ISSN 2348-3156 (Print)
International Journal of Social Science and Humanities Research ISSN 2348-3164 (online)
Vol. 14, Issue 4, pp: (220-228), Month: October - December 2026, Available at: www.researchpublish.com

THE INFLUENCE OF INSTRUCTIONAL SUPERVISION ON TEACHERS' PROFESSIONAL DEVELOPMENT IN PUBLIC SECONDARY SCHOOLS IN MOROGORO DISTRICT COUNCIL, TANZANIA

[1]Aitwa Kyando, [2]Joseph Hokororo Ismail, [3]Maua Mpiza

[1]Jordan University College, P O BOX 1878, Morogoro

[2]Jordan University College, P O BOX 1878, Morogoro

[3]Jordan University College, P O BOX 1878, Morogoro

DOI: https://doi.org/10.5281/zenodo.23536568

Published Date: 21-October-2026

Abstract: **One of the important aspects in Education carrier that contributes to teachers' professional development in schools including secondary school is instructional supervision. Instructional supervision is education is the processes of which…(9xx). This study focused on the assessing the influence of these instructional supervision on teachers' professional development in public secondary schools in Tanzania, taking Morogoro District Council as a case study. The study was guided by Transformational Leadership Theory that was first formulated by Burns (1978) and further elaborated by Bass (1985). The theory describes the extent of leaders to motivate and support followers to improve their abilities and performance in a a teaching place Data were collected from secondary school teachers, Heads of Schools, and other educational stakeholders through questionnaires and interviews. The collected data was analyzed and integrated to give an overall picture of how instructional supervision contributes to teachers' professional development. The findings of the study revealed that instructional supervision significantly contributes to the enhancement of teachers' professional development. The study revealed that classroom observation enables the identification of the strengths and the areas requiring improvement of teachers' professional practice. Additionally, constructive feedback contributes to the improvement of teachers' pedagogical competencies. Instructional supervision also encourages reflective teaching, identifies teachers' professional development needs, encourages innovation in teaching, and facilitates continuous academic guidance. This study conclude that the Professional dialogue, mentoring, coaching, and follow-up further strengthen lesson preparation, instructional delivery, classroom management, professional motivation, and professional growth of teachers. Based on the study's conclusion, its recommended that educational authorities and Heads of secondary schools should enhance and institutionalize a continuous and developmental instructional supervision system in public secondary schools in Tanzania.**

Keywords: **Instructional supervision, teachers' professional development, classroom observation, constructive feedback, public secondary schools.**

ISSN 2348-3156 (Print)
International Journal of Social Science and Humanities Research ISSN 2348-3164 (online)
Vol. 14, Issue 4, pp: (220-228), Month: October - December 2026, Available at: www.researchpublish.com

1. INTRODUCTION

Instructional supervision has a significant role to play in the promotion of teachers' professional development and improvement of teaching practices in schools. Instructional supervision involves professional activities carried out by the school leadership and other educational supervisors to monitor, guide, support, and improve the instructional practices of teachers, (Liu, et at 2023) These Instructional supervision can be in the form of classroom observation, examination of lesson plans and schemes of work. Other instructional may include professional guidance, constructive feedback, mentoring, coaching, professional dialogue, and follow-up.Zepeda (2024) suggest thaat these supervisory practices are undertaken as a supportive and developmental process which can provide teachers with an opportunity to identify their professional strengths and weaknesses, thus reflecting their instructional practices, and improve their professional competencies.

Following Heathwood's view (2020) professional development is an important factor in the improvement of the quality of education because secondary teachers need continuous opportunities to develop their professional knowledge, pedagogical skills, instructional competencies, classroom management abilities, and their ability to respond to changing educational demands. These phenomena can be achieved through instructional supervision teachers get professional guidance and support that enable them to improve lesson preparation, instructional delivery, assessment practices, learner engagement, and other aspects of their professional practice.

