An Assessment of the Roles of Heads of Schools Supervisory Process in Relation to Students Performance in Selected Secondary Schools in Meru District

Authors
Dr. Onesto Ilomo
Senior Lecturer University of Arusha
oilomo@yahoo.com

Emmanuel Manang (MA Ed)
A Teacher at Poli Secondary School

ABSTRACT

This study focus on assessment of the roles of head of schools supervisory process in relation to student's performance in selected secondary schools in Meru District, Arusha region. The study employed cross sectional survey design. Questionnaire was the main instrument of data collection in this study. Six secondary schools were purposely selected as a sample.

The results showed that effectiveness of the Heads of schools on supervising their roles produced better performing students. However, the observed differences in students' performance were statistically not significant. This could be due to the influence of student and school environment related factors which were not included in this study.

The study recommended that heads of schools should continue to improve on school supervision and also Government should attempt to improve the attitude of students to academic work by providing libraries and laboratories for science practical's, so that the learning experiences of the students can become more meaningful and at the same time interesting.

There is a need to build more classrooms and make more adequate provision for seats especially in community schools to ease the problem of overcrowded classrooms and poor sitting arrangement that presently make teaching and learning difficult in public secondary schools.

INTRODUCTION

Background of the Study

In the school system supervisory process is considered to be the major fundamental point of any strategy to improve the quality and standard of teaching-learning process. It is a dynamic function involving and stimulating the teachers while evaluating their performance with an ultimate view to improve the entire teaching learning situation. (Afianmagbon, 2004).

In most countries, teachers' supervision has a long history. Many European countries set up their supervision system; generally known as inspectorate in the nineteen century, since then many

changes have occurred in all countries teachers supervision and come up with a new purpose that teachers supervision should be understood as covering all services whose many functions is (1) to inspect, control, evaluate; and or (2) advise, assist and supporting school heads and teachers accordingly. (UNESCO, 2007).

United Republic of Tanzania (2000) introduces their strategies of Big Result Now (BRN) in education where they identified problems such as lack of proper supervision at school level to be some of the challenges facing the education, Where the Tanzania national policy on education set up the certain aims and objectives which were to facilitate educational development of the country. In fostering these aims and objectives, the heads of school have important role to play. Among these roles include providing effective supervision in secondary schools, thereby enhancing better job performance among teachers, emphasizing the need to ensure quality control through regular inspection and continuous supervision of instruction and other educational services. In this respect, supervision was observed as a program for enhancing classroom work through direct visitation and observation. Also, supervision of instruction is regarded as the process of enhancing professional growth of teachers, the curriculum and improving the techniques of teaching in classrooms through democratic interactions between the teacher and the supervisor.

Based on the above background of the study the researcher decides to conduct a research on assessment the roles of head of schools' supervisory process in relation to students' performance in secondary schools at Meru district in Arusha region, Tanzania because there is no current research which has been done in this area.

Significance of the Study

(i)   This study will contributes knowledge as well as open up new possibilities for community to be able to supervise educational activities in schools.

(ii)   It will give information about those factors which will be used in teachers' supervision as well as how it affects students' academic performance.

(iii)   Also it will provide information that can be useful to make recommendation to the Regional offices and Ministry of Education on how teachers should be supervised in order to improve students' academic performance.

LITERATURE RIVIEW

Theoretical Literature

Scientific Supervision approach theory as part of scientific management movements develop by McNeil (1982) can be adopted in this study due to its argument that supervision should rely on a scientific approach to supervision. This approach holds to the theory that teaching is a science and, as such could be examined and improved using the scientific method. An underlying assumption to this approach is that the efficiency of teachers would be increased through the guidance of a supervisor who would translate aims of the school into terms which the teachers understand.

Tracing the progress of research on teaching effectiveness, McNeil (1982) concluded that, "There is little hope that (scientific) research will bring authoritativeness to supervision. Research does not cover the whole terrain of the classroom. Also many of the scientific findings will be rejected no other grounds -- political, economic. Further, teachers and supervisors will not agree that any finding is sufficiently established to serve as the final word of authority.

 Wanzare (2000) classified purposes of supervision, which include the following: Instruction improvement, Effective professional development of teachers, helping teachers to become aware of their teaching and its consequences for learners, enabling teachers to try out new instructional techniques in a safe, supportive environment, fostering curriculum development, encouraging human relations, fostering teacher motivation, monitoring the teaching-learning process to obtain the best results with students, providing a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals.

