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RESEARCH ARTICLE

Actualizing School Heads' Instructional Supervision for Teachers' Job Effectiveness in Public Secondary Schools in Misungwi District, Mwanza - Tanzania

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Author's Contributions

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ABSTRACT

This study examined how school heads' instructional supervisory skills influence teachers' job effectiveness in public secondary schools in Misungwi District, Mwanza Region, Tanzania. The study was guided by Fayol Administrative Management Theory (1949). The study adopted a mixed research approach and an explanatory sequential design. The study involved two hundred and four (204) teachers who were selected through stratified sampling technique and eleven (11) heads of schools who were selected purposively. The questionnaire was used to collect quantitative data from teachers while the interview collected qualitative data from the head of schools. The instruments were validated and reliable, with a correlation coefficient of 0.81, and the reliability of qualitative data was based on trustworthiness. The researcher analysed quantitative data using descriptive statistics with the help of SPSS version 26 and qualitative data were organized into themes and analysed thematically. The findings found that heads of schools' instructional supervision skills and practices enable school heads to oversee teachers, make the teachers use appropriate methods of teaching and assess the acquisition of knowledge, skills and attitude. The study recommends the need for educational stakeholders including the government through the Ministry of Education, Science and Technology (MoEST) to maintain instructional supervision and develop communicative leadership practices. Educational leaders were also recommended to conduct continuous management and supervision seminars and training programs to teachers as well as giving productive feedback to teachers.

Keywords: Instruction; supervision; supervisory skills; efficiency

INTRODUCTION

The role of school heads has evolved, and their managerial skills have been expanding beyond simple administrative tasks to encompass a wide range of leadership responsibilities. In the early 20th century, school leaders focused mainly on administration, ensuring discipline and overseeing operations. By the mid-20th century, their role shifted toward instructional leadership, emphasizing teacher support and curriculum development. Today, effective school

leadership requires a balance of instructional guidance, resource management, emotional intelligence and a commitment to innovation, especially in response to challenges like technological change and global issues (Brown, 2023).

Effective school leadership involves creating perfect direction and vision for the school, motivating staff, students and fostering a collaborative environment. González and Martínez (2023) instructional supervision by school heads is widely regarded as a critical

leadership function that shapes teaching quality and student outcomes. Instructional supervisory skills encompass classroom observation, feedback, professional development planning, and curriculum support. This leads to teachers' demonstration of greater job effectiveness in attendance, lesson planning, pedagogical practice, assessment. Therefore, Understanding the relationship between school heads' supervisory skills and teacher job effectiveness will help target interventions at the school leadership level.

Job effectiveness for teachers denotes the degree of teachers' successful accomplishment of goals of their role, which includes fostering a positive learning environment, enhancing student performance and supporting the development of both cognitive and non-cognitive skills in students. Ategwu et al. (2023) observed that teachers' job effectiveness defines the structure as content of instructional delivery as they acquire the highest form of job delivery. However, the ability and effectiveness of teachers in discharging their professional duties could be subject to factors like managerial strategies adopted and practiced by school heads. Effective teachers demonstrate strong instructional skills, classroom management and the ability to engage students in meaningful learning experiences (Leithwood & Jantzi, 2023).

Heads of schools' supervisory roles in schools are crucial for ensuring quality education, as they influence teachers' performance and students' academic achievements. Effective supervision involves tasks such as regular assessments of teachers' performance, timely job completion, and evaluating students' academic progress. The success of these supervisory roles impacts the learning outcomes and overall functioning of the school system. However, some heads of school fail to perform their supervisory duties effectively, which can negatively affect teacher productivity and student achievement. Moreover, when school heads are efficient in accomplishing supervisory roles, they significantly contribute to improved academic performance, better interpersonal relationships, and a more productive school environment (Brown, 2023).