Another aspect that has more impact on teacher's professional development is classroom observation. As Clickmas et at (2023) noted that classroom observation is one of the major practices through which instructional supervision can contribute to teachers' professional development. Through classroom observation, Heads of Schools and other instructional supervisors can identify teachers' instructional strengths and weaknesses and provide professional guidance. Ozdemir at et (2025) supported the idea that the effectiveness of classroom observation, however, depends on feedback and follow up provided to the teachers. Timely and constructive feedback can encourage teachers to reflect on their instructional practices, improve lesson delivery, classroom management, and use of appropriate teaching strategies.

To expand the discussion, let us consider the role of Instructional supervision inpromoting professional development of secondary school teachers in Tanzania. The promotion can be done through mentoring, coaching, continuous academic guidance, and professional dialogue. These practices provide teachers with an opportunity to interact with the school leadership and other colleagues, exchange professional experiences, discuss instructional challenges, get guidance and come up with solutions to challenges experienced in the teaching and learning process. Therefore, the Instructional supervision should therefore be seen not only as a mechanism for monitoring but also as a continuous and developmental process that provides professional guidance and support.

In Tanzania, as the case with other school teachers, public secondary school teachers are also expected to implement the curriculum by preparing and delivering lessons, assess students' learning, manage classrooms, and engage in other professional and school development activities. These roles were reflected by Burns (1978) when discussing on the impact of Effective execution of the tasks that essentially requires continuous improvement of the professional knowledge and competencies of teachers. Instructional supervision by Heads of Schools, heads of departments, academic teachers, and other educational supervisors can therefore be an important school-based mechanism for continuous professional development of teachers.

However, the effectiveness of instructional supervision depends on how supervisory practices are undertaken. Irregular supervisory practices, focused on inspection and fault-finding, or lack of feedback and follow up can result in the limited contribution of instructional supervision to teachers' professional development, Zepeda (2024) also observed that unbalancedworkload distribution among teachers, lack of time for classroom observation, poor supervisory competence, insufficient professional support, and poor follow up mechanisms can significantly hinder the effectiveness of instructional supervision.

The issue becomes important in the public secondary schools in Morogoro District Council, where teachers are supposed to continuously improve their professional knowledge and instructional practices while performing their day-to-day teaching and administrative duties. While instructional supervision is supposed to provide teachers with professional guidance and support through classroom observation, feedback, mentoring, coaching, professional dialogue, and continuous academic guidance, the impact of these practices on the professional development of teachers can be different from school to school. This state of affairs necessitated this study to examine the influence of instructional supervision on teachers' professional development in public secondary schools in Morogoro District Council.

1.1 Statement of the Problem

Even though professional development of teachers is an important factor in improving the quality of teaching and learning, ensuring continuous professional development of teachers remains a major challenge in public secondary schools. Teachers are expected to continuously improve their pedagogical knowledge, instructional skills, classroom management, assessment practices, and their ability to respond to changes in the curriculum and learners' needs. Instructional supervision, including classroom observation, feedback, mentoring, coaching, and follow up, is expected to be an important mechanism for continuous professional development of teachers. However, when instructional supervision is irregular, inadequately undertaken or focused on inspection and accountability, its contribution to teachers' professional development can be limited (Kambuga, 2023; Zepeda, 2024)Some empirical studies have indicated that effective instructional supervision can help in the professional development of teachers through identifying their strengths and weaknesses, providing feedback, encouraging professional reflection, collaboration, and continuous improvement. Challenges such as poor supervisory competence, workload of the school leadership, lack of time for classroom observation, poor feedback, and poor follow up mechanisms can hinder the effectiveness of instructional supervision in professional development of teachers (Frimin & Sikawa, 2023; Hokororo & Kaijage, 2023).

