



School Heads' Post Observation Practices in Tanzania: Feedback Implications for Teachers

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ABSTRACT

Clinical supervision is one of the best supervisory models that is user - friendly to school heads in supervising teachers' professional practices. This paper examined teachers' perception of school heads' teaching and learning post - observation practices in improving teaching professional relations in public secondary schools in Tanzania. A mixed-methods and case research was conducted in Njombe Region, Tanzania. The study employed 122 respondents, whereby, 94 filled in the questionnaires and 28 participated in the semi - structured interviews and FGDs. The SPSS version 25 aided the analysis of quantitative data and qualitative data on the other hand were analysed through content analysis. The results show that 57.4% (n=70) of participants were male, of which 95.7% (n = 67) were teachers and 4.3% (n = 3) school heads. There were 42.6% (n = 52) of participants were female, of which 98.0% (n = 51) teachers and 2.0% (n = 1) school heads. There were 86.1% (n = 105) of participants with ages ranging from 25 and 50 years. Teachers positively perceived school heads' post - observation practices ($p < 0.05$). However, unlike students, no statistical significant difference was observed in teachers' working experiences regarding teachers' teaching profession relationships among themselves and school heads. It is concluded that school heads' post - observation practices improve teachers' professional relationships and could be practiced in supervising teachers in Tanzanian public secondary schools. Post - observation practices of school heads impart professional relationship skills to teachers. Teachers with professional relationship skills motivate students to participatory teaching and learning practice that contribute for an academic achievement.

Keywords: Clinical supervision; Post - observation practices; Stages of clinical supervision

INTRODUCTION

Teaching professional relationships skills are important aspects to teachers and schools in providing quality education to students. The paper examined the contribution of school heads' post - observation practices on the development of teachers' professional relationships in Tanzania. The history of clinical supervision in education enterprise began in the late 1950s and early 1960s (Grimmett, 1981; Gürsoy et al., 2016a). Literature details that Morris Cogan and

Robert Goldhammer were American initiators of it at Harvard University School of Education (Gürsoy et al., 2016b; Reavis, 1976). Its main concern was to guide pre - service teachers' educators in the process of preparing pre-service teachers (Cogan, 1973; Goldhammer, 1969; Goldhammer et al., 1980).

Although, the primary goal of clinical supervision model was developed for pre - service teachers, that view has changed as many researchers of the 21st century, claim that clinical school supervision is one of the contemporary supervision models effective for supervising in - service teachers (Falender, 2014; Kayıkçı et al., 2017). In the views of Moswela and Mphale (2015), clinical supervision is one of the most best supervisory models that is user friendly to school heads in supervising teachers' professional practices. It is through clinical supervision that in - service teachers are offered a chance of analysing teaching and learning practices which help the schools to achieve the educational goal (Husbands, 2011). This implies that clinical supervision works as a tool for teachers to reflect their professional practices under the assistance of school heads. The view signifies limited doubts that teachers could develop teaching profession relationships from within the teaching settings.

Goldmmer (1969) developed five stages of clinical supervision and Cogan (1973) had eight stages. Cogan's and Goldmmer's cycles comprise five common stages. The first stage is pre - observation. This stage of supervision directs school heads to review teaching and learning documents before actual classroom activities. School heads may provide professional support to teachers as it may be required. The second stage is known as 'observation', which fundamentally, directs school heads to undertake direct observation of teaching learning activities in the classroom. School heads take intensive records about teachers' teaching practices and teachers - students' interactions behaviour. After observation, school heads arrange for the third stage on analysis and interpretation of teaching and learning activities. School heads analyse the teaching and learning activities as observed and give feedback to teachers about the teaching strengths or weaknesses that have occurred under them.