In Kenya, school heads initially focused on administrative duties; however, after the introduction of the 2003 Free and Basic Primary Education, their roles expanded to include instructional leadership, emphasizing teacher development and student outcomes. Today, school heads in Kenya are expected to manage budgets, engage with local communities,

and ensure accountability (Kutto & Omari, 2021). Similarly, in Uganda, the shift from administrative to instructional leadership occurred following the Universal Primary Education policy, requiring school heads to address challenges like large class sizes and limited resources. Ugandan school leaders now need to balance administrative duties with strategic decision-making, community engagement, and a focus on improving student performance (Kiggundu & Ngussa, 2021).

According to the 2022 Tanzania National Education Census Report, many districts face significant educational challenges, including inadequate infrastructure, limited access to resources, overcrowded classrooms and a shortage of qualified teachers (National Bureau of Statistics, 2022). Again, the incompetence of teachers in executing their duties in public secondary schools seems alarming, as students who enrolled for public examination in the zone tend to be in a winning mode. This is attributed to the inability of school heads to responsibly carry out their managerial activities. Teachers' failures to carry out their instructional delivery, such as preparation of lesson plans and classroom evaluation, have contributed to the inability of the students to perform beyond reasonable doubt across borders; this is further debated by the incompetence of the school head (Ategwu et al., 2023). Therefore, understanding the relationship between school heads' supervisory skills and teacher effectiveness will help target interventions at the school leadership level.

LITERATURE REVIEW

Theoretical Review

This study was guided by Administrative Management theory by Henri Fayol (1949). Henri Fayol outlined the core functions of management termed as "element of management" and the fourteen (14) principles of management, namely, division of labour, authority, discipline, unity of command, unit of direction, subordination of personal interest for organizational interest, remuneration, centralization, scalar chain, order, and equity, stability of tenure of office, initiative and spirit de corps.

Instructional supervisory skills, as outlined by Fayol's functions of commanding, coordinating, and controlling, are integral to ensure that teachers are effectively guided and supported. Instructional supervision involves regular monitoring, feedback, and coaching, which helps teachers improve their teaching methods

and classroom management. By using these supervisory skills, school leaders can ensure that the teaching process stays aligned with educational goals. Fayol's approach helps school heads to offer necessary support to teachers, fostering continuous improvement in instructional quality. This supervisory process ultimately boosts teacher performance and contributes to better educational outcomes.

Empirical Review

Supervision has always been associated with improving teaching activities in schools over the years. During the colonial era, though it was coercive in nature, supervision delivered the foundation for high performance in schools by inspectors. Secondary schools' instructions require effective instructional supervision throughout the academic year to ensure efficiency in students' academic performance. Several studies have been conducted on the relationship between instructional supervisory skills and teachers' job performance, yet many studies have not been conducted in this area.

In the Philippines, Dane et al. (2024) examined how effective instructional supervision plays a critical role in fostering excellence and student success. Data were gathered through a questionnaire, which was validated for reliability and validity. The results indicated that school heads demonstrated a great level of instructional supervisory skills and teachers showed consistent and excellent performance. However, despite the overall positive findings, it was suggested that factors beyond supervisory skills may influence performance. The study recommends that school heads focus on creating a learning-centred culture, implement mentorship and workshop programs, encourage teachers to pursue further education, and ensure that schools adopt the latest best practices to improve both leadership effectiveness and teaching quality.

Coronel's (2024) study examined the role of supervision and managerial skills of school heads on teachers' job efficiency in line with Nur et al. (2021) in Malaysia. The two studies revealed that, through collective instructional skills, teachers' quality and job effectiveness in schools have been evidenced to increase to a sustainable and positive degree. This study will enhance Colonel's work by focusing on the interaction between academic supervision, managerial skills, and measurable teacher outcomes in a broader context and expand on how school leadership practices influence teachers' development, motivation and long-

term effectiveness, incorporating more comprehensive methods to track these impacts.

Winaliyah et al. (2021) from Indonesia examined how school heads' academic supervision influences work environment and teachers' job satisfaction. Quantitative method was adapted, and the findings established a positive relationship between the type of supervision, work environments and teachers' job satisfaction. Managerial practices, leadership and teacher instructional supervision were found to influence job performance and school effectiveness and shaping the overall outcomes. Therefore, incorporating a more nuanced view of the influencing factors, possibly expanding methodological choices, and exploring additional variables that may affect teacher job satisfaction is vital.

