School Heads' Commitments in Practicing Six Characteristics of Clinical Supervision in Tanzania: Views of Male and Female Teachers

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ABSTRACT

This study aimed at examining teachers' perceptions on school heads' practices of six characteristics of clinical supervision through interviewing 28 and surveying 94 secondary school teachers in public secondary schools in Tanzania. In this mixed concurrent and cross-sectional case study design, school heads respecting teachers as professionals was a first dominant practice in clinical supervision and academic mentorships was a last dominant practice. Despite of dominance, school heads' commitments in practicing six characteristics of clinical supervision was positively perceived by male and female teachers and no statistically significant difference (p<0.05) was observed among them. Due to school heads' commitments in undertaking six characteristics of clinical supervision, teachers' sense of teaching professional competence grew sufficiently. The study found a positive correlation and statistical significance (p<0.01) between school heads' commitments in practicing six characteristics of clinical supervision and teachers' sense of teaching professional competence development. The study concludes that through six characteristics of clinical supervisor, male and female teachers were equally supervised by school heads. It also concludes that six characteristics of clinical supervision are positive predictors for developing teachers' sense of teaching professional competences.

INTRODUCTION

School supervision in the 21st century requires contemporary supervisory approaches (Kayıkçı, Yılmaz, & Şahin, 2017; Moswela & Mphale, 2015). One among them is clinical supervision which began in the late 1950s and early 1960s (Garman, 2020; G. D. Glickman, 2002; Grimmett, 1981; Gürsoy et al., 2016; Reavis, 1976). Literature documents that Morris Cogan and Robert Goldhammer were its founders at Harvard University School of Education (Gürsoy et al., 2016; Reavis, 1976), primarily for the preparation of pre-service teachers (Husbands, 2011; McIntyre & McIntyre, 2020). Contemporary literature of clinical supervision (Amadi & Abraham, 2021; Kayıkçı et al., 2017; Moswela & Mphale, 2015; Nyan, 2014; Subramaniam et al., 2020; Tanjung, 2020) insists that it is appropriate for supervising in-service teachers. In this view point, a good number of literature such as (Dikeogu & Amadi, (2019); Falender, 2014; Kayıkçı et al., 2017) praise that clinical supervison is humanistic supervisory model for supervising in-service teachers. In other words, it is regarded as a teacher-centred model of supervision (Cogan, 1973; Goldhammer, 1969). In natural teaching and learning contexts, school heads and teachers altogether actively participate in teaching and learning supervision (Bencherab & Al Maskari, 2021; Chaula et al., 2022; Khaef & Karimnia, 2021; Snow et al., 2020). İt means, teachers are familiar with school heads' supervisory roles and theirs in teaching and learning supervision processes (Glickman, 2002;Glickman, Gordon, & Ross-Gordon, 2018).

The growing literature on clinical supervision (Ibara, 2013; Khaef & Karimnia, 2021; McIntyre & McIntyre, 2020; Okorji & Ogbo, 2013; Panigrahi, 2012; Siatun, 2020; Tanjung, 2020; Wanzare, 2012) provides a singularity meaning of clinical supervision. Khaef and Karimnia (2021), for example, define it as face-to-face interaction between the teachers and school supervisors in problem solving reflexes, directed at per class, and focused on the teachers as agents of change. The definition of Tanjung (2020) closely relates with the former one that it is a face-to-face interaction of the supervisors and teachers at the workplace. In addition, Siatun (2020) describes it as the process of helping teachers to realise professional behaviour during teaching and learning in the classrooms. Although, the presented definitions are limited on face to face interaction, Olibie, Mozie and Egboka, 2016) on the other hand, provide a broader definition. According to Olibie et al, (2016) clinical supervision "is the process of facilitating the professional growth of teachers, primarily by observing teachers' instructional practices, giving teachers' feedback about classroom interactions and helping the teacher make use of the feedback to make teaching more effective" (p. 47). Clinical supervision, it is therefore,

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defined as close and direct interaction between school heads and teachers prior to teaching, during teaching and after teaching practices for an improvement of teaching career.

It appears that one of the most stance of clinical supervision is face to face interaction between school heads and teachers. Normally, face to face interaction is manifested in planning for supervision and observing classroom activities whereby the decisions are reached out upon table talk of both the school head and the teacher (Musundire, Dreyer, & Musundire, 2019; Stark, McGhee, & Jimerson, 2017). In it, face to face supervision allows a close professional assistance to teachers in working with professional tasks such as teaching and learning activities (Sergiovanni, Starratt, & Cho, 2013). It could be argued that teachers are guided on reflecting for better delivering of teaching services to students and thereby develop positive views about clinical supervision. Borders (2019) highlights that teacher's positive attitudes that emerge from the ground of clinical supervision increase teaching efficiency, which Babo and Agustan (2022) regard it as teachers' sense of professional competences development. However, literature offers a little dicussion on school heads' adherenace on characteristics of clinical supervision practices and how teachers are professionally affected.