The two last stages of clinical supervision are professional support and post - observation. In professional support, school heads provide technical professional support to teachers based on what went wrong during classroom teaching and learning. Post - observation is the last stage that requires school heads to re - observe (follow up) classroom teaching and learning and discuss with teachers about the occurring improvement after professional support. School heads also provide full feedback about the supervisory activities to teachers for their records and reflection. This understanding implies that the stages of clinical supervision provide an opportunity for school heads and teachers to identify teaching and learning shortcoming in a cyclic strategy and overcome challenges through collegial supervision.

In Tanzania, the role of school heads in supervising teachers through clinical supervision is a government priority as articulated in Education Sector Development Programmes (ESDP) (2008-2017) and (2016-2021) (United Republic of Tanzania, 2008, 2018). In these programmes, the secondary education priority areas include: improving the quality of secondary education; increasing access of students to secondary education; and enhancing equity. In order to ensure these goals are achieved, in 2013 the government developed special guideline, namely School Improvement Toolkit for Tanzanian Heads of Schools (SITHS) of 2013 (United Republic of Tanzania, 2013). The World Bank (2014) stipulates that in Tanzania, SITHS is an important tool that guides school heads to transform the mindsets of teachers about their teaching practices.

According to United Republic of Tanzania (2013) through SITHS, school heads should undertake a close supervision through planning and evaluating teaching and learning materials that are prepared by teachers prior to classroom teaching practices. Before teachers are assisted professionally, school heads and teachers altogether go to a class as a team. During classroom teaching, school heads sit and record what takes place in the process of teaching and learning, and school heads have to undertake actual teaching and learning post - observation (United Republic of Tanzania (2013). School heads' post - observation practices are set as follow - up strategy with the end of highlighting areas that teachers have adjusted or failed to adjust in the classrooms after previous classroom teaching and learning supervision. However, little is known on whether school heads implement this guideline as a tool for undertaking clinical supervision. In this regard, its contribution in developing teachers' professional identity is not yet realized.

Literature from within Tanzania indicates that clinical supervision model is commonly practised (Mwesiga & Okendo, 2018) as in Turkey, whereas school principals follow four stages in supervising teachers, such as, planning for clinical supervision, pre - observation, observation and post - observation (Kayıkçı, Yilmaz, & Sahin, 2017). According to Kayıkçı, Yilmaz and Sahin (2017), school heads' prior observation of the prepared teaching and learning materials have encouraged teachers to handle teaching and learning activities more professionally. Similarly, thoughts have been argued by Tyagi (2010) from India and Buzuzi and Nyaumwe (2014) from Zimbabwe, that school heads' clinical supervision practices in pre - observation, observation and post - observation influenced teachers' efficiency in teaching and learning practices and upgrade pedagogical knowledge and skills.

On the other hand, experience from within Tanzanian context shows that classroom observation is rarely conducted (Urio, 2018). In this regard, Makunja (2016) puts that many heads of secondary schools undertake classroom observation only when students complain about unsatisfactory teaching. This suggests that teachers are lacking professional support from their school heads prior to undertaking teaching and learning programmes in the classrooms as well as after classroom observation. Because of this tendency, this study suggests that teachers who lack pedagogical support from school heads may affect not only their teaching practices, but also their sense of themselves as professional teachers, that is, their professional identity. Therefore, understanding teachers' perceptions as a result of this observation is important.

According to Williams (2007), when clinical supervision is practiced effectively, it can have a "profound impact on teachers professional growth as well as the development of supervision skills in school principals" (p.68). This means that clinical supervision benefits both teachers and school heads as teaching and supervision are concerned. According to Gottschalk and Hopwood (2022), clinical supervision is teachers' professional development model of supervision. Its main interests are positioned at improving teachers' instructional knowledge and skills (Bachtar et al., 2019; Gottschalk & Hopwood, 2022; Mette & Riegel, 2018; Paker, 1995).

Mette and Riegel (2018) confirm that teachers improve teaching profession practices as a result of clinical supervision practices. It appears also that clinical supervision makes teachers to transform their teaching and learning practices and struggle for searching new teaching and learning innovations which in turn cause effective teaching and learning practices in the classrooms (Bencherab & Al Maskari, 2021). This implies that it is clinical supervision that opens space for teachers to feel being in charge or properly practicing teaching and learning endeavours in schools.

