

The Instructional Approaches Used by School Managers in Promoting an Interactive Learning Environment in Public Primary Schools in Geita District Council, Geita- Tanzania

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Abstract

This study explored the instructional leadership strategies employed by school managers to supervise the implementation of interactive learning activities in public primary schools in Geita District Council, Tanzania. Guided by Maehr's Personal Investment Theory, the research adopted a mixed-methods approach using a convergent design. Data were collected through questionnaires, interviews, observations, and document analysis from 60 participants, including head teachers, academic teachers, internal school quality assurance (ISQA) officers, and classroom teachers. The findings revealed that school managers play a critical role in enhancing instructional planning, supervision, and teacher motivation. Activities such as classroom observation, checking pupils' work, monitoring progress, and providing professional development were frequently and actively practiced, reflecting strong instructional leadership. However, the study also identified gaps in non-instructional areas, such as teacher motivation, parent-teacher communication, and provision of instructional materials, which received comparatively less attention. Quantitative analysis indicated a moderate but significant positive correlation ($r = .634$, $p = .049$) between instructional leadership activities and approaches, suggesting that effective leadership strategies directly influence the quality and consistency of instructional practices. The study underscores the importance of a holistic leadership model that not only focuses on instructional oversight but also fosters collaborative decision-making, resource availability, and emotional support for teachers. It recommends enhanced cooperation among school heads, teachers, and ISQA teams to ensure the successful implementation of interactive learning. Strengthening both pedagogical and support systems is essential for building a motivated, inclusive, and high-performing educational environment.

Keywords: Instructional Leadership, School Managers, Interactive Learning, Primary Education, Teacher Supervision, Tanzania

1. Introduction

School managers are widely acknowledged as key contributors to improved educational outcomes and student academic performance (Kilag & Sasan, 2022). Their ability to motivate and inspire teachers significantly enhances teaching quality, which in turn boosts student achievement. Growing interest has recently emerged around the influence of school managers on teacher effectiveness and student success (Ngole & Mkulu, 2021). These managers comprising head teachers, deputy heads, school boards, and other administrative leaders hold a central role in shaping conducive learning environments. Their duties encompass resource allocation, policy implementation, and supporting teachers in employing interactive teaching strategies (Duhoe & Segbefia, 2023).

Nikolaevna (2021) describes an interactive learning environment as one where learners are actively involved in the learning process, which promotes critical thinking and problem-solving abilities. However, creating and maintaining such an environment depends heavily on the support provided by school managers. In Finland, Virrantaus (2020) emphasizes that interactive classroom experiences do not replace e-learning but rather complement it. This hybrid model is particularly effective for subjects that demand specialized teacher expertise and access to rare materials. In Ukraine, Byhar et al. (2022) conducted research on interactive learning among grades 1–4 and found it significantly raised students' performance levels from average to sufficient or even high. The study highlighted the effectiveness of tailoring interactive teaching methods to the age and specific needs of learners.

In the Ghanaian context, Duhoe and Segbefia (2023) examined how school administrators foster environments that support both teachers and students. Their findings indicated that promoting respect, inclusivity, and collaboration was essential to building a supportive school climate. Emotional and psychological support, encouragement of healthy lifestyles, and ongoing professional development were also found to be crucial in maintaining such an environment.

Similarly, Akinyemi and Ologunda (2023) explored the perceptions of teachers and students regarding Interactive Learning Instructional Packages (ILIP) in Nigerian senior secondary schools. Both groups expressed positive views, although issues such as unreliable electricity, insufficient ICT infrastructure, and limited time for computer-based instruction posed

challenges to ILIP implementation.

