

Education Supervision and The Challenges Faced by Supervisors in Implementing Their Responsibilities in Tanzania

Julius Jonas Mbawala, Hermanto Hermanto
Universitas Negeri Yogyakarta, Indonesia
Email: juliusmbawala.2021@student.uny.ac.id

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Abstract: Education supervision is the process of professional development of the teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher make sure the feedback is used to improve the teacher's behavior to make teaching and learning more effective. Quality education results from effective and efficient supervision of education whereby a supervisor creates a conducive environment for teachers to perform their responsibilities. The paper intends to explore the role and challenges facing education supervisors in doing their responsibilities in Tanzania. To achieve this, the researchers did a mini-review. The paper searched the internet for relevant and timely research papers and articles mainly focusing on supervision in secondary schools. Once a sufficient number of materials for the mini-review had been gathered, the laborious process of assessing and analyzing the concepts and contexts within each piece commenced. The study finds that the quality of education depends on the presence of a competent and committed school headmaster in supervising the critical effectiveness of the school, while challenges facing education supervisors are categorized into two categories: Problems in instruction supervision and administrative supervision. In solving these problems, education supervision has to be put into consideration by the government as it plays a vital role in improving educational performance.

Keywords: Education supervision; Instructional Supervision; Administrative Supervision

INTRODUCTION

From a long time ago, education has been used as a key for the development of an individual, society, and nation at large. It is used as a scaffolder for any nation's socio-economic and political development (Kamugisha, 2019). Through this, many efforts have been made by the government to improve and make changes in the education sector to achieve these desired goals. It also invests heavily in the education sector so that all citizens get a good and quality education (Namamba & Rao, 2017).

The development of a country is greatly influenced by the availability of quality education, which is achieved through having highly skilled teachers, dedicated students, and active parental involvement in the educational process (Paschal & Mkulu, 2020). Through building many schools, infrastructures, teaching, and learning resources and improving teachers' welfare. For education to be of high quality, it must be delivered in a way that instruction and learning processes meet the needs of both students and the labor market (Hakielimu, 2021). The quality of education depends on the quality of Supervision (Chapman, (2005) & Brennen (2000) in which well-trained personnel with knowledge, interpersonal skills, and technical skills provide the necessary and appropriate guidance and support to the teaching staff (Ankoma-Sey & Maina, 2016). Brennen (2000) adds that an effective supervisor who succeeds in linking knowledge, interpersonal skills, and technical skills will be successful in improving the quality of education.

In Tanzania, the education system has been passed in different phases of change through the improvement of education policy that matches with the development and changes of science and technology. The formal education system in Tanzania is categorized into three levels: Basic, Secondary, and Tertiary (Ministry of Education Science and Technology as cited by (Tshabangu & Msafiri, 2013). The basic level of education includes two years of pre-primary education. 7 years of primary education and non-formal adult education. Secondary education also has an ordinary level of 4 years and an advanced level of education in 2 years. The last tertiary education includes programs and courses offered by colleges and universities (Ndijuye et al., 2020).

Education development in any country like Tanzania needs close supervision to ensure the aims and goals of education are met. Amough & Odeh (2018) argue that supervision increases teachers' awareness of well-founded teaching philosophies and makes educational policies and reforms aware and an integral part of the overall system, as teachers are always the carriers who implement all educational reforms in schools. It is complemented by technical supervisory tasks that provide direct assistance to teachers, curriculum development, professional development, group development, and action research, and a

cultural responsibility to foster changes, engage diversity, and build community (Glickman et al., 2017).

Education supervision can be categorized into two: internal and external Supervision (Sanisah et al., 2021). In a school environment, internal supervision is clinically done by the headmaster through observation, flexibility, involving great care and effort, and a collaboration between the headmaster and assistant teachers with the ambition of mandatory dual in friendly, proficient relationships (Alam et al., 2021). This kind of supervision focuses much on improving student achievement and the teacher's competence at the same time. Maisyaroh et al. (2021) explain that instructional supervision is the best way to improve a teacher's teaching ability. It is done by assisting teachers to develop and improve the quality of the teaching-learning environment and process, with the ultimate goal of enhancing student learning outcomes.

On the other hand, external supervision is carried out by appointed officials and other higher education authorities in schools, which used to be known as inspection. These officials are expected to inspect the school and work directly with teachers to enhance the educational provision of good-quality education in schools (Alam et al., 2021). Inspections are carried out specifically to ensure that minimum standards are maintained in the basic activities of the teaching and learning process (Archibong, 2012). The purpose of supervision is to work collaboratively with the teacher, not to find mistakes and punish teachers. Supervision as an element of the management process fosters positive personal working relationships that inspire, direct, and coordinate employees and their efforts and encourage all employees to work towards greater goals (Archibong, 2012).