Several studies have been conducted in regards to clinical supervision stages and their implications to teachers. Husain, Ghavifekr, Rosden and Hamat (2019), for example, conducted

a study on the effects of clinical supervision on the Malaysian teachers teaching work performance. In the study of Husain et al., it was discovered that clinical supervision practices comprised pre - observation, observation and post - observation stages and each of those stages positively influenced teachers work performance in writing daily lesson plans, development of proper lessons delivery to students, and increasing students' participation in teaching and learning processes. Despite the facts that clinical supervision was effective model of supervision that influenced teachers' work effectiveness, findings were limited to extract teachers' feelings of their professional identities in teaching profession in Tanzania.

In the context of Brazil and Iran, Bello and Olaer (2020) and Khaef and Karimnia (2021) respectively conducted related studies about the influence of clinical supervision on teachers' instructional competence. According to Bello and Olaer, school supervisors highly implemented clinical supervision in terms of pre - observation strategy, observation strategy, analysis strategy and post - observation strategy. Khaef and Karimnia's study findings on the other hand, show that post - observation strategy was graded as a source that improves teachers' knowledge in teaching and learning practices. However, how Tanzanian public - school teachers felt as a result of school heads' clinical supervision practices was under researched; thereby, limiting the general conclusions of the practices.

In Nigeria, researchers such as Sule, Sule, Igbineweka and Okpa (2020), Nwankwoala (2020), and Chinedu (2021) conducted related studies on the relationship between clinical supervision and teachers' effectiveness in public schools. These studies revealed that post - observation clinical supervision strategy influenced significantly teacher's work performance. We made a strong appeal that the collected results from Sule et al.'s, Nwankwoala's and Chinedu's studies lack evidences about teachers' perceptions in regards to school heads' practicing clinical supervision and in particular post - observation. Therefore, in order to have understanding of school heads' post - observation practices, the study aimed to examine teachers' perceptions on school heads' teaching and learning post - observation practices in improving teaching professional relations in public secondary schools in Tanzania. The study sought to address two research questions:

- i. Do school heads make post-observation teaching and learning supervision?
- ii. How do post - observation supervision practices shape teachers' teaching professional relationships?

Conceptual Framework

Figure 1 shows self constructed framework from Goldhammer's fifth stage of clinical supervision (post - observation) strategy (Goldhammer, 1969), Wenger's Community of Practice (CoP) theory (Wenger, 1998a), and the third universal domain of the Global Framework of Professional Teaching Standards (GFPTS) (Education International & UNESCO, 2019). Post - observation strategy is the clinical supervision task that provides opportunity for school supervisors to share the whole process of supervision with teachers and re - observe teachers' professional practices. Many researchers (Falender, 2014; Husain et al., 2019; Reid & Soan, 2019; Veloo et al., 2013) provide good remarks on post - observation practices: it offers an opportunity for teachers to practice the learned professional skills obtained in pre - observation, observation, feedback and professional development; and it serves as teachers' summative teaching and learning evaluation which in turn guides both school heads and

teachers to find further strategies for improving teachers' professional duties. Bencherab and Al Maskari (2021) write:

During post - observation meeting, both the teacher and supervisor discuss the observed class activities in detail and setup an action plan for improvement. The supervisors should be careful enough not to adopt a non-judgemental approach. The post - observation conference, rich in discussion, should result in a plan for improvement. The post - observation is of paramount importance as it provides the teacher with objective feedback on the current state of his/her instruction by diagnosing and solving instructional problems (2021, p. 53).

