



# **The Effectiveness of Educational Supervision and Quality Assurance: A Case Study in Suye Secondary School**

**Anagrolia Faustino <sup>a\*</sup> and Mussa S. Muneja <sup>b</sup>**

<sup>a</sup> *University Institute of Teachers Training and Research, Chandigarh University, Gharuan, India.*

<sup>b</sup> *Faculty of Theology, University of Arusha, Meru, Tanzania.*

## **Authors' contributions**

*This work was carried out in collaboration between both authors. The data and the information are collected by the author from the internet like Google scholar and the performed the analysis, and wrote the manuscript. Both authors read and approved the final manuscript.*

## **Article Information**

DOI: 10.9734/AJARR/2023/v17i10543

## **Open Peer Review History:**

This journal follows the Advanced Open Peer Review policy. Identity of the Reviewers, Editor(s) and additional Reviewers, peer review comments, different versions of the manuscript, comments of the editors, etc are available here: <https://www.sdiarticle5.com/review-history/101153>

**Original Research Article**

**Received: 02/06/2023**

**Accepted: 07/08/2023**

**Published: 22/08/2023**

## **ABSTRACT**

The paper highlighted the meaning of supervision, including supervision of instruction. It mirrored the purposes of supervision and the qualities of a supervisor. The impediments to effective supervision were highlighted through a qualitative method with interviews. Suye Secondary School is the case study, with the teachers as the respondents. The paper further established the meaning of quality assurance and the relationship between instructional supervision and quality assurance. The study finds out that quality assurance can only be guaranteed and the purposes of secondary education achieved under fertile conditions, one of which is effective supervision of instruction in Tanzanian secondary schools. The following are recommended: Head teachers and teachers who have many years of field experience should be used as supervisors. The question of handling different teachers differently in the name of favouritism should be checked by supervisors, as this does not promote merit. Bumper incentives should be provided to encourage the supervisors. This should come in the form of fat salaries and allowances. It also checks for corrupt tendencies among

\*Corresponding author: Email: [anagroliafaustino2014@gmail.com](mailto:anagroliafaustino2014@gmail.com);

supervisors. The provision of requisite materials that aid their work, including adequate transportation for both urban and rural areas, should be a top priority.

*Keywords: Education; effectiveness; teachers; supervision; quality assurance; secondary school.*

## 1. INTRODUCTION

In reality, the success of any school depends on the head of school, and he is a role model who can provide the image of the school [1]. This is supported by European Commission that, the head of school is the one who ensure the quality of effective education process in the school [2]. In European countries the issue of Quality assurance review educational programmes and processes and improve quality, equity and efficiency with the aim of improving teaching and learning in order to come up with best outcomes for learners. Republic of Kenya (2012) and Orodho [3] cited in: [3] concur that roles of Quality Assurance and Supervision Officers in school meant to enhance quality inspection and supervision. This means that the officer and the head teacher are expected to have a very good grasp of all curricular subjects so that can achieve best outcomes for learners.

The study aimed to investigate the head teacher's instructional leadership as perceived by teachers. A case study design will be used in this study in Arusha City, which is in northern Tanzania. The former study was conducted in Meru district, which is part of Arusha City in Tanzania. The researcher is more familiar with the teachers of Suye Secondary School, so the data coming from the researcher will be meaningful. This qualitative research has two aims: to explain the effectiveness of instructional supervisors in identifying the strengths and limitations of teachers in the classroom in order to design appropriate interventions, and to explore how effective instructional supervisors are in designing various interventions to assist teachers in improving their limitations. These aims have been translated into two research questions, which are: explain how effective instructional supervisors are in identifying the strengths and limitations of teachers in the classroom in order to design appropriate interventions; and explore how effective instructional supervisors are in designing various interventions to assist teachers in improving their limitations.

## 2. REVIEW OF RELATED STUDIES

European Commission argued that, the head of school is the one who ensure the quality of effective education process in the school [2]. Hamzah, et al [4]. conducted a study on the supervision practices and teachers satisfaction in public secondary schools in China and Malaysia and he commented that there is no differences between the manager and the teachers in the supervision practices and there is the positive and medium relationship to the teachers satisfaction and positive relationship between the teachers at schools and there is the need of school managers to increase the levels of supervision practices in secondary schools. To support the idea [5] Teacher are referred as the primary stakeholder of the school and there is the need of improving the teachers working area at the place and there is the need of recognizing the teacher in term of appraisal at secondary school and the teacher need to have a quality education for teaching the students at school. As one study from the US demonstrates that the states that have the best learning outcomes are the ones with teachers who are highly qualified and receive continuous professional development.

