

Contribution of Head Teachers Supervision in the Implementation of Educational Quality Improvement Program in Public Primary Schools in Musoma Municipal Council

Authors: Baseki Beatrice Thomas and Demetria Gerold Mkulu

Department of Educational Foundation
ST. Augustine University of Tanzania
P. O. BOX 307 Mwanza.
Email: basekithomas442@gmail.com

ABSTRACT

This study aimed at exploring the contribution of head teachers' supervision role in the implementation of educational quality improvement program in public primary schools in Musoma Municipal Council. This study guided by three objectives namely: the techniques used by head teachers in supervising, the outcomes of head teachers' supervision and the challenges that head teachers face when implementing EQUIP-T activities. The study employed transformational leadership theory and instructional leadership theory. This current study employed mixed research approach and a convergent parallel design. 104 sample sizes of the respondents were used. Data were collected through interviews and questionnaires instruments. The face and content validity was employed in testing research instruments while split-half method was used to test the reliability. Statistical Package for Social Science (SPSS) Version 20 was used to help in analyze quantitative data, while qualitative data was analyzed thematically. The findings revealed that majority head teachers employed clinical and portfolio supervision techniques. The findings indicated that most head teachers involve other stakeholders in decision making and communicating vision and mission of their schools. Moreover, the findings indicated that majority of the head teachers neither failed to plan and manage effectively the In-Service training (INSET) and majority head teachers are neither creative nor supervising well the Income Generating Activities (IGA). The study also revealed that, head teachers supervision are hindered by various factors such as some demoted head teachers and some promoted teachers to remain at the current schools, shortage of resources and negative attitude of teachers towards INSET. The study recommended that, head teachers should give training on how to employ differentiated supervision techniques as every school and individuals are unique. And the INSET does not only focus on literacy, numeracy and inclusion, but also enhances teachers' attitudinal and functional development to grow professionally.

Keywords: Head Teachers supervision, Head Teachers contribution, Educational Quality, Educational Quality Improvement Program, mentoring supervision, portfolio supervision, differentiated supervision

1. INTRODUCTION

Supervision is an educational process dealing with provision of guidance to teachers, to make sure that they have good environments for teaching and learning. To ensure that educational leaders supervise school activities effectively, head teachers must be accountable to meeting the expected goals and objectives of the schools. Carrol (1994) observed that the ideas of school supervision activities spread to other countries from France and the growth of school supervision

can be traced in three stages. The earliest stage was around the 1920s when small groups of leaders gathered to discuss how workers performed their duties. The second stage emerged in the 1950s when the leaders at work place would meet with the workers for counseling and the third stage was in the 1970s when supervision activities became an educational process. Even though education supervision originated from France, it has spread and reached different countries at different times, with differing approaches from one country to another, based on the context and needs of the society. In their study, Brown et al. (2016) asserts that in 1980, the government of North America decentralized the education system. In this attempt, heads of schools were made chief executive officers to promote the quality of teaching and learning processes in schools.

Educational Quality Improvement Program (EQUIP) is an educational program funded by the United Kingdom and managed by Cambridge Education to improve pupils' learning by removing constraints at various levels of education system in some of the African countries. Improving school quality and enhancing pupil learning, needs to be a continuous and sustainable process. This is why the program worked closely with some governments in Africa to ensure that education systems enhance performance. The program targets some of the most African governments that perform poorly in education such as Sudan, Uganda, Zambia, and Tanzania (Pettersson et al., 2015).

In the United Kingdom, Ireland and the Netherland, Marzano et al. (2011) concurred that, the school supervision system began in the 19th Century whereby supervisors were required to follow the rules and regulations set by the government for decades. To strengthen the growth of school supervision, the government found it is better to equip school supervision departments to cope with the global economic competition. In the Republic of Czech, Hungary, Sweden and New Zealand, competent school heads are vital for achieving quality education through teaching and learning activities (Fitzgerald, 2014). In these countries school heads influence the quality of education through promoting professional growth and maintaining students' discipline. In some African countries such as Uganda and Tanzania, the establishment of school supervision services expanded after independence. For instance in Uganda, Bagaya et al. (2020) argued that Uganda crossed several transformations due to the changes in economic, political and social aspects that influence Uganda's education system. As a result of these efforts, the country has initiated good strategies in which the supervision process operates

The Tanzanian government collaborated with donors between 2014 and 2019 to establish a program known as EQUIP-T to support nine regions that were performing inadequately in the PSLE. The regions were Simiyu, Katavi, Lindi, Tabora, Shinyanga, Mara, Singida, Kigoma and Dodoma. The program introduced different activities in schools. It first initiated In-Service teachers' Training (INSET), and then established the Student Readiness Program (SRP) to provide quality pre-primary education. It later enhanced the Parent-teacher Partnership (PTP) and introduced the Income Generating Activities (IGA). Finally, the program trained school committees and head teachers on leadership and management. The government believed that introduction of these activities would help in improving teaching and learning activities (Rawle et al., 2017).

