The Impact of School-Based Instructional Supervision Practices on Students' Learning Outcomes: A Study of Public Secondary Schools in Mpwapwa District, Tanzania

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Abstract: *This study investigated the impact of teachers' supervisory practices on students' academic performance in public secondary schools within the Mpwapwa district, Tanzania. Guided by the Servant Leadership Theory and pragmatism research philosophy, the study employed a mixed-methods approach and a cross-sectional research design. The study involved 243 participants, 233 were teachers and 10 heads of schools who were selected using both stratified random and purposive sampling techniques. Quantitative data were collected using structured questionnaires from teachers, while qualitative data were gathered through interviews with heads of schools. Quantitative data were analyzed using descriptive statistics, and multiple regression analysis using Statistical Package for Social Sciences (SPSS version 27), while qualitative data were analyzed thematically to capture insights into instructional supervision practices and their influence on teachers' instructional quality and students' learning outcomes. The findings revealed that teachers' supervisory practices were generally high, with regular classroom observations, timely feedback, performance appraisals, and moderate professional development support contributed positively to students' academic outcomes. Regression results indicated a strong and statistically significant relationship between teachers' supervisory practices and academic performance (R = 0.727, R² = 0.528, p < 0.001), suggesting that effective school-based instructional supervision explains over 50% of the variance in students' learning outcomes. The study concluded that structured and consistent instructional supervisory practices play a critical role in enhancing students' learning outcomes. Based on these findings, the study recommends that school management prioritize frequent classroom observations, timely feedback, mentorship, and capacity-building initiatives for teachers to sustain and improve students' academic outcomes.*

Keywords: *Instructional supervision, Students' learning outcomes, Public secondary schools.*

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1. Introduction

Academic achievement is a critical indicator of the effectiveness and quality of education systems, reflecting students' ability to achieve learning objectives, comprehend subject matter, and apply knowledge and skills in various contexts (Manduku et al., 2021; Tarimo & Lekule, 2024). The concept of students' academic

outcomes has long been a focus of interest for researchers and policymakers because of its vital importance in gauging the quality and effectiveness of education systems (Ludigo et al., 2025). Since the 1950s, there has been growing global concern over students' education outcomes, especially highlighted by international assessment bodies in the sciences (World Bank, 2021). The World Bank contends that systems of supervision and support to teachers should be the central area of reforms focused by nations in the world to improve their education and solve education challenges related to national and global education (World Bank, 2010). In response, many educators have emphasized school supervision as a crucial approach to enhancing teaching quality and boosting students' achievement. The historical evolution of educational supervision underscores a significant transformation in its purpose and practice. According to guidelines, school supervision in Tanzania is apportioned to be the duty of head teachers or heads of schools, college principals, Ward Educational Coordinators (WECs), and local Government Authority (LGA) Education Officers (Mmbando & Hongoke, 2010; United Republic of Tanzania – URT, 2010).

Despite these global and national efforts to improve education outcomes, academic underperformance remains a persistent challenge, affecting both individual learners and national socio-economic development (Ibaba et al., 2024; Lassibille et al., 2022). Poor students' academic outcomes are often manifested through low test scores, high repetition and dropout rates, limited classroom engagement, and inadequate progression to higher education levels. These challenges are exacerbated by structural, managerial, and economic constraints that vary across regions (Adeniyi et al., 2024). Globally, secondary schools face diverse obstacles in promoting high academic achievement. In developed countries, factors such as socioeconomic disparities, student disengagement, mental health concerns, and unequal access to resources limit learning outcomes (Organization for Economic Co-operation and Development - OECD, 2022; European Commission, 2025). In Asia, overcrowded classrooms and inadequate teacher training hinder student performance, while even high-performing systems like China and Singapore face challenges related to overly competitive environments affecting students' well-being (Hoque et al. 2020; UNESCO, 2005). In Africa, systemic challenges such as poor infrastructure, underqualified teachers, and weak leadership contribute to low literacy rates and high dropout levels (UNESCO, 2022; Bush et al., 2023).