Goldhammer, Anderson and Krajewski (1980) classified ten characteristics of clinical supervision: i) sense of trust and mutual relationship between the school heads and teachers; ii) school heads must be competent in teaching and learning methodology; iii) school heads should be able to provide feedback and be non-judgmental to teachers' teaching practices; iv) supervision should reflect on the school objectives and teachers' professional needs; v) supervision should be done on the basis of improving classroom teaching and learning activities; vi) supervision should be a continuous process and practiced time to time; vii) teachers should be treated as professionals who need to enlarge their competences; viii) school heads and teachers should take part in reflecting the supervisory practices; ix) school heads and teachers at all times should adhere to professional dialogues; and x) supervision should be done in collegiality between school heads and teachers. In the literature, these characteristics are organised into six characteristics (Enyonam & Mensah, 2020; Kipngetich & Osman, 2012; Long, 2010; Mette & Riegel, 2018; Paker, 1995; Siatun, 2020). The first is teachers' professional respect (Ayeni, 2012; Okorji & Ogbo, 2013). Teachers are professionals and therefore their teaching profession has to be respected accordingly. It is argued that teachers have to be respected in practicing their professional autonomy, such as exercising teaching professional ethics and conducts. The second is mutual professional relations between a school head and a teacher (Abiddin, 2008; Siatun, 2020; Tanjung, 2020). Tanjung (2020) discuses that mutual relation means breaking up supervision distance between the school head and the teacher in supervision processes. It means that the level of taking supervision responsibilities is a shared decision of the school head and the teacher.

The third characteristic is mentorships (Husbands, 2011; Ibara, 2013). Mentoring teachers is performed by school principals or experienced teachers to novice teachers as well as experienced teachers depending on the new teaching and learning innovations. The fourth characteristic of clinical supervision is professional dialogues (Koliba & Gajda, 2009; Sergiovanni, 2001). Sergiovanni (2001) for example, explains that in dialogues, school heads and teachers make professional discussions which cause the growth of teaching and learning professional spirit in the teaching settings. The fifth is collegiality (Bencherab & Al Maskari, 2021; Musundire, Dreyer, & Musundire, 2019). Collegiality teaching and learning deals with helping teachers to improve teaching and learning profession (Abiddin, 2008; Dreyer & Musundire, 2019). The sixth and last characteristic is an on-going supervision. This stands for on-going reviewing teacher's professional documents, on-going observing classroom teaching and learning practices, on-going providing teaching and learning feedback, and on-going support for teachers' professionally (Enyonam & Mensah, 2020; Mette & Riegel, 2018). Clinical on-going supervision allows teachers' supervisors and teachers to have clear focus of the teaching and learning activities in schools.

Some studies have been conducted in regard to school heads supervising teachers with respect to characteristics of clinical supervision. In a context of Turkey, Kayıkçı et al. (2017) surveyed an on-going supervision that was tied by pre-observation, observation, and post observation. In such practices, some teachers perceived positively and others negatively as the processes were time consuming. Furthermore, in Indonesia, Supriyono and Sari (2020) found sufficient interaction between school principals and teachers, whereas professional dialogues and collegians supervision were live. The study of Ngwenya (2020) in Zimbabwe discovered that school heads and teachers shared some of activities of clinical supervision such as teaching and learning evaluation. The studies of Supriyono et al.(2020) and Ngwenya (2020), for example,

provided appropriate foundation to this study that, across nations, clinical supervision is interactive among school heads and teachers, however, the extent to which teachers counts for sense of professional competences offers little empirical findings.

Similarly, literature from within Tanzania indicates that clinical supervision model is commonly practised (Mwesiga & Okendo, 2018). As such, supervisory practices holds supervisory dilemma in Teachers' professional lives. As previous studies have revealed that Tanzanian school heads rarely undertake classroom observation (Urio, 2018) and when necessary, is reinforced by students' complaints about unsatisfactory classroom teaching and learning processes (Makunja, 2016). Chiwamba, Mtitu, Kimatu and Okondiek (2022) claim that, it has been aTanzanian in house style that school heads and teachers do not sit together for setting teachers' professional advancement plans at workplaces. Therefore, the study aimed at examining teachers' perceptions on school heads' practices of six characteristics of clinical supervision in Tanzanian public secondary schools. The study addressed three questions:

i. What are teachers' perceptions on dominant characteristics of clinical supervision that school heads practiced in public secondary schools?
ii. Do school heads' adherence to practicing six characteristics of clinical supervision differ between male and female teachers in Tanzania secondary schools?
iii. What is the relationship between school heads' commitments in practicing six characteristics of clinical supervision practices and teachers' sense on development of teaching professional competence in Tanzania secondary schools?

