

Perceptions of Teachers Toward Headteacher's Instructional Supervision on Preparation of Professional Documents in Rombo District Tanzania

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ABSTRACT; *This study aimed to investigate on perceptions of primary teachers toward headteacher's instructional supervision on preparation of professional documents in public primary schools. System theory was used to guide this study. The target population of the study was one hundred and forty-two primary schools, one hundred and forty-two Headteachers, one thousand three hundred and twenty-two teachers and District Education Officer from Rombo District. in this study. This study adopted an embedded mixed methods design under mixed methods approach. Both probability and nonprobability sampling procedures were used to select sample which consisted of 130 respondents. Questionnaire and interview guide were used as data collection instruments in this study. To ensure content validity of instruments two experts from Mwenge Catholic University were consulted to review the instrument. Cronbach Alpha was used to assess stability and consistency of the Likert type items in questionnaire, the items scored a coefficient reliability of 0.87 and for qualitative data estimation of reliability was done through member checking. Quantitative data were analyzed using descriptive statistics and were presented in frequency tables, percentages and mean by the aid of SPSS version 27. The study showed that perceptions of teachers toward head teacher's instructional supervision on preparation of professional documents to be positive. Therefore, the study concluded that majority of teachers' perception to be positive on head teachers' instructional supervision towards preparation of professional documents in public primary schools. The study recommended that, the government and other owners of primary schools should make sure that their teachers attend in-service training frequently so as to update their knowledge on preparation of professional documents. Learning is a continuous process teacher have to update their knowledge frequently so as to become better facilitators of pupils in their classroom.*

KEY WORDS: instructional supervision, professional documents, supervisor guides

INTRODUCTION

Instructional supervision is a process of assisting, directing, stimulating and motivating teachers to enhance teaching and learning process in educational institution and help teachers to improve their teaching activities through adhere to professional documents (Rakama, 2019). Professional documents are all necessary materials that are supposed to be prepared by the teachers for the purpose of attaining education objectives, those professional documents are schemes of work,

lesson plans, log books, class journals, lesson notes, progressive records book and attendance registers (Kostina, 2019). Professional documents are the teacher's road map of what pupils need to learn and how it will be done effectively during out and class time. Through professional documents is prepared by teachers under instructional supervision done by head teachers can prepare appropriate learning activities and develop strategies to obtain feedback on pupils learning. Having a carefully prepared professional documents allow the teacher to enter in the classroom with more confidence and it maximizes the chance of having a meaningful learning experience with pupils (Centre for Teaching Excellence, 2019). Professional documents are necessary because it helps the teacher to focus clearly on the content to be covered and the way it should be taught thus avoiding vagueness and irrelevance, to organize the content to be taught in advance, to plan, prepare and assemble teaching/learning resources. This raises a concern to perception of teachers toward headteacher's instructional supervision on preparation of professional documents.

Many countries in the world have put more emphasis on improving teachers' perception toward head teachers on preparation of professional documents. According to Sahin-Taskin (2017) in Turkey showed that there is a need for a government to employ more teachers in education institutions to remove the challenge of planning lessons and filling of other professional documents to teachers' overload. Khansa & Al-Bahadli (2021) in Iraq showed the importance of preparation of professional documents that can help teachers to move from one step to another one simply and keeps the students active and encourage them to concentrate on these steps of the lesson. In the process of facilitating teaching and learning in Afghanistan education institutions the head teachers are responsible for ensuring that schemes of work, lesson plans and student progressive records are well prepared by teachers. Teachers are expected to develop their own supervision plans and monitoring instruments for targeted goals (Moradi, 2019).

In Tanzania, instructional supervision in schools is a core activity of head teachers, they ensure that, the effective use of learning time by planning academic programs, effectively mobilizing resources and providing assistance to teachers and other members of staff. Instructional leaders pay attention to instruction by setting curriculum goals and ensuring the deployment of resources to support teaching (Mazana et al., 2020). A study done in Kagera by Mwesiga & Okendo (2018) observed that the head teachers normally, check teachers preparations of scheme of works, lesson plans, students notes and visit to the classrooms to observe teachers lesson presentation and issuing sound feedback, observe teachers attendance and punctuality in school and class attendances, check pupils exercises to find out teachers output of work, keep teachers attendance/log books, ensure teachers accomplishment of syllabus on time, give evaluation feedback to teachers and holding meeting for teaching evaluation together with teachers.