Musoma Municipality, in Mara region, is among councils running this program. The program identified challenges that led to the Municipal's discouraging performance and established the activities that could reduce the constraints on pupils' learning. The main activities under the program were to improve teachers' performance, improving schools' leadership and management and strengthening community participation and accountability (Pettersson et al., 2015). For three consecutive years after the EQUIP-T was launched, Primary School Leaving Examinations Results (PSLE) were ineffectively, as indicated in (NECTA, 2017, 2018 and 2019). Since the program ended in 2019, very little is known as to what extent the head-teachers as school quality assurance officers had improved in their supervision role on the implementation of the program in public primary schools within the area.

The government of Tanzania made different efforts to improve the performance of public primary schools. To fulfill the targets of Education For All (EFA) and Millennium Development Goals (MDGs) the government introduced Primary Education Program (PEDP) for the purpose of improving the academic excellence of the pupils (URT, 2014). Additionally, despite the government efforts to improve the pupils' performance, the primary school leaving examinations results in Musoma Municipality were still discouraging as revealed in the performance of PSLE in the years 2017, 2018 and 2019 (NECTA, 2017, 2018, 2019)). Based on the same observation the government sought to find donors who established and introduced educational quality improvement program dated 2014 to 2019, purposely to improve the quality of public primary education (EQUIP-T, 2017). The program established different activities aimed at improving teaching and learning activities. It was centered on training of head teachers on how to effectively supervise the teaching and learning processes in schools.

Head teachers were equipped with a variety of trainings on managing the various activities initiated to improve school performances. These activities included supervising In-service Training (INSET), Income Generating Activities (IGA); strengthen Parents-Teachers Partnership (PTP) and supervising teaching and learning activities. The program enabled head teachers to do their work effectively, motivate, advise and encourage teachers in different aspects (EQUIP-T, 2017). Sequentially to that, the program intended to oversee different activities surrounding the school environment. Despite the existence of this program (ended in 2019), little was known as to what extent the head teachers had implemented whatever was learnt and to what extent their supervision roles had improved. Based on this fact, the researcher sought to find out the contribution of head teachers supervision to the implementation of the educational quality improvement program in public primary schools in Musoma Municipal Council.

2. METHODOLOGY

This study used a convergent parallel design. Convergent parallel design is a type of design in which qualitative and quantitative data are collected concurrently, analyzed separately, and then combined at the end of the study (Cresswell, 2014). The use of this design helped the researcher to explore the problem more; hence adequate information was collected to answer the research questions effectively. Moreover, the use of convergent parallel design required one to be knowledgeable especially on how to combine the qualitative and quantitative data to strike equal balance (Cresswell and Clark, 2011).

The study included all primary teachers, all head teachers; all ward educational officers, Municipal primary educational officer and District chief school quality assurance officer. School head teachers are the main supervisors in managing and controlling the EQUIP-T in schools, hence they will be able to provide needed data.

Taherdoost (2016) explained that sample size is the exact number of items selected from the population to constitute a sample. The study involved ten public primary schools that had a total of 88 teachers. The Yamane formula was used to get the sample size of teachers who were involved in data collection. Therefore, the sample size of this study was 104 respondents including 88 teachers, 10 head teachers, 4 ward educational officers, 1 Municipal educational officer and 1 District chief school quality assurance officer. The researcher used these participants because they had important information about the program, hence they would be able to give the needed information.

The sampling technique is the procedure the researcher uses to gather information in the study. Both probability and non-probability sampling techniques were involved in this study. Under probability sampling, stratified sampling and simple random sampling were included, where every respondent has an equal chance of inclusion or exclusion in the study (Taherdoost, 2016). Stratified random sampling and simple random sampling were used to select public primary schools and teachers. Under non-probability sampling, the study used purposive sampling technique. In this sampling technique, Municipal primary education officer, District chief school quality assurance, ward education officers and head teachers from public primary schools were selected. Participants were selected based on their potentials such as authority, power and work experience. The researcher selected respondents who were expected to give in-depth information on the program.