In Tanzania, school managers are tasked with implementing the 2014 Education and Training Policy and the updated 2023 primary curriculum and teacher guides. According to URT (2023), public primary schools play a vital role in developing young learners, especially in the national effort to provide quality education aligned with the Sustainable Development Goals (SDGs). Research by Mbuti (2022) in Korogwe district revealed that interactive teaching methods significantly improve student engagement and participation. Similarly, Tibaijuka (2024) emphasized the value of interactive tools—such as forums, virtual labs, and multimedia content—in supporting active learning, enhancing collaboration, accommodating diverse learning styles, and fostering learner autonomy and motivation.

Interactive teaching has increasingly been recognized as a learner-centered pedagogical approach (Nikolaevna, 2021). Despite this recognition and guidance provided in head teachers' manuals, questions remain about the actual effectiveness with which school managers carry out their roles (ADEM, 2023). Although interactive learning has been endorsed by researchers (e.g., Mbuti, 2023; Tibaijuka, 2024) and incorporated into educational policy, many Tanzanian public primary school pupils continue to repeat classes annually. This raises concerns about the extent to which school managers fulfill their responsibilities in implementing interactive learning approaches. But also this study was therefore guided by the hypothesis that there is a significant relationship between instructional leadership activities and instructional leadership approaches in promoting interactive learning. As such, it focused on identifying instructional leadership strategies that could be applied to enhance pupils' academic achievement

2. Literature Review

This study was anchored in Maehr's Personal Investment Theory (1984), which emphasizes that individuals' attitudes toward activities—such as teachers' use of interactive learning—are shaped by the perceived meaning and value they assign to those activities. The theory suggests that when teachers feel their use of interactive learning strategies is supported and valued by school managers, they are more likely to adopt such strategies consistently and invest greater time, effort, and expertise in their implementation. Thus, the theory provides a useful framework for understanding how instructional leadership and supervisory practices by

school managers can influence teachers' motivation to engage in interactive teaching.

A major strength of Maehr's theory lies in its comprehensive and integrative approach to understanding motivation. It acknowledges the impact of socio-cultural influences, emphasizes key but often overlooked constructs like self-perception and behavioral patterns, and considers both cultural commonalities and differences. However, one limitation is its lack of simultaneous consideration of multiple environmental influences—such as parents, peers, and the broader learning context—and how their interactions might shape an individual's motivation to engage in educational tasks. Nevertheless, the theory effectively guided the researcher in examining how both school managers and teachers decide where to focus their efforts, talents, and time, especially in relation to fostering interactive learning in schools.

Kagole and Mukadi (2021) define instructional supervisory practices as techniques used by educational supervisors to observe, document, and enhance teaching and learning. These practices play a crucial role in maintaining instructional quality. Head teachers, in particular, are instrumental in overseeing early education levels by providing necessary support that improves instructional delivery in classrooms.

Gill and Berezina (2021), in a comparative study of school systems in three Southeast Asian countries, examined leadership dynamics, decision-making processes, and teacher training. Their findings revealed both systemic and school-level disparities. While Malaysian and Indonesian principals reported greater autonomy, Singaporean schools demonstrated more structured decision-making processes. Furthermore, in Singapore, teachers played an active role in professional development and skill-sharing, unlike in Malaysia and Indonesia where such training remained largely under government control. The study recommended empowering teachers in Malaysia and Indonesia to take ownership of their professional growth, which could bridge skill gaps and improve pedagogical practices.

In Germany, Klein and Schwanenberg (2022) investigated the professional development needs of school principals and found that these needs were more strongly influenced by personal self-efficacy and teacher feedback than by prior training or experience. The moderate levels of professional development needs reported suggest that, even in developed countries, the evolution of school leadership roles remains incomplete and formal leadership training may be insufficient.

Umar, Kenayathulla, and Hoque (2021) studied the relationship between school leadership and effectiveness in Niger State, Nigeria. Their regression analysis revealed that leadership practices accounted for 14% of the variance in school performance. They emphasized the need for both federal and state education ministries to invest in teacher-training initiatives, and recommended that school leaders prioritize identifying and addressing teachers' development needs to foster school improvement.