Teachers by policy are required to prepare professional documents before teaching and learning process, and the plan must be written down. It is reported in some studies such as the studies of Gani et al.(2017) and Süral (2019) that teachers are not competent enough to prepare professional documents and some failed to prepare without instructional supervision by head teachers during of teaching and learning activities. Therefore, there is a need to study on perception of teachers toward headteacher's instructional supervision on preparation of professional documents. so as to come up with ways to help them basing on their suggestions so as to meet national standards.

Studying teachers' perception towards headteachers instructional supervision on preparation of professional documents will create a foundation of understanding the root cause and a starting point for training of teachers.

Primary teachers in schools in Rombo district were reported to have prepared professional documents as it is required as they visited one of the schools in Rombo District, however they found that some teachers prepared professional documents before teaching and others were found unprepared. Generally poor preparation of professional documents had been a great concern to many Education officers from the ward level to national level. To understand the root cause for such poor preparation and use of professional documents there is a great need to study on teachers' perception toward headteacher's instructional supervision on preparation of professional documents (Wakurila & Mgoma, 2019)

Statement of the Problem

Poor preparation and use of professional documents had been hypothesized as the reason for poor academic performance in public primary schools. Poor preparation and use of professional documents in facilitating classroom instructions had been a cry for many education officers for many years. Despite the fact that many studies have shown that professional documents play a very important role in classroom teaching and learning yet some teachers seem not to care to do it. Pupils' performance can be affected by the way a teacher prepares and use professional documents during teaching and learning process in classroom, though head teacher's instructional supervision is done yet some teachers enter in the class without a required professional documents like lesson plan. This affects the pupils, their parents and the nation who expect the best return of their educational investment. Most studies revealed that preparation of professional documents guide teachers in the process of teaching and learning and shows the importance of using professional documents. Most Studies which had been conducted on preparation of professional documents concentrated on other aspects of professional documents such as the studies Ratemo (2020), Kostina (2019), Mwesiga & Okendo (2018) and Urio (2020) were about supervisory skills by head teachers, supervision feedback from head teachers, challenges faced by head teachers when implementing instructional supervision and improvement of instructional supervision on teachers preparation of professional documents, but still it remains unclear and no direct evidence regarding the teachers perceptions towards head teachers instructional supervision on preparation of professional. Therefore, perceptions of primary teachers toward headteacher's instructional supervision on preparation of professional documents in Rombo District.

Research Question

What are the perceptions of primary teachers toward head teacher's instructional supervision on preparation of professional documents in Rombo District public Primary Schools?

Significance of the Study

The findings of the study contribute to help the teachers and stakeholders on perceptions of teachers towards head teachers' instructional supervision on preparation of professional documents in primary schools. The findings of this study create awareness to the policy makers on

how head teachers carry out instructional supervision towards preparation of professional documents. The findings of this study provide knowledge to the head teachers on how teachers perceive on the instructional supervision done by the head teachers towards preparation of professional documents. The findings of this study informed teachers about the importance of preparation of professional documents. The findings of this study create awareness to teachers on the importance of head teachers' instructional feedback toward improvement of teachers' preparations of professional documents.

THEORETICAL FRAMEWORK

The study was guided the Systems Theory by Von Ludwing Bertalafy born 1901-1972. He used system to outline principles which were common to system in general. He integrates the ideas of general system theory using biological system as a means to understand the world at large. There are two versions of systems theory namely, open system and closed system. The open system focuses on interchange between system and its environment while closed system theory focuses more on the internal aspects of the organization. Educational institutions exhibit the behaviour of an open system which has an environment that import some form of energy to the system which undergoes transformation to give some outputs into the environment.