In Tanzania, secondary schools continue to grapple with low pass rates, particularly in science and mathematics subjects, due to insufficient teaching resources, inadequate infrastructure, teacher shortages, and disparities between urban and rural schools. Mpwapwa District is not an exception, whereby many public secondary schools report low academic achievement, frequent absenteeism, and high dropout rates (National Examination Council of Tanzania - NECTA, 2023; 2024). A review of the existing literature in this area suggests that weak school management practices, especially inadequate instructional supervision, are key contributors to the existing challenges. School-based instructional supervision is a crucial component of school management practices that involves monitoring instructional processes, providing feedback, guiding and promoting continuous professional development for teachers, and ensuring accountability (Habiyu et al., 2025; Gesti & Ismaya, 2025). Past studies indicate that effective school-based supervision positively influences teaching quality and students' achievement. However, instructional supervision practices within public secondary schools in Tanzania are often inconsistent, characterized by limited classroom observations, delayed feedback, and inadequate training, ultimately affecting students' academic outcomes (Tarimo & Lekule, 2024; Oguta et al., 2019). Consequently, given the continued poor performance of public secondary schools in Mpwapwa district, there is a need to conduct a study examining how school-based instructional supervision impacts students' learning outcomes and provide evidence-based recommendations to improve managerial practices and the overall quality of education in Tanzania's public secondary schools.

1.1 Statement of the Problem

The significance of school-based instructional supervision in enhancing teaching quality and improving students' learning outcomes cannot be overstated. In recognition of this, the Tanzanian Government has introduced several education reforms and policies, such as the Education and Training Policy (2014, 2023 Edition) and the Secondary Education Development Plan - SEDP (2025/26 – 2029/30) aimed at raising the quality of secondary education nationwide. However, these efforts have not yielded the expected improvements in students' academic outcomes (Tarimo & Lekule, 2024; Lassibille et al., 2022). Academic performance in Mpwapwa district remains below regional standards. For instance, in the 2023 Certificate of Secondary Education Examination (CSEE), Mpwapwa recorded a pass rate of only 71.1%, which was below the Dodoma region's overall average of 79.2%. (NECTA, 2024). If these management-related issues remain unaddressed, public secondary schools in Mpwapwa will continue to experience low students' academic achievement, contributing to student demotivation, increased dropout rates, and reduced access to further education and career opportunities. While various studies (Ludigo et al., 2025; Tarimo & Lekule, 2024; Lassibille et al., 2022) have explored school-based management practices broadly, few have focused specifically on

instructional supervision practices in rural districts like Mpwapwa, a gap that the current study intends to fill by examining how school-based instructional supervision practices impact students' learning outcomes in public secondary schools in Mpwapwa district, Tanzania.

1.1 Research Objective/Question

1.1.1 Research Objective

The objective of this study was to investigate the impact of school-based instructional supervision practices on students' learning outcomes in public secondary schools in Mpwapwa district, Tanzania

1.1.2 Research Question

To what extent do school-based instructional practices impact students' learning outcomes in public secondary schools in Mpwapwa district?

2. Literature Review

2.1 Theoretical Framework

This study is grounded in Servant Leadership Theory, which provides a relevant lens for investigating the impact of teachers' supervisory practices in enhancing academic performance. Introduced by Robert K. Greenleaf in 1970, the theory emphasizes that effective leaders prioritize serving the needs of those they lead. Unlike traditional leadership approaches that focus on authority and control, servant leadership emphasizes the growth, development, and well-being of individuals and the broader community, stressing the importance of listening, empathy, stewardship, awareness, and a commitment to fostering collaborative environments (Haider et al., 2020). In the context of education, servant leadership is particularly effective in creating supportive, inclusive, and high-performing school cultures. School leaders who adopt and apply this style of leadership prioritize the needs of teachers and students, encourage participatory decision-making, and focus on long-term institutional development rather than short-term gains (Thai et al, 2024; Spears, 2005). Through active listening and empathy, servant leaders understand the challenges faced by teachers and students and implement strategies such as structured supervision, mentorship, and professional development that directly enhance teaching quality and students' learning outcomes. Servant leadership aligns closely with the focus of this study, particularly in ensuring that teachers receive regular classroom observations, constructive feedback, and professional growth, which, in turn, influence students' academic performance (Thai et al.,

