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Contribution of School Quality Assurance Officers' Instructional Supervision in Improving Instructional Approaches in Public Secondary Schools: Evidence from Morogoro Municipality, Tanzania

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Abstract: **This study examined the extent to which School Quality Assurance Officers' instructional supervision contributes to the improvement of teachers' instructional approaches in public secondary schools in Morogoro Municipality, Tanzania. The study was guided by Instructional Leadership Theory developed by Hallinger and Murphy (1985). A pragmatism philosophy and a mixed-methods approach using a convergent research design were employed. The study involved 140 teachers, 10 Heads of Schools, and 6 School Quality Assurance Officers from 10 public secondary schools. Quantitative data were collected from teachers using structured questionnaires, while qualitative data were collected from Heads of Schools through semi-structured interviews and from School Quality Assurance Officers through focus group discussions. Quantitative data were analyzed using frequencies, percentages, means, and standard deviations through SPSS Version 20, while qualitative data were analyzed thematically. The findings revealed that instructional supervision contributed to improving instructional approaches to a moderate extent with mean scores ranging from 3.47 to 3.61 across the examined dimensions. However, teacher-centered instructional approaches remained prevalent due to inadequate teacher competence, limited professional development, insufficient teaching and learning materials, large class sizes, and pressure to complete the syllabus, which constrained the consistent implementation of learner-centered approaches. The study concludes that instructional supervision has a moderate contribution to improving instructional approaches and that supervision alone is insufficient to achieve sustained transformation in classroom practices. The study recommends strengthening continuous professional development, constructive supervisory feedback, mentoring, coaching, regular follow-up supervision, and provision of adequate teaching and learning resources to support the consistent implementation of learner-centered instructional approaches.**

Keywords: **School Quality Assurance Officers, Instructional supervision, instructional approaches, learner-centered approaches, teacher-centered approaches.**

1. INTRODUCTION

The quality of teaching and learning keeps on improving through instructional supervision since it is associated with professional learning, feedback, accountability, and continuous improvement of instruction. The modern instructional supervision has evolved from the traditional inspection process which is focused on verification whether teachers comply with some certain standards or not. Much more attention is now paid to classroom observations, feedback, reflection, mentoring, appraisal and professional development as the ways to enhance the instructional practices of teachers.

In Finland, teachers work in schools where classroom teaching observations are performed by the principals as a means of appraisal. The consequences of appraisal include discussion of weak points of teachers' teaching and the formation of plans for training. Similarly, in Singapore, instructional supervision is considered to be a leadership practice which

promotes professional development of teachers (OECD, 2025). These findings demonstrate that instructional supervision in Finland and Singapore does not refer to formal appraisal only and is associated with mentoring, professional learning, collaborative practice, and feedback aimed at improvement of instructional practices of teachers.

In Nigeria, Quality Assurance Policy of the Federal Ministry of Education states that classroom lesson observation is a systematic process including analysis of instructional practices of teachers. The areas which are being taken into account include teaching methods, learner engagement, classroom management, curriculum delivery and professional development needs of teachers (Federal Ministry of Education, Nigeria, 2025). Therefore, classroom observation is not only an evaluation tool of teachers but also the way of finding professional gaps and improvement of instruction.

In Kenya, there was an introduction of competence-based curriculum implementation which increased the need for instructional support at school level. The Kenya Institute of Curriculum Development has established the procedures for evaluation and approval of Competency-Based Curriculum course materials (Kenya Institute of Curriculum Development [KICD], 2022). The introduction of competence-based education means that teachers should create learning experiences which will help learners to acquire knowledge, skills, attitudes, competencies and apply their learning in practice. Instructional Supervision is the way to reveal gaps between the expectations of the curriculum and the actual instructional practices of teachers and offer professional assistance to address these gaps.