In the central region, Ghana, Samuel (2019) did a study to find out the influence of school heads' supervision on public senior high school teachers' performance. The apportioned school heads little time on supervision of teachers, unlike other administrative duties, making teachers' jobs ineffective. School heads were more concerned with attending meetings, seminars and workshops with payments than supervising and instructing their teachers. Increasing the time allocated for lesson planning and delivery supervision is expected to improve teacher performance and explore the specific strategies that school heads can use to enhance their supervision effectiveness.

Mwaniki (2019) conducted a study to investigate the effects of instructional supervision by Quality Assurance and Standards Officers (QASOs) on the provision of quality education in Kenya, Nairobi and Machakos Counties. The findings revealed the ineffectiveness of QASOs' competences and arrangements in leading instructional supervision in schools. It was also revealed that QASO spend most of their time checking teachers' ethical issues, unlike dealing with teachers' pedagogical matters. As such, assessing how supervisors will improve technical, pedagogical and conceptual competences, and effective instructional supervision recommend insurance of quality education. In Uganda, Apolot et al. (2021) did a study on the impact of school supervision practices and student teachers' performance during teaching practicum placements. The results showed a positive relationship between practicum supervision and student teachers' performance ($r=0.518$, $p<0.000$). The study concluded by pointing out challenges encountered during school practice, including poor facilitation by student teachers

and a lack of respect from student teachers to school heads. The inadequate facilitation and lack of respect aspects and heads of school, effectiveness of different supervision methods and the role of institutional support to supervisors suggests inadequacy in instructional supervisory skills.

Msuya and Mwila (2023) analysed heads of schools' supervisory practices on students' learning achievement in public secondary schools in Ubungo municipality. The results revealed positive school heads' supervisory practices' role in enhancing of quality of teaching and students' success in secondary schools. School heads exercised supervisory activities through classroom visits, teachers' mentorships and assessment of pedagogical skills. However, unfriendly working environments with limited facilities and funding challenged school heads' efficiency. The study suggests supplying adequate human, financial and physical resources for effective management of secondary schools.

METHODOLOGY

This study employed mixed research approaches by combining quantitative and qualitative approaches within a single study. This study used an explanatory sequential design as one of the types of mixed research approach. Through an Explanatory sequential design, the researcher collected quantitative data to identify patterns in teachers' job effectiveness as they relate to the school heads' managerial skills (Toyon, 2021). The sample size of this study was 215 respondents

consisting of 204 teachers and 11 school heads in the study area. This study used structured questionnaires for teachers and interview guides for school heads to gather required information. Quantitative data obtained through questionnaire responses were coded into a coding sheet accordingly and analysed through the Statistics Package for Social Sciences (SPSS) version 26. The qualitative data collected through interview guides were analysed thematically by adapting Braun and Clarke's (2006) approach and the steps outlined by Kumar (2020), by familiarizing with data, translating, transcribing, reading and re-reading, generating themes, categorizing them based on facilitating conditions, finally, writing and presenting the report.

FINDINGS AND DISCUSSION

Reliability Test

The reliability of research instruments was checked for teachers and Table 1 presents the reliability test results. The reliability statistics in Table 1 indicate that 12 item-scale used in the study is highly reliable. The Cronbach's Alpha of 0.813 reflects excellent internal consistency among the items. All 89 responses were valid and included in the analysis. No cases were excluded due to missing data. This ensures that the study results are based on complete data from correct informants. This high level of consistency suggests that the items consistently measure the intended underlying construct, making the instruments suitable for further analysis and interpretation of the study findings.

Table 1. Reliability test for teachers' data

Case Processing Summary			Reliability Statistics	
		N	%	
Cases	Valid	204	100	Cronbach's Alpha 0.813
	Excluded ^a	0	0	
	Total	204	100	
				N of Items 20

a. Listwise deletion based on all variables in the procedure.