The CoP theory describes that working context is a family of professionals that enables community members to develop competence through an ongoing interaction (Wenger, 1998b). Wenger's theory is comprised by: domain (an individual develops common culture of doing things only because is a member of such a community); community (it serves as work hands for members to learn from each other); and practice (it serves as a set of professional techniques shared by community members in their practices in day-to-day professional lives). The domain guided the study in underscoring how heads of schools and teachers developed the common goal on professional relations in schools. The concept of community examined how heads of schools and teachers' interactions in post - observation caused the emergence of professional relationships; and the concept of practice studied teachers' feelings on their professional relations with school heads, students and among themselves. Researchers who have used CoP theory such as Smith, Hayes and Shea (2017) state that, it helps school educators to improve their professional knowledge and skills, hence revealing their professional identities in space and context. In the context of this study, this refers to professional relationship.

The GFPTS shows that teaching relations include teachers increasing professional relationship with teachers, with students, with heads of schools and, with students' parents. In the context of this paper, indicator that covers students' parents was excluded purposely. In literature, the effects of GFPTS were scant, but this paper needed it as it appears that professional relationship is healthy in teachers' professional identity (Mellon, 2022). In regard to that, the core concepts of post - observation served as independent variable, social-demographics profiles and CoP theory were intermediate variables as it was expected that could highly affect teachers' perceptions as a result of school heads' post - observation practices. The GFPTS was created as dependent variable, whereas each of the elements (teacher - students, teacher - school head, and teacher - teachers) was assessed independently.

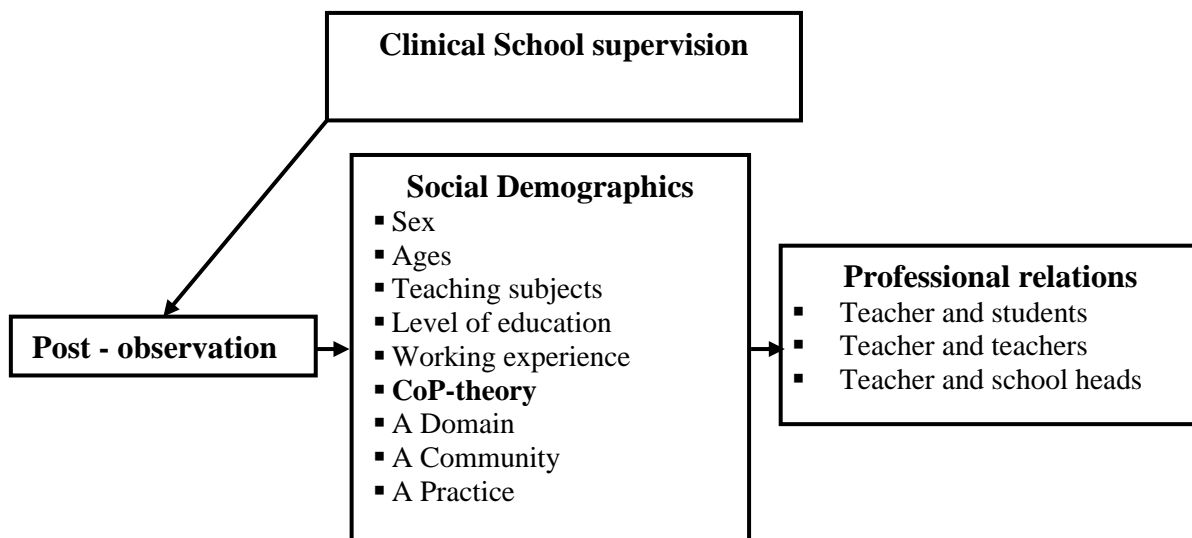


Figure 1: Conceptual Framework for Clinical School Supervision and Teacher Professional Identity

Source: Crafted from (Education International and UNESCO, 2019; Goldhammer, 1969; Wenger, 1998)

METHOD

This study employed a mixed methods research approach, with concurrent strategy. Concurrent strategy allows researchers to collect both qualitative and quantitative data simultaneously (Cresswell & Plano Clack, 2018). Qualitative approach was used to collect informants' perceptions orally (n = 28) who were purposely - selected while quantitative approach collected respondents' perceptions (n = 94) by rating the alternative responses. These 94 teachers were sampled through simple random techniques. Quantitative findings were compared with that of qualitative during discussions to confirm the overall convergence or divergence of the findings before concluding the results. The study was a multiple case study that involved four public secondary schools. Multiple case study design is essential in combined mixed research approach that collect data from different participants (Marshall & Rossman, 2016). Data were collected from May to August 2021 accordingly.