The system theory refers to a set of two or more elements of which each element has an effect on the functioning of the whole (Laszlo and Krippner, 1998). It indicates how inputs throughout the process and outputs interact to yield a desirable result. A system assumes that the whole is greater than the parts and every part of the system work together towards same goals. The mutual interaction of the parts makes the whole more important than the parts themselves, separating the parts from the whole reduces the overall effectiveness of organization.

School as an organization which consist pupils, teachers and other stakeholders if they work together, they will achieve the goals which intends to display the perceptions of teachers towards instructional supervision by head teachers on preparation of professional documents. The theory emphasizes the teachers to work together to make an organization healthy, school as an organization which consist of teachers and other stakeholders if they work together, they will achieve the goal that were set like the perception of teachers towards head teachers on preparation of professional which help teaching and learning process to be improve. Despite its strength, systems theory has its limitations that it does not emphasis or insist conducive and friendly environment for preparing professional documents due to perception of head teacher's instructional supervision on teachers' preparation of professional documents. Teachers should be clear about what is to be prepared before and after class what to be taught and when it is to be taught and administrator (head teachers) should consistently ensure that goals made are being met.

The Systems theory has Input, Process and Output. In this study the input element was used to explain the preparation of professional documents of teachers before and after they teach. It was concerned with teachers 'perceptions towards head teachers' instructional supervision on preparation of professional documents. A process element was used to explain factors that can intervene teachers' perceptions towards head teachers' instructional supervision on preparation of professional documents. The output element was used to explain the outcome from input and

process phase on teachers' preparation of professional documents. Furthermore, the researcher decided to use this theory because it helped to develop the relationship between teachers' perception towards head teachers' instructional supervision and preparation of professional documents, also it helped to pin point the areas that required special attention on the teachers' perception towards head teachers' instructional supervision and preparation of professional.

Empirical Review

Ahmad & Saefurrohman (2020) conducted a study on teacher's perception of academic supervision of the school headmaster in Purwokerto, Indonesia. The research method used in this research is descriptive research with a survey approach. One hundred and six (106) teachers from elementary school to senior high school were sampled in this study. Data collection techniques used in this study were by giving questionnaires to teacher perceptions of educational supervision activities carried out by the headmaster. This questionnaire contains a type of closing statement to be responded to by the teacher with a total of 28 statements. 116 teachers from the elementary school up to the senior high school in the Banyumas district become the subject of this study. The result of this study shows that more than 50% of the respondent thought that the headmaster had done a well-planned supervision activity, which is consisted of the schedule arrangement, program, and supervision instrument. More than 50% of respondents thought that headmaster as a supervisor makes teachers have high performance as a model teacher. This study overlooked on teachers' perceptions on academic supervision practices done by head teachers while explained none on teachers' perception on instructional supervision done by the head teachers. Therefore, the current study investigated on the perceptions of teachers toward headteacher's instructional supervision on preparation of professional documents.

Hoque et al. (2020) conducted a study on the relationships between supervision and teachers' attitude in secondary schools in Malaysia. The study adopted cross section research design. The study entailed respondents from various schools in one of the districts in Kuala Lumpur which comprises 200 teachers and 50 headteachers. Multiple regression analysis was used to test the relationships between supervision (supervisory practices—directive, collaborative, and nondirective approach) and teachers' attitude. The current status of supervisory practices, teachers' attitude toward supervision is found at moderate level in secondary schools in Malaysia. As a whole, supervisory practices are not correlated with teachers' attitude. But worthy to mention, directive supervision is positively and significantly related to teachers' attitude. This study design and target population was fairly done. However, the study findings lack clarity on the issue of teacher's preparation of professional documents. The study does not indicate how teachers perceive on the relationship between instructional supervision and professional documents. This gives a room to the researcher to identify how teachers perceived head teachers' instructional supervision on preparation of professional documents.