This study employed questionnaire and interview guide instruments. Questionnaire instruments, This is an instrument of data collection that is given to respondents in written form. This study used open-ended and closed-ended questionnaires as a method of collected quantitative data. The study employed this instrument because it is one of the most affordable instruments to gather quantitative data. It reduces bias because it involves a large sample, thus allowing gathering of information from a larger number of respondents as explained by (Etikan and Bala, 2017). This method of data collection involved a total of 88 teachers from ten schools. . Questionnaires were selected as the best instrument for data collection because it helps to collect information in a very short time within a group of people. Bryman (2012) asserts that a questionnaire instrument is the best method of collecting data because even if the researcher is absent still the respondents continue to fill it. The researcher used teachers to fill in the questionnaire because they had important information about the implementation of the educational quality improvement program; hence they were able to give the needed information. This study also used semi-structured interview. Mathers et al. (1998) defines semi- structured interview as a type of interview that involve a series of open-ended questions based on the subject areas the researcher needs to face. This type of interview provides opportunities for both interviewer and interviewee to talk in-depth about the study (Young et al., 2018). In this method the researcher used

interview guide questions as a tool of data collection that involved 4 WEOs, MPEO, DCSQAO and 10 head teachers from 10 schools of Musoma Municipal Council.

Based on Kothari (2004), data analysis is the procedure that involves “sorting, editing, coding and classifying the information collected from the field”. The data were analyzed thematically through identifying themes, and the themes were grouped into sub topics according to the specific objectives of the study. The recorded data was analyzed in different ways as qualitative information was analyzed thematically. Thematic analysis is the process of identifying and grouping themes within qualitative information (Maguire and Delahunt, 2017). The technique helped a researcher to organize, sort and group the qualitative data into the same themes during the interview. In thematic analysis, familiarization with respondents, searching for themes, reviewing themes and defining themes finally, producing the report are the stages to follow in thematic analysis (Braun and Clarke, 2006).

Furthermore, the thematic analysis involved summarizing the information obtained by writing what the respondents answered; then, the researcher coded the themes ready for process. The results from the findings were presented using explanations and quotations to validate the information obtained. On the other hand, the researcher analyzed quantitative data by using descriptive statistics with the help of SPSS version 20. This helped the researcher to identify and evaluate data presented in percentages, frequencies, tables and figures according to descriptive variables. In qualitative data, the researcher involves explanation and direct quotations from the participants.

3. RESULTS AND DISCUSSION

3.1 Demographic Characteristics of the Respondents

Regarding the gender of the respondents, slightly more than a half (51.1%) of the respondents was female. Only 48.9% of them were male.

With reference to the age bracket of the respondents, slightly more than a third (36.7%) of the respondents was in the age bracket of 31-40 years. 29.5% of them ranged in the age bracket 41-50 years. Only 15.8% of the respondents ranged in the bracket of 30 years and below

About the education qualification of the respondents, an overwhelming majority (81%) of the respondents had certificate. Only 5 % were degree honors.

Regarding the work experience of the respondents, slightly more than a half (51.1%) of the respondents had a range of 11-20 years of experience. Only 48.9% of them had 10 years and below.

With reference to the duration of teaching at school, 36.7% of the respondents had 6-10 years of experience in their current school. Only 29.5% of them had 16 years and above.

3.2 Contribution of Head Teachers Supervision in Implementation of Education

Quality Improvement Program

The study sought to investigate the Contribution of Head Teachers supervision in implementation of education. Table 1 shows the distribution of the respondents by Techniques that Head Teachers used in supervision to provide quality improvement program.

Table 1

Techniques that Head Teachers used in supervision to provide quality improvement program

Techniques	SD FP	D FP	MO FP	A FP	SA FP	Total
Clinical technique	4(4.5)	7(8.0)	13(14.8)	44(50.0)	20(22.7)	88
Portfolio technique	19(21.6)	27(30.7)	16(18.2)	12(13.6)	14(15.9)	88
Mentoring	4 (4.5)	35(39.8)	12(13.6)	31(35.2)	6(6.8)	88
Peer coaching	9(10.2)	19(21.6)	22(25.0)	33(37.5)	5(5.7)	88
Differentiated	7(8.0)	13(14.8)	6(6.8)	34(38.6)	28(31.8)	88

Source: Field Data (2021)