According to Mbiti (1974), supervision is an essential factor among all social animals, from insects to the apes and man himself. The necessity for supervision stems from the fact that each organization has needs which must be met.

The nature of leadership is largely determined by the nature of the organization, the history of man is one of the organizations which are formed to meet group needs. Where there is an organization, there arises a need for a leader, if the activities of the organization are to be successful.

 Okumbe (1999) said Supervision is, however, considered as that dimension or phase in educational administration which is concerned with improving educational effectiveness. This management practice evolved after it was realized that there was little that could be achieved by grouping employees together without a leader. In a school set up, supervision draws its foundation and data from the events that take place inside and outside the classroom. The analysis of events in the school and the relationship between the teacher and the head teacher form the basis of the programs, procedures and strategies designed to improve the teaching and learning process.

Policy Review

Policy framework for education and training sector in Tanzania they analyze the objective of this component to sustain inputs by supervision and monitoring of education critical to improve the quality and efficiency of education service delivered (URT, 2010).

Supervision of education to a large extent rested in the hands of the heads of institutions (schools) who are main supervisor of the roles and responsibilities within those institutions. Heads should be directly answerable to the board, teachers, and parents on the success of their institutions. Sound management and administration techniques are essentials for an effective functioning of the education and training system and its institutions. Education managers and administrators at the national, regional, district and institutional levels should be experienced, academically and professionally, and have skills in education supervision and administration. from the explanation, it seems that teachers supervision has a great work to the succession of schools and academic performance of the students since are the one to take care of all what are going on at their schools and they must also be qualified and professionally.

Federal Republic of Nigeria (2004) sees head teacher supervision as aspect to ensure quality and continuous monitoring of instruction and other educational services, when head teachers supervision is absent in schools, it leads to lack of communication, which leads to the indiscipline of teachers and students in the school. Students will become rude to the teachers, principals and to one another, low grade shall be recorded in their academics, crimes of various types shall be exhibited absenteeism, lateness, talking in the classrooms, disrupting the activities in the classroom and others

<div align="center">RESEARCH METHODOLOGY</div>

Research Design

This study used descriptive research designs; involving description, recording, analysis, interpretation of the conditions existing in roles of head of schools supervisory process towards the students' performance in selected secondary school at Meru District in Tanzania.

The researcher employed questionnaires to collect data, because it is was a survey study. The researcher distributed the questionnaires to the students and head of schools in selected secondary schools. The questionnaires had closed ended questions to minimize misinterpretation and maintain clarity. By the use of quantitative technique it offers the researcher an added advantage of gaining reach data that is less biased. The questionnaires were constructed through Likert scale of 5 – 1.

The researcher used two main sampling procedures which are simple random sampling and purposive sampling because he wanted to minimize bias and errors.

Sample was selected at simple random, so that can offer higher probability of each individual to be selected. The reason for choosing this method is because its offers the researcher the opportunity to analyze information which is valid during data analysis. Also random sampling technique was used because the researcher wanted to avoid biasness in choosing respondents as well to get exactly data from the responders who have such problems in hand.

Nunnaly (1987) recommends that 25% to 30% the standard to be sampled from the big population. Because to reduce errors, and to come up with time limit to the research in hand. The researcher decided to use all top-the heads of the school and ten (10) teachers to each selected secondary school. To each school teachers sample was ten (10) and one head of schools. The population of the study included six secondary schools, from community schools because these schools faced performance problems. Therefore, total number of respondents approximately sixty six (66).

<div align="center">DATA ANALYSIS, INTERPRETATION AND DISCUSSION</div>

Table: 1: Showing School Discipline

S/N	ITEM	Strongly Disagree		Disagree		Agree		Strongly Agree	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Staff and students show respect amongst themselves and the rest of the society			2	3	49	73.1	16	23.9

2	School rules are obeyed by the general school population			13	19.4	42	62.7	12	17.9
3	Punishment administering is done according to the laid down regulations			11	16.4	46	68.7	10	14.9
4	Staff and students counseling is done effectively	3	4.5	16	23.9	46	68.7	2	3.0

In table: 1: result revealed that the respondent who agreed and strongly agreed are 65 (97%) this means that majority of staff and students show respect amongst themselves, and those who disagree and strongly disagree were only 2(3%) This means that the head of schools are responsible in making sure that the staff and students show respect among themselves and also for society at large. Moreover, a researcher wanted to know if the school rules are obeyed by the general school population, the result reveal that 54 (80.6%) agreed and strongly disagreed compared to only 13 (19.4%) who disagreed and strongly disagreed on this statement. This means that most of head of schools supervised the rules to be obeyed by the general population at school.