In Tanzania, the Ministry of Education, Science and Technology (MoEST) has reviewed the Education and Training Policy of 2014 into the 2023 Edition as well as revised curricula and implementation guidelines. The policy and curricula reforms imply expectations for the development of learners with knowledge, skills, competencies and positive attitudes which will help them to respond to social, economic, technological and labor market needs (MoEST, 2023). These expectations imply the necessity for changes in classroom teaching practices including attention to learner participation, critical thinking, problem solving, creativity, collaboration and practical application of knowledge.

Within Morogoro Municipality, instructional supervision is an important tool for implementation of curriculum and policy expectations into classroom practice. Instructional supervision which is based on classroom observation, school-based supervision, professional dialogue, feedback, mentoring and follow up is the way to find out whether teachers use instructional practices consistent with the competence-based education. The Ministry of Education, Science and Technology provides an official framework for quality assurance in schools besides the Education and Training Policy and curricula reforms which shows that quality assurance is an important part of educational institution (MoEST, 2023). Thus, instructional supervision is not just an administrative task but a professional process which offers evidence-based professional assistance to teachers.

2. STATEMENT OF THE PROBLEM

Despite the educational reforms in Tanzania that promote a learner-centered instructional approach, the problem of a teacher-centered instructional approach persists in many public secondary schools in Morogoro Municipality, Tanzania. According to School Quality Assurance reports, a teacher-centered instructional approach prevails in Tanzanian secondary schools even though the government has implemented the educational reforms of curricula paying attention to learner participation, development of practical skills and competencies (MoEST, 2023). It means that students do not get an opportunity to acquire knowledge, skills and competencies allowing them to apply their knowledge in practice. If this problem remains unsolved during the next 5-10 years, graduates will become unemployed owing to their incompetence. This study aims to examine the contribution of School Quality Assurance Officers' instructional supervision in improving instructional approaches in public secondary schools in Morogoro Municipality, Tanzania.

3. RESEARCH QUESTION

To what extent does School Quality Assurance Officers' instructional supervision practice contribute to the improvement of instructional approaches in public secondary schools in Morogoro Municipality, Tanzania?

4. THEORETICAL FRAMEWORK

The theoretical basis for the study has been provided by the Instructional Leadership Theory developed by Hallinger and Murphy (1985). The theory explains the role of school supervisors especially Heads of Schools and School Quality Assurance Officers in improving teaching and learning practices through direct attention to classroom instruction. The theory indicates that instructional leadership involves coordination and supervision of the instructional approaches to ensure the quality of teaching and learning in schools.

In this study, School supervisors are School Quality assurance officers and the theory helps to understand the way in which School Quality Assurance Officers use instructional supervision to enhance the classroom practices of teachers and to improve the quality of teaching and learning instructional approaches in public secondary schools in Morogoro Municipality, Tanzania. The theory is relevant for this study because it gives School Quality Assurance Officers opportunities to evaluate how teachers plan and deliver lessons, engage learners, manage classroom and use teaching and learning resources.

5. REVIEW OF EMPIRICAL STUDIES

This section reviews empirical studies on instructional supervision and instructional approaches in schools. The review draws on the studies conducted in different educational context to establish how instructional supervision contributes to the professional development and pedagogical practices of teachers. Particular attention is given to evidence from international, African, and Tanzanian context.

In Asia, Nguyen et al. (2022) conducted a study in the context of the relationship between instructional leadership and teachers' competences in the primary schools of Singapore. The study has revealed the impact of instructional leadership practices of principals on the development of instructional competences of teachers. The results of the study have shown that instructional supervision, constructive feedback after classroom observations and professional learning are important factors contributing to the development of instructional competences of teachers and the implementation of the learner-centered instructional approaches. Teachers who receive continuous instructional support tend to use interactive teaching strategies, collaborative learning activities and formative assessment practices more frequently than those who receive limited instructional support. Thus, the study has demonstrated that instructional supervision is especially effective if it is conducted as a continuous process of professional development of teachers.