Bakokonyane (2022) explored the influence of instructional leadership on student performance in Botswana's rural Kweneng region. High-achieving schools were found to engage teachers and stakeholders in defining and realizing the school's vision, values, and strategic plans, which contributed to better monitoring of instruction and improved academic results. In contrast, low-performing schools engaged in these activities only superficially, with limited impact.

In Tanzania, a study by Mduma and Mkulu (2021) in Mwanza's Nyamagana district found that professional development activities significantly enhanced teachers' performance. Ongoing training improved instructional practices, reduced stress and staff turnover, and boosted overall effectiveness. Additionally, regular teacher evaluations improved classroom management and facilitated both supervision and assessment processes. The authors recommended regular in-service training to maintain and strengthen teacher capacity.

Similarly, Ng'haboko (2024) examined how internal school quality assurance (ISQA) contributes to improved teaching and learning in public primary schools in Chato district. ISQA practices were found to promote professional development, increase teacher dedication, and enhance preparation of teaching materials. While most teachers viewed ISQA positively, some regarded it as an additional burden.

Overall, the reviewed empirical studies primarily focus on the roles of head teachers and principals, often overlooking the contributions of other school management members. To bridge this gap, the current study will include a wider range of participants, such as head teachers, ISQA members, and academic teachers. This broader perspective aims to capture a more comprehensive understanding of the strategies school managers employ to promote interactive learning environments in Tanzanian public primary schools.

3. Research Methodology

This study adopted a mixed methods research approach, specifically utilizing a convergent design, where both qualitative and quantitative data were collected and analyzed concurrently. The research was carried out in the Geita District Council, targeting four public primary schools with a total of 60 participants. The participants included 4 head teachers, 4 academic teachers, 4 internal school quality assurance (ISQA) officers, and 48 classroom teachers, with 12 teachers selected from each school.

To select participants, the researcher employed simple random sampling for classroom teachers to ensure equal representation and minimize selection bias. Meanwhile, purposive sampling was used to select head teachers, academic teachers, and ISQA officers due to their specific roles and relevance to the study objectives. Data collection methods included questionnaires, interviews, observations, and document analysis schedules. The research instruments were reviewed by experts in the field to ensure validity, while the reliability of the questionnaires was tested using Cronbach's Alpha, which yielded a coefficient of 0.918. According to Leary (2019), a Cronbach's alpha value above 0.7 indicates acceptable internal consistency, confirming the reliability of the instruments used. Quantitative data were analyzed using descriptive statistics and basic computations with the aid of SPSS software. Throughout the research process, all ethical considerations were strictly followed to maintain integrity and protect the rights of participants

4. Result and Discussion

4.1. Result

The researcher aimed to understand approaches used by school managers to supervise the implementation of interactive learning activities. The researcher used document analysis; questionnaires and interviews were applied to collect data. Data were collected from a sample of 60 respondents who included teachers, school quality assurers, academic teachers and students. 60 of the respondents, 56 responded to a questionnaire which had a Likert rating scale of 1-5 from where they could opt in scale provided where by 1 being the lowest and 5 being the highest; whereby, 1= To very low extent, 2 = To low extent, 3 = To moderate extent 4 = To high extent, 5 = To very high extent indicate the extent to how school manager's

instructional approaches are effectively implemented to ensure interactive learning activities in pre-primary education. Table 1 shows their responses.

Table 1

Interpretations of mean ranges of the rating scale

Mean range	Scale ranking	Likert scale Response mode	Interpretation
5.0-4.2	5	To very high extent	Excellent
4.1-3.3	4	To high extent	Very good
3.2-2.4	3	To moderate	good
2.3-1.5	2	To low extent	Fair
1.4-0.6	1	To very low	poor

Source: Field data (March, 2025)

Table 2:

Approaches Used by School managers to supervise the Implementation of interactive learning Activities