Even though there are many studies on instructional supervision and teachers' performance or instructional practices, little context-specific evidence exists on the influence of instructional supervision on teachers' professional development in public secondary schools in Morogoro District Council. It remains unclear how classroom observation, feedback, mentoring, coaching, and professional guidance as part of instructional supervision can influence teachers' continuous professional development within the context of public secondary schools in Morogoro District Council. This study will therefore examine the influence of instructional supervision on teachers' professional development in public secondary schools in Morogoro District Council.

2. LITERATURE REVIEW AND TORETICAL FRAMEWORK

Recent empirical studies have addressed the issue of contribution of instructional supervision to teachers' professional development and improvement of instructional practices. The studies show that instructional supervision practices such as classroom observation, feedback, mentoring, coaching, and professional guidance can enhance teachers' pedagogical knowledge, teaching skills, classroom management, and reflective practice. Effective instructional supervision is therefore increasingly being viewed as a developmental process and not simply as an administrative mechanism for monitoring teachers' performance (Kambuga, 2023; Zepeda

Kambuga (2023) studied the role of instructional supervision in teachers' professional practices in Tanzanian public secondary schools. The findings of the study indicated that classroom observation, professional guidance, and feedback provided teachers with an opportunity to identify weaknesses in their teaching and improve instructional practices. The study further indicated that the effectiveness of supervision depended on how much constructive feedback and follow up was provided by supervisors. The study recommended strengthening school-based supervision to make sure that teachers continuously get professional guidance and an opportunity for improvement. Similarly, Frimin and Sikawa (2023) conducted a study on school-based supervisory practices and teachers' instructional performance in public secondary schools in Tanzania. The study indicated that regular monitoring, professional discussions, and guidance from the school leadership helped teachers to improve their instructional performance in terms of lesson preparation, classroom management, and teaching approaches. The study, however, indicated challenges associated with lack of time, workload, and inadequate supervisory resources, which affected the effectiveness of instructional supervision. It can be said that mere existence of supervision may not ensure professional development of teachers unless it is accompanied by professional support and follow up.

In the international context, Zepeda (2024) stressed the importance of instructional supervision in the professional reflection, learning, and improvement of classroom practices of teachers. The study pointed out that effective supervision should involve observation, dialogue, feedback, and collaborative planning between supervisors and teachers. Similarly, the recent evidence by Bellibaş et al. (2024) has shown that supportive school leadership and professional learning environments can increase teachers' engagement in professional learning and instructional practices.

The empirical evidence shows that instructional supervision can contribute to professional development of teachers through classroom observation, feedback, mentoring, coaching, and professional support. However, the effectiveness of supervision depends on how supervisory practices are implemented and whether teachers get constructive feedback and follow up. Moreover, there is a lack of empirical evidence specifically on the influence of instructional supervision on teachers' professional development in public secondary schools in Morogoro District Council. It is this context-specific gap that justifies the need for the current study

2.1 Theoretical Framework

The study was guided by Transformational Leadership Theory, which was first formulated by Burns (1978) and further elaborated by Bass (1985). The theory describes how leaders motivate and support followers to improve their abilities and performance. Idealized influence, inspirational motivation, intellectual stimulation, and individualized consideration are important elements of the theory that are relevant to creating an environment that fosters professional development of teachers (Leithwood et al., 2023; Bellibaş et al., 2024).

Transformational Leadership Theory was applied in this study to instructional supervision through classroom observation, feedback, mentoring, coaching, professional guidance, and follow up. Intellectual stimulation can encourage teachers to think about their instructional practices and seek ways of improving them, while individualized consideration will allow supervisors to give professional guidance according to the specific needs of teachers. Such supervision practices can improve the pedagogical knowledge, classroom management, assessment practices, and overall professional competence of teachers (Liu et al., 2023; Özdemir et al., 2025).

It can therefore, be argued that Transformational Leadership Theory is a good theoretical framework for examining the influence of instructional supervision on the professional development of teachers in public secondary schools in Morogoro District Council. The theory assumes that supportive, collaborative, and developmental supervision encourages teachers to reflect, learn new skills, and improve their instructional practices. On the other hand, supervision that is mainly based on control and fault-finding hinders teachers' professional development. This theory helps explain how the quality of instructional supervision affects the professional development of teachers (Bellibaş et al., 2024; Özdemir et al., 2025).