2024). In addition, servant leadership creates conditions that enable teachers and students to participate effectively in the teaching and learning process through fostering trust, empowerment, and collaboration. Consequently, this theory provides a robust foundation for examining how school management practices, particularly teachers' supervisory practices, impact students' academic performance in public secondary schools in Mpwapwa district, Tanzania.

2.2 Empirical Review

Instructional supervision practices and students' learning outcomes

Several studies have been conducted to examine the influence of instructional supervision practices and academic outcomes in secondary schools. School management practices, particularly teachers' supervisory practices, have become more important than ever before. Hoque et al. (2020) examined the relationship between supervision and teachers' performance and attitudes in secondary schools in Kuala Lumpur, Malaysia. The study utilized a quantitative research approach and a cross-sectional design, and collected data using a survey questionnaire from 200 teachers and 50 supervisors obtained through simple random sampling. The collected data were analyzed using descriptive, inferential statistics, and regression analysis. Results indicated that supervisory practices per se were not correlated with teachers' performance and attitudes, but directive supervision was found to be positively and significantly correlated with teachers' performance and attitudes. Contrary to the current study, this study only focused on teachers' performance and attitude, ignoring the component of students' academic performance, a gap that the current study seeks to fill by investigating the impact of instructional supervision practices and students' academic poutcomes. Ibaba and Akpan (2024) investigated the relationship between teacher supervision and students' output in public secondary schools in Bayelsa State, Nigeria. A descriptive survey design was adopted involving 150 teachers and 10 education supervisors. Quantitative data were collected using a structured questionnaire and analyzed using descriptive and inferential statistics (Pearson correlation and regression analysis). The findings revealed a statistically significant positive relationship between effective teachers' supervision and improved students' academic performance. Furthermore, the study identified gaps in feedback mechanisms, monitoring frequencies, and pedagogical support as key challenges in the supervisory system. The research employed a survey-based quantitative approach, which captured broad perceptions but lacked qualitative insights into the experiences of teacher supervision and students' output.

Ludigo et al. (2025) investigated the relationship between internal supervision and student academic performance in Government-aided secondary schools in Luwero, Uganda. The study employed a quantitative research approach while utilizing a correlational and cross-sectional design with a sample size of 95 respondents. Data were collected using a structured questionnaire and analyzed using the Pearson Linear Correlation Coefficient (PLCC) and regression analysis. Findings indicated a significant positive relationship between classroom visitation, reviewing teachers' work records, evaluating students' work records and students' academic performance. The study employed quantitative-only survey design with structured questionnaires, which provided breadth but lacked qualitative insights into the lived experiences. A mixed-methods approach as this, including interviews and classroom observation, could have offered more nuanced understanding on how internal instructional supervision and students' academic performance. Habiyu and Njuguna (2025) examined the influence of head teachers' supervision of teachers on academic performance in public primary schools in Moyale Sub-County, Kenya. Guided by systems theory and academic achievement theory the study applied mixed method approach and concurrent triangulation research design. Quantitative data were collected using questionnaires while qualitative data were collected using in-depth interviews from 198 respondents comprised of head teachers, teachers, and sub-county directors of education (SCDES) determined using Yamane's Formula. Quantitative data were analyzed using descriptive and inferential statistics (Pearson Product-Moment Correlation – PPMC) using Statistical Package for Social Sciences (SPSS version 25), while quantitative data were analyzed thematically based on the objectives and presented in narrative form. The results indicated a significant positive correlation between head teacher supervision of teachers and students' academic performance. However, the study further found that head teachers were not actively engaged in supervising teachers, a factor that contributed to a significant decline in academic performance.