4.1 Techniques that Head Teachers used in Supervision

Table 1 shows that 72.7 percent of teachers agreed that head teachers used the clinical supervision technique. While 12 percent of teachers disagreed that head teachers did not use the clinical supervision technique in their supervisory activities. The findings imply that head teachers in the study area are guiding teachers to improve classroom instruction. The findings show that this approach encouraged head teachers to collaborate with teachers and mentor them. Furthermore, the transformative leadership theory that guides this study helps the head teachers to instruct the teachers according to the mission, vision and goals of their respective schools. Also, the transformational theory helps head teachers to be effective listeners to their subordinates (Arokiasamy, Abdullah and Zohir, 2016). This means that school leadership is a two way traffic communication between the head teacher and other educational stakeholders. The leader should therefore be attentive at meeting the needs of others in the school. Furthermore, during the interview, the respondents claimed:

I often provide guidance to help junior teachers grow professionally as they need someone to advise them. I encourage and motivate them to feel comfortable and make the school a better place to reside. Since we need changes in implementing the educational improvement program, everybody should have a chance to make contributions towards improved teaching and learning activities in a bid to achieve the goals and objectives of the organization (Interviewee Y, 10th August 2021).

This implies that head teachers have been guiding the teachers so that they could develop professional and be effective in teaching and meeting the intended school objectives. Head

teachers need to maintain high morale amongst teachers in order to implement the program. The result is supported by Kayikci et al. (2017) who conducted a study in Turkey observed that for the school to have good academic progress; the clinical supervision technique is advised. When employed in schools effectively, the technique enhances students' understanding, since teachers are motivated to improve their performance in a bid to attain the goals of their respective schools. However, head teachers are encouraged to do close monitoring, reduce some duties, generate a mutual relationship and conduct an action research on the supervisees who after a long time do not seem to improve professionally.

Table 1 illustrates that 29.5 percent of the participants claimed that head teachers did not only use portfolio technique for supervisory activities while 52.3 percent of the respondents stated that head teachers used only portfolio in their supervisory activities. Thus, this finding reveals that majority of the head teachers in public primary schools in Musoma Municipality used only the portfolio documents techniques in their supervisory activities. These documents include the lesson plan, schemes of work; lesson notes class journals, subject log book and pupils' exercise books. The study is in line with Petterson et al. (2015) who support that to bring the effectiveness of portfolio supervision technique, head teachers insisted on encouraging teachers to prepare their documents well before entering the class and they should teach relevant subjects. The head teachers are advised to do close follow up in their supervisory processes because some teachers teach differently from what they planned and prepared on. Each teacher is unique; head teachers are encouraged to train teachers on how to prepare and implement their documentation effectively to meet the intended use.

4.2 The Outcomes of Head Teachers Supervision Role

Table 2 stipulates that 14.8 percent of respondents argued that head teachers had planned and managed well the in-service training.

Table 2

The Outcomes of Head Teachers Supervision Role

Outcomes	SD FP	D FP	MO FP	A FP	SA FP	Total
Plan and manage well INSET	3(3.4)	45(51.1)	27(30.7)	11(12.5)	2(2.3)	88
Encourage motivation	7(8.0)	18(20.5)	24(27.3)	24(27.2)	15(17.0)	88
Communicate vision mission and objectives	5(5.7)	7(8.0)	13(14.8)	34(38.6)	29(33.0)	88
Teachers performed duties as scheduled	3(3.4) 16(18.2)	15(17.0) 37(42.0)	10(11.4) 21(23.9)	39(44.3) 3(3.4)	21(23.9) 11(12.5)	88 88
Creating and supervising IGA	6(6.8)	7(8.0)	10(11.4)	49(55.7)	16(18.2)	88
Ensuring PTP						
Engage stakeholders in decision making	10(11.4) 10(11.4)	9(10.2) 23(26.1)	11(12.5) 28(31.8)	36(40.9) 13(14.8)	22(25.0) 14(15.9)	88 88
Enhance teachers growth	12(13.6)	11(12.5)	5(5.7)	44(50.0)	16(18.2)	88
Ensure effective teaching/ learning						
Ensure discipline is maintained	9(10.2)	8(9.1)	4(4.5)	51(58.0)	16(18.2)	88

Source: Field Data (2021)

While 54.5 percent of participants claimed that head teachers did not plan and manage the INSET effectively. Therefore, the findings imply that majority of head teachers in public primary schools in Musoma municipal council did not plan and manage well the in-service teachers training. Hence, during the interview, the participant explained, “In-service training at school I supervise took place when the program was at work (2014-2019). Originally, the program was monitored at the district and ward levels. Then after the program phased out, the training in schools disappeared (Interviewee X, 16th August 2021)”. The quotation implies that the in-service training to teachers is possible and can be done. A researcher encourages education leaders to motivate the head teachers continue to supervise and monitor teachers to ensure that the in-service training is carried out effectively in all municipality schools as initiated with the program. During interview respondent displayed:

There is lack of equality amongst schools in the course of the training because the approaches varied from one school to another. While some head teachers used tea break after regular classes, some head teachers provided lunch to the teachers during the in-service training to motivate them. Some head teachers were unable to afford the training because they lacked creativity, seriousness and commitment (Respondent J, 19th August 2021).

