



## Influence of Heads of Schools Classroom Observation on Teachers' Job Performance in Public Secondary Schools in Magu District, Tanzania

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**Abstract :** This study examined the relationship between classroom observation practices of heads of schools and teachers' job performance in public secondary schools in Magu District, Tanzania. Teachers' job performance encompasses planning, instructional delivery, assessment, and interaction with learners, which are central for achieving educational goals and enhancing student learning outcomes. The study employed a mixed methods approach using a convergent design to collect both quantitative and qualitative data simultaneously. Data were obtained from 246 teachers through questionnaires and from 22 key informants, including heads of schools, ward education officers and district education officer via interviews. Quantitative data were analyzed using descriptive statistics and linear regression, while qualitative data were analyzed thematically. Findings revealed that heads of schools conduct classroom observations to provide follow-up support, coaching, and constructive feedback, which positively influence teacher preparedness, instructional competence, and accountability. Regression analysis indicated a strong and statistically significant correlation between classroom observation and teaching effectiveness, explaining approximately 62% of the variance in teacher performance. Qualitative data highlighted that consistent observation practices enhance teacher confidence, reflective teaching, and professional growth, whereas irregular or inconsistent observations limit instructional development. The study concluded that classroom observation is a strategic supervisory tool that supports professional development, strengthens accountability, and improves teaching effectiveness. The study recommends that heads of schools should implement systematic observation practices, provide targeted feedback, and receive training to ensure consistency and effectiveness in instructional supervision.

**Keyword :** Classroom Observation; Teachers' Job Performance; Public secondary schools

**Article info:** Submitted : 2026-05-24 | Accepted : 2026-06-01 | Published : 2026-06-08

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## INTRODUCTION

Teachers' job performance includes all the visible actions they take in the classroom, which are central for achieving educational goals (Hamka, 2023; Comighud & Arevalo, 2021; Gollapalli, 2020). It encompasses planning, instructional delivery, assessment, and interaction with learners, ensuring that teaching translates into effective learning outcomes. High-quality performance by teachers is necessary not only for student achievement but also for equipping learners with skills and competencies for personal growth, economic participation, and societal development (Njoku et al., 2020; Arshad et al., 2025). Effective teacher performance strengthens cognitive skills, critical thinking, and problem-solving abilities among learners. It also fosters motivation and self-confidence in students, creating a conducive environment for continuous learning. Evidence indicates that teachers' commitment, instructional competence, and engagement in professional responsibilities are directly related to the quality of education provided (Gading, 2024). Therefore, promoting teacher job performance is fundamental for achieving both institutional and national educational objectives.

The role of heads of school in ensuring teachers' job performance is pivotal and multifaceted (Dellomas & Deri, 2022; Nyaibuli & Mwila, 2024). Heads of school are responsible for guiding, mentoring, and monitoring teachers to uphold instructional standards and ethical practices. Their leadership shapes school culture, influences teacher motivation, and determines the allocation of resources

that support instructional processes (Mphosi & Chauke, 2025; Roman et al., 2022). Research shows that school leaders who provide continuous guidance, feedback, and professional development opportunities enhance teachers' instructional competence, classroom effectiveness, and job satisfaction (Shava & Heystek, 2021). In addition, the ability of heads of school to balance managerial duties with instructional leadership significantly impacts overall school performance. Effective leadership ensures that teaching practices are aligned with curriculum requirements and learner needs, thereby improving student outcomes.

Classroom observation is one of the core strategies that head of school use to enhance teacher performance (Saladaga, 2024; Oladimeji et al., 2024; Emeka et al., 2021). It involves visiting classrooms to assess teaching methods, monitor instructional delivery, and provide constructive feedback to teachers. Observation allows school leaders to identify strengths and areas for improvement, guide lesson planning, and support professional development. Studies indicate that when classroom observation is combined with mentoring and timely feedback, it significantly improves teachers' instructional competence and engagement (Okoye & Okike, 2021; Adebayo & Edegbai, 2021; Mokhtar et al., 2023). This practice fosters reflective teaching, motivates teachers to adopt effective strategies, and encourages accountability in instructional processes. Moreover, classroom observation strengthens the relationship between school leadership and teachers, creating a collaborative environment that supports continuous

improvement. By directly linking supervision with teaching practices, school heads can influence both the quality of instruction and learner outcomes.