Alfan (2022) did a study on teachers' perceptions towards classroom instructional supervision: A Case Study of Nkayi District in Zimbabwe. The study purposively sampled 48 qualified teachers from Nkayi District in Matabeleland North in Zimbabwe. The sample had 31 males and 17 females. The findings indicate that school teachers in the sample perceived classroom instructional supervision in a positive way. The preferences for the frequency of supervision of instruction,

types of supervisors and purposes of supervision all point to the fact that teachers perceive supervision in a positive way. However, findings revealed that in spite of their positive perceptions towards supervision, teachers felt that the way it was carried out in their schools left a lot to be desired. The study recommends that there must be well planned programmes of instructional supervision which can promote the quality of teaching in the schools. In the reviewed study the researcher does not explained how teachers were perceived instructional supervision of professional documents. The current study investigated the perceptions of teachers toward headteacher's instructional supervision on preparation of professional documents.

Ratemo (2020) did a study on the teachers' perception and their influence on teachers' preparation of professional documents in secondary schools in Eldoret West sub-County, Uasin Gishu County, Kenya. The study adopted a descriptive survey design. The study targeted population was 1520 teachers from five wards. The researcher collected data from 133 teachers using the mixed approach method by using questionnaires for teachers and interview schedules for head teachers. The study findings indicated that HODS played a crucial role in facilitating the preparation of professional documents. Preparation of professional documents mainly involved induction on communication and information technology skills, with professional training and consultative meetings being held as need arose as far as the preparation of professional documents is concerned. The study design does not correspond to sample size since descriptive study requires large sample size to generalize the findings. Therefore, the current study used embedded design of which the sample size was 20% of the whole target population.

Mwaniki et al. (2018) conducted a study to investigate teachers' perceptions towards instructional supervisory competences of educational in Nairobi and Machakos counties, Kenya. The study used three types of research instruments, namely; School Principals' and Heads of Departments' Questionnaire. Data was analyzed used mixed methods, involving qualitative and quantitative techniques. The study revealed that, teachers hold the opinion that head teacher exhibited favorable human relations competences, however, head teacher were found to be partially effective in respect to technical and conceptual competences. This study relates to the current study since it explains the teachers' perceptions towards instructional supervisory. However, the study focuses only on the head teacher and explain partial on how teachers perceive the head teacher's instructional supervision on professional documents.

Chiwamba et al. (2022) conducted a study on the influence of heads of school instructional supervision practices on teachers work performance in public schools in Lindi Region-Tanzania. The study was informed by mixed methods approach with a sample of 57 public secondary schools out of 124 public secondary schools found in the region. 171 respondents were included in the study including 103 teachers, 57 head masters and 11 class masters. The study used questionnaires; interviews and documents review as tools for data collection. Thematic analysis was used for the qualitative data, while for quantitative data, descriptive and inferential statistics were employed. The study revealed that despite the challenges that heads of school demonstrated a significant understanding of their supervisory instructional duties, but did not effectively engage teachers in improving professional skills. The analysis showed that teachers seemed to avoid conflicts with head teachers and hence limited mechanisms to improve performances. The reviewed study has

not explained the teacher's perceptions on the head teacher's instructional supervision on work performance of preparation of professional documents. The current study investigated on perceptions of teachers toward headteacher's instructional supervision on preparation of professional documents.

Several studies have been reviewed like those by Ahmad & Saefurrohman (2020), Alfian (2022), Ratemo (2020), Mwaniki et al. (2018) and Chiwamba et al. (2022) From the summary of these empirical studies, majority of the studies fell short of deploying appropriate designs, sampling procedures and data collection instruments. Also, literature reviewed dealt with other aspects of teacher's perceptions toward head teachers' instructional supervision practices on teachers work performance, teachers' observations towards instructional supervisory competences of education, the reviewed studies overlooked on the instructional supervision practices done by the head teachers to improve teaching and learning process. However, none of the reviewed studies has explained on the perception of teachers toward head teacher's instructional supervision on preparation of professional documents. Therefore, the current study employed mixed design; hence this study bridged the gap by assessing the perceptions of teachers toward headteacher's instructional supervision on preparation of professional documents at Rombo District in Tanzania.