Statement	To very low (1)		To low extent		To moderate		To high extent		To very high extent		Mean
	f	%	f	%	f	%	f	%	f	%	
Checking documents	-		4	7.1	9	16.1	23	41.1	20	35.7	3.78
Classroom observation	1	1.8	3	5.4	11	19.6	21	37.5	20	35.7	3.73
Teachers Training	-	-	4	7.1	12	21.4	22	39.3	18	32.1	3.70
Checking pupils' works	-	-	4	7.1	8	14.3	22	39.3	22	39.3	3.83
Monitoring of pupils' progress	-	-	2	3.6	10	17.9	25	44.6	19	33.9	3.81
Supervision of T/L process	-	-	4	7.1	9	16.1	24	42.9	19	33.9	3.76
Delegation of duties	1	1.8	3	5.4	12	21.4	21	37.5	19	33.9	3.70

Presence of instructional material	4	7.1	4	7.1	16	28.6	19	33.9	13	23.2	3.35
Communication among teachers and parents	6	10.7	6	10.7	11	19.6	18	32.1	15	26.8	3.30
Motivating teachers	7	12.5	7	12.5	13	23.2	16	28.6	13	23.2	3.15
Overall mean											3.71

Data in table 2, reveal that the highest mean score is *checking pupils' work* (M = 3.83). This indicates that school managers highly prioritize reviewing learners' assignments, with the majority of respondents (39.3%) stating that they engage in this practice to a "very high extent," and another 39.3% indicating a "high extent." This suggests that regular monitoring of learners' work is viewed as a key accountability mechanism and a means of evaluating both student progress and teacher effectiveness. Closely following with *monitoring pupils' progress* (3.81), where the majority of managers (44.6%) indicated involvement to a "high extent," and 33.9% to a "very high extent." These results imply that school leaders are highly involved in assessing educational outcomes, reinforcing their role in quality assurance and evidence-based decision-making within the learning process. These practices are crucial for ensuring effective instructional supervision. Head teachers play a pivotal role in managing pre-primary and primary education, providing necessary support to teachers to enhance classroom instruction.

On the other hands, checking *teachers' lesson plans and schemes of work* scored a mean of (3.78), *supervision of the teaching and learning process* (3.76), and *classroom observation* (3.73). In each of these activities, the majority of respondents indicated their participation to a "high" or "very high extent." For example, in classroom observation, 37.5% reported a "high extent" and 35.7% a "very high extent" of engagement. These data point to a consistent presence of school managers in instructional oversight, suggesting that they actively engage with both teachers and the curriculum to ensure effective teaching practices are implemented.

One of the head teachers interviewed said;

I use instructional supervision approaches to ensure collaborative decision making, whereby in Friday we have short meeting with school managers team to plan for the

coming work. In addition, assessment and evaluation for teaching process by observing pupils exercise, home works, motivating and appreciating the efforts of teachers in demonstrating exceptional skills (*Interview with Head Teacher, School M on March 2025*). (SMP, CSM, VC, CDM)

In addition, the researcher observed lesson plan preparation, and other teaching and learning materials, but teachers were not used effectively during teaching and learning process. Some teachers were not prepared lesson plan and scheme of works and other supportive documents that could facilitate teaching and learning.

Training pre-primary teachers on the use of interactive learning activities and delegation of duties each recorded a mean score of 3.96. Although slightly lower than the highest-rated activities, these scores still reflect a strong level of involvement. About 39.3% of school managers reported training teachers to a “high extent,” indicating a general acknowledgment of the importance of professional development in implementing interactive pedagogies. In addition, head teacher interviewed claimed that “*teachers attended training related to the teaching and learning activities, teachers also attended MEWAKA that train teachers on different pedagogical*” (ATT) Likewise, delegation of duties appears to be a commonly practiced leadership strategy, promoting shared responsibility among staff.