If the teachers participate well in-service training, they will keep growing academically and improve school performance. This idea is supported by Charles et al. (2019) who conducted a study in Kenya and argue that head teachers should ensure that teachers receive on-job training in order to be effective in the overall issues of improving the quality of education. Head teachers are therefore encouraged to be creative, taking note that professional growth for teachers does not only mean to know the strategies of teaching but also improving their accountability, transparent and commitment to work and seeing to it that pupils are successful in solving challenges around them. With the current advancement in science and technology, head teachers are advised to ensure teachers are equipped with different trainings to enhance growth in ethical and moral issues.

Secondly, the finding in table 2 indicates that 15.9 percent of the respondents claimed that head teachers in the municipal create and supervise well the Income Generating Activities (IGA). But 60.2 percent of teachers argued that head teachers are neither creative nor supervising well the IGA in Musoma Municipal Council. The educational quality improvement program supplied funds to some schools to enable them create IGA with the aim of increasing funds to run various activities in schools (Petterson et al., 2015). The income generated from these activities could reduce some financial constraints which the schools had encountered. In one of the interview sessions, a participant stated:

My school got 1,500,000/= from EQUIP-T to start a project that could generate funds to run various activities in the school. The project did not perform well due to various operational challenges. Those challenges

included lack of skilled manpower, unsupportive staff and parents (Interviewee U, 18th August 2021).

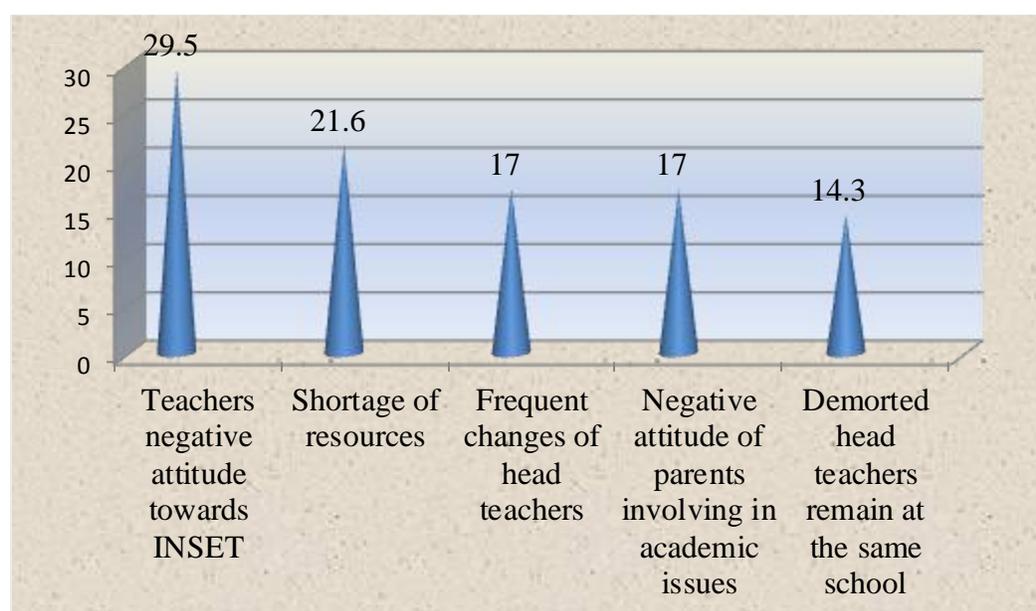
It can be learned from the above quotation that some schools got financial support to start income generating activities, but its implementation was very difficult to some of the schools. Likewise, when the researcher interviewed one of the respondents, he proved:

Most of the project documents were theoretical rather than realistic. For example, there were some schools that set up restaurants project based on the assumption that the pupils would be their customers. What incomes do school children have to contribute to the running of a restaurant? Still some schools introduced fish pond projects with no reliable water sources. How could you allow them to start garden projects? (Respondent WW, 20th August 2021)

The findings suggest that to have effective and reproductive income generating activities, head teachers are advised to be creative at the planning and implementation of the IGA. Successful and effective projects helped to alleviate some of the challenges head teachers face, especially in the process of teaching and learning. Head teachers are also advised to seek advice from experts on how to conduct different projects. The noted above factors for failure of the project support could be resolved if the head teachers could consult experts on income projects and get educated on how to run income-generating activities.