According to Usman (2022), supervision provides teachers with an opportunity to prepare them to perform educational tasks in line with professional codes of conduct through a critical examination of educational processes and interactions in the classroom. If schools are not properly supervised, student performance may be adversely affected, and educational goals may not be achieved. Therefore, different instructional supervision techniques should be employed to ensure the quality and quantity of teacher delivery. Lack of school

supervision can lead to negative behavior among students towards teachers, and poor teaching and learning processes lead to poor school communication and grades. Maintaining a good environment for students and teachers is, therefore, key to successful education.

School supervision in Tanzania is under the Ministry of Education Science and Technology (MoEST) and Ministry of President's Officer, Regional Administration and Local Government (PO-RALG), in which ministers and heads of schools are trusted with notable responsibilities including overseeing teaching and learning activities, the implementation of the curriculum, overseeing the preparation and review of teaching and learning documents, and ensuring proper student assessment (Ngole & Mkulu, 2021). Some roles of the head of school are to identify teaching and learning responsibilities for teachers, allocate teaching and learning resources, organize professional development training programs for teachers, provide effective guidance about professional skills, establish school timetable, and ensure teamwork among staff (Ngole & Mkulu, 2021) and Mbiti (2007). In fulfillment of these roles, the head of school must have both the knowledge and the skills necessary to change the behavior of teachers and student discipline and create a conducive environment for teachers and students in the teaching-learning process.

Therefore, supervisors play both managerial and academic roles as they deal with curriculum and learning, students, facilities and infrastructure, personnel, finance, school relations with the community, and special services (Abunifah, 2014; Sudiby, 2007) as cited by Sanisah et al., (2021). Education supervision is a professional activity that is faced with different problems from the top to the bottom (Suleiman et al., 2020). These problems affect the whole process of the provision of quality education. These supervision problems can be seen in every country based on the nature and structure of its education system. Tanzania is among those countries that face different problems. This study aims to identify problems facing education supervision and try to suggest solutions to improving the provision of better and quality education.

METHOD

This study employed a literature review to gain insights into the latest information about education supervision in Tanzania. To achieve the primary objective of this study, the proponent of this study collected an extensive body of literature, trusted books, and articles based on the topic of research by using the Google Scholar search engine, as it indexed a vast array of research articles from around the world. To narrow down the search, researchers used the following keywords: "*education supervision in Tanzania*," "*roles of Education supervisor*," and "*Problems facing education supervision*." After that, the researcher conducted an assessment of information, finding results, and a discussion of the results.

RESULTS

Roles of Education Supervisor

Different studies have been done to explain the roles of education supervisors. The main argument from all studies is the quality of education depends on the presence of a competent and committed school headmaster in supervising the critical effectiveness of the school toward educating students Ubogu, (2020). Therefore, here I'm going to explain the roles of education supervisors based on Hallinger and Murphy's model, which proposed five (5) roles as presented in (Geleta, 2015).

Defining the school vision and mission

The effective supervisor identifies and defines the school's vision and mission as the primary responsibility. The supervisor has to know what schools need to achieve and how these goals are going to be achieved (Geleta, 2015). As school supervisor, the school headmaster also has the responsibility to work together with staff to make sure that school goals are well-known and supported in a learning community (Mestry, 2013). Having a clear school mission will help the headmaster in ensuring school effectiveness.

Management of curriculum program

According to Gordon (2018), supervisors are responsible for working together with teachers in developing and managing a curriculum that promotes higher-level and comprehensive learning. He adds that successful teaching is intimately related to the nature of the curriculum taught. This means that supervisors have to make sure the curriculum is

implemented perfectly. Through this, supervisors develop guidance for the application of the curriculum and discuss it with the teachers (Ali, 2013). Students and teachers have to be involved in extra-curricular activities in their free time. School supervisors have to integrate both extra-curricular and academic activities to help improve student performance.

Supervising instruction

The headmaster has the role of supervising the teaching and learning process in the classroom to ensure that the desired goals are met by both teachers and students. School performance depends on the effort of teachers, students, and the headmaster as their supervisor by encouraging staff development, influencing teachers' classroom behavior, and encouraging selection, creation, application, and assessment of effective teaching strategies and resources (Maisyaroh et al., 2021) & (Sule et al., 2015). To achieve this, the supervisor may make a classroom observation by collecting data from students by checking their homework and notebooks and interviewing some of the students.