3. METHODOLOGY

The study adopted a pragmatism research philosophy and a mixed-methods approach to collect both quantitative and qualitative evidence on the influence of instructional supervision on teachers' professional development. Convergent mixed methods research design were used in which both quantitative and qualitative data were collected in the same phase, analyzed separately, and integrated during interpretation (Creswell & Creswell, 2023). The study will be carried out in public secondary schools in Morogoro District Council, Tanzania. Quantitative data were collected from teachers through questionnaires and qualitative data were collected from Heads of secondary Schools and other educational stakeholders through interviews. Quantitative data were analyzed using descriptive statistics and qualitative data were analyzed thematically.

Validity of the study were achieved through careful development of research instruments, review of the questionnaire and interview questions against the objectives of the study, appropriate sampling procedures, and pilot testing of the instruments before actual data collection. The instruments were designed to measure the dimensions of instructional supervision such as classroom observation, feedback, mentoring, coaching, professional guidance, and follow up, and teachers' professional development such as pedagogical knowledge, teaching skills, classroom management, assessment practices, and professional competence. Reliability of the questionnaire were measured using Cronbach's Alpha with a score of 0.70 or above being acceptable (Creswell & Creswell, 2023).

Ethical considerations were adhered to throughout the study. Permission to conduct the study were obtained from the relevant educational authorities including Jordan University College and submitted to the Regional Administrative Secretary, Morogoro region and participating schools within Morogoro district Council. Participants both secondary school heads and teachers were informed about the purpose of the study, and that their participation were voluntary. The informed consent were obtained before data collection processes. Participants' names and other identifying information werekept confidential and anonymous and the information collected were used for academic purposes only.

ISSN 2348-3156 (Print)
International Journal of Social Science and Humanities Research ISSN 2348-3164 (online)
Vol. 14, Issue 4, pp: (220-228), Month: October - December 2026, Available at: www.researchpublish.com

4. DISCUSSION AND FINDINGS

Instructional Supervision by Heads of Schools and Teachers' Professional Development

SN	STATEMENT	SD		D		U		A		SA		MEAN
		F	%	F	%	F	%	F	%	F	%	
1	The head of school regularly observes classroom instruction to improve teachers' professional practices.	3	4.0	2	2.7	8	10.7	36	48.0	26	34.7	4.07
2	Constructive feedback provided by the head of school helps teachers improve their pedagogical competencies.	2	2.7	1	1.3	5	6.7	42	56.0	25	33.3	4.16
3	Instructional supervision conducted by the head of school promotes reflective teaching among teachers.	2	2.7	1	1.3	7	9.3	36	48.0	29	38.7	4.19
4	The head of school uses supervision findings to identify teachers' professional development needs.	1	1.3	1	1.3	3	4.0	40	53.3	30	40.0	4.29
5	The supervisory practices of the head of school encourage teachers to adopt innovative teaching strategies.	0	0	1	1.3	9	12.7	38	50.6	27	36.0	4.21
6	The head of school provides continuous academic guidance that enhances teachers' instructional effectiveness.	0	0	1	1.3	7	9.3	42	56.0	25	33.3	4.21
7	Professional dialogue during supervision sessions strengthens teachers' classroom management skills.	1	1.3	2	2.7	5	6.7	35	46.7	32	42.7	4.27
8	The head of school supports teachers in improving lesson preparation and instructional delivery through supervision.	2	2.7	2	2.7	3	4.0	35	46.7	33	44.0	4.28
9	Supervision practices in this school motivate teachers to pursue continuous professional improvement.	1	1.3	2	2.7	5	6.7	33	44.0	34	45.3	4.27
10	The instructional supervision provided by the head of school contributes significantly to teachers' professional growth.	0	0	2	2.7	7	9.3	34	45.3	32	42.7	4.29