Further respondents were asked whether punishment administering is done according to the laid down regulations Most of the respondents agreed and strongly agreed were 56 (83.6%) while 11 (16.4%) disagreed and strongly disagreed. This implies that most of punishment administering is done according to the laid down regulations.

Results further show that most of head of schools supervised and ensured that staff and students counseling is done effectively 48 (71.6%) agreed and strongly while few respondents 19 (28.4%) disagreed and strongly disagreed on this question.

Table: 2: Showing Response Teaching and Learning Material

S/N	ITEM	Strongly Disagree		Disagree		Agree		Strongly Agree	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	The school have enough subject teachers to teach each subject	3	4.5	28	41.8	25	37.3	11	16.4
2	The school have enough subject books	2	3.0	2	3.0	30	44.8	11	16.4
3	There is utilization of teaching/learning aids in all subjects	1	1.5	14	20.9	48	71.6	4	6.0

| 4 | The school have enough desk and chair for teaching and learning | 2 | 3.0 | 2 | 3.0 | 40 | 59.7 | 23 | 34.3 |

The researcher wanted to find out whether the school has enough subject teachers to teach each subject and their responses were recorded as follows: 36 (53.7%) agreed and strongly agreed while 31(46.3%) disagreed and strongly disagreed. This means that some of head of schools made sure in their school there are enough subject teachers to teach each subject while other head of school don't do. This is supported by Whitaker (1997) who asserted that it has always been the duty of the principal to ensure that teachers are comfortable by providing the necessary resources for teaching. It is, however, prudent to note that the greatest strength of any school is its personnel, the human resources.

In case of school to have enough subject books, the findings revealed that majority 41(61.2%) respondents agreed and strongly agreed compared to 26(38.8) respondents who disagreed and strongly disagreed. This means that the most head of schools are responsible to make sure that their schools have enough subject books.

Researcher also wanted to know if there is utilization of teaching/learning aids in all subject majority of respondents 52(77.6%) who agreed and strongly agreed compared to 15(22.4%) who disagreed and strongly disagreed. This show that most of heads of schools supervised teachers to use teaching or learning aid in all subject.

The purpose of the school to have enough desk and chair for teaching and learning as roles head of school most of responses revealed that 63(94%) respondents agreed and strong agreed compare to 4(6%) respondents who disagreed and strongly disagreed. This means that most of head of school are responsible in make sure their school have enough desk and chair for teaching and learning.

Table: 3: Showing Response on Teaching Methodologies

S/N	ITEM	Strongly Disagree		Disagree		Agree		Strongly Agree	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	There is a lot of instruction aimed at learning strategies	1	1.5	3	4.5	32	47.8	30	44.8
2	Teachers teaching strategies are used according to the needs and abilities of the group of students			4	6.0	46	68.7	16	23.9

3	Teachers and students involvement in subject content			4	6.0	55	82.1	7	10.4
4	Teaching and learning process is organized efficiently			1	1.5	49	73.1	16	23.9

Result revealed that majority of respondents 62(92.6%) agreed and strongly agreed while 4(6.4%) who disagreed and strongly disagreed, this means that most head of schools are supervised well instruction aimed at learning strategies. This is supported by Wanzare and Da Costa (2000) who classified purposes of supervision, which include the following: Instruction improvement, Effective professional development of teachers, helping teachers to become aware of their teaching and its consequences for learners, enabling teachers to try out new instructional techniques in a safe, supportive environment, Fostering curriculum development, Encouraging human relations Fostering teacher motivation, Monitoring the teaching-learning process to obtain the best results with students, Providing a mechanism for teachers and supervisors to increase their understanding of the teaching-learning process through collective inquiry with other professionals.

Also researcher tried to look if the teachers were supervised in using teaching strategies according to the needs and abilities of the group of students which result show that 62 (92.6) were agreed and strongly agreed compared to 4(6.4) respondents who disagreed and strongly disagreed on this question. This show that most of head of schools they were responsible to make sure that there is teaching strategies according to the need of abilities of group of students in schools.