In Europe, Tarusha and Bushi (2024) conducted a study in Albania entitled Classroom Observation, Its Impact on Improving Teacher's Teaching Practices with the purpose of revealing the contribution of classroom observation to the improvement of teachers' teaching practices. The study demonstrated that standardized classroom observation gives teachers the opportunity to have a systematic approach to the evaluation of their instructional performance, to identify areas for improvement and to develop strategies for improvement of classroom practices. The study concluded that the use of standardized classroom observation tools increases teachers' readiness and pedagogical competences while improving instructional approaches.

In Nigeria, Israel and Charles (2025) have conducted a study entitled The Exploration of the Effects of Supervisory Support on Teacher Instructional Effectiveness in Nigerian Secondary Schools in order to investigate the effects of supervisory support on teachers' instructional effectiveness. The results of the study have shown that supervisory support has a positive effect on teachers' instructional effectiveness since it motivates them to improve their teaching practices and instructional methods. However, it has been found out that supervisors do not visit schools regularly and supervision is not always conducted effectively. Thus, the researchers have suggested that instructional supervision should be conducted regularly and effectively since supervisors play the role of professional advisers rather than fault finders. Thus, the study has indicated that continuous and effective instructional supervision positively affects the instructional approaches of teachers.

In Uganda, Catherine and Andala (2024) have conducted a study entitled Instructional Supervision and Teacher Performance in Secondary Schools in Wakiso District, Uganda in order to explore the relationship between instructional supervision and teachers' performance in secondary schools. The challenges to the effective supervision which have been revealed in the study include the excessive workload among supervisors, lack of time, financial problems and reluctance of teachers to participate in supervisory activities. The researchers have suggested that supervisors should evaluate different aspects of teaching including lesson planning, instructional methods, classroom management, learner engagement, assessment and differentiation. Thus, the study has demonstrated that instructional supervision contributes to the improvement of instructional approaches by providing continuous professional guidance and opportunities for professional development to teachers.

In Tanzania, Mwakajitu and Lekule (2022) have conducted a study entitled The Contribution of Instructional Supervision on Teachers' Professional Development: A Focus on Public Secondary Schools in Rombo District, Kilimanjaro, Tanzania in order to investigate the contribution of instructional supervision to teachers' professional development. It has been revealed that instructional supervision helps teachers to improve their ability to use different instructional methods, to develop appropriate teaching materials and to improve their overall teaching performance. Thus, the study has shown that instructional supervision is an important tool for enhancing professional development of teachers and improvement of teaching and learning methods in public secondary schools.

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6. RESEARCH METHODOLOGY

A pragmatism philosophy, a mixed-methods research approach and a convergent research design were employed in this study which allowed the researcher to gather and integrate quantitative and qualitative data. The target population included 1,395 teachers, 32 Heads of Schools and 28 School Quality Assurance Officers (SQAOs). The sample of 156 respondents was selected from 10 public secondary schools which included 140 public secondary school teachers selected by using stratified random sampling, 10 Heads of Schools and 6 SQAOs selected by using purposive sampling. The validity was ensured through research expert review and pilot testing from 2 public secondary schools in Morogoro Municipality. Reliability in this study was ensured through Cronbach's Alpha with a coefficient of 0.975.

Data collection was carried out through the use of questionnaires for teachers, semi-structured interviews for Heads of Schools, and focus group discussion for School Quality Assurance Officers followed by data analysis procedures. Quantitative data were analyzed by using descriptive statistics including frequencies, percentages, means, and standard deviation through SPSS Version 20, whereas qualitative data were analyzed by using content thematic analysis following the six-stages framework developed by Braun and Clarke (2006) for empirical findings triangulation. Data collection followed the required institutional procedures which include obtaining research authorization from educational and administrative institutions prior to the visit to selected schools for the study. Ethical compliance was ensured with the help of the institutional clearance, formal administrative permission, informed consent, voluntary participation, confidentiality and anonymity of participants, respecting participants' dignity and freedom of expression, allowing participants to withdraw at any point of the process, academic integrity through the truthful representation of collected data, acknowledgment of all scholarly sources, and avoidance of plagiarism.