METHOD

Research approach

The study employed a mixed concurrent research methods approach. It is the research approach that allows the collection of both non-numerical and numerical data at once from the field (Creswell, 2014; Pajo, 2018). The rational of using mixed concurrent research approach included triangulating the findings from qualitative and quantitative perspectives. Creswell and Plano Clack (2018) state that a mixed concurrent research approach enables investigators to compare the study findings and make comprehensive discussions. In this regard, the approach was flexible to expand the study findings as yielded from informants and respondents. Mixed studies require purposive sampling for the qualitative components and random sampling for the quantitative components (Onwuegbuzie & Leech, 2007). This study used simple random probability with the help of fishbowl draw sampling technique in selecting 94 teachers. On the other hand, purposive reputation methods were employed in selecting 4 school heads and 4 experienced male teachers and 4 experienced female teachers. Furthermore, purposive criterion on the basis gender (Shapira-Lischshinsky,2009) and working experience (Chinedu, 2021) were the inclusion factors for the selection of 8 male teachers and 8 female teachers whose working experiences ranged from 5 to 10 years. The practices have indicated that, participants of the study were 122, from which from 4.3% (n=3) male school heads and 95.7% (n=67) male teachers, 2.0% (n=1) female school heads and 98.0% (n=51) female teachers. In respect to working experiences, school heads whose working experience was <5 years, were 0.8% (n=1) and 20.5% (n=25) teachers. School heads whose working that ranged 6-20 years 0.8% (n=1) and 22.1% (n=27) teachers, and school heads whose working experience ranged between 21-35> were 1.6 (n=2) and 54.1% (n=66) teachers.

Research design

This study was multiple cross-sectional case study design. Marshall and Rossman (2016) and Starman (2013) point out that multiple case study design is helps the researchers to conduct an investigation of the phenomena from the context. Yin (2014) highlights that multiple case study design provides a chance to gather many data from different participants hence enrich the quality of the research findings. This understanding supported the study to obtain in-depth data on teachers' perceptions about school heads' commitments in implementing six characteristics of clinical supervision from public secondary schools in line with their professional thinking as competent teachers in the profession. The multiple design supported the study approach as Starman (2013) states: "although case studies have often been considered to be part of qualitative research methods, they may also be quantitative or contain a combination of qualitative and quantitative approaches" (p. 30). Marshall and Rossman (2016) support the view that "while many assume that case studies rely only on qualitative methods, such is not the case, as variety of the methods may be used such as those that generate quantitative data" (p. 19). This is the case, the study collected data from four different public

schools wherein both study location produced quantitative data and qualitative data. These data facilitated: i) identification of dominant characteristics of clinical supervision that school heads were committed with them in supervising teachers, ii) an examination of teachers' perceptions on school heads' practicing six characteristics of clinical supervision; and ii) teachers' sense of teaching professional competence development.

Data collection tools and procedures

The study collected data from Njombe Region, Tanzania for an academic year 2020-2021. The study employed self-administered structured questionnaires in collecting quantitative data while semi-structured interview guide and Focused Group Discussions (FGDs) were used to collect in-depth qualitative data. The principal investigator distributed the copies of questionnaire to consented participants who sat in a separate unoccupied room within the respective schools' premises. The teachers were given 60 minutes to accomplish filling in the questionnaire. The structured questionnaires comprised five Likert scales (1= Strongly agree, 2= Agree, 3= Neutral, 4= Disagree, and 5=Strongly disagree). In order to avoid incomplete questionnaires or questionnaires being filled in by third part individuals, and low-rate return of the questionnaires, the principal investigator administered the questionnaires by himself. This enabled him to be aware with who fills in the questionnaire, cross checking incomplete questionnaires and reminding respondents to complete. By doing this, there was high return rate of the distributed questionnaires.Qualitative data collection involved in-depth interview sessions with school heads whereas at each school one interview session with an approximately of 60 to 90 minutes was carried out. Similarly, in each school one FGD that comprised 4 teachers with attention being paid to their sex distributions at 1:1 ratio and teaching subjects (science and social science) at 1:1 ratio was conducted. Approximately, 90 to 120 minutes were the maximum time for discussions to the saturation of information. Tape recorders were used as a triangulation strategy to maximize trustworthiness of qualitative information from participants.

Validity, reliability and trustworthiness of research instruments

The research instrument that was used to collect data was entitled "School Heads' Clinical Supervision Practices for Development of Teacher Profession Identity (SHCSDoTPI)". It was crafted from the literature (Bello & Olaer, 2020; Chinedu, 2021; Husain et al., 2019; Khaef & Karimnia, 2021; Nwankwoala, 2020; Samsudin et al., 2021). The instrument examined teachers' perceptions on school heads' practicing six characteristics of clinical supervision and it assessed the presence or absence of relationships between school heads' practicing six characteristics of clinical supervision and teachers' sense of teaching professional competence development. The instrument passed through two experts at the University of Dodoma to verify its validity before it was used for data collection. As suggested by Mohajan (2017) and Taherdoost (2016), instruments emerging from literature require an experts' judgement approach and those judges have to be the specialists in the selected field of study. The study observed the reliability of the instruments through pre-testing them which involved 10% of the calculated sample size (Mugenda & Mugenda, 2013). In addition, data were subjected to scale analysis of which Cronbach's coefficient (α) value, .90 is considered as excellent, value above .80 is considered as good, value .70 is considered as acceptable (Segal & Coolidge, 2018). The piloting instruments test produced the Cronbach's Alpha of .934 and therefore, the results were treated as significant and thus, questionnaires were reliable for the actual data collection