Result from the researcher reveal that 62(92.5%) agreed and strongly agreed on involvement of teachers and students in subject content compared to 4(6.5%) who disagreed and strongly disagreed on this question. This means that that the most of heads of schools make sure the teachers and students are involve in subject content.

More over a researcher wanted to know whether teaching and learning process is organized efficiently most of responses 65(97%) agreed and strongly agreed compared to 2(3%) respondents who disagreed and strongly disagreed. This means these schools in teaching and learning process are organized efficiently.

Table: 4: Showing Response Student's Attendance

S/N	ITEM	Strongly Disagree		Disagree		Agree		Strongly Agree	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Staff and students attend to school on time every school days	2	3.0	3	4.5	42	62.7	20	29.9
2	Teachers and students attend to the class on time during class hours			3	4.5	45	67.2	19	28.4
3	The attendance of students and others staffs is planned according to school master plan			1	1.5	48	71.6	18	26.9

The researcher scale show the result of 62(92.6%) who agreed and strongly agreed compared to 5(7.4%) respondents who disagreed and strongly disagreed. This means that most of heads of schools in Meru District their staff and students attend to school on time every school day.

Results, further show that 64(95.6%) agreed and strongly agreed while other few responses 3(4.4%) disagreed and strongly disagreed that teacher and students attend to the class on time during class hours. This means that the heads of schools perform their responsibility in make sure that the teachers and student attend to the class during the class hours.

Respondents proud that head of school are supervised the attendance of students and others is planned according to the school master plan. Where result revealed that 66 (98.5%) agreed and strongly agreed compared to 1(1.5) responses who disagreed and strongly disagreed on this statement. All this are geared by Wandiba (1996) remarked that schools in western Kenya, once the pride of the nation in academic excellence, has dropped drastically in educational standards due to rampant absenteeism and only those head teachers who are keen on good performance will resolve this problem.

Table: 5: Showing Response on Evaluation Schedule

S/N	ITEM	Strongly Disagree		Disagree		Agree		Strongly Agree	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Teachers provide quiz, home to students per subject			1	1.5	24	35.8	42	62.7
2	At least five standard exercises are given per subject per term			2	3.0	52	77.6	13	19.4

3	The questions constructed they are measure cognitive domain of learning.	1	1.5			50	74.6	16	23.9
4	Teachers' correct students work and keep performance work.					45	67.2	22	32.8

The researcher continuer on assessing if the heads of schools supervised on the teacher if they provide quizzes to student per subject the result show that 66(98.5%) responses agreed and strongly agreed on this compared to few responses 1(1.5%) who disagreed and strongly disagreed. This mean majority of the teacher in this Meru district are supervised well in provide quiz to the student in their subject.

Also most of the despondences 65(97%) agreed and strongly agreed compared to 2(3%) who disagreed and strongly disagreed that students are given at least five standard exercise per each subject, from this result evidence that the teachers working effectively in provide exercise to the students.

Further respondents were asked whether the questions constructed measure cognitive domain of learning, result revealed that 66(98.5%) respondents agreed and strongly agreed compared to 1(1.5%) respondents who disagreed and strongly disagreed. This means most of the exercise and quizzes which are constructed by the teacher are measuring cognitive.

Also all respondents 67(100%) agreed and strongly agreed that teachers correct students work and keep performance record of work. This fact is supported Eshiwani (1993) who holds the following role of the head teacher as a supervisor in school the head is responsible for check the teaching standards by reference to schemes of work, lesson notes, and records of work done and pupil's exercise books.

Table: 6: Showing Responses Student's Performance

S/N	ITEM	Strongly Disagree		Disagree		Agree		Strongly Agree	
		Frequency	Percent	Frequency	Percent	Frequency	Percent	Frequency	Percent
1	Students performance in internal examinations is well			5	7.5	55	82.1	4	6.0
2	Students performance in external examinations is well			32	47.8	28	41.8	4	6.0

Results further show that most heads of schools are supervised well in making sure the students performed well in their internal examination were the result show that 59(88.1%) agreed and strongly agreed that students performed well in their internal examination compared with few respondents 5(7.5%) who disagreed and strongly disagreed in this statement.