RESEARCH METHODOLOGY

This study adopted a mixed method approach and the design that guided this study was embedded design. All primary school Headteachers (142), teachers (1322) and District Education Officer from Rombo District were the target in this study. Public primary schools were the unit of analysis in this study since instructional supervision in primary school was carried out by the Headteachers and teachers. Both probability and nonprobability sampling procedures were used to select the study sample which consisted of 130 respondents. This is equal to an approximately of 11.3% of the 1464 target population. A sample of 10 – 30% is representative. Therefore, the sample of 130 respondents were representative of the study population time (Creswell & Creswell, 2018). Questionnaire and interview guide were used as data collection instruments in this study. Questionnaires were used for primary teachers while an interview schedule was used for head of schools and DEO. Likewise, the researcher employed document analysis guide to analyze results from primary teachers, head teachers and district education officer. The instruments were prepared and they were assessed by research experts at Mwenge Catholic University who were knowledgeable about the research, and who checked out about wording styles, ambiguities, and language that was used in the field, and changes were made where necessary, their assessment was guaranteed that every item matched up with a desired measurement. In order to determine the reliability of the instruments, pilot testing procedures were conducted and peers briefing. For quantitative data Cronbach Alpha was used in the study to assess the stability and internal consistency of the instruments of Likert type items in questionnaires. The items on perceptions of teachers toward head teacher's instructional supervision on preparation of professional documents scored a reliability of 0.87 which is acceptable in coefficient level of reliability. For qualitative data estimation of reliability was done through member checking whereby the researcher collected and recorded the responses of the respondents and the information collected was taken back to the people where data were collected to validate it.

FINDINGS AND DISCUSSIONS

This study sought to find the perceptions of teachers toward head teacher's instructional supervision on preparation of professional documents.

To seek answers to the research question, the researcher involved Teachers, Heads teachers and District Primary Education Officer (DPEO). Apart from getting responses from teachers the researcher also conducted document analysis by the aid of document analysis guide, Head teachers and District Primary Education Officer were involved through interviews conducted in personal by the researcher. Teachers were administered with the questionnaire of likert scale with ten (10) items. The respondents were asked to indicate the level to which they are perceive towards head teachers' instructional supervision on preparation of professional by putting a tick (√) in appropriate place. The scale was coded and analyzed in SPSS Version 27. The data were interpreted by considering the mean range as elaborated by Mohamed (2016) that to determine the minimum and the maximum length of the Likert type scale. Table 1 presents the responses of the teachers.

Table 1: Perceptions of Teachers Toward Head Teacher's Instructional Supervision on Preparation of Professional Documents

S/N	Teachers' perceptions	SD		D		U		A		SA		Mean \bar{x}
		F	%	f	%	f	%	f	%	f	%	
1	Head teacher's instructional supervision helps teachers' preparation of scheme of works	4	2.9	22	15.7	12	8.6	30	21.4	72	51.4	4.03
2	Instructional supervision improves teachers' ability of prepare progressive record book	1	0.7	16	11.4	15	10.7	18	12.9	90	64.3	4.29
3	Head teacher's instructional supervision helps teachers' preparation of the lesson notes	3	2.1	6	4.3	18	12.9	35	25.0	78	55.7	4.28
4	Instructional supervision improves teachers' preparation of lesson plan	3	2.1	13	9.3	15	10.7	23	16.4	86	61.4	4.26
5	Head teacher's instructional supervision improve teachers on preparation of attendance register	1	0.7	9	6.4	7	5.0	32	22.9	91	65.0	4.45
6	Instructional supervision improves objective feedback to teachers through lesson plan	4	2.9	9	6.4	17	12.1	35	25.0	75	53.6	4.20
7	Head teacher's instructional supervision improve preparation of log books	2	1.4	6	4.3	23	16.4	18	12.9	91	65.0	4.36
8	Instructional supervision helps teachers develop their strategies and skills in preparation of professional documents	2	1.4	6	4.3	18	12.9	25	17.9	89	63.6	4.38
9	Head teacher's instructional supervision helps teachers to improve preparation of class journal	3	2.1	4	2.9	9	6.4	29	20.7	95	67.9	4.49
10	Instructional supervision to help teachers to review professional documents	3	2.1	2	1.4	5	3.6	42	30.0	88	62.9	4.50
Total mean											4.32	

Source: Field Data, (2022)

Key: *Strongly Agree (SA) =5, Agree (A) =4, Neutral (N) =3, Disagree (D) =2, Strongly Disagree (SD) =1*

Data in Table 1 portrayed the perceptions of teachers toward head teacher's instructional supervision on preparation of professional documents. The information showed that most of teachers had positive perceptions toward head teachers' instructional supervision on preparation of professional documents generally by mean of 4.32. This implies that teachers see head teachers' supervision as a learning opportunity that allows them to assess their professional strengths and learning areas for improvement.