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Variable measurements

Quantitative variables included 30 of which 6 assessed teachers' perceptions with regard to school heads' commitments in practicing six characteristics of clinical supervision and their relationship with teachers' sense of professional competence development. Items with "Yes" (weighed =1) and "No" (weighed=0) response. Mean scores were used to define centrality and end-point of analysis per variable. The lowest mean scores 1-50 were considered item held low scores to mean negative teachers' perceptions while the mean scores 51 and above were classified as high-level scores to mean positive teachers' perceptions. In respect to item contributions in developing teachers' sense of professional competence, decisions were made at Pearson Correlation (r) and P=value) (± 0.1-03 weak, ± 0.4-0.6 moderate, ± 0.7-09 strong (Akoglu, 2018). Qualitative variables were measured by informants' positive or negative feelings towards each item (theme) whereas (± >50% (n=14) few, ± 75% (n=21) many, and ±<76% (n=28) majority. The end point of each theme was judged as positive or negative thus serving as contributing factor for teachers' sense of professional competence development.

Data analysis

The content analysis was used in analysing qualitative data. It was useful in the process of building themes that reflected the content of quantitative data. Informants' narrations were presented in quotations. By the aid of Statistical Package for Social Sciences (SPSS) version 25, descriptive statistics and inferential statistics were analysed accordingly. Descriptive analysis in terms of frequencies and percentages were performed with the end of understanding teachers' perceptions on dominant characteristics of clinical supervision that school heads practiced in the study areas. Cross-tabulation and Chi-squire were performed to determine if there were any statistically significant relationship at 95% confidence interval between gender of teachers and teachers' perceptions derived from school heads' commitment in practicing six characteristics of clinical supervision. Significant level was set at 5% (probability value = 0.05). Tables were used to present descriptive quantitative findings. Furthermore, a Pearson products correlation test (Naseema, 2017) was performed in order to determine the relationships between school heads' practicing six characteristics of clinical supervision and teachers' sense of teaching professional competence development The recorded Pearson Correlation (r) and P=value) results were presented in Tables.

FINDINGS

The study findings are presented into three sub-groups: The first group informs teachers' perceptions drawn from quantitative descriptive analysis; the second group disclose the correlation findings that were generated from quantitative inferential analysis; and the third group are qualitative findings which were generated from content-based analysis.

Descriptive findings

The findings in Table 1 shows the responses of teachers' perceptions on dominant characteristics of clinical supervision that school heads practiced at workplaces. Teachers indicate that 93.6% yes responses, that school heads respected teachers as professionals and 6.4% had no responses. Teachers' responses indicate that 90.4% yes responses that school heads' supervision featured with mutual relations with teachers and 9.6% had no responses. In regard to professional mentorships, teachers' responses have shown that 79.8% had yes responses and 20.2% had no responses. Responses on school heads' maintenance of professional dialogues with teachers indicate that 80.9% of teachers had yes responses and 19.1% presented no responses. Responses about school heads practicing openly discussion with teachers indicate that 80.9% of teachers had yes responses and 19.1% no responses. School heads practices of an ongoing interaction with teachers, teachers' responses have shown that 85.1% yes responses and 14.9% no responses.

The Chi-squire (χ^2) test was used to determine whether categorical variables male and female teachers significantly developed different perceptions as a result of school heads' commitment in practicing six characteristics of clinical supervision. The results of Chi-squire values: school heads treating teachers as professionals (χ^2=.145, df=1, sig =.703); school heads and teachers mutual relationships (χ^2=.015, df=1, sig =.904);school heads act as teachers' mentors (χ^2=.226, df=1, sig =.635)teaching and learning supervision dialogues (χ^2=2.881, df=1, sig =.379); school heads' openness in teaching and learning supervision (χ^2=774, df=1, sig =.379); an on-going teaching and learning supervision (χ^2=.001, df=1, sig =.980). At 5% level of significance

(α=0.005), the difference in teachers' gender is not statistically difference. This means that school heads' commitments in practicing six characteristics was equally to both male and female teachers in their respective work stations. The findings are in Table 1.

Table 1. Descriptive Findings on Teachers' Perceptions

	Variables	Frequency and percentage within categories						
		Yes	No	T (Yes)	T(No)	χ^2	df	Sig.
1		School heads Treating Teachers as Professionals						
	Male	51 (94.4)	3 (5.6)	88	6	.145	1	.703
	Female	37 (92.5)	3 (7.5)	(93.6)	(6.4)			
2		School Heads and Teachers Mutual Relationships						
	Male	49 (90.7)	5 (9.3)	85	9	.015	1	.904
	Female	36 (90.0)	4 (10.0)	(90.4)	(9.6)			
3		School Heads Act as Teachers' Mentors						
	Male	44 (81.5)	10 (18.5)	75	19	.225	1	.635
	Female	31 (77.5)	9 (22.5)	(79.8)	(20.2)			
4		Teaching and Learning Supervision Dialogues						
	Male	42 (77.8)	12 (22.2)	76	18	.774	1	.379
	Female	34 (85.0)	6 (15.0)	(80.9)	(19.1)			
5		School heads' Openness in Teaching and Learning Supervision						
	Male	42 (77.8)	12 (22.2)	76	18	.774	1	.379
	Female	34 (85.0)	6 (15.0)	(80.9)	(19.1)			
6		An on-going Teaching and Learning Supervision						
	Male	46 (85.2)	8 (14.8)	80	14	.001	1	.980
	Female	34 (85.0)	6 (15.0)	(85.1)	(14.9)			