3. Methodology

3.1 Research Approach and Design

The study employed a mixed-methods research approach, combining both quantitative and qualitative insights, and utilized a cross-sectional research design. A mixed research approach provided a richer, more nuanced understanding of the complex dynamics of school management practices and enabled the study to capture not only measurable outcomes but also the underlying perceptions and experiences of school management

regarding teachers' supervisory practices and students' academic performance. A cross-sectional research design facilitated the collection of data at once in a short period of time, thus minimizing cost and time spent in collecting data.

3.2 Study Area

The study was conducted in ten selected public secondary schools in Mpwapwa, an independent administrative district in Dodoma region, Tanzania. The area was selected due to its diversity of public secondary schools located both in rural and semi-urban settings, making it a suitable context for this study. Moreover, despite Government efforts, the quality of secondary education in Mpwapwa district remains low, with a pass rate below the regional average in the final CSEE (NECTA, 2024). Thus, raising concerns about the effectiveness of school-based instructional supervision practices and their impact on students' learning outcomes in public secondary schools in Mpwawa district.

3.3 Population and Sample Size

The target population of this study comprised 555 teachers from public secondary schools within Mpwapwa district (Education Dept., Mpwapwa), which served as the units of analysis for both secondary and primary data. The study specifically focused on teachers and school managers (heads of schools), as they were directly involved in the management and delivery of education services. The sample size for the study was determined using Yamane's (1967) formula, which provides a reliable method for calculating a sample size based on population size, while school managers were purposively selected as key informants. Qualitative data collection continued until the saturation point was reached. It was expected that 10 heads of schools would participate in the study by providing in-depth insights into teachers' supervisory practices and their impact on students' performance. Yamane's Formula is given by:

$$n = \frac{N}{1 + N(e)^2}$$

Where:
    n = sample size
    N = population size
    e = margin of error
Given:
n = 555 / (1 + 555 * 0.0025)
n = 233

For quantitative data, the sample size was 233 teachers

3.4 Sampling Techniques

This study used a combination of stratified random sampling and purposive sampling techniques to select participants for the study. For the quantitative component, stratified random sampling was applied to select 233 teachers from across public secondary schools in Mpwapwa district. The population was divided into strata based on schools to ensure proportional representation, and teachers were then randomly selected from each stratum to participate in the questionnaire survey. For the qualitative component, purposive sampling was employed to select heads of schools as key informants. Data were collected from these 10 heads of schools until saturation was reached, which was expected to occur after interviewing approximately 8 - 10 of them. This combined sampling strategy ensured both representativeness in the quantitative data and depth of insight from qualitative data, enhancing the study's overall validity and richness (Creswell & Creswell, 2022).

3.5 Data Collection Methods

In this study, data were gathered using structured questionnaires and semi-structured interviews, enabling the researcher to obtain both quantitative and qualitative data. Questionnaires were designed to gather quantitative information from teachers in 10 selected public secondary schools within Mpwapwa district. The questionnaire consisted of structured and closed-ended questions focused on key areas such as school-based instructional supervision practices and their impact on students' learning outcomes. Semi-structured interviews were used to collect qualitative data from key informants, particularly heads of 10 selected public secondary schools in Mpwapwa district. These interviews followed a predetermined set of questions to ensure consistency and facilitate comparisons across respondents (Creswell & Creswell, 2022). The structured format allowed gathering detailed information on instructional supervision practices, thereby providing deeper insights into how these supervisory practices influenced students' academic outcomes.