Key: SD: Strongly Disagree **D:** Disagree **U:** Uncertain **A:** Agree **SA:** Strongly Agree

Source: Field Data, 2026

4.1 The Impact of Classroom Observation in Improving Teachers' Professional Practices

The findings indicate that classroom observation is an important mechanism for improving teachers' professional practices. A total of 36 teachers (48.0%) agreed, and 26 (34.7%) strongly agreed, yielding a mean score of 4.07. This implies that classroom observation is widely practiced for monitoring instruction, identifying strengths and weaknesses of teachers, and professional development. One of the Heads of secondary Schools explained that:

"Classroom observation is an important element of instructional supervision in our school. Through the process of classroom observation, I can identify teachers' strengths and challenges, provide professional guidance and help teachers to improve their professional practices." (HOS H, May 18th, 2026)

The findings indicate that classroom observation serves as a developmental rather than fault-finding mechanism. It corresponds to the findings by Hallinger and Liu (2024) that regular classroom observation supports teacher effectiveness and professional development by providing evidence for feedback. Likewise, according to Nguyen and Tran (2023), effective instructional supervision is associated with increased teacher competence and classroom effectiveness. The finding also corresponds to the Transformational Leadership Theory, specifically individualized consideration, where school leaders identify the needs of teachers and provide appropriate guidance and support.

4.2 Constructive Feedback and Teachers' Pedagogical Competencies

The findings indicate that constructive feedback is an important factor contributing to teachers' pedagogical development. Forty-two teachers (56.0%) agreed, and 25 (33.3%) strongly agreed that feedback provided by Heads of Schools helps teachers to improve their pedagogical competencies, resulting in a mean score of 4.16. Feedback helps teachers to identify their strengths and weaknesses, reflect on their practices, and improve teaching methods, lesson delivery, classroom management, and learner engagement. One of the Heads of Schools explained that:

"After classroom observations, I always conduct teachers' feedback sessions where we discuss their strengths, weaknesses, and improvement strategies. This helps teachers to improve their teaching methods and professional confidence." (HOS A, May 19th, 2026)

Thus, these findings prove that constructive feedback makes instructional supervision a developmental process. They correspond to the findings by Kraft and Gilmour (2024), emphasizing the importance of timely and specific feedback in order to improve instructional quality. They also correspond to the views of Le Fevre (2023) that feedback encourages teacher learning through reflection and collaborative discussion. From the perspective of Transformational Leadership Theory, feedback falls under intellectual stimulation since it encourages teachers to critically examine their practices and pursue continuous professional improvement.

4.3 Instructional Supervision and Teachers' Reflective Practices

The findings indicate that instructional supervision encourages teachers to reflect on their professional practices. Thirty-six teachers (48.0%) agreed, and 29 (38.7%) strongly agreed, yielding a mean score of 4.19. Classroom observation, feedback conferences, and professional discussion enable teachers to reflect on lesson preparation, teaching strategies, classroom management, learner engagement, and assessment practices. One of the Heads of Schools explained that:

"Supervision is not only about evaluating lesson delivery but also encouraging teachers to reflect on what works well and what does not. Reflection helps teachers to become more effective and responsive to learners' needs."(HOS F, May 18th, 2026)

The qualitative findings confirm that instructional supervision promotes reflective practices and continuous professional learning. These findings agree with those provided by Robinson et al. (2024) who indicated that reflective instructional supervision increases teachers' self-awareness, instructional effectiveness, and professional learning. Moreover, these findings correspond to the intellectual stimulation in Transformational Leadership Theory as teachers are encouraged to critically examine their practices and seek ways to improve them.