Source: Filed Data (2021)

The findings in Table 1 indicated that school heads' clinical supervision was dominated by (M=93.6) treating teachers as professionals, (M=90.4) mutual relationships, (M=85.1) supervisory an ongoing supervisory practice, (M=80.9) professional dialogue, (M=80.9) supervisory openness, and (M=79.8) academic supervisory mentorships. In all these characteristics of clinical supervision, male and female teachers felt of being supervised equally by their school heads.

Inferential findings

Table 2 presents correlation analysis test results as the study established the extent of the relationship between School Heads' Clinical Supervision Practices (SHCCSP) and Development of Teaching Professional Competences (DTPC). The results have revealed that all characteristics of clinical supervision namely, I (2) (r (94) =.523**; p<0.01), I (3) (r (94) =. 371**; P<0.01), (I) 4 (r (94) =.607**; p<0.01), (I) 5 (r (94) =.521**; p< 0.01), (I) 6 (r (94) =.544**; p<0.01), and (I) 7 (r (94) =..608** ; p<0.01) had a positive significant relationship with DTPC.

Table 2: Inferential findings on SHCCSP and DTPC

		I (1)	I (2)	I(3)	I (4)	I(5)	I(6)	I(7)
I(1)	Teachers' professional teaching competence development	1						
I(2)	My school head treats me with respect as a professional teacher when he/she is supervising my teaching and learning activities	.523**	1					
I(3)	I have a strong mutual relationship with the head of school at the time of teaching and learning supervision	.371**	.478**	1				
I(4)	The school head is my close mentor when he/she is supervising my teaching and learning activities	.607**	.477**	.395**	1			
I(5)	The head of school and I maintain dialogues about teaching and learning supervision	.521**	.302**	.349**	.409**	1		
I(6)	The head of school and I discuss the teaching and learning concerns openly	.544**	.324**	.461**	.377**	.390**	1	
I(7)	The school head and I carry out an on-going interaction that relates to teaching and learning profession	.608**	.261*	.252*	.432**	.395**	.453**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Filed Data (2021)

The findings in Table 2 suggest that (SHCCSP) significantly predicted teachers' professional teaching competencies development (conducting interactive teaching and learning, improving teaching and learning assessment skills, and improving skills on managing students in the classrooms). The results of items (I) 3, indicate weak positive predicators and significance while items, (I) 2, (I)4, (I)6, (I)7 show moderate positive predictors and are statistically significant. This means that school heads' commitment in practicing six characteristics of clinical supervision, namely; professional respects, academic mentorships, professional dialogue, and teaching and learning supervision openness, and an on-going supervisory interaction between school heads and teachers   highly contributed to teachers' sense of professional competences development.

Qualitative findings

The qualitative data findings was organised into six themes as follows: .

The first theme: Supervisory professional respect

The first examination focused on school heads' clinical professional respect to teachers. Teachers' professional respect (Ayeni, 2012; Okorji & Ogbo, 2013) is an agency for teachers to practice their professional autonomy such as to plan a set of teaching and learning activities. In this regard, it was found that 100% (n=4) school heads, 100% (n=8) experienced teachers, and 100% (n= 4) teachers held positive perceptions that school heads respected teachers as profession. Informants developed the believes that school heads interaction with them in teaching and learning notes books, log-books, class journal and, bank of questions files and continuous students' assessment, and classroom observations improve their professional feelings as respected teachers. Some of the informants commented that:

> To me I see that my school head is monitoring my work performance by having a look at the subject log-book. Through it, head can comment 'you are lagging behind in your syllabus implementation'. The views on my professional performance is just average. Head has never ever said openly said that there are unqualified teachers the teaching staff (Interview with an experienced male teacher, school case A: May, 2021).

Teachers from one of FGDs added that:

> […] After he has checked the documents, head may enter the classroom. When head is in the classroom watching the teacher teaching, head does not criticise the teacher before the students. For example, if you misspell a certain word, head will tolerate that but will call attention to that later when you have finished teaching and you are not in the classroom. Head does not use insulting language to the teacher in front of the students. It is a lesson to us all that if your school head does not despise you, why should we look down on each other as teachers? Suffice it to say here that we respect each other sincerely (Teachers in FGD, school case D: August, 2021).

Drawing attention on narratives that male and female teachers presented in regard to teaching professional respect, it was noted that some teachers presented low teaching speed and others made an oversight over school time table, yet the flaws were wisely solved by school heads. This is the reason to argue that school heads supervisory practices adhered to professional respects.

