active learning and increase contact between learners and the subject being taught. The availability of teaching materials is one thing, but the ability to prepare them properly and professionally is another. During the interview, most interviewees mentioned the ability of teachers to prepare teaching materials as one of the instructional areas where instructional supervision has improved teachers. This was confirmed by DQAO, who insisted, "Checking of teachers' materials frequently such as lesson plans, lesson notes, as well as schemes of work, contributed to the enhancement of teachers' ability to prepare the materials." He further added that:

*A good teacher should be able to prepare their teaching materials properly since it is not an option but a professional requirement. So, as quality assurers, we assist teachers in improving their capacity to prepare their*

teaching materials professionally (DQAO, May 2022).

In addition to that, one head of school “B” commented that:

*My school has an “internal school inspection team” in collaboration with the head of school to supervise all teacher's teaching materials. Through the supervision of teaching materials, the ability of most teachers to prepare schemes of work and lesson plans has significantly improved (HoSB, May 2022).*

The expression above implies that teaching is a core activity for all teachers; supervision of their teaching materials is one of the most important aspects. It is essential because the materials prepare students to become critical thinkers and problem solvers. Therefore, it was established that enhancing teachers’ instructional skills in preparing their teaching materials properly could be a reason for the improved teachers’ ability to prepare the materials. Similarly, the findings concur with Jusuf’s (2005) study on improving teacher quality in Indonesia. According to Jusuf, instructional supervision improves teachers’ quality of preparing teaching materials such as schemes of work and lesson plans. This implies that instructional supervisors get an opportunity to supervise the teaching materials, feedback, and suggestions they give to enhance teachers’ ability to prepare their teaching materials. This was supported by 65 (78.3%) of teachers who indicated in the questionnaire that instructional supervision had enhanced their professional development in preparing teaching materials to a great extent. This shows that regardless of the challenges encountered in implementing instructional supervision, supervisors are doing everything possible to support teachers’ instructional improvement. Again, findings show that most teachers believe that through instructional supervision, they get assistance from instructional supervisors on how to prepare their teaching materials.

### **Improved innovation and Creativity in Teaching**

Creativity and innovation are fundamental aspects of teaching and learning. These aspects promote interaction and increase learners' interest, focus and motivation during teaching and learning. For creativity and innovation in teaching and learning to bring better learning outcomes, the availability of instructional materials, including textbooks, is inevitable. It is inevitable since instructional materials play a significant role in the whole process of teaching and learning. Therefore, lack of instructional materials could affect teachers’ creativity and innovation in classroom instruction. Having instructional materials is one thing but having the creativity to utilize them during teaching and learning correctly is another.

Most of the interviewed participants commented that

instructional supervision had improved teachers’ creativity and innovation in teaching by enhancing their ability to utilize instructional materials. To confirm this, the DQAO was quoted saying, “We guide and direct teachers to be more creative on various instructional issues, including proper use of instructional materials. We advise teachers not to depend on the use of only instructional materials found in the textbooks”. The quotation above implies that instructional supervisors assist teachers in using relevant instructional materials and encourage them to be innovative in utilizing them during teaching. They encourage and motivate teachers to be more creative in using instructional materials because proper use contributes to enhancing their teaching performance. This finding was supported by 33 (39.7%) of teachers who indicated in the questionnaire that instructional supervision had enhanced their creativity and innovation in teaching. Moreover, the findings are consistent with Mwaniki and Guantai (2018), who support that instructional supervision improves teachers’ quality by supporting them to improve their creativity in properly utilizing instructional materials.

From the findings, it was established that creativity and innovation in teaching and learning are essential since they promote critical thinking, problem-solving skills as well as increase contact between learners and teachers. Moreover, teachers’ creativity and innovation in teaching, especially in utilizing instructional materials, contribute not only to teachers’ instructional improvement but also to students’ academic achievement. This concurs with Nwambam and Eze (2017), who conducted their study on instructional supervision in Nigeria. They reported that instructional supervisors support teachers’ creativity using relevant instructional materials, which in turn contribute to students’ performance. In other words, instructional supervisors guide, direct, and assist teachers in updating their instructional skills several times as a means to enhance their critical thinking as well as instructional ability, which in turn contributes to their professional development.

## **5. Conclusion and Recommendations**

### **5.1 Conclusion**

Conducting this study was inspirational and crucial to the researchers. It is therefore our hope that it stimulates further thinking that can bring change. McLaren (2008) states that, “It is through our activities that we develop our capacities and capabilities” (p. 479). Based on the findings reported in this study, staff professional development should be a continuous process for education institutions, particularly public secondary schools in Tanzania. Therefore, instructional supervision which is one of the key strategies of enhancing teachers’ professional development should be given more emphasis so that all elements that contribute to professional advancement are tackled. Furthermore, since instructional supervisors are

responsible in supporting teachers' creativity in teaching more strategic initiatives should be taken so as to ensure a holistic teacher professional development. It should be noted that the teaching profession is uniquely significant, as such; teachers have high expectations of acquiring better instructional skills that can enhance their career development so as to ensure effectiveness in this important role in the society. Such instructional skills include their ability to use different teaching methods and to prepare teaching materials. This is to say that instructional supervisors should guide teachers to regard instructional supervision as a means through which they can develop skills which will enable them to advance professionally and give back to students. For this to happen, most of the organized professional development programs are indispensable to all teachers and not to the science and mathematics teachers only. Although the findings indicate clearly that instructional supervision in schools is not yet fully effective, besides its contribution is fruitful to the enhancement teachers' professional development which is expected to improve students' academic achievement. Therefore, it is fair to conclude that as we raise our expectations on the outcome of education, more should be done to achieve our desired goals especially in relation to instructional supervision.

## 5.2 Recommendations

This study sought to determine how instructional supervision contributes to the enhancement of teachers' professional development. Based on the findings, the study recommends a number of actions to be taken as a means to ensure greater achievement of instructional supervision goals, in particular that of teacher professional development. The recommendations are as follows;

1. The Ministry of Education, Science and Technology accommodates education planners

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- and quality assurers to plan and enforce timely allocation funds to the district quality assurance divisions to support the efforts of enhancing teachers' professional development through instructional supervision.
2. The Ministry of Education Science and Technology, which is the ministry responsible for employing quality assures, should ensure that sufficient and well trained quality assures are employed so that they can support the upkeep of teachers' instructional competence and so enhance their' professional growth.
  3. Those involved in quality assurance activities should go beyond the common routine of merely checking and analyzing teaching and learning materials such as schemes of work, and lesson plans. Instead they should also pay attention to classroom observation and self-evaluation which are equally important for teacher professional development. It should be noted that classroom observation is crucial since observation provides an opportunity for supervisors to oversee how teachers are teaching and provide individual support that could enhance teachers' professional development.
  4. Heads of schools are also challenged as people responsible and primary instructional supervisors are to take this role as one of the number one priorities and try to mentor and advice teachers accordingly so as to ensure their professional growth.
  5. Heads of schools should properly utilize the resources available to enhance teachers' professional development in their schools.
  6. To enhance teachers' ability to use various teaching methods, the study recommends that heads of schools encourage experienced teachers to coach and mentor the less experienced ones as a means to enhance their professional growth.
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