In Tanzania, the effectiveness of classroom observation and supervision by heads of school remains a challenge (Ngole & Mkulu, 2021; Chaula, 2023). Studies reveal that irregular supervision, limited understanding of instructional leadership and poor implementation of classroom observation contribute to weak teacher performance and low student achievement. Some heads of school are unable to engage teachers in achieving institutional goals or provide meaningful feedback on instructional methods (Urio & Manase, 2024). Consequently, there is limited evidence on the relationship between classroom observation by heads of school and teachers' job performance in public secondary schools. This gap highlights the need for a study in Magu district to assess how school-based classroom observation can enhance teacher performance.

### **Statement of the Problem**

Although teachers' work performance is crucial to the quality of education offered in public secondary schools, inadequate and poor instructional supervision nevertheless has an impact on it. One of the most important aspects of school-based supervision is classroom observation, which aims to assist head teachers in keeping an eye on the caliber of instruction, identifying instructional gaps, and offering helpful criticism that improves teachers' professional practice. However, classroom observation is inconsistent, poorly

executed, or viewed as a fault-finding exercise rather than a process that supports development in many public secondary schools. Because of this, teachers frequently get insufficient advice on how to prepare lessons, deliver instruction, manage the classroom, and engage students.

Students' learning results and the general efficacy of schools are ultimately at risk due to the chronic flaws in teaching methods, low teacher motivation, and deteriorating levels of job performance caused by this lack of meaningful monitoring and follow-up feedback. Evidence indicates that many school administrators still have difficulty implementing classroom observation successfully, even though education regulations emphasize the role of head teachers in enhancing teaching and learning through systematic supervision. While some are overburdened with administrative duties, others lack the instructional leadership abilities needed to make excellent observations and offer useful criticism. Concerns regarding the extent to which head teachers' classroom observations affect teachers' performance in public secondary schools are raised by this discrepancy between policy expectations and actual supervision practices. However, there are very few empirical studies that directly address how teacher performance is impacted by classroom observation, creating a significant knowledge gap. In order to produce insights that can enhance instructional supervision, encourage teacher professionalism, and enhance educational outcomes in public secondary schools, it is necessary to investigate the degree to which head teachers' classroom observation

practices support or undermine teachers' job performance in these institutions.

## Literature Review

### 1. Theoretical Framework

This study is guided by Instructional Leadership Theory, which posits that the central role of school leaders is to promote high-quality teaching and learning through deliberate instructional support activities (Bellibaş et al., 2021). According to the theory, head teachers use classroom observation as a fundamental instructional leadership duty to keep an eye on teaching methods, offer criticism, and guarantee that curricular requirements and instructional delivery are in line (Gading, 2024). The theory assumes that, head teachers can identify instructional problems, serve as role models for successful teaching techniques, and assist teachers in their ongoing professional development by actively participating in classroom operations (Shava et al., 2021). As a result, classroom observation becomes a strategic leadership tool for enhancing teachers' instructional competency and boosting overall school performance rather than just an evaluation exercise.

The theory further state that when school administrators establish a structured atmosphere that encourages professional development, accountability, and reflective teaching, teacher performance increases (Shaked, 2025). Head teachers can improve teachers' enthusiasm, commitment, and job productivity by identifying training requirements, reinforcing expectations for instructional quality, and providing focused support through routine

classroom observation (Magdaraog, 2025). Instructional Leadership Theory is used in this study to explain how head teachers' observation methods affect a number of aspects of teachers' work performance, including lesson planning, pedagogical abilities, classroom management, and instructional delivery. Thus, the theory offers a conceptual framework for comprehending the ways in which good classroom observation leads to better student outcomes and teacher behaviour in public secondary schools.