Focus on teacher development is a key element of achieving a culture of quality. European commission commented that there is the need of having the teacher appraisal in the school so that it can improve the teaching and learning process at school [2]. This will improve the teachers in term of working spirit at school. This appraisal can come from the head of school in term of cash or just a normal appraisal in case of certificate this can help to facilitate the hardworking spirit. On the other hand Nwagwu, C.C. (2004): cited in: [1] conducted a study in secondary schools in Malaysia he argued that supervision is an important requirement in educational management that concerns itself with the tactics of efficient and effective management of human and material resources. On the same ideas [6] supports that Supervision is all about advice, guide, refresh, encourage, stimulate, improve and oversee teachers in the hope of seeking their co-operation in order that they may be successful in the task of teaching

and classroom management. This means that when supervision is absent, leads to lack of communication, which leads to the indiscipline of students in the school and conflict [6]. So this will make Students to become rude to the teachers, principals and to one another, low grade shall be recorded in their academics, hence cause the low morale and low productivity amongst students and poor performance.

On the same vein [7] Conducted a study in Ghana and argued that improvements in access to education do not correspond to improvements in the provision of educational facilities to assure the delivery of quality education. So there is the need of having good provisions of education in secondary schools in Ghana countries y considering the issue of access and provision of quality basic education. On the same vein [8] Conducted a study in Nigeria on Quality assurance and Argued that Quality assurance is the efficient management in school curriculum so as to come up with quality learning outcomes to meet the expectations of the society.

This means that In order to come up with the best outcomes the head teacher need to have a good communication and positive feedback to the teachers so as to facilitate learning and teaching at school hence lead to best outcomes. To support the same idea [9] Conducted a study in Nigerian secondary schools and argued that educational supervision as the process of helping guiding, stimulating and growth of a teacher and to improve the quality of the work. Therefore any programme which helps teachers achieves both qualitative and quantitative instructional delivery. This cement that for a teacher to grow there is the need of having a good system of supervision at school from the head of school.

Not only that but also the issue of motivation to the teachers from the head of school is very important. This is supported by Kotirde & Yunos [6] who Conducted a study in Nigeria at secondary school he argued that; educational supervision and quality assurance need motivation to the teachers from head of school and other supervisors. This is very important because it will enhance the process of learning and hardworking to teachers towards best outcomes. The head teacher needs to provide positive feedback and appropriate resources for the teacher to utilize and understand his duty efficiently. To continue supporting the idea [10] conducted a study in Nigeria on supervision for

quality assurance in universal education program in Nigeria and he argued that there is the need of having funds in the schools as the process of supervision and need of having adequate facilities and efficient supervisors. So this means that funds are very important and necessary to the working area especially for head teacher at secondary school. This supported by Dangara [11] who conducted a study on the impact of instructional supervision on academic performance of secondary school students in Nasarawa State ,Nigeria and he argued that provision of adequate and relevant instructional materials for teaching, regular in-service training for teachers' capacity development, depoliticization of the free education programmes and proper evaluation of school administrative procedures and educational outcomes are very important in the educational supervision and quality assurance in secondary schools.

To support the idea [12] Conducted a study on the influence of instructional process and Supervision on Academic Performance of Secondary schools students of Rivers State in Nigeria and he argued that instructional processes and supervision regular instructional supervision has a significant bearing on students' performance, instructional supervision has a significant relationship with instructional processes, instructional problems has a significant relationship with instructional supervision, and teachers classroom instructional processes has a significant difference on the academic performance of secondary school students .

To support the idea [13] conducted a study in Kenya about the instructional supervision in an era of change and policy and practice in primary school and he commented that the head teacher and the teacher need to work together at school because they have a lot of work in the school in order to achieve the best outcome in the process of learning and teaching. The head of school suppose to be supportive to the teachers in the school environment and understanding what is going on in the school environment.

Turning to [14] conducted a study in Kenya about teachers evaluation and he argued that head teachers'roles relative to teacher evaluation include checking teaching standards by reference to schemes of work, lesson notes, records of work done, and pupils' exercise books; also by actual visits to the classroom to

see the work of individual teachers. But this cannot be possible without having funds at the school.

On the same idea [15] Commented that in Kenya there is a significant relationship between motivational factors and teacher's performance and a significant relationship existing between teachers experience and their job performance. In that case the head teacher and the supervisors need to motivate their teachers in order to improve leaning at school. Also t will guide and assist the school managers and the ministry in motivating teachers.