4.3 Challenges Faced by Head Teachers in their Supervision Activities

The study sought to examine the challenges faced by head teachers in their supervision activities. Figure 1 shows the distribution of the respondents by head teachers' challenges in activities supervision



Source: Field Data (2021)

Figure 1 Distribution of the respondents by head teachers' challenges in activities supervision

Teachers are the major implementers of curriculum activities in the school context. When their perception is negative, the expected outcome is failure. This challenge was also reported during interview with some respondents one of whom argued, "Supervision of in-service training in this school is complicated by the fact that some of the teachers required training allowances, which is impossible (Participant W, 13th August 2021)". Head teachers are encouraged to make sure that they look for different techniques to deal with this challenge in order to bring efficiency in improving performance in schools. Another interviewee claimed, "In this school, due to the heavy workload, some of the teachers claimed that they were too busy, hence they dislike attending in-service training (Respondent Y, 10th August 2021)". Similar results were also reported by Day and Sammon (2016) from Cambodia observed that negative attitude from teachers cause ineffective supervision that lead to poor performance in schools. Similarly, Dewodi et al. (2017) who conducted the study from Ghana argued that teachers' negative attitude made them perceive supervision activities as the process that interfered with their work. In these studies, the negative attitudes that teachers have are in the supervision process in their schools. However, in this current study the challenge lies is the negative attitude that teachers had in participating the in-service training that was initiated by the EQUIP-T

Furthermore, the findings in figure 3.1 displayed also that 17 percent of the teachers' shows that the frequent changes of head teachers are one of the challenges that makes head teachers fail to perform their duties effectively. These changes made the program activities less effective. For example, when the program was launched in 2014, the majority head teachers who participated in different trainings received demotions. But the majorities were not transferred; those who were appointed to take their positions did not receive the training on how to conduct different activities within the EQUIP-T.

During the interview, the participant claimed, "Majority head teachers who have received various training in the program are not the ones who are continuing with school supervision. Many of the current head teachers did not receive training in the supervision of different activities in the program (Participant, ZZ, 12th August 2021)". The quotation implies that, making changes in leadership is inevitable. Leaders are encouraged to participate with their subordinates to create changes that can help the schools to grow. The top leaders are advised that whenever they want to make leadership changes in schools, they must prepare strategies on solving problems first. For example, they could develop a strategy to train the new appointed head teachers to enable them do the supervision. The findings are similar to the transformational leadership theory which encourages leaders that the changes brought in the institution are from unsatisfactory situations to better situations (Susilo, 2019).

The findings in figure 1 illustrates that 17.0 percent of teachers that were involved in the current study explained that negative attitude of some parents and communities towards involve in

school development is the challenge facing head teachers in Musoma Municipality. During the interview, one of the participants reported,

Generally speaking, there is poor response from parents and the community with regards to involvement in school development activities. The cooperation among parent-teacher partnership that was established before in schools does not exist. The situation causes the school leadership to do some extra work that was meant to be the parents' responsibility. (Interviewee J, 19th August 2021).

The program was also to enable the parents to closely monitor students' academic progress in collaboration with the class teachers and the school leadership. For example, in each class, the parents choose one female and male parent who would work closely with the class teacher on various matters affecting the children in their respective classes, but due to less cooperation the union cannot work as expected. This explanation is supported by Pettersson et al. (2015) who argued that communities should be empowered in order to accountably engage in school development. Lack of awareness on what roles the parents can play in school development can create some obstacles among parents towards the improvement or enhancement of academic development in schools.

Lekule (2014) who conducted a study in Singida observed that in majority public schools, many parents do not fulfill their responsibilities to their kids instead they are left to teachers to deal with some of their kids' needs such as learning materials. When an individual parent fails to respond to their kid's needs, the teaching and learning activity in one way becomes ineffective. For the schools to achieve the set goals, the head teachers are encouraged to educate parents to keep in check the academic progress of their kids.

The findings in figure 3.1 displayed that 21.6 percent of the teachers involved in the study indicated that the demoted head teachers and retained in the same schools was among the challenge that faced the new head teachers in the implementation of educational quality improvement program. During the interview, the participant said:

Some of the demoted head teachers were among those who hindered the efforts of the new head teachers in implementing various activities in schools. For example, for those whom their schools were performing poorly, they had failed to provide good cooperation to the current head teachers. Improvement in performance would imply poor supervision in the past. (Respondent UU, 18th August 2021).