This was further supported by one head teacher during interview by saying;

Instructional supervision has great role to play in my school since it helps to cover syllabus on time because teachers are committed to prepare professional documents because the documents indicate what to be done and time that will be used so that the syllabus is covered on time and show the time to make revision to improve the performance of the pupils. Instructional supervision by head teacher helps Preparation of professional documents and avoid getting in the class without preparation since the professional documents are inspected by head teachers so teachers must prepare them. (Personal interview with head teacher (Interview conducted on 14th July, 2022)

This considerably raises the bar for instructional which results in pupils performing well academically. 130 (92.9%) of teachers agreed and strongly agreed that Head teacher's instructional supervision help teachers to prepare professional documents while 5 (3.5%) of teachers disagreed and strongly disagreed and 5 (3.6%) of teachers were undecided. The information imply that head teacher's instructional supervision promotes the capacity building of teachers in preparation of professional documents.

The information in Table 1 showed that 113 (80.7%) of teachers agreed and strongly agreed on head teacher's instructional supervision towards teachers' preparation of the lesson notes, 9 (6.4%) of teachers disagreed and strongly disagreed to the statement and 18 (12.9%) of teachers were undecided to the statement. A greater number 102 (72.8%) of teachers agreed and strongly agreed head teacher's instructional supervision helps teachers' preparation of scheme of works. Majority 109 (77.8%) of teachers agreed and strongly agreed on head teacher's instructional supervision improve teachers' preparation of lesson plan. The information imply that head teachers supervise teachers' professional developments to improve teaching and learning process. This finding is supported by Ratemo (2020) showed that pupils' lesson notes, and note books are a true reflection of what have been covered in the teaching/learning process. Therefore, the role of the head teachers as an instructional supervisor to check pupils' subject notes and to make sure the syllabus is covered adequately and in time.

The responses from the headteachers means that they were required to oversee teachers' preparation of schemes of work, lesson notes, and lesson plans because they recognize the value of such preparation before teaching since it guarantees teachers' preparedness, and on-time delivery of the curriculum. Head teacher's instructional supervision on preparation of scheme of work, lesson plan and lesson notes were to enhance teacher's skills on preparation of these

professional documents before entering in the class sessions. This was supported by Jamali & Nesari (2014) argue that by having a lesson plan, a teacher is able to manage his time, effort and resources efficiently. Obviously, developing a lesson plan can be difficult to do and requires efforts, energy, and time to accomplish. Another head teacher had commented that, “*Instructional supervision of teacher’s preparation of professional documents is one of my responsibilities. But I left this to academic teacher who is in charge of academic matters at school. however, most of teachers are not comfortable to be supervised with academic teachers....*” (Interview with head teacher conducted on 15thJuly, 2022). The responses from the head teachers implies that some of teachers are perceived positive toward head teacher’s instructional supervision since there is close supervision when head teachers supervise teacher’s preparation of professional documents and enhance classroom interaction.

This finding is in line with Mwaniki et al. (2018) who argue that supervision of professional documents assists the shaping as well as implementation of curriculum-oriented programmes for pupils and improve teacher’s ability of content delivery. Preparation of professional documents helps teachers’ concentration during the teaching process. However, teachers who do not prepare well would have facing challenges during teaching process.