7. FINDING AND DISCUSSION

In this section, the findings are presented, interpreted, and discussed in the context of examined the extent to which School Quality Assurance Officers' instructional supervision contributes to the improvement of instructional approaches in public secondary schools in Morogoro Municipality, Tanzania. The study integrated quantitative data collected from teachers with qualitative data obtained from Heads of Schools through interviews and School Quality Assurance Officers through focus group discussion. The findings obtained provide empirical evidence regarding the extent to which instructional supervision contributes to the improvement of teachers' instructional approaches in public secondary schools. Below is quantitative data table presenting Teachers' Responses on Instructional Supervision and Teachers' Instructional Approaches.

Table 1: Teachers' Responses on Instructional Supervision for Improving Instructional Approaches

Statement	SD		D		N		A		SA		Mean	S.Dev
	f	*%*	*f*	*%*	*f*	*%*	*f*	*%*	*f*	*%*		
Instructional supervision has helped me use a learner-centered instructional approach during classroom instruction.	11	7.9	18	12.9	36	25.7	44	31.4	31	22.1	**3.47**	**1.196**
Instructional supervision has improved my ability to engage students in the teaching and learning process actively.	5	3.6	24	17.1	27	19.3	53	37.9	31	22.1	**3.58**	**1.119**
Instructional supervision has improved my use of a variety of instructional approaches to address students' diverse learning needs.	6	4.3	25	17.9	24	17.1	48	34.3	37	26.4	**3.61**	**1.180**
Instructional supervision has strengthened my ability to facilitate interactive and participatory classroom learning.	7	5.0	21	15	30	21.4	54	38.6	28	20.0	**3.54**	**1.121**
Instructional supervision has encouraged me to use teaching approaches that promote students' critical thinking and problem-solving skills.	6	4.3	19	13.6	29	20.7	59	42.1	27	19.3	**3.59**	**1.079**
Instructional supervision has strengthened my ability to implement learner-centered teaching approaches required by the Competence-Based Curriculum.	6	4.3	18	12.9	31	22.1	57	40.7	28	20.0	**3.59**	**1.079**

Note: n = Sample Size (n=140), SD = Strong Disagree, D = Disagree, N= Neutral, SA=Strong Agree, A=Agree, f=Frequency, %= Percentage; S. Dev =Standard Deviation

Source: Field Data (2026)

Data from Table 1 show that teachers generally perceived instructional supervision has contributed positively to the improvement of instructional approaches in public secondary schools with a mean score ranged from 3.47 with a standard deviation of 1.196 to mean score of 3.61 with a standard deviation of 1.180. Overall, an average of 59.2% of teachers agreed across the six indicators. This pattern indicates that instructional supervision contributed to the improvement of teachers' instructional practices to a moderate extent, although the extent of contribution varied across the different dimensions in public secondary schools in Morogoro Municipality, Tanzania. This pattern indicates that instructional supervision contributed to teachers' instructional practices, although the extent of contribution varied across the different dimensions.

Instructional Supervision and Learner-Centered Approaches

Regarding instructional supervision and learner-centered approaches, the participants' responses indicate that 75 teachers (53.5%) agreed that instructional supervision improved their application of learner-centered instructional approaches. Conversely, 29 teachers (20.8%) disagreed, while 36 respondents (25.7%) remained neutral. The item yielded a mean score of 3.47 and a standard deviation of 1.196. These empirical metrics suggest that while supervision yields a positive shift toward student-centered practices overall, some teachers continues to experience implementation challenges regardless of supervisory oversight. Consequently, while instructional supervision serves as a catalyst for refining pedagogical practices, the execution of learner-centered methods demonstrates institutional variability across different public secondary schools.

The qualitative data were supported by one Head of School who said:

"Supervision has encouraged some teachers to adopt learner-centered techniques such as group discussion, question-and-answer sessions, and presentations in the classroom. Nevertheless, despite these improvements, most teachers prefer to use lecture methods in examination classes, where they feel under pressure to finish the syllabus" (HoS A, May 18, 2026).