### 2. Empirical Literature Review

Classroom observation is widely practiced in developed countries as a means of enhancing teacher performance. For instance, in France, Tournier (2023) found that instructional leaders frequently conduct classroom visits to provide on-site support that strengthens teachers' instructional delivery and professional engagement. Similarly, in Japan, Kim (2024) reported that principals regularly observe classroom teaching as part of instructional leadership aimed at improving teacher performance and continuous development. In Germany, König (2023) observed that structured classroom observation tools are increasingly used to assess teaching quality and support reflective practice among teachers, which contributes to improved performance. In England, Love (2020) revealed that regular lesson observations by head teachers help early-career teachers receive constructive feedback that enhances their professional confidence and teaching competence. Likewise, in the United States, Grissom et al. (2021) and Gibson, (2020) established that

systematic classroom observation by principals promotes teacher effectiveness through consistent feedback and targeted professional support.

Across many African countries, classroom observation remains a central approach to improving teacher performance and professional dedication. In South Africa, Plaatjies (2024) reported that principals who consistently monitored classroom instruction and provided feedback strengthened teachers' reflective practice and enhanced the quality of teaching. In Ghana, Alhassan and Alhassa (2022) found that when head teachers engaged in observation and supervision, teachers showed greater empowerment and organizational commitment. In Nigeria, Enwezor (2025) and Garba et al. (2019) observed that systematic classroom visitation and observation by school leaders improved teacher performance and reinforced professional accountability. In Ethiopia, Geletu (2024) reported that principal-led classroom observation and follow-up support raised teachers' instructional competence and commitment to continuous growth. Moreover, in Kenya, Jemutai et al. (2024) and Mutambuki and Njuguna, (2022) established that frequent lesson observations conducted by head teachers provided constructive feedback that enhanced teachers' lesson preparation, classroom delivery, and overall instructional performance.

In the context of Tanzania, several studies have examined classroom observation and supervision practices, yet few have established a clear link between head of school classroom observation and teachers' job performance. For example, Thomas

et al. (2022) focused on teacher colleges in Moshi and found that frequent classroom observation by principals enhanced student-teachers' academic outcomes. Similarly, Jonathan (2021) examined instructional supervision in primary schools and reported that classroom visits improved teaching quality. Although these studies demonstrate the general value of supervision, they mostly emphasize teacher education colleges, primary schools, or external supervision rather than the direct relationship between head of school classroom observation and teachers' job performance in public secondary schools. This gap justified conducting the current study in Magu District to provide context-specific evidence on how school-based classroom observation influences teachers' performance.

## METHODOLOGY

This study employed a mixed methods approach to provide a comprehensive understanding of the relationship between head of school classroom observation and teachers' job performance in public secondary schools in Magu District. Combining quantitative and qualitative data allowed the researcher to merge numerical evidence with descriptive insights for richer interpretation (Creswell & Creswell, 2017). A convergent parallel design was adopted, where both data types were collected simultaneously and analyzed separately before triangulation to enhance validity and reliability (Bhana, 2024). The study was conducted in Magu District, which comprises a mix of urban and rural schools, making it suitable for examining instructional supervision practices in diverse

educational settings. The district has 25 Ward Education Officers, one District Education Officer, and 40 public secondary schools. The target population included 748 teachers, 40 heads of schools, 25 Ward Education Officers, and one District Education Officer. Stratified random sampling was used to select 246 teachers, ensuring balanced representation by gender, while purposive sampling was applied for 13 heads of schools, eight Ward Education Officers, and one District Education Officer to capture insights from key administrative personnel (Nikolopoulou, 2022).

Data collection involved questionnaires for teachers and semi-structured interviews with heads of schools, Ward and District Education Officers. The questionnaire included demographic information and Likert-scale items aligned with study objectives, while interviews explored participants' perspectives and experiences. Face and content validity were ensured through expert review, and reliability was confirmed using Cronbach's Alpha, which ranged from 0.68 to 0.81. Pilot testing with a small sample refined clarity and relevance of instruments. Quantitative data were analyzed using descriptive statistics, including frequencies, percentages, means, and standard deviations, as well as inferential statistics in which regression analysis was used to evaluate relationships between variables. Qualitative data were analyzed thematically following six stages: familiarization, coding, theme development, and conceptualization (Naeem et al., 2023). Ethical considerations included informed consent, confidentiality, voluntary

participation, and adherence to APA 7th edition guidelines.