Source: Field Data (2025)

In order to assess the influence of school heads' supervisory instructional skills on teachers' job effectiveness, questionnaires were administered to teachers and interviews to school heads. Table 2 presents the questionnaire findings on this.

The data in Table 2 on the influence of school heads' supervisory instructional skills on teachers' job effectiveness are explained by using a scale that highlights teachers' responses as discussed in the following subsections:

Provision of Clear Expectations and Goals

The first aspect in the Likert scale is thought to find out if school heads provided clear expectations and goals for teaching and learning. The findings indicate that 53(26.0%) of teachers strongly agreed while 76(37.3%) agreed that heads of schools play their supervision managerial role to provide clear expectations and goals for teaching and learning. However, 33(16.2%) strongly disagreed while 42(20.6%) disagreed that heads of schools provide clear expectations and goals for teaching and learning. The results show that majority of

teachers are aware of the heads of schools' provision of clear expectations and goals of teaching and learning. These findings implied that heads of schools who provide clear expectations and goals to teachers are more likely to improve the routine teaching and learning processes. Here teachers feel acknowledged, valued and their wishes addressed in accordance. This is in

line with what Leithwood et al. (2020) which in school setting, the supervision of instruction processes should adhere to the policies which define objectives, physical, financial and time resources, and strategies. This is determined by the school heads' ability to identify policy issues that determine the coordination of best actions.

Table 2. Teachers' responses on the influence of school heads' supervisory instructional skills on teachers' job effectiveness (n=204)

Statements	1 F (%)	2 F (%)	3 F (%)	4 F (%)
My school head provides clear expectations and goals for teaching and learning	33 (16.2)	42 (20.6)	76 (37.3)	53 (26.0)
My head of school is approachable and open to giving and receiving feedback from teachers	29 (14.2)	70 (34.5)	60 (29.4)	45 (22.1)
My school head does not provide regular feedback on my teaching practices	35 (17.2)	81 (39.7)	45 (22.1)	43 (21.1)
My head of school supports teaching professional development	54 (26.5)	58 (28.4)	38 (18.6)	54 (26.5)
My school head does not promote a positive school culture	46 (22.5)	77 (37.7)	41 (20.1)	40 (19.6)

Source: Field data (2025)

Through interviews with heads of school it was found that the provision of clear expectations and goals are crucial for effective teaching and learning as they provide both teachers and students with a road map for success, guiding them towards desired outcomes and fostering a positive teaching and learning environment. One of the heads of schools, when asked about their role in providing expectations and goals for teaching and learning, had this to say:

"As a head of school, I have to be a role model in setting goals and what students and teachers expect on their future. Heads of schools play a crucial role in guiding the academic direction of a school. We always set the outline of performance standards and indicators for quality teaching and learning. Our school rewards teachers ten thousand for each A and five thousand for each B attained in Form Four National examination. As a head of school, I usually ensure that all teachers are accountable to meet the target and agreed goals for effective teaching and learning practices. (Interviewee HS11)".

This implies that the future success or failure of teaching and learning activities of a school are much dependent on the goals and expectations that are set by the head of school. Teachers who achieve high are rewarded ten thousand for each A and five thousand for each B attained in Form Four National examination to motivate them to keep teaching well and even using remedial classes. That is to say heads of schools are foreseers of what is to be practiced in the schools targeting to improved teachers' job performance and students' achievement as the end result of all activities carried out in the school and education system. Thus, school heads' supervisory skills are reflected in how he or she is efficient enough in carrying out the following five managerial functions namely: planning, organizing, directing, coordinating and controlling.

The findings concur with Fayols' (1949) administrative management theory which presumed that organizational effectiveness is attained when the manager is capable of performing key five (5) managerial functions, namely; (1) Planning which entails the setting of actions and defining the resources; (2) Organizing which include structuring and positioning of resources for plan implementation; (3) Directing or commanding workers to work for the strategy; (4)

Coordinating which is the harmonization of collective efforts to attain the set goals. (5) Control is a process of locating standards to be considered in all activities for effective performance.