4.4 Use of Supervision Findings to Identify Teachers' Professional Development Needs

The findings show strong agreement between Heads of Schools and teachers regarding the contribution of instructional supervision to the identification of teachers' professional development needs. Forty teachers (53.3%) agreed and 30 (40.0%) strongly agreed resulting in a mean score of 4.29. These findings show that classroom observation and professional discussion provide evidence for identifying teachers' strengths, weaknesses, and areas requiring further development. One of the Heads of Schools reported that:

"The information gathered during supervision helps us to identify areas where teachers need additional support. This information is used to organize workshops, mentoring and other professional development activities." (HOS D, May 19th, 2026)

These findings indicate that supervision can be used to target teachers' professional development rather than to provide general training. The findings correspond to those provided by Day and Gu (2024) who emphasize that instructional supervision should identify specific learning needs of teachers and inform professional development interventions. In relation to Transformational Leadership Theory, this practice corresponds to individualized consideration where leaders take care of the individual professional needs of teachers and provide mentoring and development opportunities.

4.5 Supervisory Practices and Adoption of Innovative Teaching Strategies

The findings reveal that instructional supervision encourages teachers to adopt innovative teaching strategies. Thirty-eight teachers (50.6%) agreed and 27 (36.0%) strongly agreed, resulting in a mean score of 4.21. The findings show that instructional supervision encourages teachers to use learner-centered approaches, educational technologies, competency-based teaching strategies, and other innovative approaches responding to the needs of learners. One of the Heads of Schools reported that:

"We encourage teachers to experiment with new teaching strategies and use innovative approaches to classroom instruction. Supervision and professional discussions help teachers to become more innovative and to improve learning experience." (HOS E, May 18th, 2026)

The qualitative findings indicate that mentoring, professional dialogue, and encouragement can create conditions that promote instructional innovation. This finding corresponds to the view of Fullan (2024) that instructional leadership plays an important role in promoting innovation and sustainable school improvement. The finding further corresponds to the intellectual stimulation in Transformational Leadership Theory as leaders encourage teachers to question conventional practices, experiment with new approaches, and find creative solutions to instructional challenges.

4.6 Continuous Academic Guidance and Teachers' Instructional Effectiveness

The findings indicate that continuous academic guidance from Heads of Schools improves teachers' instructional effectiveness. Forty-two teachers (56.0%) agreed and 25 (33.3%) strongly agreed, yielding a mean score of 4.21. Continuous academic guidance provided through mentoring, curriculum interpretation, lesson planning, assessment, and instructional consultation improves teachers' pedagogical knowledge and practices in classrooms. One of the Heads of Schools explained that:

"My responsibility goes beyond the process of supervision of lessons. I regularly meet teachers to discuss curriculum implementation, lesson planning, assessment techniques and classroom challenges. This helps teachers to improve their instructional effectiveness." (HOS B, May 20th, 2026)

The findings indicate that instructional supervision goes beyond monitoring and includes continuous professional guidance. This corresponds to individualized consideration in Transformational Leadership Theory where leaders provide teachers with personalized mentorship, guidance, and support in order to strengthen their instructional competence and professional development.

4.7 Professional Dialogue and Classroom Management Skills

The findings show very strong agreement that professional dialogue during the process of instructional supervision improves teachers' classroom management skills. Thirty-five teachers (46.7%) agreed and 32 (42.7%) strongly agreed resulting in a mean score of 4.27. Through professional discussions, teachers shared their experience and solved problems related to discipline, learner participation, time management, and classroom organization. One of the Heads of Schools said that:

"During supervision meetings we discuss classroom management issues. The teachers share their experience and we discover strategies for improving discipline, learner participation and classroom organization." (HOS G, May 21st, 2026)

The qualitative findings confirm that professional dialogue transforms supervision into collaborative learning process. These findings correspond to the view of Le Fevre (2023) who emphasizes the importance of professional dialogue as a means of promoting instructional improvement through collaboration and reflection. The findings also correspond to the results of research by Bush (2023) who found that supervisory dialogue can improve teachers' classroom management through coaching, mentoring, and collaborative learning. The findings correspond to the intellectual stimulation in Transformational Leadership Theory as teachers are encouraged to exchange ideas, think critically, and collaboratively solve instructional challenges.