This indicates that instructional supervision has encouraged some teachers to adopt such learner-centered approaches. Some teachers preferred lecture method, especially in examination classes due to pressure to complete syllabus as the one of the barriers in consistent use of learner-centered approaches. This means that the strengthening of instructional supervision requires complementary measures that will assist teachers to achieve a balance between syllabus coverage, examinations preparation and learner participation.

Similarly, another Head of School supported quantitative data during the interview who said:

"Instructional supervision has helped teachers to improve their lesson preparation, classroom management, and adherence to curriculum requirements. Teachers now know about the importance of learner-centered teaching methods and engagement of learners during the lessons. However, the improvement remains moderate because there are variations in the implementation from one teacher to another" (HoS C, Interview, May 19, 2026)

This demonstrates that instructional supervision has contributed to the improvement of teachers' lesson preparation, classroom management, and adherence to curriculum requirements. Increased awareness about the importance of learner-centered teaching methods also shows that instructional supervision has enhanced teachers' awareness regarding the importance of appropriate instructional practices. However, differences between the implementation by different teachers indicate that the results of instructional supervision vary from teacher to teacher. This means that it is necessary to continue monitoring teachers' work and provide immediate constructive feedback in order to ensure implementation of teachers' knowledge about learner-centered approaches.

The quantitative data were also supported by one School Quality Assurance Officer during focus group discussion who said that "*Instructional supervision has improved instructional approaches to some extent. We also observe the increased use of group discussion and question-and-answer techniques in some schools. Nevertheless, the improvement is not consistent across many schools. "* (SQAO 1, Focus Group Discussion, May 22, 2026).

This indicates that instructional supervision has made some contribution to the improvement of teachers' instructional approaches in terms of increased use of interactive techniques such as group discussion and question-and-answer sessions. However, differences between the schools show that the impact of instructional supervision is not consistent. Furthermore, continued use of lecture method, especially in examination classes, also indicates that examination pressure and necessity to cover the syllabus are barriers to the consistent use of learner-centered instructional approaches.

Another School Quality Assurance Officer said during the Focus Group Discussion:

"Instructional supervision has positively impacted the instructional approaches of some teachers by encouraging better lesson preparation, classroom observation and adherence to curriculum standards. However, learner-centered instructional approaches have not yet become a common practice because most teachers continue to use the traditional teaching methods." (SQAO 6, Focus Group Discussion, 22 May 2026)

This demonstrates that instructional supervision has made some contribution to the improvements in lesson preparation, classroom observation, and adherence to curriculum standards by some teachers. However, continued use of traditional teaching methods indicates that these improvements have not yet led to the common practice of using learner-centered instructional approaches. Hence, instructional supervision should give more attention to the continuous classroom follow-up, supervisory support, and professional development in order to assist teachers in consistent application of learner-centered approaches.

The above data are consistent with the findings of Nguyen et al. (2022) and Tarusha and Bushi (2024) who discovered that regular instructional supervision, classroom feedback, and professional learning have a positive impact on the adoption of learner-centered instructional approaches by teachers. According to their findings, instructional supervision increases teachers' instructional competence through continuous professional support and reflective practice. Such support allows teachers to improve their pedagogical practices and implement learner-centered teaching approaches gradually.

Moreover, the study is consistent with the Instructional Leadership Theory. The theory explains the main role of instructional leaders is to improve teaching and learning through continuous instructional guidance and professional support. Classroom observation, constructive feedback, mentoring, coaching, and professional development are considered to be crucial tools to increase teachers' pedagogical competence and implement learner-centered instructional approaches.

Instructional Supervision and Learners' Active Classroom Engagement

According to teachers' responses on instructional supervision and learners' active classroom engagement, 84 (60.0%) agreed with the statement that instructional supervision had helped them to enhance their ability to engage learners actively in the teaching and learning process, while 29 (20.7%) disagreed and 27 (19.3%) were neutral about it. The statement received a mean score of 3.58 and a standard deviation of 1.119. This shows that instructional supervision has helped teachers to improve their ability to facilitate active participation of learners to some extent. It reveals that the implementation of learners' active classroom engagement differs from one public secondary school to another.