In addition, another head teacher added that

I ensure that school manager team is involved in decision making through staff meeting which are conducted regularly to allow open communication for assessment ` evaluation of the teaching process. In addition, we have department meeting to discuss strengths and weakness of the implementation of the department goals and make improvement where is necessary. (Interview with Head Teacher, School B on March, 2025). (SMP)

Furthermore, moderately emphasized activities include *teachers’ training* and *delegation of duties*, both with a mean of 3.70. While these scores indicate that professional growth and shared responsibilities are present, there is room for further development. For example, consistent training and clear delegation enhance staff morale, build capacity, and prevent managerial burnout. However, the relatively lower percentages compared to classroom supervision suggest these areas are slightly less prioritized in daily leadership routines.

However, there is a noticeable drop in engagement when it comes to *ensuring the availability of instructional materials* (3.35), *ensuring effective communication between teachers and parents* (3.30), and *motivating teachers who use interactive learning activities* (3.15). While these activities are still moderately practiced, their relatively lower means suggest they may not receive as much attention as others. For instance, only 23.2% of respondents reported motivating teachers to a “very high extent,” and an equal percentage reported doing so to a “moderate extent.” Similarly, communication with parents and ensuring instructional material availability, though essential to an effective teaching and learning environment, seem to be performed less frequently or with less intensity by a significant number of school managers.

Therefore, the data indicate that, school managers are highly engaged in core instructional leadership activities, particularly those that involve direct supervision of teaching and learning processes and monitoring academic progress. However, lower levels of engagement in areas such as teacher motivation, parental communication, and material provision may point to gaps in holistic leadership approaches. These areas might benefit from targeted interventions and support to enhance the overall effectiveness of instructional leadership in schools. The overall mean score in the table is 3.71; it falls in the mean range scale of 4.1–3.3, corresponding to the Likert scale level of “to high extent” and an interpretation of “Very Good”. Mugenda and Mugenda (2023) emphasized that a mean score in the 4.1-3.3 range denotes regular involvement, which in this case reflects the active supervisory roles school managers play. This suggests that school managers frequently utilize various supervisory approaches to support the implementation of interactive learning activities. The data indicates a strong emphasis on practices like checking pupils' work (mean = 4.11), monitoring learning progress (4.09), and observing teaching (4.00). However, activities like motivating teachers (mean = 3.38) and parent-teacher communication (3.54) received slightly lower mean scores, indicating moderate attention. The overall mean, reflects positively on school managers' commitment to interactive learning implementation.

4.3.1 Correlation Between Instructional Leadership Activities and Approaches

Correlation is a statistical technique used to measure the strength and direction of the relationship between two variables. The coefficient ranges from -1 to +1, where values closer to +1 indicate a strong positive relationship, values closer to -1 suggest a strong negative relationship, and a value of 0 implies no linear relationship. A key rule in interpreting Pearson correlation is the

significance level (p-value), commonly set at 0.05. If the p-value is less than or equal to 0.05, the correlation is considered statistically significant, meaning the relationship observed is unlikely due to random chance (Gravetter & Wallnau, 2020). Pearson correlation also assumes that both variables are measured on an interval or ratio scale, have a linear relationship, and are approximately normally distributed. Given these principles, the following correlation results are between instructional leadership activities and instructional leadership approaches.

Table 3:

Correlations between instructional leadership activities and instructional leadership approaches.

			Instructional leadership activities	Instructional leadership approaches
instructional leadership activities	leadership	Pearson Correlation	1	.634*
		Sig. (2-tailed)		.049
		N	10	10
Instructional leadership approaches	leadership	Pearson Correlation	.634*	1
		Sig. (2-tailed)	.049	
		N	10	10

*. Correlation is significant at the 0.05 level (2-tailed).

Table 3 presents the Pearson correlation coefficient between instructional leadership activities and the instructional leadership approach. It found that the correlation value of $r = 0.634$ and a significance level of $p = 0.049$ indicates a moderate to strong association between the two variables. The data accept the alternative hypothesis and reject the null hypothesis, and therefore, this indicates that there is a significant relationship between instructional leadership activities and approaches. Meaningfully that as school leaders engage more actively in instructional leadership tasks such as lesson observation, professional development, and curriculum planning their overall leadership approach tends to become more focused, structured, and supportive of teaching and learning processes.