These findings are also in line with Ategwu et al. (2023) who argue that job effectiveness in schools denotes the degree of teachers' successful accomplishment of goals of their role. This is guided by the ability of the school head to foster a positive instructional environment. Such heads of schools are more likely to enhance both teachers' job performance and students' academic achievement. In other words, teachers' job effectiveness is the result of a clearly defined structure of monitored teachers' content of instructional delivery as they acquire the highest form of job delivery. Therefore, heads of schools work as managers of instructional standards and indicators to follow in routine teaching and learning. Effective school heads' instructional supervisory skills are essential for improving instruction and attaining the target educational goals.

Openness of Heads of Schools on Giving and Receiving Feedback

In this aspect the researcher wanted to find out if heads of schools are approachable and open to giving and receiving feedback from teachers. The study findings depicted that heads of schools who are approachable and open to give and receive feedback from their teachers on instructional practices are more productive when it comes to teachers' job effectiveness. Through Likert scale embedded in questionnaire it was found that 45 (22.1%) teachers strongly agreed that their heads of schools are approachable and open to feedback from teachers. Similarly, 60(29.4%) agreed that their heads of schools are approachable and open to feedback from teachers. On the contrary 29(14.2%) strongly disagreed with the item that their heads of schools are approachable and open to feedback from teachers. On the other hand, 70(34.5%) disagreed that their heads of schools are approachable and open for feedback.

The findings imply that limited feedback provision to teachers is a bad sign to teacher's job effectiveness, because they do not give nor receive any feedback from their school heads. This makes it difficult to know their instructional weaknesses and change or improve in accordance. However, on the contrary effective leadership in managing resources and providing feedback directly impacts teacher job satisfaction and effectiveness (Goh & Goh, 2022). On supporting the

importance of feedback on teachers' job effectiveness, during interview sessions most heads of school lamented that approachability and openness to feedback are crucial for fostering a positive and productive school environment. When school leaders are approachable and receptive to feedback, teachers are more likely to engage in open communication, collaborate effectively, and embrace professional growth which in turn contributes to improved teaching practices and student learning. One of the heads of school had this to say:

"In my school, I am always open and approachable by my teachers. Personally, I believe and understand that by being accommodative and creating a harmonious room for me and my teachers to give and receive feedback promote constructive instructional practices. I allow my teacher to attend seminars and workshops from which they come with new views, and we accommodate them in routine teaching and learning practices". (Interviewee HS3).

The findings imply that constructive feedback must be accommodated to ensure enhanced collaborative, practical and healthy instructional practices leading to teacher's job effectiveness in teaching and learning practices. Staff mentorship programs, seminars and workshops are carried out for effective on job professional development being at the heart of heads of schools' instructional supervision skills. The same is insisted by Goh and Goh (2022) who point mentorship, seminar attendance as part of teachers' professional development which update teachers' professional practices. On the same, another head of school commented that:

My devotion to that enhances morale and collaboration among teachers and professional development. My school sometimes organizes staff mentorship programs, seminars and workshops to promote overall positive teaching, learning and school climate. My school sometimes sends representatives to attend seminars and when they come back, they disseminate the knowledge and skills to the entire staff. (Interviewee HS8).

The findings also imply that; team and co-teaching are highly encouraged as part of gaining new insights among teachers. Teachers were encouraged to go for further studies to update pedagogical knowledge and skills. Heads of schools should ensure cordial

relationships with teachers for them to be reachable so as to allow flexible room for feedback provision and acceptance. The findings are supported by Goh and Goh (2022) who argue that the key aspects of instructional supervisory skills by school heads are observation and feedback giving. Effective feedback enables coaching and mentoring, performance evaluation, classroom management and teachers' professional development to up-to-date practices.

Heads of schools offer good feedback to teachers through class visits, checking lesson plans, hastening teachers' commitment to syllabus coverage by checking schemes of work, improving teachers' job performance. Such heads of schools inspire teachers to work hard by walking around school and providing learning materials to help improve teaching methodologies. Similarly, Stark et al. (2017) add that, effective management of supervisory skills improves the quality of instructional practices, enhances students' learning outcomes. School heads who are open to feedback provision are more likely to foster a positive, productive school culture and climate and promote students' welfare and achievement.