Monitoring and evaluating learning progress

Headmasters, as school supervisors, have the role of monitoring the learning progress of students through a close evaluation of tests and exams (Kruger, 2003). Through this, supervisors can know how to help students with challenges, help teachers improve their performance, and give feedback to parents about the progress of their children (Geleta, 2015). Therefore, a headmaster discusses student exams with staff to see what to improve in school performance.

Promoting a good school learning climate

The education supervisor works with teachers to safeguard learning in the classroom, reward and recognize students' achievements, and encourage the professional development of teachers through in-service training and workshops related to the shared goals of the school. Responsible for facilitating a positive learning environment for the student by providing all materials and resources needed in learning processes (Kruger, 2003). This can also be done by modeling learning behavior and designing instructional programs and activities.

From these discussed roles of education supervisors, they still face different problems in fulfilling their roles and responsibilities of ensuring good performance of education and

creating a friendly environment for learning to take place. The research aims to identify these obstacles that have been seen in different studies and suggest some solutions to them.

DISCUSSION

Problems Facing Education Supervision in Tanzania

Since the introduction of free-fee education, many problems have been noticed in the supervision of the education system. These problems can be categorized into two: problems facing Instructional Supervision and administrative Supervision.

Problems in Instructional Supervision.

According to Ng et al. (2015), instructional supervision includes all leadership activities which have an impact on the quality of curriculum and instruction delivered to students. It assists teachers in the form of guidance, direction, stimulation, and other development activities to improve the teaching and learning process (Maisyaroh et al., 2021). This involves overseeing the whole process of teaching and learning in the classroom. In supervising this, a supervisor meets with the following challenges;

Negative perceptions of teachers toward supervision

In most Schools, teachers have negative perceptions toward instructional supervision and see this activity as faulty searching. Some of them are not ready to be supervised and sometimes ignore their supervisors when they need to conduct classroom supervision to see how the teaching and learning process takes place. This is evident in the study done by Chiwamba & Kigobe (2022) in the Lindi Region, which shows that some teachers are resistant to supervisory activities; they dare to miss their regular teaching classrooms during observation because they believe supervisors are there to find out about poor teacher performance. This hinders instruction supervision because the prime aim of supervision is to collaborate with the teacher in improving the teaching and learning process. Thakral (2015) argues that supervision is designed to assess and assist teachers in the teaching-learning process and professional development rather than to find flaws and punish teachers.

The solution to this challenge that hinders supervision activity from taking place is that teachers have to accept the notion that being supervised doesn't mean that they don't know what they are doing or lack some skills and knowledge as professional teachers but is the

best way of assessing and improving teaching and learning process to be of good quality, increasing student and school performance that led to the development of a nation in both social, political and economic spheres Thakral, (2015). Some pieces of literature, such as Peter (2011), Zepeda (2007), and Yao Dewodo et al. (2020), suggest that teachers' perceptions of classroom supervision depend much on the good relationship between supervisor and supervisee. Therefore, supervisors have to create good communication between teachers and also create a good, conducive way of doing classroom supervision.

Lack of enough teaching and learning resources

The introduction of The free education policy increased the number of students in schools (Mberegge & Rwechungura, 2017), (Shukia, 2020); some schools experienced a lack of enough teaching and learning resources suitable for an increased number of students, which affects the headmaster in performing instructional supervision. Books and other relevant materials are not enough distributed in all schools in Tanzania (King, 2013). A supervisor was found to be in a dilemma regarding conducting supervision because he knows that teaching facilities are not enough to allow teachers to perform their work (Chiwamba & Kigobe, 2022). In other schools, as King (2013) shows, there is no proper machinery to examine the quality of material resources. For example, in Civics subject, one topic, "Types of Government," is covered by four different books as one says there are seven, five, four, and two types of government. This confuses teachers in choosing which books to use as a reference. This adds a burden to the school supervisors on how to determine which exact materials to use because all these books are allowed to be used as references in secondary schools. Here, the government has to make sure that the distributions of teaching and learning facilities are provided equally and based on the needs. There is a need to form an organization or agency that monitors the quality of these teaching and learning facilities, like books and other materials, so as to have uniform books of reference all over the country.

Teachers' heavy workload

The introduction of the free-fee education policy in Tanzania brought relief to parents of students and also gave a chance to their basic human right to get an education. The implementation of the free-fee education policy resulted in an increase in the number of students, a shortage of resources, and an increased workload for them without any attendant

positive outcome for them as teachers (Shukia, 2020), (Godda, 2018). This affects the provision of quality education as overcrowded classrooms challenge teachers in performing their duties, which implies that the quality of the teaching and learning processes and outcomes is more likely jeopardized.