Second theme: Supervisory mutual relations

The study carried out an examination on professional supervisory mutual relations between school heads and teachers. As Tanjung (2020) states that supervision mutual relation is a tool that breaks supervision distance between the school head and the teacher throughout the supervision processes (Tanjung, 2020). The analysis have revealed that 100% (n=4) school heads, 100% (n=8) experienced teachers' and 100% (n=4) acknowledged that school heads enhanced mutual relationships at workplaces. Narrations of some of informants are hereunder presented:

> In our academic resolutions we have decided that 'team teaching' should be a must. I can testify that teachers have been benefitting from this arrangement… However, as it is, not all challenges are timely solved within the department. That is an opportunity for me as school head to discuss with every teacher about what I see as a challenge to that an individual. Suffice it to say here that this arrangement helps the teachers very much by equipping them with excellent mastering of the subject content (Interview with the school head, case B: June, 2021).

An experienced female teacher from one of the schools made the following explanations:

> With regard to what makes us united as a department, the school head has left that in the mandate of department members. Heads knows that the department can do better in this regard. It is true that our departments have made us one. Due to this oneness, I see that teachers are free to come up with creative plans to the school head in the academic meetings… Our head of school is responsive and receives opinions or arguments and if they hold weight. From here, we get to know that head is one of us. Therefore, we normally go on thinking of weighty matters that can be brought for discussion in meetings for encouraging competition and inquisitiveness within and outside of our departments (Interview with an experienced female teacher, school case C: July, 2021).

The narratives convey the message that male and female informants feel the existence of mutual relationships at the work stations. This study learned that school heads adhered on mutual relations at time of clinical supervision practicum. In this sense, teachers clearly state of being benefited with it in terms of improving subject content and learning new ways of practicing teaching and learning in their respective schools.

Third theme: Supervisory mentorship

An examination about heads being teachers' close academic mentors was conducted. The main concern was to unearth teachers' perceptions as result of school heads' clinical supervision. Because in a course of clinical supervision practices, school head is a main academic mentor to teachers (Goldhammer, Anderson and Krajewski, 1980). Analysis showed that 100% (n=4) school heads, an experienced teachers 100% (n=8) and 100% (n=teachers) presented positive perceptions that school heads were teachers' academic mentors. With academic mentorships, informants claimed to have developed professional sense of competence relative to participatory teaching and learning practices and on the other hand and improvement of medium of instructions. Some of the informants had this to say:

> As for now I cannot say that teachers experience some challenges in their teaching… Challenge that baffles me is that my teachers are not proficient in English. I do make efforts to prepare some posters to remind both teachers and students to speak English and that when the teacher comes to my office I try as much as possible to encourage him to use the English language in what he or she may be saying to me. Yet, despite these efforts, it is unfortunate that I have not been able to do away with the use of Kiswahili in the teaching and learning process (Interview with the school head, school case A: May, 2021).

Some of teachers from one of the FGDs, made these narrations:

> […] The English speaking policy is in place but has not gained momentum among we teachers. As it is, the school head cannot openly say that the English language revolution initiatives has proved failure. But what we observe is that this means of encouragement lacks creativity unlike the way it has been in terms of mentoring the teacher to improve the teacher's teaching in the classroom. In improving our proficient in the English language, we think our personal efforts are much more needed (Teachers in FGD, school case B: May, 2021).

The presented narratives from male and female teachers suggest that school heads worked hard towards guiding teachers to improve their professional competencies in pedagogical practices and medium of instructions. Despite of the efforts, evidence shows that school heads and teachers were struggling to improve medium of the instructions.

The fourth theme: Supervisory dialogues

An examination was performed on supervision dialogues between school heads and teachers at the time of clinical supervision practices at the workplaces. In exercising clinical supervision, teachers' teaching and learning spirit is a result of professional dialogues between school heads and teachers (Sergiovanni, 2001). The analysis have shown that 100% (n=4) school heads, 100% (n=8) experienced teachers' and 100% (n=4) witnessed the presence of supervisory dialogues wherein schools heads and teachers discussed academic strategies in there respective schools. Some of the informants narrated that:

[…] Of course, school head uses open performance appraisal system for table talk with US. If not an individually, staff meetings are organised and all necessary education strategic plans are discussed. We have also seen that our school head has a habit of talking to teachers one after the other to see how they are doing in realising students' achievement. The act of meeting often with the school head helps the teacher to get a true picture of what he or she is doing along with receiving advice on how to improve his or her performance. You will find out that discussions as these help us on striving towards meeting teaching and learning goals[…] (Teachers in FGD, school case A: May, 2021).

One of female experienced teachers added that:
The school head sees my teaching goals through open performance appraisal system. With it, the school head and I, we sit at one table to evaluate the progress of my goals. We discuss what is likely to make me perform better and what may affect my performance. Some of what we see as challenges, we use them as an opportunity to prepare ourselves so as to make ourselves achieve better (Interview, with an experienced female teacher, school case D: August, 2021).