Provision of Regular Feedback on Teachers' Practices

On the contrary it was found out that some school heads do not provide regular feedback on teachers' teaching practices. Findings in Table 2 reveal that 43(21.1%) teachers strongly agreed that their heads of schools do not offer regular feedback on their teaching practices. Again, 45(22.1%) teachers agreed that their school heads provide regular feedback on their teaching practices. Contrary to that, 35(17.2%) teachers strongly disagreed with their heads of schools providing regular feedback on their teaching while 81(39.7) teachers disagreed with their heads of schools providing regular feedback on their teaching.

This implied that majority teachers do not receive regular feedback on their teaching from their heads of schools. The findings are conflicting with Fayol's Administrative and Management Theory (1949) functions of commanding, coordinating, which demands teachers to be effectively guided and supported. Instructional supervision entails regular monitoring, feedback, and coaching, which helps teachers improve their teaching methods and classroom management. To support this, when interviewed the head of school had this to say:

"Before being a head of school, I worked in this school for over ten years through two heads of

school, however I never experienced receiving any feedback on how I teach from any of the two heads. I worked on my own and only received feedback from the quality assurers when they come for their inspections, which is only once a year. However, since my appointment as school head I have been giving feedback to my teachers. I think to make the teaching and learning productive enough, heads of schools with their academic department should be frequently visiting our teaching in classrooms and offer feedback on where to improve". (Interviewee HS 9).

The findings above offer a contradictory fact that although heads of schools are responsible and obliged to possess instructional supervisory skills, but majority of them do not. Such heads of schools with limited instructional supervisory skills fail to offer feedback on teaching efficiency of their teachers. It also implies that some heads of schools perceive that classroom visits, monitoring and provision of daily teaching and learning processes in class is the duty of school quality assurance officers. The findings tally with those of Al-Alawi et al. (2019) from Oman which show that, there is a positive relationship between communication and educational supervision on teachers' motivation and organizational loyalty. However, on the contrary the study evidenced a weak effect of educational supervision and its feedback evidenced in schools. This study and previous studies together evidence and stress that effective feedback mechanisms strengthen and mediate the roles of educational supervision and support systems. Such managerial skills enhance teachers' motivation, communication, reflective practices, collaboration, commitment and loyalty.

Supporting Teacher Professional Development

Another item in the Likert scale is thought to find out if head of schools supports teacher professional development. Based on Likert scale findings it was observed that 54(26.5%) teachers strongly agreed that their school heads support teacher professional development and 38(18.6%) teachers agreed on school heads' support for professional development. Moreover, the findings depicted that 54(26.5%) teachers, and 58(28.4%) teachers disagreed that their school heads support teacher professional development. This evidence is a mixed-up experience of support and limited support to teacher professional development. Ayman and Popoola (2024) add that, effective managerial skills from school heads must provide clear

direction, support professional development to help teachers feel motivated and professionally well equipped to perform well in their roles. A supportive argument was raised by one school head during interview sessions that:

“Yes, I believe that for teachers’ effectiveness of job performance to be achieved they need to attend continuous training’s that update their professional and pedagogical strategies. For example, recently teaching and learning incorporate technology and active learning techniques, to ensure that each student remains engaged through collaboration and receives personalized attention. This requires teachers to attend special training so that they become always updated”. (Interviewee HS10).

The findings imply that teachers’ professional development seminars and workshops offer special opportunities for teachers to update their pedagogy and practices. Through professional development opportunities teachers get chances to share experiences and promote their routine practices. The findings concur with previous study by Leithwood and Jantzi (2023) who postulate that the ability and effectiveness of teachers in discharging their duties could be subject to factors like continuously updated and special training in managerial skills adopted and practiced by school heads. Similarly, teachers’ professional development leads to strong instructional skills, classroom management, and the ability to engage students in meaningful learning experiences. Moreover, effective school heads’ leadership supports professional development, teachers’ motivation and equips them to perform well in their roles.