Data collection tools and procedures

Self - administered structured questionnaires was the main data collection instruments for quantitative data while semi - structured interview guide as well and Focused Group Discussions (FGDs) were used to collect in - depth qualitative data. Principal investigator supported by trained research assistants who also had expertise in education, distributed pieces of questions to consented participants who sat in a separate unoccupied room within respective schools' premises before collecting them after approximately 60 minutes. Qualitative data collection involved in - depth interview sessions with school heads whereas at each school one interview session with an approximately 60 to 90 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. 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 per participants consent.

Validity, reliability and trustworthiness of research instruments

Research instruments for quantitative entitled "School Heads' Clinical Supervision Practices for Development of Teacher Profession Identity (SHCSDoTPI)" was crafted from literature

(Bello & Olaer, 2020; Chinedu, 2021; Husain et al., 2019; Khaef & Karimnia, 2021; Lawrent, 2018; Nwankwoala, 2020; Sule et al., 2020). The instruments measured the relationship between school heads' clinical supervision practices and teachers' professional identity development. To assure content validity of the developed instruments, they were shared with two experts of school supervision and teaching professionalism at the University of Dodoma. Following that the content validity of the instruments emerged from literature require an experts' judgement approach and those judges have to be the specialists in the selected field of study (Mohajan, 2017; Taherdoost, 2016). The study observed the reliability of the instruments through pre - test involved 10% of the calculated sample size (Mugenda & Mugenda, 2013), and data were subjected to scale analysis of which Cronbach's coefficient (α) value, .90 are considered as excellent, value above .80 are considered as good, value .70 are 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. To ensure the trustworthiness of interview guides of which two school heads and two an experienced teachers consented ratters independent to the study rated the interview guide questions for their structure, relevance, clarity, difficult level and language respectively. It was observed that 4 out of 14 questions lacked clarity and had difficult level. The observed remarks and suggestions were relevant for tools improvements and after corrections the tool was submitted to the university supervisors for verifications.

Variable measurements

Quantitative variables included 30 of which 3 assessed teachers' feelings in regard to improving teaching profession relations between and among school heads, teachers and students. Items with "yes" (weight = 1) and "no" (weight = 0) responses. Mean scores were used to define centrality and end - point of analysis per variable of which highest scores above mean were considered good otherwise not. Qualitative variables were measured by saturation of information from participants and presented in quotations.

Data analysis

The content analysis was used in analyzing qualitative data. It was useful in the process of building themes as emerged from informants' narrations and findings were presented in quotations. The emerged narrations from qualitative study supported descriptive presentation of quantitative data on the effects of school heads' clinical supervision in teachers' teaching profession relationships development that was analysed using the Statistical Package for Social Sciences (SPSS) version 25. The findings were presented in frequencies and percentages. Chi - square and cross - tabulation were performed to determine if there were any statistically significant relationship at 95% confidence interval between working experience of teachers and teachers' improvement on teaching professional identities such as relations among teachers themselves, with students, and with school heads and significant level was set at 5% (probability value = 0.05). Tables were used to present quantitative data including sociodemographic characteristics of study participants.

RESULT AND DISCUSSION

Results

Findings in Table 1 show that 4.3% was covered by male school heads and 95.7% male teachers, 2.0% female school heads 98.0% teachers. No school heads had below 24 years and 5.8% teachers, school heads with ages between 25 - 50 were 1.6% and 84.4% teachers, and school heads with 51 - 60 years were 1.6% and 6.6% teachers. School heads with science teaching subjects were 1.6% and 39.3% teachers, school heads with social science teaching subjects were 1.6% and 57.3 teachers. No school heads with diploma qualifications and 37.7% teachers, school heads with bachelor degrees were 1.6% were and 55.7% teachers, 1.6% were school heads with master’s degree and 3.2% teachers. There were 0.8% school heads with working experience less than 5 years and 20.5% teachers, 0.8% were school heads with working experienced 6 - 20 years and 22.1% teachers, 1.6% school heads had 21 - 35 or above working experience and 54.1% teachers.