3.6 Data Analysis

This study employed both quantitative and qualitative data analysis techniques. Quantitative data collected through structured questionnaires from teachers were analyzed using descriptive, inferential and regression analysis using Statistical Package for Social Sciences (SPSS) software version 27. Descriptive statistics summarized and present data into frequencies, percentages, means, and standard deviations to describe the patterns and trends related to teachers' supervisionpractices. Furthermore, multiple regression examined both the combined and individual effects of instructional supervisory practices on academic performance. Qualitative data obtained from open-ended interviews with school managers, on the other hand, were analyzed thematically by coding the interview transcripts to identify recurring themes, patterns, and categories related to teachers' supervisory practices. Codes were then assigned to meaningful segments of text, which were grouped into themes representing similar ideas or concepts related to the study objective.

3.7 Ethical Consideration

In the context of this research, ethical clearance was formally sought and obtained from the Institute of Accountancy Arusha and Mpwapwa district respectively before the actual commencement of data collection. Participants were provided with a clear explanation of the study's objectives, its academic purpose, and what their participation entailed. They were explicitly informed that their involvement was entirely voluntary and that they could withdraw at any point without any negative consequences. A detailed informed consent form was issued and signed by each participant, ensuring that they were aware of their rights, the confidentiality of their responses, and how the data would be used. All information gathered was handled with the utmost confidentiality. No names or identifiable personal details were disclosed in any publications resulting from the study. The collected data were securely stored and used strictly for academic analysis, in accordance with ethical research standards. This rigorous adherence to ethical procedures upheld the integrity of the research process while fostering trust and respect between the researcher and participants.

4. Results and Discussions

4.1 Results

School-Based Instructional Supervision Practices and Students' Learning Outcomes

In response to the study objective, respondents were subjected to five items on the impact of school-based instructional supervision practices on students' learning outcomes, scaled using Five-point Likert scale, where 1 = Strongly disagree (SD), 2 = Disagree (D), 3 = Moderate (M), 4 = Agree (A), and 5 = Strongly agree (SA). Table 1 gives the descriptive results of the items on instructional supervision practices and students' learning outcomes.

Table 1: Instructional Supervision Practices and Students' Learning Outcomes

No	Items	Mean	Std. Deviation	Status
1	School management frequently observes teachers during classroom sessions	4.1588	.76880	Agree
2	Feedback is regularly provided to teachers after classroom supervision	3.9227	1.21876	Agree
3	Heads of schools check lesson plans before teaching begins	3.1545	1.38096	Moderate
4	Teachers are evaluated periodically based on their classroom performance	4.1760	.94181	Agree
5	School heads support teacher development through mentorship and coaching arrangements	3.8240	1.02508	Agree

The descriptive statistics results in Table 1 on whether school-based instructional supervision practices impact students' learning outcomes revealed generally high levels of agreement among respondents, indicating that instructional supervision was perceived positively across schools, with varying levels of effectiveness. Teacher performance appraisals received the highest mean score (M = 4.1760, SD = 0.94181) which corresponds to agree, suggesting that respondents agreed that they were periodically evaluation based on their performance. This practice enhances instructional quality by identifying strengths and areas for improvement, thereby contributing positively to student learning outcomes. Likewise, on whether school management frequently conduct classroom observations, the results showed a mean score of (M = 4.1588, SD = 0.76880) which corresponds to agree, indicating that respondents agreed that school management frequently conducts classroom visitation and observation of instructional activities. This suggests that school managers regularly monitor teaching activities through classroom observation a practice provide timely guidance and support to teachers ensuring teaching effectiveness and quality academic outcomes. These descriptive statistics by teachers were supported by heads of schools in an interview as one explained:

> "We conduct regular classroom observations in our school through school quality assurance team and provide timely feedback to teachers for reflection and improvement. This ensures that instructional activities are delivered effectively and that teachers are held accountable for students' learning outcomes" (HS3, School B, November, 2025).

These qualitative views complement the quantitative results, suggesting that teacher supervision is most effective when it combines regular classroom observation, timely feedback and structured teacher appraisals resulting to improved quality teaching and students' performance.