## RESULT AND DISCUSSION

The objective of this research was to investigate the connection between the classroom observation methods of head teachers and the performance of teachers in public secondary schools. Firstly, the teachers were given a Likert scale featuring five statements and asked to specify the degree of their agreement or disagreement with each one. Their replies were then quantified to produce frequencies, percentages and average scores. The interpretation of the findings was based on the mean scores. Their responses are presented in Table 1.

**Table 1.**  
**Teachers' Responses on How Head Teachers Conduct Classroom Observation**

Statement	SA		A		N		D		SD	
	F	%	F	%	F	%	F	%	F	%
i. My head of school conduct follow-up observations or coaching to support teachers' growth	81	49.2	96	56.6	30	16.5	23	12.8	19	10.5
ii. My head of school conduct classroom observations weekly	69	39.1	90	50.2	43	23.1	30	16.4	20	10.7
iii. My head of school conduct classroom observation to evaluate teaching and learning processes	74	40.2	91	49.4	51	27.4	28	15.1	32	17.1
iv. My head of school do not conduct classroom observation at all	62	33.2	98	53.1	84	45.2	44	23.6	27	14.4
v. My head of school conduct classroom observation to improve students'	93	50.5	95	51.4	41	21.8	29	15.5	20	10.7

**Source:** Field data (2025)

**Key:** SA = strongly agree, A = agree, N = neutral, D = disagree, SD = strongly disagree

The data in Table 1 shows that the majority of the respondents, 34.2%, strongly agreed, and 40.5% agreed that their heads of schools conduct follow-up observations or coaching to support teachers' growth. In total, 75% of respondents agree to some extent with this statement, while only a small portion, 1.3%, were neutral, and 24% were in disagreement, with 12.2% strongly disagreeing. This suggests that most teachers perceive their heads of schools as supportive in their professional development through follow-up observations. This finding corresponds with the work of Tournier (2023) who found that frequently classroom visit provides on-site support that strengthens teachers' instructional delivery and professional engagement. Thus, it appears that heads of schools in Magu district engage in practices that support teachers' growth, which is crucial for improving their job performance.

The data in Table 1 indicate that 29.1% of the respondents strongly agreed, and 43% agreed that their heads of schools conduct classroom observations weekly. The results indicate that school leaders in Magu district prioritize regular classroom observations, as 72.1% of respondents agree with this statement. 2.5% were neutral and 25.4% disagreed, which indicates a general consensus that heads of schools carry out frequent classroom visits. This supports the

research done by Love, (2020) who found that regular lesson observations by head teachers help early-career teachers receive constructive feedback that enhances their professional confidence and teaching competence. The frequency of observations contributes to teachers' improved performance and their professional development.

The issue of classroom observation was also revealed during the interviews as key informants described how this practice enhances teacher confidence and preparedness. This was made evident as one of them said:

*"I have found that visiting classrooms and observing how teachers deliver their lessons gives me the opportunity to provide real support. When I follow up with coaching sessions, teachers seem more confident and tend to prepare better. It helps me to monitor progress and encourage better practices".* (Personal interview, July, 2025).

Responses from this key informant suggest that this key informant believes that classroom observation enables heads of schools to provide direct instructional support to teachers, fostering both professional development and accountability. This implies that classroom observation is perceived not merely as supervision but as mentorship that enhances teacher performance. The findings correspond with the quantitative results that showed high levels of agreement among teachers about the supportive role of their heads of schools. They are also in line with Kim,

(2024), who found that effective observation improves teacher competence and professional growth. Therefore, classroom observation emerges as an important supervisory approach for improving instructional quality in Magu district.