4.8 Supervision and Improvement of Lesson Preparation and Instructional Delivery

The findings reveal strong agreement between Heads of Schools and teachers concerning the contribution of supervision to improving lesson preparation and instructional delivery, with the mean score of 4.28. Supervisory support helps teachers to improve lesson planning, selection of teaching strategies, preparation of instructional materials, and effective lesson delivery. One of the Heads of Schools explained that:

"Before and after classroom observations, we discuss lesson preparation, teaching methods and instructional resources. This helps teachers to deliver the lessons effectively." (HOS H, May 20th, 2026)

The qualitative findings show that supportive supervision provides continuous professional guidance for improving lesson preparation and instructional delivery. The findings correspond to the results of the research by Kraft and Gilmour (2024) and Day and Gu (2024) emphasizing that coaching, feedback, and continuous supervisory support can strengthen teachers' instructional practices. The findings also correspond to individualized consideration in Transformational Leadership Theory in terms of personalized coaching and mentoring.

4.9 Instructional Supervision and Teachers' Professional Motivation

The findings show that instructional supervision motivates teachers to improve professionally. Thirty-three teachers (44.0%) agreed and 34 (45.3%) strongly agreed yielding a mean score of 4.27. Instructional supervision encourages teachers to participate in workshops, seminars, professional learning communities, mentoring programmes, and self-directed learning. One of the Heads of Schools explained that:

"Through the process of supervision, we encourage teachers to continue learning. We motivate them to participate in professional development programs, collaborate with colleagues and improve their teaching practices." (HOS L, May 22nd, 2026)

The qualitative findings confirm that instructional supervision not only serves as a mechanism for monitoring but also as a motivational and developmental strategy. This finding corresponds to the views of Fullan (2024) who argues that instructional leadership fosters a school culture that encourages teachers to engage in lifelong learning and professional reflection. The findings correspond to the inspirational motivation in Transformational Leadership Theory as school leaders motivate teachers to pursue continuous professional learning.

4.10 The Impact of the instructional supervision to teachers' professional growth.

The findings indicate very strong agreement between Heads of Schools and teachers regarding the positive impact of instructional supervision on the professional growth of teachers. Thirty-four teachers (45.3%) agreed and 32 (42.7%) strongly agreed resulting in a mean score of 4.29. The findings indicate that classroom observation, feedback, mentoring, academic guidance, professional dialogue, reflection, and professional development planning are used to improve teachers' pedagogical knowledge, instructional competence, professional confidence, and classroom performance. One of the Heads of Schools stated that:

"Instructional supervision has changed professional learning in our school. Teachers get continuous professional support through observation, mentoring, coaching and professional dialogue. It helped teachers to improve their professional competence significantly."(HOS J, Personal Communication, May 22nd, 2026)

The quantitative and qualitative findings indicate that instructional supervision contributes to the professional development of teachers when implemented as a continuous and developmental process. The findings correspond to the views of Hallinger (2024) and Day and Gu (2024), emphasizing the role of supervision, feedback, mentoring, coaching, and reflection in continuous teacher learning. The findings correspond to Transformational Leadership Theory, particularly individualized consideration, intellectual stimulation, and inspirational motivation. Thus, the findings indicate that transformational instructional leadership can create an environment where teachers will be encouraged to reflect, innovate, learn continuously, and improve their professional competencies.

5. CONCLUSION AND RECOMMENDATION

5.1 Conclusion

In this study, the impact of instructional supervision on teachers' professional development in public secondary schools in Morogoro District Council, Tanzania was analyzed. The study findings show that instructional supervision positively impacts teachers' professional development through classroom observation, constructive feedback, reflective practice, professional dialogue, mentoring, coaching, continuous academic guidance, and follow-up support.