Table 1
Sociodemographic Characteristics Profiles of Study Participants (n = 122)

Variable	Frequency and percent		
	School heads	Teachers	Total (F & %)
Sex			
Male	3 (4.3%)	67 (95.7%)	70 (57.4%)
Female	1 (2.0%)	51 (98.0%)	52 (42.6%)
Ages			
<24		7 (5.8%)	7 (5.8%)
25-50	2 (1.6%)	103 (84.4%)	105(86.1%)
51-60	2 (1.6%)	8 (6.6%)	10 (8.1%)
Teaching subjects			
Science	2 (1.6%)	48 (39.3%)	50 (41.0%)
Social Science	2 (1.6%)	70 (57.3%)	72 (59.0%)
Level of education			
Diploma		46 (37.7%)	46 (37.7%)
Bachelor	2 (1.6%)	68 (55.7%)	70 (57.3%)
Masters	2 (1.6%)	4 (3.2%)	6 (5.0%)
Working experience			
<5	1 (0.8%)	25 (20.5%)	26 (21.3%)
6 - 20	1 (0.8%)	27 (22.1%)	28 (23.0%)
21 - 35>	2 (1.6%)	66 (54.1%)	68 (55.7%)

Source: Field Data (2021)

The means scores in Table 2 indicate the effects of school heads post - observations practices in improving professional relations were (M = 79.8) yes responses and (M = 20.2) no responses on professional relations among teachers themselves; (M=88.3) yes responses and (M = 11.7) no responses on professional relations with students; and (M = 87.2) yes responses and (M = 12.8) no responses on professional relations with school heads. Comparing the means scores, it could be argued that school heads post observation practices had more contribution in improving professional relationships between teachers and students, followed by teachers and school heads and lastly among teachers themselves. Therefore, teachers had positive attitudes on school heads' post observation teaching and learning supervision practices in line with improving teaching profession relationships in Tanzania.

The Chi - square (χ^2) test was used to determine whether categorical variables differ significantly on teachers' feelings in improving teaching and learning professional relationships as a result of school heads' post - observation. The results of Chi - square values: teaching and learning professional relations among teachers ($\chi^2 = .362$, $f = 2$, $\text{sig} = .834$); teaching and learning professional relations between teachers and students ($\chi^2 = 1.521$, $df = 2$, $\text{sig} = .467$); and teaching and learning relations between teachers and school heads ($\chi^2 = .497$, $df = 2$, $\text{sig} = .780$).

Table 2
Effects of School Heads' Post-Observation Practices in Teachers' Professional Relationships (n = 122)

Variables	Because my head of school does teaching and learning post observation, I frequently talk to colleagues about teaching and learning activities		χ^2	df	Sig.
	Yes	No			
<6 early career teachers	19 (79.2)	5 (20.8)	.362	2	.834
7 - 25 mid - career teachers	5 (71.4)	2 (28.6)			
26 - 35> late - career teachers	51 (81.0)	12 (19.0)			
Means scores	75 (79.8)	19 (20.2)			
	Because my head of school does teaching and learning post observation, I improve teaching and learning discussions with my students		1.521	2	.467
<6 early career teachers	20 (83.3)	4 (16.7)			
7 - 25 mid - career teachers	7 (100)	0 (0.0)			
26 - 35> late - career teachers	56 (88.9)	7 (11.1)			
Means scores	83 (88.3)	11 (11.7)			
	Because my head of school does teaching and learning post observation, I establish a strong relationship with her/him				