When it comes to the idea that school leaders carry out classroom observations to assess teaching and learning, the data reveals that 31.2% of respondents strongly agreed, while 41.4% agreed. This brings the total agreement to a solid 72.6%, highlighting how crucial classroom observations are in the district's evaluation process. On the flip side, only 3.4% disagreed, and 13.5% strongly disagreed. This suggests that school leaders play a vital role in evaluating teachers' instructional methods, ultimately improving the dynamics within the classroom. This finding supports the research by Enwezor (2025) and Garba et al. (2019), which highlights that classroom observation, improves teaching performance and reinforced professional accountability as it helps identify areas for enhancement and provides targeted feedback.

Regarding the statement that heads of school do not conduct classroom observations at all, the data in Table 1 suggest that 26.2% of respondents strongly agreed, while 38.4% agreed, indicating that some heads of schools may not conduct regular observations. However, only 3.4% were neutral, and 17.7% strongly disagreed. This means that while some teachers feel their heads of schools do not engage in regular observations, there are still many heads of school that do so. These results are in agreement with the findings of Mutambuki &

Njuguna (2022), who found that heads of schools in Kenya have inconsistent classroom observation practices. Lack of consistency in classroom observations can be detrimental to teachers' job performance and hinder their professional growth.

The importance of classroom observation was also mentioned during interviews as key informants reflected on how regular visits affect teacher accountability. This was made evident as one of them said:

*"At this school, classroom observation is done on a regular basis. I believe when teachers know I may step in at any time, they stay prepared. Most of them improve over time, especially when we discuss the strengths and areas for improvement after the observation. It raises accountability to teachers".* (Personal interview, July, 2025).

Responses from this key informant suggest this key informant believe in the power of frequently class observation on enhancing teachers' job performance. This implies that schools with regular observation practices build a stronger culture of accountability, unlike those with irregular practices. The qualitative responses reflect the quantitative findings showing variation in observation frequency and align with König (2023) who reported that irregular supervision weakens teacher performance. Hence, consistency in classroom observation remains a vital component of effective school supervision.

For the final statement, the data in Table 1 show that 33.3% of respondents

strongly agreed, and 40.1% agreed that their head of school conducts classroom observations to improve students' learning and achievement. The percentage of agreement is 73.4%, which reflects a positive trend toward heads of school using observations to enhance learning outcomes. Only 1.7% was neutral, and 12.2% disagreed, with 12.7% strongly disagreeing. This shows that most teachers hold the belief that classroom observations are aimed at improving student learning. This is consistent with the study by Tournier (2023), who emphasized the positive impact of observations on students' academic outcomes. Thus, heads of school in Magu district appear to be using classroom observations strategically to benefit both teachers and students, thus enhancing overall educational quality.

To determine if there is a connection between the two variables, the researcher quantified teaching effectiveness as reported by the teachers. In doing so, instructors were requested to evaluate their teaching effectiveness on a five-point scale ranging from very effective (score = 5.0) to ineffective (score = 1.0). Their responses were analyzed to obtain descriptive statistics for both variables. The descriptive results for teaching effectiveness and classroom observation practices are presented in Table 2.

**Table 2.**  
**Descriptive Statistics on Job Performance and Classroom Observation**

	Mean	Std. Deviation	N
Teaching effectiveness	3.5105	0.53371	237
Classroom observation	3.8034	0.63592	237

**Source:** Field data (2025)

Based on the information shown in Table 2, the average score for teaching effectiveness was 3.5105 having a standard deviation of 0.53371. This suggests that most teachers rated their own teaching as moderately effective. On the other side, the average score for classroom observation practice was 3.8034 and the standard deviation was 0.63592, which shows that heads of schools were generally perceived to perform classroom observation duties to a moderately high extent. The slight difference in the mean scores suggests that teachers believe the classroom observation practices implemented by their heads of school may be contributing positively to their job performance, particularly in enhancing their effectiveness in teaching tasks. This aligns with the argument presented by Nigeria, Enwezor (2025) and Garba et al. (2019) that consistent classroom observation strengthens pedagogical quality among teachers. Similarly, Jonathan (2021) found that classroom observation, when carried out seriously and systematically, influences teachers' job performance positively by enabling timely instructional support.