On the same idea [16] Conducted a study on the school inspection in Tanzania as a motor for Education quality and challenges and possible way forward. He argued that there is the need of having the school to improve the standards and quality of teaching and learning process in the school. In that case there is the need of improving the teaching and learning process at school so than can achieve the best outcome in educational sector.

Finally [17] Conducted a study in Tanzania Meru district on assessing the head of schools at secondary schools and commented that head of school should continue to improve the supervision at school and there is the need of assistance from the government towards the issue of school supervision. This means that there is no hundred percent to schools on the issue of education supervision and quality assurance among the head teacher at Meru so there is the need of improving in that case.

### **3. METHODOLOGY**

The study use a qualitative method and interviews. In this study, there is the use of organisational theory and case studies. This study will investigate the role of the head teachers in educational supervision and quality assurance in Suye secondary schools in Arusha City. The study will use purposive sampling by choosing eight teachers who are familiar with the school so that the data collected can be directly relevant to the research.

This qualitative research with two aims: to explain the effectiveness of instructional supervisors in identifying the strengths and limitations of teachers in the classroom in order to design appropriate interventions, and to explore how effective instructional supervisors

are in designing various interventions to assist teachers in improving their limitations.

The study uses open-ended interview questions to gather raw data. The interviews were face to face with recording on audio and the respondents are okay with that. In this study, the interview takes 30 minutes per respondent from 8 respondents, and respondent allowed to speak according to the questions being asked. The statement of conscientiousness during the process of interviewing the teachers was given. The use of questions for the respondents allowed in order to follow up on certain issues in the research. This is because questions and answers enhance the level of understanding and help gather some data for the research.

## **4. RESULTS AND DISCUSSION**

### **4.1 Introduction**

This chapter presents the findings from face-to-face interviews that were obtained from eight teachers, male and female. The data comes from Suye Secondary School in Arusha city Tanzania. The data was real and originated from the two research questions of the study. The Table 1 presents the profiles and analyses of the participants involved in the study

The information indicates that the total number of participants was eight teachers, including four male teachers from the school and four female teachers. The research in this study shows gender balance. This led to effective data collection from the two genders. The data shows that the education levels of the participants range from diploma (n = 2) to degree (n = 4) and master's (n = 2). These findings indicate that the teachers at this school are professional workers and educated. Also, the background information indicates that the participants have adequate years of teaching experience, which ranges from 5 to 32 years. These findings indicate that the participants have some years of experience in the teaching sector.

In order to ensure research ethics, the study used symbols from the respondents. The school has 8 respondents (R), and the respondents were given a number from 1 to 8. A female participant is named 'F' and a male participant is named "M." So the abbreviation starts with R (respondent), then a numeral (1, 2, 3, 4), then the school is S (Suye) Respondents (R), and the respondents were given a number from 1 to 8. A

female participant is named "F" and a male participant is named "M." So the abbreviation starts with R (respondent), then a numeral (1, 2, 3, 4), then the school is S (Suye), and gender (M for male and F for female). For example, R1M means Respondent One was male.

#### 4.2 The Research Findings

The aim of this study was to investigate in Secondary school on how teachers view the head of school in performing daily activities at school. The data will be analyzed and presented from the two research questions. The table will present the themes, subthemes, quotations and references.

The findings have two themes: instructional supervision effectiveness and effectiveness interventions. The findings indicate that the head of school is not competent, hence the failure to identify an instructional limitation of teachers in the classroom (R1M). This is supported by the male respondents, who agree that the head of school has the ability to manage students, but he uses it with very high power because students are below 18 years old and have no need for high power (R2M). On the same vein, R4M commented that there are incidences where the head of school is the barrier due to the fact that students are totally forbidden to collect money and the school is not supplying any funds or money at all, which leads to being the barrier to the satisfaction of teachers work, especially having trips for studying. This is an example in geography, civics, commerce, and Commerce plus book keeping.(R2F) commented that there is no clear orientation given to the beginner teachers at school by the head of school apart from having the assembly for introducing their names. Also, R8F argued that the head of school is not assisting with lesson planning because they assume that they have learned at the college, which is not really practical. To continue, R3M explained that there are no new teaching methodologies for teachers, which were

encouraged by the head of school rather than individual teachers with the departments.

These findings were supported by Hamzah, et al. [4] who commented that most of the head of school are not dealing well with their workers at school rather than pushing them in a work with frustration at work.