<6 early career teachers	20 (83.3)	4 (16.7)			
7 - 25 mid - career teachers	6 (85.7)	1 (14.3)	.497	2	.780
26 - 35> late - career teachers	56 (88.9)	7 (11.1)			
Means score	82 (87.2)	12 (12.8)			

Source: Field Data (2021)

At 5% level of significance ($\alpha = 0.005$), across categorical variables and three research items: I frequently talk to colleagues about teaching and learning activities, I improve teaching and learning discussions with my students, and I establish a strong relationship with school head, there is statistically significance difference in improving teaching and learning relationships between teachers and students, and no statistically significance found in statement variables. This means that school heads' post - observation of teaching and learning supervision was not contributing the same in improving teaching profession relations among early career teachers, mid - career teachers and late - career teachers. As it appeared that mid - career teachers had more positive feelings that school heads imparted on teacher - students' relations than early career teachers and late - career teachers.

The qualitative findings revealed that school heads 100% and teachers 100% had positive perception on the facts that teaching and learning post - observation supervision improved teachers' teaching professional relationships. Unlike many an experienced teachers 50% who argued that school heads' post - observation had limited influence on improving teaching professional relationships in teaching and learning settings. One of school heads explained that through post - observation practices teachers continued to build teaching and learning trust. This view was supported by another school head that:

"I am the school head who is very attentive to follow-up news! Not doing so is akin to saying we have planned and shelved our plans. We have built a culture of accountability by striving to implement our programs such as working as a family. Through follow-up I get a full picture of the diligence and personal creativity of each teacher in carrying out his duties. Follow-up has greatly changed my teachers, I see that almost all teachers love to work and have a love of helping our children (Interview with the school head, urban school case D: August, 2021)".

The school heads' opinions on the practices of post - observation supervision were positive. Schools managed to build teaching and learning culture that are friendly to teachers, school heads and students. It is argued that despite the facts that all school heads acknowledge the contributions of post - observation supervision in teaching relations, some of an experienced teachers as late - career teachers opposed the views. On their views, school heads carried out post - observation supervision as routine of clinical supervision regardless of professional relations impacts to teachers. One of them narrated that:

"I have seen some teachers, including myself; we never act accordingly in some of the advices. For instance, in the department whereby only two teachers are present, vertical teaching is impossible (Interview, experienced teacher A, May 2021)"

It is clear that building professional relationships requires enough manpower in the department. Looking at the narrations, it could be argued that an experienced teachers did not ignore the presence of school heads' post - observation practices in line with improving teaching and learning professional relationships with school heads and students rather among teachers. In this regard, school heads' post - observation practices had limited contribution in teaching

relationship in schools whereas teachers in a given department are few. Withstand that other an experienced teachers noted positive effects of school heads' post – observation practices in teaching profession relationships, one of them remarked that:

“I give kudos to the school head for making the follow -up of the strategies we have set for improving education in our school. We teachers are reminded to adhere to the instructions that have been given in academic meetings. I see that without the school head's follow-up I would still not have learned to teach based on competence-based curriculum methods, to make an invitation for my classmates to come to my classroom to see what I teach and even to encourage students to discuss exposure in the classroom (Interview with the experienced female teacher, rural school case B: June, 2021)”.

The general reflection of the narrative suggests that due to school heads' post - observation supervision practices, it was possible for teachers to plan and implement participatory teaching and learning methods, which in turn encouraged students to participate accordingly in the classroom. School heads and teachers developed professional relationships when teachers are provided with instructions to be followed in their day - to - day teaching and learning practices.

The positive contribution of school heads' post - observation supervision was explained by all early career teachers and mid - career teachers. According to them, as result of school heads' post - observation supervision, they had improved team working strategies and made competitions strategies within and outside their departments. Teachers' voice from one of the FGDs, is hereunder presented:

“We can say that following our school head post observation activities, we have improved the teamwork teaching strategies and teaching exchange. In each department, we discuss how to be the leading department in the school (FGD, teachers, urban school case C: July, 2021)”.