In order to explore this relationship in more depth, a linear regression analysis was performed to assess how much the classroom

observation practices of the head of school account for differences in teachers' job performance. The findings from this analysis are displayed in Table 3.

**Table 3.**  
**Model Summary for Job Performance and Classroom Observation**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.789 <sup>a</sup>	0.622	0.621	0.32865

**Source:** Field data (2025)

As shown in Table 3, the model yielded an R-value of 0.789, which indicates a strong correlation between classroom observation and teaching effectiveness. The R square value of 0.622 shows that approximately 62.2% of the variance in teaching effectiveness among teachers is explained by the classroom observation practices of their heads of schools. The adjusted R square value of 0.621 confirms the reliability of this estimation across the population. These results suggest that observing classrooms is an essential practice in instructional supervision that directly influence teacher job performance in public secondary schools. This observation is supported by Thomas et al. (2022) who emphasize that classroom observation not only enhances professional collaboration but also strengthens the accountability of teachers in Tanzanian public schools. Additionally, research by Geletu (2024) which was conducted in Ethiopia shows that classroom observation and follow-up support raise teachers' instructional competence and commitment to continuous growth, thereby improving performance outcomes.

During interviews with heads of schools and ward education officers, the issue of classroom observation as a supervisory tool for enhancing teachers' effectiveness was also revealed. The key informants also cemented on the power of classroom observation towards contribution to teachers' job performance. For instance, one of the key informants said:

*"I expect heads of school in this ward to conduct classroom observations not just for formality, but as part of instructional leadership. From my experience, schools that implement observation regularly tend to perform better. Teachers receive guidance, and learners benefit from well-monitored teaching practices".*  
(Personal interview, July, 2025).

Responses from this key informant suggest that this key informant considers classroom observation to be an essential aspect of instructional leadership that directly contributes to improved teaching and learning. This implies that classroom observation is perceived as a practical approach through which school heads guide, support, and monitor teachers to achieve higher levels of performance. These findings are in agreement with the quantitative data, which revealed a statistically significant relationship between classroom observation and teachers' job performance. They also agree with the findings of Grissom et al. (2021) and Gibson, (2020) who emphasized that systematic observation enhances teachers' effectiveness, and Plaatjies (2024) who linked consistent observation with improved teacher productivity in

South Africa. Therefore, both qualitative and quantitative findings confirm that classroom observation serves as a strategic leadership practice that promotes accountability, continuous improvement, and effectiveness in public secondary schools.

## CONCLUSION

The study concludes that classroom observation by heads of schools has a significant and positive influence on teachers' job performance in public secondary schools in Magu District. Hypothesis testing revealed a strong correlation between classroom observation practices and teaching effectiveness, with approximately 62% of the variance in teachers' performance explained by the frequency and quality of observations. In general, the findings indicate that when heads of schools conduct follow-up visits, provide coaching, evaluate teaching methods, and offer constructive feedback, teachers demonstrate greater preparedness, accountability, and instructional effectiveness. On the other hand, inconsistencies in observation practices were associated with reduced professional growth and teacher confidence. This conclusion implies that classroom observation is not merely an administrative formality but a strategic tool that enhances teachers' pedagogical skills, supports professional development, and ultimately contributes to improved student learning outcomes.

## Recommendations

Based on the findings, it is recommended that heads of schools in public secondary schools in Magu

district implement regular and systematic classroom observation practices to enhance teachers' job performance. School leaders should provide constructive feedback, mentoring, and professional development support following each observation to strengthen instructional skills and accountability. Education authorities should also offer targeted training and resources to equip heads of schools with effective supervision strategies. Furthermore, establishing clear guidelines and schedules for classroom observation can help ensure consistency across schools, fostering a culture of continuous improvement among teachers. By prioritizing structured observation as a central element of instructional leadership, schools can improve teaching quality, professional growth, and ultimately student learning outcomes.

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**Conceptualization:** All Authors ;

**Methodology:** All Authors ;

**Investigation:** All Authors ;

**Writing – original draft preparation:** All Authors ;

**Writing – review and editing:** All Authors ;

**Visualization:** All Authors ;

All authors have read and agreed to the published version of the manuscript.