The government has to think about the impacts of introducing this policy and create an environment that suits the outcomes, like building as many classes as needed and employing qualified teachers based on the needs; another emergency solution is merging classes to overcome the shortage of classes. By doing so, teachers will be free to do their responsibilities because they will have enough time to master their classes.

Little regard for individual needs

In the process of teacher placement, most teachers don't like to be placed in rural areas because the poor environment, as well as the working environment in a rural area, is tough (Shikalepo, 2020). Due to this, many teachers choose to move to cities where there are good and better services, which leaves a great need for teachers in rural areas. Sometimes, supervisors spend little time on individual needs, such as poor working environments, low salary payments, and shortages of teaching and learning resources, which are basic needs for teachers in school (Charles & Mkulu, 2020). Mwirigi and Muthaa (2015), as cited by (Charles & Mkulu, 2020) elaborate that the increased number of students affected the quality of learning as classes are overcrowded, contributing to noise-making, poor class control, teachers overwhelmed by work and sharing of textbooks amongst students. These challenges may result in poor performance in education as a result of the failure of education supervision.

Having an effective teacher can dramatically influence students' performance (Adnot et al., 2017); therefore, we must create a conducive environment for teachers to meet their basic needs. Teachers need peace of mind in fulfilling their needs therefore, the government has to consider all their needs so that they can focus on transferring knowledge to the new generation.

Problems in Administrative Supervision

The workload of the heads of schools in performing their roles

The head of the school's multiple duties hinders the effective supervision of teachers, whereby the supervisor fails to concentrate on both instructional and administrative responsibilities at the same time. The study done by (Charles & Mkulu, 2020) shows that school leaders have many responsibilities, such as supervising teachers, attending various meetings, and supporting parents and others who need help outside the office. The head of the school is the top supervisor, which means he has many responsibilities. To ensure all activities in school are going as planned without affecting other issues, the supervisor has to delegate authority to other assistant teachers who will now help him to oversee school activities for the aim of maintaining the provision of quality education.

The capitation received from the government is insufficient to meet all school needs.

Since the introduction of fee-free education, parents who mainly used to pay school fees and other contributions directly to school have stopped, which means the whole burden falls on the government as the main funder (Mashala, 2017). The allocation of more funds by the government is the best way to alleviate management challenges for school administrators regarding pupils' academic performance (Charles & Mkulu, 2020) & (Ng et al., 2015). But in some schools, the allocation of these capitations from the government is seen to be not enough to meet all school needs. The study (Shukia, 2020) shows that some heads of schools were still concerned about the amount of funding they received for academic and administrative purposes, which are not the basis of the number of students enrolled in their schools. This makes crucial school administrative activities like school committees, and school board meetings seize because there is no running cost for them.

Parents' misconception about fee-free education

Some parents didn't get exactly the meaning of introducing this policy. They believe the government takes care of all the responsibilities of their children. They don't want to be engaged in any issue related to the education of their children because the government now takes responsibility. (Shukia, 2020) found that since the introduction of this policy, many parents turned a blind eye to attending school meetings about the academic progress of their children and withdrew their contribution for student meals, stationery like buying books,

exercise books, and medical expenses. These misunderstandings are seen as threats to maintaining parent-teacher or school accountability relationships about student performance in making sure that there is the provision of quality education.

According to Shukia (2020), the relationship between parents and schools is important because they realize that they have responsibility for their children's education by ensuring close oversight of how schools function properly. Parents have to go to schools and ask about their children's progress and discuss with teachers the challenges they face. There must be a mutual relationship for both sides so that a supervisor can do his work smoothly way.

CONCLUSION & SUGGESTION

Conclusion

Education supervision plays a key role in promoting quality education as it is used to improve the teaching and learning process. The improvement of teaching activities, the improvement of the teacher in-service, the selection and organization of subject matter, testing, and the rating of teachers are indicators for the implementation of successful education supervision. The reasons for conducting classroom supervision are to help provide feedback on teacher performance, identify teachers' needs for staff development, ensure teacher motivation and morale, and also provide professional support and guidance to the teachers. Although when doing their responsibility in regulating the provision of quality of education, education supervisors meet with different problems from within the supervision itself, teachers, and the school at large. There is a need to identify all these challenges that education supervisors face in their work. When supervision is effectively and efficiently undertaken, it benefits both teachers and learners. Therefore, for the provision of quality education, there is a need to invest more in effective education supervision.

Suggestion

As an effort to improve the quality of education, each school must be able to pay attention to the educational supervision process. one of them is on learning supervision involving teachers. this is done because teachers are one of the key components in efforts to improve the quality of education in schools. Learning supervision is expected to be carried out effectively so that the expected output can be achieved.

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