On the other hand the head of school manage to have the self-evaluation among the teachers and students at school with the issue of man (R6F) This finding is supported by Republic of Kenya (2012) and Orodho (2014) cited in: (Mwinyipembe & Orodho, 2014) (Mwinyipembe & Orodho, 2014) (Mwinyipembe & Orodho, 2014) concur that roles of Quality Assurance and Supervision Officers in school meant to enhance quality inspection and supervision. To continue with (R1M) who commented that, The head of school try to some extent to ensure the availability instructional materials at school although it is very really due to government budget which is low within the higher number of students at school. This is supported by European Commission that, the head of school is the one who ensure the quality of effective education. Process in the school [2] On the other hand [7] commented that there is the need of having instructional materials for students at school although cannot be enough but also ensure the good performance to students .Also the head of school ensure the developing of instructional goals and objectives by emphasizing teachers to get into their classes on time and to prepare lesson plan on time( R6F)"For example head of school used to call the teachers individually in his office asking about the development of lesson plan and topic coverage and used to emphasize also in academic meeting. This findings is supported by (Ilomo & Manang, 2016)(Ilomo & Manang, 2016)(Ilomo & Manang, 2016) who commented that there is the need for head of school in supervising the teachers so that they can make up their work well.

**Table 1. Details of participants**

	Female participants	Male participants	Total number of participants	Education level			Teaching experience(years)
				Diploma	Degree	Masters	
Suye secondary	04	04	08	02	04	02	Range from 5 up to 32 years.
Overall total	04	04	08	02	04	02	Between 5 and 32 years.

Source: Self compiled

**Table 2. List of themes, subthemes, quotations and references**

<b>Themes</b>	<b>Sub themes</b>	<b>Quotations</b>	<b>References</b>
Instructional Supervision Effectiveness.	• Instructional limitations	“The head of school does not identify any Instructional limitation of teachers in the classroom”	R1M
	• Lack of abilities	“The head of school has ability to manage students but he use it in a very high power because students are below 18years and no need of using high power”	R1M and R2F
	• Students evaluation	“The head of school manage to see the gape because he used to teach geography subject in form four students early in the morning and after classes time “	R3M
		“Yes, The head of school used to talk with students about the condition which is going on in their classes and school between teachers and students at school”	R7F
	• School self evaluation	“The head of school used to encourage self evaluation among teachers at school”	R6F
	• Availability of instructional materials	“The head of school try to some extent to ensure the availability instructional materials at school although it is very really”	R1M
	• Developing instructional goals and materials	“The head of school ensure the developing of instructional goals and objectives by emphasizing teachers to get into their classes on time and to prepare lesson plan on time “For example head of school used to call the teachers individually in his office asking about the development of lesson plan and topic coverage and used to emphasize also in academic meeting.	R5M
	• Active learning in the classroom	“The head of school try to ensure that teachers use active learning in the classroom “For example In every academic staff meeting meetings, He use to advice teachers to use the available materials like stones, leaves, soil, and other wrap materials which are available at school	R1M & R7F
	• Appropriate intervention	“There is the incidences where by the head of school is the barrier due to the fact that students as their totally forbidden to collect money and school is not supplying fund or money at all that lead to be the barrier to the satisfaction of teachers work especially on having trips for studying”	R2F & R4M
	• Instructional strength and	“Yes there is the need of having work shop and seminars,	R8F

	limitations	need to learn from others on how they gain funds “	
Effective interventions	• Training for beginner teachers	“No clear orientation is given to the beginner teachers at school by the head of school”	R2F& R8F
	• Lesson planning	“The head of school is not assisting on lesson planning because, they assume that they have learned at the college which is not really in practical”	R8F
	• Sharing programs for new and old teachers	“Head of school organize the trips among the new and old teachers at school to share programmes”	R5M
	• Developing instructional materials	Head of school used to help teachers on how they can develop instructional materials “During the staff academic meeting which is almost done one per week it is in Wednesday per week for the aim of encouraging teachers into their work.	R6F
	• New teaching methodologies for teachers	“No new teaching methodologies for teachers which was encouraged by the head of school rather than individual teacher”	R3M
	• Professional growth	“The head of school used to encourage and facilitate the growth of professional, workshop, seminars and short training among the teachers at school”	
	• Effective supervision	“The head of school need to have the clearly discussion with teachers, clear orientation training for new beginner teachers and need of having motivation from the head of school”	R1M, R3M and R5M