These quantitative data were supported by one Head of School during the interview, who stated:

"Instructional supervision has contributed to the improvement of instructional approaches by helping teachers to improve engage students actively in teaching and learning process. However, some teachers continue to use teacher-centered approaches because they find it easier to manage the large classes and finish the syllabus early." (HOS F, Interview, May 20, 2026).

This shows that instructional supervision has contributed to the improvement of learners' active participation in teaching and learning process to some extent. Nevertheless, the implementation of learner-centered approaches is affected by large classes and the pressure to complete the syllabus early. Therefore, for the improvement of teachers' instructional approaches, it is required not only supervisory guidance but also the implementation of practical measures allowing teachers to manage large classes and cover the syllabi within expected time.

In agreement with this idea, another Head of School stated:

"Instructional supervision has helped to enhance instructional practices by helping teachers to improve their participatory approaches by ensuring learners' participation in teaching and learning. However, some teachers continue to use the teacher-centered approach because they consider it to be more effective in managing the large classes, completing the syllabus early, and preparing the learners for examinations." (HOS H, Interview, May 21, 2026).

This implies that instructional supervision has led to the improvement of learners' active classroom engagement to some extent. However, the continuation of the use of teacher-centered approaches reflects the influence of large classes and curriculum coverage and the preparation of learners for the examinations. Therefore, the implementation of learner-centered instructional approaches requires not only supervisory guidance but also institutional support of teachers.

These quantitative data were further confirmed by one School Quality Assurance Officer during the Focus Group Discussion, who stated:

"Instructional supervision has helped some teachers to improve classroom organization and engagement of learners during lessons. However, the use of learner-centered approaches is still limited, as some teachers continue to depend on the teacher-centered approaches, especially when they have to deal with large classes and finish the syllabus earlier." (SQAO 2, Focus Group Discussion, May 22, 2026).

This reveals that instructional supervision has positively contribution on learners' active classroom management. However, the use of the teacher-centered approaches demonstrate that the implementation of learner-centered instruction is limited by large classes and pressure to cover syllabi for students' examination preparation. The above data are consistent with the findings of Nguyen et al. (2022), who found out that instructional supervision and professional collaborative support of teachers contribute to the use of interactive teaching strategies and learner-centered instructional approaches that encourage active engagement of learners in the process of learning.

The above evidences are interpreted in terms of Instructional Leadership Theory. Instructional leaders are supposed to guide teachers in the use of instructional approaches that promote the active involvement of learners in classroom activities. Consequently, the positive responses of the majority of teachers reveal that effective instructional leadership can improve teachers' capacity to facilitate active learning.

Instructional Supervision Improves Teachers' Instructional Competence

Based on the responses provided by teachers, 85 (60.7%) agreed that instructional supervision had helped them to diversify their use of different instructional approaches to address learners' diverse educational needs. At the same time, 31 (22.2%) disagreed and 24 (17.1%) were neutral about the statement. The statement received a mean score of 3.61 and a standard deviation of 1.180. This indicates that instructional supervision has contribute teachers' instructional competence to some extent. However, its influence is not experienced by all teachers. Therefore, the use of differentiated instructional practices by teachers in public secondary schools remains inconsistent.

These quantitative data were supported by one Head of School during the interview who said that *"Many teachers use different instructional approaches to meet learners' needs. However, some teachers still use the lecture methods because they lack the confidence to apply the learner-centered approaches consistently."* (HOS B, Interview, May 19, 2026).

This implies that instructional supervision has made teachers realize the importance of the use of variety of instructional approaches to meet learners' needs. However, some teachers continue to use lecture methods because they lack the confidence to use learner-centered approaches. Thus, instructional supervision should be complemented with professional development, demonstration lessons, and constructive feedback to enhance the practical competence of teachers.

One more Head of School also during interview said that:

"The classroom supervision has improved the instructional approaches by encouraging teachers to involve learners actively in the teaching process. But not all teachers are able to use different instructional approaches, as many teachers have still problems in addressing the learners with different abilities in the same classroom. Many teachers in my school have not attended the competence-based teaching training." (HOS D, Interview, May 20, 2026).