Discussion

School heads' post - observation teaching and learning supervision is given positive value in both descriptive and narrative responses. It is clear that school heads' post - observation was important aspect in developing teaching professional relationships among and between teachers, school heads, students and teachers themselves. Though there was statistically significant difference in improving teaching and learning relationships between teachers and students, there was no statistically significant difference found in school heads and teachers themselves. This means that school heads' post - observation of teaching and learning supervision was not contributing the same in improving teaching profession relations among early career teachers, mid - career teachers and late - career teachers. As it appeared that mid - career teachers had more positive feelings that school heads imparted on teacher - students' relations than early career teachers and late - career teachers. The results of this study are contrary to Chinedu's (2021) who found that experienced and inexperienced Nigerian teachers did not differ significantly about the role of clinical supervision on their teaching and learning effectiveness.

The significant effect of school heads' post - observation in forming professional relations among teachers increased co - teaching practices. It is realised that teachers exercised sufficient skills in building team work which in turn improved teachers' work performance. These findings agree with Nwankwoala (2020), that post - observation clinical supervision strategy influenced significantly teacher's work performance. In respect to teachers' professional relations with students, most of the students were attracted for effective learning by actively

participating in the group discussions. Fairly to argue that, teachers initiated teaching and learning participatory methods to allow students ask questions or respond to the questions asked with their peers. With respect to such practices, teachers executed strong professional relationships to students. These findings align with Bello and Olaer (2020) and Khaef and Karimnia (2021) who found that, school heads' post - observation improved teachers' competencies in cooperating with students in teaching and learning practices. Furthermore, professional relationships between school heads and teachers also improved significantly. School heads and teachers worked as one team in teaching and learning activities. These findings receive support from Moswela and Mphale (2015) who found that most teachers in Botswana expressed positive views that clinical supervision was fairly practiced and improved their cooperation in teaching and learning activities. Generally, professional relationship between and among teachers, school heads, and students, suggest that post - observation creates encouraging teaching and learning environment in the country.

Theoretical implications

Clinical supervision, and in particular post - observation is very relevant in the Tanzanian context in transforming teachers' professional relationships. The theoretical stance on board is that post - observation contributes to teachers a sense of professional competences, confidence, effectiveness and efficiency in the teaching profession. As such, mutual understanding is developed among and between teachers, hence promotes quality teaching and academic achievement.

Practical Implications

School heads' post - observation teaching and learning supervision was strongly accepted by teachers in Tanzanian public secondary schools. The outstanding results of school heads' guiding teachers to build team work at the work places has helped teachers to reflect on their teaching competences which in turn increased morale of teaching their students. Teachers have understood that students are the most and the first customers of the education services in the country. As such, professional mindset among teachers gears at looking for creativities and innovations in classroom practicum. Improved teaching and learning practices encourage students to actively participate in teaching and learning practices that impact on achieving students' learning academic performance.

Limitations and future directions

This study was a self - funded and was conducted in a small scale of four public secondary schools. Therefore, the results of this study cannot be generalised for all public secondary schools in Tanzania. Future researchers are encouraged to use the conceptual framework (Figure 1) and quantitative cross - sectional study to test the effects of school heads' post observation practices in improving teachers' sense of professional image in other aspects of teachers' professional standards, such as pedagogical competences and language of instructions.

CONCLUSIONS

This study concludes that school heads' post - observation supervision practices was perceived positively by teachers in line with improving teaching profession relationships. This is because each category of teachers' working experience provided positive perceptions in regards to school heads' post - observation practices and an improvement of teachers' professional dialogues with their colleagues, students and school heads. Considering these facts, Tanzanian teachers have developed teaching competencies, which are not limited on teamwork teaching, and teaching classes exchanges of which, this study regards as teaching professional relations identities. School heads' post - observation practices; therefore, could be applied in supervising teachers regardless of their teaching working experience in Tanzanian context.

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