Closely, looking on the narrations of male and female teachers, deliver the same information that school heads conducted supervision dialogues with teachers. School heads practiced either personal or group dialogues on the basis of teachers' plans for each academic year. Basing on teachers' narrations, it may be argued that school heads and teachers' interactions in an open performance appraisal system was regarded as teaching professional debate at workplaces. That was healthy for schools to meet the education goals to the learners.

Fifth theme: supervisory openness
An examination on school heads school heads' openness which in the context of this study is collegial supervision was carried out by involving 28 informants. Enyonam and Mensah (2020) and Supriyono and Sari (2020) address that collegial clinical supervision is to invite teachers to become fully engaged in teaching and learning supervision as school heads. The analysis findings have shown that 100% (n=4) school heads, 100% (n=8) experienced teachers, and 100% (n=4) teachers held the position of agreeing that school heads maintained collegial clinical supervision at the workplaces. Some of them were quoted saying that:

[…] I very sure that I let all my teachers informed about supervision process! I think we all undertake supervision in one way or another. Look here, when I am done with schemes of work, I make a statement that this week I am going to do my best to come to classroom. In my going to the classroom, I will like to see teaching aids, lesson plans, and the teacher teaching based on the competence-based curriculum. These measures have helped us to make our teachers confident of being supervised, feel better and their teaching is becoming richer. The good thing about giving information to the teacher before entering the classroom is that it builds collegiate relations between the teacher and his/her school head that continue to root in (Interview with the school head, school case C: July, 2021).

One of male experienced teachers said:
We teachers normally have the information about the school head entering the classrooms. Of course, our head says the things to be observed, for example, 'I will look at lesson plans and the involvement of students in learning'. We teachers are well receptive to this procedure because it helps us to avoid the risk of action especially when we teach our students. That is, our willingness to be supervised is becoming more enthusiastic (Interview with the experienced male teacher, school case D: August, 2021).

The presented narratives suggest that school heads were open to teachers about teaching and learning supervision. The stages that school heads observed before classroom observations such as oral announcements to teachers made teachers comfortable to be supervised. It means, teachers had more an opportunity to prepare effective teaching and learning activities, teachers if wished to consult peers or school heads had such window open. Therefore, it could be argued that both male and female teachers were treated as collegians in teaching and learning supervisory practices. As a

results, teachers' confidence in teaching and learning remains constant before the students and teachers managed to prepare effective classroom teaching and learning activities.

The sixth theme: Supervisory an on-going

An examination on school heads' an on-going teaching and learning supervision practicum was conducted among 28 informants. Clinical on-going supervision allows school heads and teachers to design an on-going reviewing teaching documents, observing classroom teaching and learning practices, providing teaching and learning feedback, and supporting teachers professionally (Enyonam & Mensah, 2020; Mette & Riegel, 2018). The analysis findings showed that 100% (n= 4) school heads, 100% (n=8) experienced teachers, and 100% (n=4) teachers yield positive perceptions that school heads' clinical supervision was an on-going practicum. In this regard, some of the informants narrated that:

> *The main function of the school head is to manage teaching and learning. There is a schedule for rounding all classrooms 3 times per week and entering the classroom once per month or two months after. I enter the classroom so that I know the teacher's behavior in teaching! Does the teacher teach in an interactive way or is singing alone? Is the teacher's voice the one that helps all students learn or not? Many teachers work hard to facilitate the lesson by asking a question for each student and reinforcing the knowledge of the answer. Basically, I agree that when I enter the classroom, the teachers are teaching more professionally and the students are reading accordingly (Interview with the school head, school case B: June, 2021).*

Teachers from one of the FGDs had this to say:
> *We can say our school head is getting around in classrooms daily! When we have a visit to our classrooms, the head will conduct a private conversation with the teacher. The private conversation gives us a leaven to remember how classroom management works, providing equal opportunities for all students to answer question and at the end of the day the teacher recognizes if he or she really understands the classroom or just fulfills the task! The school head's entry into the classroom reminds the teacher to focus on the teacher's own responsibilities in the classroom and the students in the whole teaching and learning activities (Teachers in FGD, school case A: May, 2021).*

The narrations of teachers suggest that school heads were committed towards an on-going supervisory practice. The practices such as actual classroom observation played a great role in terms of enhancing participatory teaching and learning practices among teachers. It is also acknowledged that school heads' an on-going supervision practices remind teachers to adhere students' learning needs.

DISCUSSIONS

The study found school heads' professional respects is a first dominant practices in clinical supervision. In this practice, both male and female teachers were respected as professionals. This signifies that teachers were respected as professional teachers regardless of their gender differences. The findings concur with Okorji and Ogbo (2013) in Nigeria who found that male teachers and female teachers were respected as professionals, however, clinical supervison improved female teachers' work performance as compared to male teachers. Equal treatment of teachers at the workplaces encourages teachers to settle with their professional practices without criticism from school heads. In fact, school heads respect to teachers' profession increases strong school culture of implementing clinical supervision accordingly. The study found school heads' mutual professional relationship is a second dominant practice in clinical supervision. In respect to professional mutual relationship, it was the second dominant that school heads highly practiced to both male and female teachers. In Nigeria, Alabi (2017) found that school supervision was practiced in form of mutual relationship between school heads and teachers, which in turn encouraged novice teachers to develop confidence in teaching practices. It would be stated that mutual interaction improves professional cooperation among teachers, such as team teaching. Teachers may see each one of them, including school heads as peers in teaching and learning practicum. In that sense, professional respect and mutual relationship make teaching and learning settings right places for teachers to develop professional self-efficacy, which is professional beliefs.