It has been established that instructional supervision helps teachers to identify their strengths and weaknesses, improve pedagogical and classroom management competencies, lesson preparation and instructional delivery, adopt innovative teaching strategies and engage in continuous professional learning. Moreover, the study has revealed that instructional supervision is more beneficial to teachers' professional development when implemented as a collaborative and developmental process rather than as a mere monitoring process.

Therefore, the study finds that instructional supervision is an important mechanism for promoting teachers' professional development in public secondary schools. Its contribution to the professional growth of teachers depends on the degree to which Heads of Schools provide continuous professional support, feedback, mentoring, coaching, professional dialogue, and appropriate follow-up depending on the development needs of teachers.

5.2 Recommendation of the Study

Based on the study's conclusion, educational authorities and Heads of Schools should enhance and institutionalize a continuous, developmental instructional supervision system in public secondary schools. This supervision system should include regular classroom observations, constructive feedback, mentoring, coaching, professional dialogue, and follow-up support tailored to teachers' development needs.

REFERENCES

[1] Bass, B. M. (1985). Leadership and performance beyond expectations. Free Press.

[2] Bellibaş, M. Ş., Gümüş, S., & Liu, Y. (2024). *School leadership and teacher professional learning: Evidence from contemporary educational research*. Educational Management Administration & Leadership.

[3] Burns, J. M. (1978). Leadership. Harper & Row.

[4] Creswell, J. W., & Creswell, J. D. (2023). Research design: Qualitative, quantitative, and mixed methods approaches (6th ed.). SAGE Publications.

[5] Darling-Hammond, L., Schachner, A. C. W., Wojcikiewicz, S. K., & Flook, L. (2023). Educating teachers to enact the science of learning and development. Applied Developmental Science, 27(1), 1–21. https://doi.org/10.1080/10888691.2022.2130506

[6] Frimin, F., & Sikawa, G. (2023). School-based supervision and teachers' instructional practices in public secondary schools in Tanzania. *Journal of Education and Practice*.

[7] Glickman, C. D., Gordon, S. P., Ross-Gordon, J. M., & Solis, R. (2023). Supervision and instructional leadership: A developmental approach (11th ed.). Pearson.

[8] Hallinger, P., & Liu, S. (2024). The effects of instructional leadership, teacher responsibility and procedural justice climate on professional learning communities: A cross-level moderated mediation examination. Educational Management Administration & Leadership, 52(3), 556–575. https://doi.org/10.1177/17411432221089185

[9] Kambuga, Y. (2023). Instructional supervision and teachers' professional practices in public secondary schools in Tanzania. *International Journal of Educational Development*.

[10] Kennedy, A. (2024). The fragility, complexity and interdependence of the global ecosystem of teacher professional learning. Professional Development in Education, 50(4), 595–596. https://doi.org/10.1080/19415257.2024.2368341

[11] Kraft, M. A., & Gilmour, A. F. (2016). Can principals promote teacher development as evaluators? A case study of principals' views and experiences. Educational Administration Quarterly, 52(5), 711–753. https://doi.org/10.1177/001316X16653445

[12] Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School Leadership & Management, 40(1), 5–22. https://doi.org/10.1080/13632434.2019.1596077

[13] Liu, Y., Bellibaş, M. Ş., & Gümüş, S. (2023). *The relationship between instructional leadership and teachers' professional learning*. Educational Management Administration & Leadership.

[14] Özdemir, N., Bellibaş, M. Ş., & Gümüş, S. (2025). *Transformational school leadership and teachers' professional learning and instructional practices*. Educational Management Administration & Leadership.

[15] Sims, S., Fletcher-Wood, H., O'Mara-Eves, A., Cottingham, S., Stansfield, C., Goodrich, J., Van Herwegen, J., & Anders, J. (2025). Effective teacher professional development: New theory and a meta-analytic test. Review of Educational Research, 95(2), 213–254. https://doi.org/10.3102/00346543231217480

[16] Zepeda, S. J. (2024). Instructional supervision: Applying tools and concepts (5th ed.). Routledge.