This findings means that, head teachers encountered difficult situations when running different activities due to the stated quotation above. The program to be effective and efficiency the educational leaders are encouraged to solve the named factor by making transfers to the head teachers who get demotion rather than remain in their current schools. The demoted head teachers had influence on the teaching staff, greatly affected co-operation between the new head

teacher and teachers. Therefore, basing on this reality, it could not be very easy for the new head teachers to implement and achieve their pre-determined goals effectively. Yet during the interview, the participant concluded:

This school is my first working station. When I was employed, some teachers taught me different activities. Then I was promoted to be the head teacher in this school. I found it difficult to manage various activities because majority of the teachers who work with me take things for granted. I was forced to use authoritarian leadership style. However, I failed because many educational improvement program activities required participation (Participant Z, 11th August 2021).

This narration means that, the new head teachers attempt to control the teachers instead of cultivating their collaborations. Head teachers as transformative leaders are encouraged to work as a team and in harmony (Korejan and Shahbaz, 2016). Hence, head teachers are encouraged to create an environment which teachers feel respected and incorporated to change the old situation into a new culture. However, leaders should realize that a change of leadership style without consistent accountability is ineffective. The findings of the study agrees with Sango et al. (2017) from Zimbabwe revealed that when heads of schools lack collegial relationship in supervision processes, they resulted in use of authoritative and bureaucratic approaches when supervising different activities.

5 CONCLUSION

In objective number one this study shows that most of the head teachers in Musoma Municipal Council employed clinical and portfolio supervision techniques in implementing EQUIP-T activities. Head teachers should give training on how to employ differentiated supervision techniques as every school and individuals are unique. In objective two, this study revealed that most of the head teachers failed to plan and manage the INSET well. The study also discovered that only few head teachers succeeded in creating and supervising Income Generating Activities (IGA) effectively. Also most of the head teachers did not success to strengthen the Parents-Teachers Partnership. The co-ordination of in-service training does not only focus on literacy, numeracy and inclusion, but also enhances teachers' attitudinal and functional development. Head teachers are encouraged to apply different techniques in school supervision. They are encouraged to seek advice from different expertise on how to plan, manage and run the income generating activities before starting the project. Head teachers should advise local government leaders to enact by-laws that require parents to compulsory attend to school when needed. Nevertheless in objective three, this study found that teachers' negative attitude towards INSET, shortage of resources, frequent changes of head teachers, negative attitude of parents towards academic matters and the demoted head teachers remaining in the current schools hinder the implementation of EQUIP-T in Musoma Municipal Council.

To bring efficiency in raising the performance in schools, there should be transfers of teachers who have worked in one school for a longer time and have become ineffective. Demoted head teachers and teachers who are promoted to be head teachers could be considered for transfers to

maintain their dignity and freedom to perform their duties. The new head teachers should be given training for their new positions and on the supervision of different activities within the program. Head teachers should involve the alumni of the school who are well-off to support the school with fund to run other academic activities. Generally, head teachers should be critical and have the zeal of learning the success of other head teachers. For instance, during the data collection process, it was noticed that there is an achievement of parent-teacher partnership, IGA and INSET, in some schools, for this reason, head teachers should build interact and learn from other successful head teachers. On the other side, head teachers can organize a study tour for oneself and the team, to go outside the district and learn how others implemented the educational quality improvement program activities. Therefore, this study concluded that, the various activities that initiated by the EQUIP-T with the aim of raising the quality of education in schools in Musoma Municipality have not been implemented effectively as expected.

REFERENCES

- Arokiasamy, A.R.A., Abdul, G. K. & Zohir, M. (2016). *Transformational Leadership of school principals and organizational health of primary school teachers in Malaysia*. 5th International conference on leadership, technology, innovation and business Management
- Bagaya, J., Ezati, B. A., Wafula, W. S. & Rasmussen, P. D. (2020). School Inspection Practices Evidence from secondary schools in western Uganda: *Journal of Education and Training*. 7(1), 57-59.
- Braun, K. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology*, 3(2), 1-3
- Bryman, A. (2012). *Social research methods* (4th Ed.). New York: Oxford University Press
- Brown, M., McNamara, G., O’ O’Hara, J. & Brien, S. (2016). Exploring the changing face of School Inspection, *Eurasian Journal of Educational Research*, 66(1), 1-3
- Carrol, F.M. (1994). *The generic task of supervision: An analysis of supervisee expectations, supervisor interviews and supervisory audio-taped sessions*, (Doctoral dissertation, University of survey) Retrieved from: <http://epubs.surrey.ac.uk/2985/>
- Charles, T., Chris, K. K. & Kosgei, Z. (2012). The influence of supervisions of teachers’ lesson notes by heard teachers on students’ academic performance in Secondary Schools in Bureti District, Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*, 3(3), 299-306.
- Creswell, J. W. (2014). *Research design: qualitative, quantitative and mixed methods approaches*: California: Sage Publications, Inc.