This shows that instructional supervision has helped teachers to involve learners actively in the teaching process. Nevertheless, the difficulties of teachers in addressing learners with different abilities and limited exposure to competence-based teaching training make it impossible to use varied instructional approaches.

Also, quantitative data were further supported by one School Quality Assurance Officer during focus group discussion who said that *"Instructional supervision has helped teachers to improve their instructional competences to some extent. Many teachers have problems in implementing the instructional supervision recommendations in their classroom practices." (SQAO 3, Focus Group Discussion, May 22, 2026).*

This demonstrate that instructional supervision has helped teachers' instructional competences to some extent. However, the difficulties of teachers in implementing these recommendations reveal the gap between the supervisory advice and their application. Consequently, it means that supervisory activities should be complemented with follow-up, practical demonstration, and professional development in order to allow teachers to implement these recommendations.

Those evidences are consistent with the findings of Mwakajitu and Lekule (2022), who found that instructional supervision positively impacts teachers' professional competence and helps to implement different instructional approaches in classroom instruction. Similarly, Catherine and Andala (2024) showed that continuous instructional supervision positively impacts teachers' instructional strategies and allows them to address learners' diverse educational needs. Thus, the findings of the current study extend these observations by revealing that although supervision positively impacts teachers' instructional competence, its effectiveness can be increased by mentoring, coaching, constructive feedback, and professional development.

The evidences are also consistent with the assumptions of Instructional Leadership Theory, according to which instructional leaders improve the quality of teaching by improving teachers' pedagogical competence through classroom supervision, constructive feedback, coaching, mentoring, and professional development. Consequently, instructional leaders are expected to guide teachers in using varied instructional approaches accommodating learners' diverse abilities, interests, and educational needs.

Instructional Supervision Improves Learners' Critical Thinking and Problem-Solving Skills

Based on the responses of the participants, 86 (61.4%) agreed that instructional supervision had helped them to use instructional approaches that promote critical thinking and problem-solving skills of learners. However, 25 (17.9%) disagreed with the statement, while 29 (20.7%) were neutral with a mean score of 3.59 and a standard deviation of 1.079. This indicates that instructional supervision has helped teachers to implement instructional approaches that promote critical thinking and problem-solving skills of learners to some extent. However, this improvement is not consistent across all teachers in public secondary schools.

These quantitative data were supported by one Head of School during the interview:

"To some extent, teachers use learner-centered activities that stimulate students' critical thinking and problem-solving in my school. Many teachers did not attend training on how to use participatory approaches that stimulate students' critical thinking and problem-solving. Therefore, many teachers are not competent enough. (HOS E, Interview, May 20, 2026).

This implies that instructional supervision has helped some teachers to use learner-centered activities that encourage the development of critical thinking and problem-solving skills of learners. However, inadequate training on participatory instructional approaches limits the ability of teachers to implement these approaches.

One more Head of School during interview said that *"After every supervision session, teachers are advised to prepare lessons that involve discussion, group work that create learners' critical thinking and problem-solving activities. Many teachers have improved, although some still struggle to implement these approaches every time*. (HOS G, May 21, 2026).

This indicates that instructional supervision gives teachers practical guidance on instructional approaches that develop learners' critical thinking and problem-solving skills. However, some teachers still struggle to implement these instructional approaches. Consequently, regular follow-up supervision, mentoring, constructive feedback, and professional development are needed to consolidate the improvements achieved by instructional supervision.

Similarly, one School Quality Assurance Officer supported during the Focus Group Discussion who stated:

"Instructional supervision has encouraged teachers to adopt competency-based teaching approaches that develop students' critical thinking skills as well as problem-solving skills to enhance effective learning. However, many teachers continue to use teacher-centered methods because of overcrowded classrooms and limited teaching materials." (SQAO 4, Focus Group Discussion, May 22, 2026).