Promoting a Positive School Culture

Furthermore, findings from Table 2 identified that some school heads do not promote a positive school culture for teachers’ job effectiveness and students’ academic achievement. 40(19.6%) teachers strongly agreed that their school heads do not promote positive school culture, while 41(20.1%) teachers agreed with school heads’ limited initiatives to promote positive school culture. On the contrary, 46(22.5%) teachers strongly disagreed while 77(37.7%) teachers disagreed with the statement that, school heads’ efforts do not promote positive school culture.

The interpretation of the disagreement implies that their school heads promote positive school culture. Hallinger (2023) calls for updated managerial and instructional supervisory skills and practices’ qualities which promote

effective instructional supervision to foster collaboration among teachers. The above skills create practical and supportive opportunities for enhanced school culture which promotes professional growth, motivates teachers, and improves job satisfaction. In addition, during interview sessions the head of school claimed that:

“I go around classrooms and observe what the teachers are performing in class to create a collaborative culture. At first, some teachers were attending class but did not teach. Some of them did not even attend class unless they notice you are walking out to check in the staff room or around the classrooms. I discovered that, if I merely sat in this office without going outside to check on them, no teaching took place. But with time teachers got used to my regular visits and have changed their practices to be active enough. This has made a whole school principles to be followed daily. (Interviewee HS9)”.

This means that the inclinations of the schools we see have been developed over time. Heads of schools attend to their managerial job and set principles for all to follow which after time they turn to the institutional or school culture of practice. These findings are in line with Hallinger (2023) which identify crucial aspect that emphasises school heads’ role in influencing quality leadership, managerial and instructional supervisory practices to promote and foster collaboration among teachers. These skills are essential in creating lifelong practical and supportive school culture which stimulates professional growth, motivates teachers, and improves job satisfaction. School heads who employ strong managerial skills align with teachers’ needs, which significantly enhances their effectiveness in the classroom, leading to better educational outcomes.

CONCLUSIONS AND IMPLICATIONS

Instructional supervision skills and practices enable school heads to oversee teachers, meanwhile make the teachers use appropriate methods of teaching and assessing the acquisition of knowledge. Instructional interventions in teaching and learning circumstances influence teachers’ job effectiveness. Consequently, students’ academic success as the end point of any educational activity and practice benefit much from school heads’ instructional supervision skills. Despite supervision necessity, and best efforts, the heads of schools were unable to control some supervisory

challenges, such as instances of political class interference, multiple responsibilities, low teacher motivation, a lack of incentives, inappropriate advice from supervisors, and insufficient time dedicated to managerial duties. In addition, the heads of schools were overburdened with administrative tasks teaching, leaving them with little time to monitor and manage the teachers' job effectiveness.

The study calls upon Ministry of Science, Technology, and Education to place a strong emphasis on and create an appropriate policy for enhancing school heads' instructional supervisory skills. This policy should include establishing an emphasis on autonomous school management, frequent training sessions, seminars and workshops for teachers and school heads and teachers to keep them informed about instructional supervision and their impact on teachers' job effectiveness.

RECOMMENDATIONS

The Ministry of Science, Technology and Education should strongly emphasises and creating an appropriate policy for enhancing school heads' managerial skills. This policy should emphasise autonomous school management, frequent training sessions, seminars, and workshops for teachers and school heads to keep them informed about managerial skills and their impact on teachers' job effectiveness. The school heads' teaching and managerial burden should be lessened by the Ministry of Education, Science, and Technology so that they have more time to oversee teachers' job performance.

The heads of schools, in collaboration with teachers, establish and carry out sound development and motivational programs that motivate and strengthen teachers' commitment to job performance. Finally, heads of schools should maintain focused decision-making, instructional supervision, and communicative oversight to stay current on what is going on in class and in the school at large. However, when carrying out these managerial tasks, heads should organize and plan them so that they do not instil fear or demoralize teachers. The government may also provide more training opportunities and promotions to encourage teachers to be passionate about their jobs.

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