Moreover, Leithwood, Harris, and Hopkins (2020) argue that effective school leadership is not merely about taking action, but about taking purposeful action grounded in a clear vision and understanding of instructional improvement. The strong correlation in this study affirms that those who engage deeply in instructional leadership activities are likely to do so from a well-articulated leadership approach, reinforcing the idea that leadership effectiveness hinges on both conceptual clarity and practical implementation.

Regression

Coefficients^a

Model	Unstandardized		Standardized	T	Sig.
	Coefficients		Coefficients		
	B	Std. Error	Beta		
(Constant)	.581	1.393		.417	.688
instructional leadership approach	.899	.388	.634	2.316	.049

a. Dependent Variable: Instructional leadership activities

However, the correlation and regression analysis presented provides insight into the relationship between the *instructional leadership approach* and *instructional leadership activities*. The correlation coefficient ($R = .634$) indicates a moderate positive relationship between the two variables, suggesting that as the instructional leadership approach improves or increases, there is a corresponding increase in the implementation of instructional leadership activities. This positive correlation implies that the leadership style or method adopted significantly influences how leadership activities are carried out in an educational context.

4.2 Discussion

The aim of this study was to explore the strategies employed by school managers in supervising the implementation of interactive learning activities. A mixed-methods approach was used, incorporating document analysis, questionnaires, and interviews to gather data from selected public primary schools.

The study revealed a strong emphasis on teacher professional development and leadership accountability, particularly through consistent monitoring and evaluation practices. School managers placed significant importance on reviewing pupils' work and tracking their academic progress. These activities were seen as essential not only for evaluating student performance but also for gauging the effectiveness of classroom instruction. Regular monitoring serves as a critical accountability mechanism and ensures that teaching aligns with intended learning outcomes.

These findings align with Gill and Berezina (2021), who highlighted the role of school leadership in decision-making and teacher training. Similarly, Klein and Schwanenberg (2022) found that principals' professional development needs in Germany were shaped more by self-efficacy and teacher feedback than by formal qualifications or training. Umar, Kenayathulla, and Hoque (2021) further supported the notion that effective leadership contributes to school performance, recommending investment in teacher training as a strategy to improve educational outcomes.

In Tanzania, Kagole and Mukadi (2021) emphasized instructional supervision as a key method for observing and improving teaching practices. The act of monitoring students' work was viewed as reinforcing teacher accountability and ensuring transparency in the education process. By actively assessing student progress, school managers can make informed adjustments to teaching strategies, ultimately fostering improved academic outcomes.

The study's findings also relate closely to Vygotsky's Cognitive Development Theory, which posits that learners progress most effectively when guided through tasks they cannot complete independently but can achieve with support. The regular review of learners' work and performance monitoring by school leaders aligns with Vygotsky's concept of scaffolding, where teachers and supervisors tailor instruction to meet individual learning needs, thereby enhancing cognitive development in a socially mediated context.

A similar study by Ng'haboko (2024) on internal school quality assurance (ISQA) in Chato district highlighted that ISQA supports teacher development, boosts commitment, and encourages lesson preparation—factors echoed in the current findings. These results underscore the dual function of instructional supervision: as both a quality assurance tool and a developmental strategy rooted in educational theory.

Furthermore, the study confirmed active involvement of school managers in supervising instructional activities. These included reviewing lesson plans, observing classroom instruction, and supporting the teaching and learning process. Such engagement reflects a hands-on leadership style that prioritizes instructional quality. As Mduma and Mkulu (2021) found, professional development practices—such as training and performance appraisals—enhance teacher performance, reduce job stress, and support effective classroom management. School leaders, through lesson supervision and teacher mentoring, help foster a culture of continuous improvement.