The study found that school heads' an ongoing is a third dominant practice in clinical supervision. The findings suggests that school heads' were highly committed practicing an on-going clinical supervision at workplaces. With these practices, both male and female teachers benefited from it equally. The findings correlate with Babo and Agustan (2022) who found that in Indonesia, clinical supervision included the process of observing the learning practice and conducting learning assessment among other process, which is an on-going process.The study found that school heads' professional dialogues and supervisory openness/collegial supervision the fourth dominant practice in clinical supervision. In regard to professional dialogues, school heads were acting fairly in sharing professional information to all teachers regardless their gender. The findings are in line with Supriyono and Sari (2020) that, in Indonesia, clinical supervision was accompanied with interactive communication between school supervisors and teachers which in turn made togetherness in solving teaching and learning problems. The study found that school heads' clinical supervision practices was also based on collegiality. Male and female teachers felt of being collegians of school heads. The professional effects of it to teachers, included developing competence in conducting co-teaching and learning in schools. In the context of Uganda, Apolot, Otaala, Kamanyire and Komakech (2018) discovered that collegial supervision practices enabled teachers' to develop professional competence. In such a point of view, lack of clear collegians between school heads and male teachers negatively affected male teachers in regard of professional learning from their school heads.

The study found that school heads' academic mentorships a fifthly dominant and the last practice in clinical supervision. In it, both male and female teachers received professional mentorships from their school heads. These findings reflect Ngwenya's (2020) research findings in the context of Zimbabwe whereas experienced teachers provided mentorships to novice teachers. It could be suggested that Tanzanian school heads actively shape teachers' profession by means of mentorship. To make sense on the argument, Enyonam and Mensah (2020) state that in Ghana, mentorships improved the professional status among teachers. Researchers such as Petrovska, Sivevska, Popeska, Runcheva (2018) also discuss the same view point that, the practice of teaching mentorship in Macedonia improved teachers' teaching and learning practices.

The study found a positive correlation and statistically significant results between school heads' commitments in practicing six characteristics of clinical supervision practices and teachers' sense of teaching professional competences. It means, all six characteristics of clinical supervision were positive predictors and significance over teachers' sense of teaching professional competence development. The study findings aligned with previous literature, though, synonymously, that the collegial supervision have a significant direct effects on teachers' performance - based learning ($p< 0.05$) (Wiyono et al., 2021).

CONCLUSION

School heads practiced six characteristics of clinical supervision practices. The study concludes that both male and female had satisfactory perceptions over school heads' practicing six characteristics of clinical supervision. As in all six characteristics, namely; professional resect, mutual relationships, academic mentorship, supervision dialogued, supervision openness, and on-going supervision had ($p>0.05$). The study concludes that through school heads' practicing six characteristics of clinical supervision, teachers' sense of professional competence improved accordingly. Lastly, but not least, all six characteristics of clinical supervision are positive predictors and statistically significant on developing teachers' professional competences.

IMPLICATIONS

The six characteristics of clinical supervision provide clear picture on the relationship between school heads and teachers in teaching and learning supervision. In general, teachers' positive perceptions on school heads' clinical supervision suggest that school heads implement supervisory regulations accordingly. Professional respects that teachers received from school heads among other good practices would motivate teachers in searching for teaching innovations. It could also be explained that school heads have professional moral conduct that is an icon in preparation of teachers as leaders in the country.

SUGGESTIONS

As the study aimed at examining teachers' perceptions on school heads' commitments in practicing clinical supervision and its relationships with developing teachers' sense of professional competence, some are suggestions for actions and future research studies. School heads and teachers are encouraged to learn and utilise academic mentorships at workplaces. With it, teachers' likelihood to increase teaching professional

competence would be high and impart on students' learning needs. This study was cross-sectional case study design conducted in one region; therefore, future researchers are encouraged to conduct similar studies in Tanzania and beyond. However, much of the efforts may be invested on influence of school heads' mutual supervisory practices and academic professional mentorships on developing teachers' sense of teaching professional competence.

Declaration of conflict of interests

Informed consent: written informed consents were collected from study participants by the principal investigator

Consent for publication: Not applicable

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Research and Publication Ethics Statement

The study was approved by the research team's university ethics committee of the The University of Dodoma. Hereby, I as the author consciously assure that for the manuscript " School Heads' Commitments in Practicing Six Characteristics of Clinical Supervision in Tanzania: Views of Male and Female Teachers " the following is fulfilled:

- This material is the authors' own original work, which has not been previously published elsewhere.
- The paper reflects the authors' own research and analysis in a truthful and complete manner.
- The results are appropriately placed in the context of prior and existing research.
- All sources used are properly disclosed.

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