Similarly, on whether teachers are provided with timely feedback after classroom visitation and observations, the results indicated a mean score of (M = 3.9227, SD = 1.21876) which corresponds to agree, suggesting that respondents agreed that teachers were provided with timely feedback by school managers about their classroom conduct and instructional delivery. This shows that while feedback is generally provided some variability exists, implying that prompt feedback allows teachers adjust their instructional approaches to align with students' learning styles and improve their performance. Moreover, on whether heads of schools support teachers' professional development through mentorship and coaching arrangements, the results indicated a mean score of (M = 3.8240, SD = 1.02508), which corresponds to agree, suggesting that respondents agreed that teachers were supported with professional development opportunities to improve their instructional delivery through mentorship and coaching arrangements. These results suggest that continuous professional development helps teachers improve their teaching competencies that in turn positively affect classroom effectiveness and students' performance. In an interview with heads of schools, they supported the descriptive statistics provided by teachers by pointing out that their schools have been supporting teachers' professional growth in different ways as one of them narrated:

> "We always support our teachers in acquiring new teaching methods whenever need arises. This is done through mentorship and training opportunities provided by the schools with the support of the employer. Continuous teachers' improvement arrangements have helped teachers improve their instructional capability and have somehow improved students' performance (HS8, School D, November, 2025).

These qualitative findings underscore that teachers' access to professional development opportunities equip them with effective teaching approaches for effective instructional delivery. The analysis suggest that for realization of quality education outcomes,schools must prioritize comprehensive instructional supervision practices that support both accountability and teacher growth.

Furthermore, on whether heads of schools check and comments on teachers' lesson plans before actual class time, the results indicated a mean score of (M = 3.1545, SD = 1.38096) which corresponds to moderate or undecided, highlights that some teachers are unaware of their heads of schools checking their lesson plans before class time implying that monitoring of teachers lesson planning inconsistently consistently practiced across schools. Insufficient monitoring of lesson planning by heads of schools or their associates may limit alignment with curriculum standards, potentially affecting the quality of teaching and students' learning outcomes.

Regression analysis

Tables 2 to 4 present regression analysis indicating the degree to which the predictive supervision practices predict students' learning outcomes. Both the regression coefficients and significance levels were computed to evaluate the impact of the independent variable (instructional supervision practices) on the dependent variable (students' learning outcomes) as illustrated in Table 2.

Table 2: Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients			95.0% Confidence Interval for B	
	B	Std. Error	Beta	t	Sig.	Lower Bound	Upper Bound
l(Constant)	.488	.087		5.638	.000	.318	.659
Teacher Supervision	.329	.020	.727	16.086	.000	.288	.369

The regression coefficients in Table 2 provide further insight into the effect of instructional supervision practices on students learning outcomes in public secondary schools in Mpwapwa district. The unstandardized coefficient (B) for instructional supervision practices is 0.329 indicating that for every one-unit increase in instructional supervision, students' leaning outcomes is expected to increase by 0.329 units, holding other factors constant. The constant (intercept) value of 0.488 represents the predicted academic outcomes when instruction supervision is zero.

The standardized coefficient (Beta = 0.727) confirms a strong positive relationship between instructional supervision and academic performance. The t-value for instructional supervision (16.086) is statistically significant at p = 0.000 showing the effect is highly significant. The 95% confidence interval for B ranges from 0.288 to 0.369 further affirming the reliability of the positive effect. These results clearly indicate that effective instructional supervision practices play a crucial role in enhancing students' academic outcomes in the district.

Table 3: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.727	.528	.526	.24049

The results in Table 3 suggest that instructional supervision has a significant positive effect on students' learning outcomes in public secondary schools in Mpwapwa district, Tanzania. The model summary indicates a correlation coefficient (R = 0.727), suggesting a strong positive relationship between school-based instructional supervision practices and students' academic outcomes. Additionally, the R^2 = 0.528 implies that approximately 52.8% of the variance in students' learning outcomes can be explained by instructional supervision practices,

indicating a substantial influence of the independent variable on the dependent variable. The adjusted R^2 = 0.526 shows minimal difference from R^2, reflecting the model's robustness and generalizability. Furthermore, the standard error of the estimate (0.24049) demonstrates a reasonable level of prediction accuracy. Overall, these findings suggest that enhanced school-based instructional supervision practices is likely to contribute significantly to improving students' learning outcomes in the district.