Finally the researcher was trying to check whether student performance in external examination is well and the result revealed that 32(47.8%) agreed and strongly agreed while 32(47.8%) respondents disagreed and strongly disagreed. This means some of schools perform well in external examination while some other schools also do not perform well in their external examination. Most schools do not have facilities such as laboratories, libraries and relevant books. Teachers and supervisors identify and see that these problems are solved

Relationship between Roles of Teachers and Students Performance

Results showed significant relationship between Teaching and Learning Materials teaching methodologies ($r=0.348$, $p \leq 0.004$), Teaching and Learning Materials and evaluation schedules ($r=0.265$, $p \leq 0.030$), Internal examination performance and Performance in internal examination ($r=0.757$, $p \leq 0.0.000$), School Performance and Performance in internal examination ($r=0.917$, $p \leq 0.000$), and School Performance and Performance in external examination ($r=0.955$, $p \leq 0.0.000$) whereas significant negative correlation was observed between the internal examination performance and Evaluation schedule ($r=-0.255$, $p \leq 0.037$).

Result reveal that no significant relationship was observed between the roles of heads of schools and students performance. According to Connoly (2007), many textbooks provide a rule of thumb along the lines of a correlation coefficient between 0 and 0.3, higher than 0.3 and up to 0.6 and above 0.6 as weak, moderate and strong; respectively.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

In view of the findings, the study concluded that: Effective supervision of school discipline, teaching and learning material, teaching methodologies, teachers and students attendance, and evaluation schedules by heads of schools enhances teaching and learning which in the long run improves students' performance in national examinations. Based on the findings of this study, the heads of schools should develop a more effort on supervised their roles so that to increase external performance of the students.

Recommendations

1. Government should attempt to improve the attitude of students to academic work by providing libraries and laboratories for science practical's, so that the learning experiences of the students can become more meaningful and at the same time interesting. There is the need to build more classrooms and make adequate provision for seats especially in community schools to ease the problem of overcrowded classrooms and poor sitting arrangement that presently make teaching and learning difficult in public secondary schools

2. The heads of schools should endeavor to make supervision on instructional materials available at school.

3. Teachers should bring their teaching to the level of the students' aptitude and make classroom interactions more interesting so as to create the interest of the students to academic excellence.

4. The inspectorate unit of the ministry of education should be properly staffed with qualified instructional supervision professionals. And such professional should be radical enough to enunciate changes within the current supervision dynamics and imperatives required to meet up with school instructional challenges.

5. In addition, similar studies should be carried out on the roles of head teachers' supervisory process on students' academic performance in other districts.

REFERENCES

Afianmagbon, B.E. et al (2004). *Educational Supervision.* Owerri: International University Press Ltd.

Connoly, P. (2007). *Quantitative Data Analysis in Education: A Critical Introduction Using SPSS*. Routledge 270 Madison Ave, New York.

Eshiwani, G. (1993). *Education in Kenya since Independence*. Nairobi: East African Educational Publishers.

Federal Republic of Nigeria (2004) *National policy on education federal ministry of education*. Lagos.

Mbiti, D. (1974). *Foundations of School Administration*. Nairobi: Oxford University Press.

McNeil, J. D. (1982). *A scientific approach to supervision. In T. Sergiovanni (Ed.), Supervision of teaching*: 1982 yearbook of the Association for Supervision and Curriculum Development. Virginia*: ASCD*

Nunnaly,J.C.(1987) *Psychometric theory*,Tata Mc Graw hill publishing limited,New Delhi.

Okumbe, J. A. (1999). *Educational Management: Theory and Practice*. Nairobi: Nairobi
   University Press.

UNESCO (2007) *supervision: A key component of quality monitoring system*: International
   institute of educational planning. Delacroix. Paris

URT (2010) *proposed secondary education program II (SEDP) 2010 – 2014*: United Republic of
   Tanzania.

URT (2000) *the Tanzania Development Vision 2025 Planning Commission*: United Republic of
   Tanzania.

Wandiba, S. (1996). *Incompetence Lowers Academic Excellence in Western Kenya*. Kenya
   Times, Nairobi: Kenya

Wanzare Z. & Da Costa J. (2000), *Supervision and staff development:* overview of the literature.
   NASSP Bulletin.

Whitaker, B. (1997). *Instructional leadership and principal visibility*. The Clearinghouse