- Cresswell, J. W. & Clack, P. V. L. (2011). *Designing and conducting mixed methods research* (2nded.). Thousand Oaks, CA: Sage Publications, Inc.
- Day, R. & Sammons, K. (2016). Successful School leadership in United Kingdom on Education, *Journal of Social Sciences, Humanities and Education*, 2 (3), 30-33
- Dewodi, C. Y. Agbetorwoka, A. & Wotordzor, P. (2017). Problems of school supervision at the basic School Level in the Hohoe Municipality of Ghana, *American Journal of Education Research*, 7(2), 133-140
- EQUIP (2017). *The changing context for teacher in-service training-reflections on EQUIP-Tanzania's experience. Final version, Oxford Policy Management*
- Etikan, I & Bala, K. (2017). Developing a questionnaire base on selection and designing. *Biometric & Biostatistics International Journal*, 5(6) 219-221.
- Kayikci, K. Yilmaz, O. & Sahin, A. (2017). The views of educational supervisors on clinical supervision. *Journal of Education and Practice* 8(21), 159-165
- Korejan, M. M. & Shahbazi, H. (2016). An Analysis of the transformational leadership theory. *Journal of Fundamental and Applied Sciences*, 8 (3), 42.
- Kothari, C. R. (2004). *Research methodology: Methods and techniques*, (3rd ed.) New Delhi: SAGE Publisher.
- Lekule, S. C. (2014). *Investigating school experiences of vulnerable children in Singida, Tanzania: challenges, strategies and possible interventions*, (Doctoral thesis, University of Windsor).retrieved from <https://scholar.uwindsor.ca/cgi/viewcontent.cgi?article=6081&context=etd>
- Maguire, M. & Delahunt, B. (2017). Doing a thematic analysis: A practical, step-by-step guide for learning and teaching scholars. *AISHIE-J*, 8, (3), 3351-3354
- Marzano, R. J., Frontier, T. & Livingstone, D. (2011). Effective supervision: supervising the art and science of teaching. *Journal of Accounting and Financial Management*, 3(2), 72-74
- Mathers, N., Fox, N., & Hunn, A. (1998). Trent focus for research and development in primary health care: *Using interviews in a research project*. Trent Focus, Sheffield.
- National Examinations Council of Tanzania. (NECTA 2017, 2018 & 2019).*
- Pettersson, G., Rawle, G., Outhred, R., Brockhoff, S., Wills, G., Nugroho, D., Jasper, P., Kveder, A. & Beavis, A. (2015). *EQUIP-Tanzania Impact Evaluation: Final baseline technical report, volume 1: results and discussion*, Oxford Policy Management

- Rawle, G., Gelerder, G. A., Outhred, R., Brockerhoff, S., Wills, G., Nugroho, D., Jasper, P., Kveder, A. & Beavis, A. Medard, Jagmag and Elte, (2017). *EQUIP– Tanzania Impact Evaluation Final Baseline Technical Report*, Volume 1: Results and Discussion. DOI:10.13140/RG. Z.I.4462.6005
- Sango, M. G. Chikohomeko, R. & Saruchera, K. J. (2017). Supervision for quality implementation of the school curriculum in Zimbabwe. *Case Studies Journal*, 6 (1-138),
- Susilo, D. (2018). Transformational Leadership: A style of Motivating Employees. *Management and Economics Journal*, 3(1), 125-126
- Taherdoost, H. (2016). Sampling Methods in Research Methodology: How to choose a sampling Technique for Research. *International Journal of Academic Research in Management*. 5 (2), 18-27.
- Young, J. C., Rose, D. C., Mumby, H. S., Benitez, J. Capistors, F. Derrick, C. J., Finch. T. & Mukherjee, N. (2018). A methodological guide to using and reporting on interviews in science research, methods in conservation *Science research, Methods in Ecology and Evolution*, 9(1), 10-19