Bakokonyane (2022) also emphasized that instructional leadership is vital to academic performance. The present study supports this, showing that school managers who are regularly involved in classroom observation ensure that teaching practices meet required standards. This leadership approach, aligned with Maehr's Personal Investment Theory, suggests that when leaders actively invest their time and effort in teaching processes, teachers are more likely to reciprocate that commitment, enhancing the school's instructional quality.

In addition to instructional supervision, the study found that teacher training and delegation of responsibilities were widely practiced. School managers emphasized in-service training and encouraged shared responsibilities among staff. These practices support teacher empowerment, improve instructional delivery, and promote teamwork. Such efforts align with Ng'haboko's (2024) findings on ISQA and with Maehr's theory, which asserts that when school leaders invest in professional growth, they cultivate a culture of engagement and commitment.

The delegation of responsibilities also reflects a collaborative leadership style. By entrusting teachers with specific roles, school managers foster a sense of ownership and encourage participation in school decision-making. This approach is supported by Bakokonyane (2022), who stresses the importance of distributed leadership in improving school performance. Maehr's theory further suggests that shared investment in school success motivates all staff members to work toward collective educational goals.

However, despite strong involvement in instructional leadership, the study noted lower engagement in non-instructional support areas, such as ensuring the availability of teaching materials, communicating with parents, and motivating teachers who use interactive strategies.

These areas, while crucial for a holistic educational environment, appeared to be underemphasized.

Again, Ng'haboko (2024) found that although ISQA initiatives were generally seen as beneficial, some teachers perceived them as burdensome, especially when broader support structures were lacking. The limited attention to non-instructional aspects may hinder the overall effectiveness of school leadership, particularly in fostering a well-rounded learning environment.

Bakokonyane (2022) points out that effective instructional leadership should balance academic oversight with non-academic support, including motivation, parental involvement, and resource provision. The study's findings suggest that while school managers are diligent in academic supervision, they may overlook other important dimensions of leadership that contribute to student success.

According to Maehr's Personal Investment Theory, effective leaders invest across all domains of an educational institution. By underinvesting in non-instructional areas, school managers may unintentionally weaken the school's support system, impacting motivation and performance. Addressing these gaps could significantly enhance leadership effectiveness and contribute to a more inclusive and supportive school culture.

In conclusion, the study showed that school managers are highly engaged in instructional monitoring, supervision, teacher training, and delegation. These efforts strengthen accountability, improve teaching quality, and foster a motivated school community. However, limited attention to non-instructional areas, such as communication with parents and resource provision, indicates a need for a more holistic leadership approach. Enhancing these under-addressed areas would improve school leadership effectiveness and contribute to a more balanced and supportive educational environment.

5. Conclusion and Recommendation

The findings of this study highlight the pivotal role school manager's play in enhancing instructional planning, supervision, and the implementation of interactive learning methodologies. Guided by Personal Investment Theory, the results demonstrate that when teachers perceive strong support and appreciation from school leadership, they are more inclined to invest time, effort, and creativity into both traditional and innovative teaching practices. The

study revealed that school managers are actively involved in classroom observations and in reviewing students' work key activities that reinforce accountability and elevate the quality of instruction. These practices not only promote teaching effectiveness but also create a culture of continuous improvement within schools. However, for interactive learning to be fully effective and sustainable, school managers must adopt a holistic, context-specific leadership approach one that addresses not only instructional oversight but also broader areas such as teacher motivation, parental involvement, and resource provision. By strengthening both pedagogical and support systems, schools can build more cohesive, motivated, and high-performing learning environments.

Based on these insights, the study recommends that the successful implementation of interactive learning approaches should be grounded in collaborative efforts involving school heads/managers, teachers, and Internal School Quality Assurance (ISQA) teams. This collaboration is essential to ensure effective planning, consistent supervision, and a shared commitment to fostering engaging and learner-centered classroom experiences. Such partnerships are key to promoting sustained instructional improvement and achieving better educational outcomes.

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