Table 4: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14.966	1	14.966	258.772	.000
	Residual	13.360	231	.058		
	Total	28.326	232			

Table 4 presents the ANOVA results for the regression model, examining the overall significance of the relationship between instructional supervision and students' academic outcomes which was found to be statistically significant. The F-value of 258.772 with a significance level (Sig.) of 0.000 suggests that the regression model is statistically significant and that instructional supervision practices positively predict students' learning outcomes.

4.2 Discussions

The findings of this study indicated that instructional supervision has a significant positive effect on academic outcomes across public secondary schools in Mpwapwa district. This finding aligns with that of Ibaba and Akpan (2024), who found a statistically significant positive relationship between effective instructional supervision and improved students' academic performance. Similarly, Gesti and Ismaya (2025) reported that effective supervision of the school principals had a significant effect on teachers' performance and students' learning outcomes, highlighting the importance of structured supervision programmes, continuous professional development, and active involvement of a more effective supervision model to improve teachers' performance and ultimately improve the quality of students' output. In contrary, Oguta et al. (2019) reported that teacher supervision had no significant influence on learners' academic achievement in secondary school education. Regression analysis revealed that increased instructional supervision activities, such as regular classroom visits and observations, timely feedback, performance appraisals, and professional development support, substantially enhance students' academic outcomes. These quantitative results were further corroborated by qualitative information, where heads of schools highlighted that active supervision, mentorship, and structured feedback mechanisms directly contributed to improved teaching practices and student engagement. These findings concur with those of Ludigo et al. (2025), who found a significant positive relationship between classroom visitation, reviewing teachers' work records, evaluating students' work records, and students' academic performance, recommending strengthening internal

instructional supervision practices for enhancing students' academic achievement. Moreover, Habiyu and Njuguna (2025) indicated a significant positive correlation between supervision practices and students' academic performance. Furthermore, all cited studies except that of Oguta et al. (2019) underscore the importance of integrating supervision into institutional routines to enhance teaching effectiveness and students' learning outcomes. The implications of these findings are significant for school management and education stakeholders, suggesting that fostering a culture of regular, structured, and supportive supervision can directly enhance instructional quality and students' learning outcomes.

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5. Conclusions and Recommendations

5.1 Conclusion

The study concludes that continuous instructional supervision has a significant and positive effect on students' academic achievement in public secondary schools in Mpwapwa district. Both quantitative and qualitative findings indicate that consistent classroom observation, timely feedback, professional development support, and structured teacher appraisals collectively enhanced instructional quality and student learning outcomes. The regression analysis confirmed that instructional supervision accounts for a substantial portion of the variation in academic performance ($R^2 = 0.528$), and the effect is statistically significant ($p = 0.000$). This underscores the critical role of structured, purposeful, and supportive supervision in enhancing teacher effectiveness and improving the quality of instruction provided. Implicitly, the study results suggest that effective and well-structured instructional supervisory practices provided by the school management were a critical determinant of improved students' academic outcomes in Mpwapwa district.

5.2 Recommendations

Based on the study findings, the following recommendations were made:

1. Management of public secondary schools in Mpwapwa should enhance the implementation of school-based instructional supervision practices with particular emphasis on regular classroom visitation and observations, constructive feedback, teacher appraisal, and continuous professional development.

2. Policymakers and education authorities at district and national levels should consider developing formal instructional supervisory frameworks and guidelines to standardize practices across schools, thereby ensuring sustained instructional improvements in both teachers' performance and students' learning outcomes.

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