This indicates that instructional supervision has encouraged teachers to adopt competency-based approaches that develop critical thinking and problem-solving skills of learners. However, overcrowded classrooms and limited teaching materials limit the ability of teachers to implement these approaches. Consequently, the improvement of teachers' instructional practices requires not only supervisory guidance but also teaching and learning conditions that will give teachers opportunities to use appropriate instructional resources.

These evidences are consistent with the findings of Mwakajitu and Lekule (2022) and Katunzi and Ryamuya (2025), who found that instructional supervision increases teachers' pedagogical competence and encourages teachers to use varied

instructional approaches that support meaningful learning. The findings further show that instructional supervision allows teachers to improve lesson preparation, classroom management, learner engagement, and the use of learner-centered and competency-based instructional approaches. In particular, continuous classroom observation, constructive supervisory feedback, mentoring, and professional development give teachers an opportunity to implement pedagogical knowledge in classroom practices that encourage active learning and higher-order thinking skills.

The evidences are also consistent with the assumptions of Instructional Leadership Theory. The theory explains that instructional leaders improve teaching and learning processes through continuous classroom observation, constructive feedback, coaching, mentoring, and professional development. From this theoretical perspective, instructional leadership leads to the improvement of teachers' pedagogical practices and the guidance of teachers in using instructional approaches that involve learners in the learning process actively. Consequently, such approaches promote critical thinking, inquiry, creativity, and problem-solving rather than only teacher-centered approaches.

8. SUMMARY OF FINDINGS

The findings of the study have shown that instructional supervision has a moderate extent contribution in improving instructional approaches in public secondary schools in Morogoro Municipality. The evidence from teachers, Heads of Schools, and School Quality Assurance Officers has indicated that instructional supervision has encouraged some teachers to adopt learner-centered instructional approaches, improve lesson preparation, enhance classroom management, and increase learners' participation in the teaching and learning process. It is revealed that teacher-centered instructional approaches dominate in public secondary schools.

Many teachers continue to apply lecture and memorization teaching methods, especially in examination classes and situations with many learners. The dominance of teacher-centered approaches indicates that the transition to learner-centered and competence-based instructions has not been made fully. It is believed that teachers consider teacher-centered teaching methods as less difficult to apply, especially when they feel pressured to cover the whole syllabus, to prepare learners for examinations, and to teach in overcrowded classes. The persistence of teacher-centered approaches is caused by several factors such as low teacher competence in applying learner-centered approaches, inadequate teachers' professional development opportunities, shortage of teaching and learning materials, and overcrowded classrooms.

9. CONCLUSION

The findings indicate that instructional supervision has a moderate extent contribution in improving instructional approaches in public secondary schools in Morogoro Municipality despite the presence of School Quality Assurance Officers' instructional supervision. However, the improvement of instructional approaches has not been sufficient to establish learner-centered instruction as a consistent practice in public secondary schools. Teacher-centered approaches, especially lecture methods, remain widespread, especially in examination classes especially form two and form four, and overcrowded classes. The persistence of teacher-centered approaches prove that some teachers still have difficulties in applying supervisory recommendations in classroom practice.

10. RECOMMENDATION

Strengthening Instructional Supervision and Instructional Improvement

School Quality Assurance Officers (SQAOs), in collaboration with Heads of Schools, and teachers should establish a structured instructional supervision framework to improve the implementation of learner-centered approaches in public secondary schools. SQAOs should conduct regular classroom observations using standardized tools and provide timely, constructive feedback on lesson preparation, learner participation, classroom management, and competency-based teaching. Heads of Schools should ensure that teachers implement supervisory recommendations through follow-up visits, professional discussions, and individual improvement plans. They should also organize continuous professional development activities, including workshops, mentoring, coaching, demonstration lessons, and peer learning, to strengthen teachers' instructional competencies. Furthermore, Ministry of Education, Science and Technology (MoEST) should conduct training on the Competence-Based Teaching approaches to School Quality Assurance Officers, Heads of Schools and teachers. Also, adequate financial resources, and transport facilities should be provided to School Quality Assurance Officers for regular instructional supervision.

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