The information in Table 1 showed that 123 (87.9%) of teachers agreed and strongly agreed on head teacher’s instructional supervision improve teachers on preparation of attendance register, 10 (7.1%) of teachers disagreed and strongly disagreed to the statement and 7 (5%) of teachers were undecided. Most 108 (77.2%) of teachers agreed and strongly agreed on head teacher’s instructional supervision improve teachers’ ability to prepare progressive record book, 17 (12.1%) of teachers disagreed and strongly disagreed to the statement and 15 (10.7%) of teachers were undecided to the statement. Most 110 (78.6%) of teachers agreed and strongly agreed that head teacher’s instructional supervision improve objective feedback to teachers through lesson plan, 13 (9.3) of teachers disagreed and strongly disagreed to the statement and 17 (12.1%) of teachers are undecided. The information from the teachers imply that teachers prepare attendance register, progressive record books and lesson plan before class session. Thus, professional documents are required to be submitted academic office for inspections. The information mean that teachers are perceived positive in preparation of profession documents. The information above were supported by Hoque et al. (2020) that the head teachers have the responsibilities of making sure the teachers have prepared their professional documents adequately before the delivery of instructions. Most of the teachers performed their work of preparing professional documents for a regular supervision. One among the head teachers had this to say;

Instructional supervision helps teacher to manage their time during teaching process since the preparation of professional documents indicate time when is going to start and ending time, that show the proper utilization of time and help the attainment of goals of the school and follow what has been planned by the teachers. (Interview with head teacher conducted on 15thJuly, 2022).

The response from the head teacher imply that teachers are developed time management skills through preparation of professional documents. When a teacher adhere to lesson plans and scheme

of work are forced to be on time for the purpose of covering the syllabus. Head teachers do check the professional documents for the purpose of their job safety but not for improving teacher's preparation of these documents to improve the quality instruction. However, for head teachers who regularly check teachers' professional documents are improving teaching ability to prepare those documents compared to the head teachers who are not regularly check those documents. The District Education Officers (DEO) commented that;

Despite the administrative workload, teachers in my district were instructed to consult their head teachers concerning preparation of professional documents like lesson plan, schemes of work, pupil's attendance register and teacher's record of work for improving teaching and learning process. I always read quality assurance officer report from different school and found that teachers are regularly submit professional documents to their academic teachers and head teachers concerning academic matters. (Personal communication with District education officer (DEO); July 19, 2022).

The response from the DEO imply that teachers saw instructional supervision of professional documents done by head teachers improve their ability to improve their teaching activities. The information is in line with Sahin-Taskin (2017) observed that head teachers were to inspect teacher's preparation of professional documents at the end of the week. The information found out that teachers are positively perceived toward head teacher's instructional supervision on preparation of professional documents. Furthermore, head teachers checked the teachers' professional documents, the study established that several head teachers signed the attendance registers and inspected the teachers' professional documents. However, this could not have enough impact since some of head teachers confessed that their schedule was very busy due to administrative duties and very little time to check the professional documents and some of them disclosed that they checked the document for the sake of their job.

Therefore, the study found out that head teachers instructional supervision of preparation of professional documents help teachers to improve content delivery when teaching pupils. The study found that teachers were prepared their professional documents effectively when their head teachers implement well instructional supervision at their schools. Implementation of instructional supervision by the head teachers enabling them to get instructional feedback through teachers' professional documents. Head teachers as an instructional supervisor are to check teachers' professional documents to make sure the syllabus is covered adequately and on time.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion from the study showed that perceptions of teachers toward head teacher's instructional supervision on preparation of professional documents to be positive. Also, the study showed that teachers consider instructional supervision by head teachers as the directions to meet their targeted goals. Therefore, the study concluded that majority of teachers' perception to be positive on head teachers' instructional supervision towards preparation of professional documents in public primary schools. This has led most teachers to prepare professional documents for their improvement of teaching and learning in the classroom however; those few who had negative perceptions on head teachers' instructional supervision towards preparation of professional

documents cannot be ignored there should be a deliberate effort to apprise their perception towards head teachers' instructional supervision on preparation of professional documents since they were not fulfil their duty accordingly.

In view of the discussion and conclusions in the findings of the study, this study recommends that, the government and other owners of primary schools should make sure that their teachers attend in-service training frequently so as to update their knowledge on preparation of professional documents. Furthermore, Learning is a continuous process, teacher have to update their knowledge frequently so as to become better facilitators of pupils in their classroom.

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