Source: Self compiled

## 5. CONCLUSION AND RECOMMENDATION

The paper tried as much as possible to convey the meaning of supervision and instructional supervision, its purposes, the qualities of a good supervisor, and some of the impediments to effective supervision of instruction. An attempt was also made to highlight the relationship between instructional supervision and quality assurance. From the foregoing, it is clear that quality assurance in instructional delivery will remain utopian in the absence of effective instructional supervision in schools in our country. The following are recommended: Head teachers and teachers who have many years of field experience should be used as supervisors. The question of handling different teachers differently in the name of favouritism should be checked by supervisors, as this does not promote merit. Bumper incentives should be provided to encourage the supervisors. This should come in the form of fat salaries and allowances. It also checks for corrupt tendencies among supervisors. The provision of requisite materials that aid their work, including adequate transportation for both urban and rural areas, should be a top priority.

## ACKNOWLEDGEMENT

Authors are grateful to the colleagues from the department of UITTR for their valuable support. Also, authors recognize the all support from the UITTR management. This review paper is part of my PhD studies supported by the INDO US with Chandigarh university under the government of India with the F.No.21YED1006 author is indebted to the University institute of Teachers Training and Research. Appreciation is also extended to the Ministry of Education, science and technology, suye secondary school office in Arusha city for granting the permission to come to pursue the PhD in India as the author is working as a teacher in secondary school.

## COMPETING INTERESTS

Authors have declared that no competing interests exist

## REFERENCES

1. Kotirde IY, Yunos aB. The processes of supervisions in secondary schools educational system in Nigeria. *Procedia - Social and Behavioral Sciences*. 2015;259-264.
2. Commission E. Quality assurance for school development. Guiding principles for policy development on quality assurance in school education. Europe: European Commission; 2018.
3. Mwinyipembe MM, Orodho JA . Effectiveness of quality assurance and standards officers'school supervisory roles in enhancing students' academic performance in National Examinations in Nakuru District, Kenya. *Journal of Education and Practice*. 2014;5:79-80.
4. Hamzah MI, Wei Y, Ahmad J, Hamid AH, Mansor AN. Supervision Practices and Teachers' Satisfaction in Public Secondary Schools: Malaysia and China. *International Education Studies*. 2013;6: 92-97.
5. Kanwar A, Umar A. Quality assurance in teacher education for Africa . *Distance Education and Teachers Training in Africa Conference (DETA)*. 2013;1-6.
6. Kotirde IY. The supervisor's role for improving the quality of teaching and learning in Nigeria secondary school educational system. *International Journal of Education and Research*. 2014;2:53-57.
7. Amakyi M, Mensah AA. Dilemma of access and provision of quality basic education in central region, Ghana. *Journal of Education and Practice*. 2016;6:61-65.
8. Ayeni AJ, Ibukun WO. A Conceptual Model for School-Based Management Operation and Quality Assurance in Nigerian Secondary Schools. *Journal of Education and Learning*. 2013;2:36-43.
9. Eya PE, Chukwa LC. Effective supervision of instruction in Nigerian secondary schools :Issues in Quality Assurance. *Journal of Qualitative Education*. 2012;8:1-6.
10. Oluremi OF, Oyewole BK. Supervision for quality assurance in universal basic education programme in Nigeria. *Mediterranean Journal of Social Science*. 2013;4:447-452.
11. Dangara UY. The Impact of Instructional Supervision on Academic Performance of Secondary School Students in Nasarawa State, Nigeria. *Journal of Education and Practice*. 2015;6:160-167.
12. Okendu JN. The influence of instructional process and supervision on academic performance of secondary school students of Rivers State, Nigeria. *Academic Research International*. 2012;3:332-338.



13. Kamindo CM. Instructional Supervision in an era of Change:Policy and Practice in Primary Education in Kenya. Durham Theses. 2008;20-379.
14. Wanzare ZO. Rethinking teachers evaluation in the third World. Educational Management and Administration. 2002; 213-229.
15. Onjoro V, Arogo RB, Embeywa HE. Leadership motivation and mentoring can improve efficiency of a classroom teacher and workers in institutions. Journal of Education and Practice. 2015;6:1-14.
16. Kambuga Y, Dadi H. School inspection in Tanzania as a motor for Education quality and challenges and possible way forward. Review of Knowledge Economy. 2015;2:1-13.
17. Ilomo O, Manang E. An assessment of the roles of head of schools supervisory process in relation to students performance in selected schools in Meru District. International Journal of Education and Research. 2016;4:559-569.

---

© 2023 Faustino and Muneja; This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

*Peer-review history:*

*The peer review history for this paper can be accessed here:*

*<https://www.sdiarticle5.com/review-history/101153>*