Effectiveness of Ward Education Officers’ Supervision in Promoting Quality Education in Secondary Schools in Tanzania

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Abstract: In the recent years, Tanzanian educators have experienced an impetus on school supervision as a catalyst for quality education. As a result, a significant number of Ward Educational Officers have been appointed for the purpose of increasing human resources with the role of school supervision as a necessary tool for quality education. Although we are aware of their frequent visit to the schools, little is known about their effectiveness of such visits. For this reason, this study sought to assess the effectiveness of the Ward Education Officers’ (WEO) supervision role in promoting quality education. To conduct this study, a mixed research approach and a convergent parallel design. Data was obtained through individual interviews, questionnaires and document review. Descriptive statistics were used to analyze quantitative data by means of Statistical Package for the Social Sciences (SPSS) while quantitative data were analyzed thematically. A sample of 124 respondents which included, teachers, heads of school and other administrative officials were selected using purposive and simple random sampling from 5 secondary schools. The findings indicate that supervision process was contributing very little to promoting quality education due to low academic qualifications of supervisors and their lack of knowledge on curriculum matters. Despite the limited academic background of supervisors, the study found out that little was being done to equip them with the necessary knowledge which they were lacking. Insufficient resources and lack of commitment for both teachers and Ward Education Officers to school supervision was also one of the major hindrances to effective supervision for quality education. Based on these findings the study recommends that strategic steps are taken to provide relevant training to all those involved in school supervision and also raise more awareness about the significance of school supervision and teachers’ roles in ensuring its effectiveness.

Keywords: Effectiveness, Quality Education, School Supervision, Ward Education Officers.

I. INTRODUCTION AND BACKGROUND

School supervision is an indispensable variable in ensuring effective teaching and learning which would consequently bring about quality education. It is unfortunate that the practice of supervision in schools is often taken for granted or not serious enough. In most cases as was found by this study, it is treated as a mere routine, where supervisors visit schools, say what they have to say and go, then business continue as usual. It should be known, however that effective school supervision is the core aspect in promoting quality education in schools, hence, it should never be taken cheaply or for granted as we find to be the case in this study. For the purpose of this study, the concept of school supervision is defined as the process or way to advise, guide, direct, refresh, encourage and stimulate the growth for the sake of improving teaching and learning process better for the learner (Norman, 2013, p. 260). Likewise, in this study, we also define the term quality education as the holistic education which leads to the realization of each person’s potentials and develop skills through which they can contribute to the wellbeing of their own life and that of the society to which they belong and beyond. Hence, guided by the understanding of these two concepts this paper presents our findings and discussion on the effectiveness of the Ward Educational Offices in supervising schools in order to ensure quality education. Various studies have shown that school supervision plays a great role in ensuring quality education (Burant, 2009). According to Burant, supervision of schools plays a big role in sharpening teachers and empowering them to perform their roles effectively. Similarly, Usman (2015) contends that school supervision is significant because quality education remains the biggest tool for academic progress, social mobilization, political survival and effective national development of a country. According to Usman, the professional growth of the teachers and curriculum improvement are determined by the presence of collaborative school supervision. A study conducted by Wanzare (2013) on instructional supervision in public secondary schools in Kenya reveals that the purpose of supervision is to improve classroom instruction which, in turn improves student academic achievement. Wanzare considers
quality education as a type of education that focuses on the achievement of the national education goals.

The government of Tanzania strives to ensure the provision of quality basic education for its entire population (United Republic of Tanzania, 2009). The accessibility of quality education to students in secondary schools is very crucial as it is highly needed for the development of the national economy. In order to ensure quality education in secondary schools, Tanzania needs to establish a strong supervision of schools. According to URT (2009), the Ministry of Education and Vocational Training (MoEVT) through the Inspectorate Department (currently, School Quality Assurance Division) is mandated to carry out quality assurance supervision in schools to ensure the provision of quality education as well as implementation of education policies.

For a long time, secondary schools were supervised by the zonal school quality assurers. However, the limited number of personnel, lack of transport, and the wide coverage of the areas for supervision for zonal school quality assurers act as a barrier to visit many secondary schools at the right time. The introduction of Ward Education Officers’ supervision in secondary schools emerged as a solution towards the above listed challenges of promoting quality education (URT, 2009). The Ward Education Officers who act as the immediate supervisors for secondary schools play a key role in supervising the schools.

According to URT (2013), the Ward Education Officers have the function to supervise all matters in regards with education within the ward premises. They are responsible for ensuring the enrolment of students, effective teaching and learning process, leadership and managerial issues. For example, they have to organize seminars and workshops to assist teachers on how to run their duties effectively, to conduct a positive discussion with teachers on challenging areas or issues as in syllabi, textbooks, and students with special needs. From what has been explained above, it is possible to say that supervisors of secondary schools must be academically well qualified, having training, seminars and workshops, and good relationship with teachers for supervision activities. The Ward Education Officers are expected to influence the provision of quality education in secondary schools. Therefore, the study sought to assess the effectiveness of Ward Education Officers’ supervision in secondary schools.

II. STATEMENT OF THE PROBLEM

The involvement of Ward Education Officers’ supervision in secondary schools is an important role for improving teaching and learning process for students to get quality education (URT, 2014). Regardless of the efforts made by the Government of Tanzania in developing supervision of secondary schools, many questions have been raised as to what extent supervision of WEOs influence the provision of quality education in secondary schools (Mosha, 2006). The failure to assist and guide secondary school teachers has direct effect on the whole process of teaching and learning in schools. Hence, the ineffectiveness of the Ward Education Officers’ supervision in secondary schools may lead to provision of poor quality of education. Mosha (2006) argues that, the failure to provide quality education may contribute to having unqualified or less qualified workforce in various sectors which in turn may affect the economy of the country and individuals in general. Moreover, there have been limited studies concerning the effectiveness of Ward Education Officers in secondary schools. Therefore, it was necessary to conduct this study in bringing to the light the challenges facing Ward Education Officers’ supervision, and its impacts in order to pave the way for better practice in some Tanzanian public secondary schools.

III. STATEMENT OF PURPOSE

The purpose of this study was fourfold. First, it sought to examine the qualifications of WEOs who supervise teachers in the secondary schools. Second, the study sought to identify the roles of the WEOs in supervising secondary schools. Third, the study endeavored to assess the kind of challenges which WEOs face in the process of supervising secondary schools. Fourth, the study sought to explore possible ways to curb challenges facing WEOs and recommend the way forward as a means to ensure effective supervision process of secondary schools in Tanzania. In order to achieve the intended goals of this study the following questions were utilized as guidelines in the field.

A. To what extent do WEOs as supervisors are professionally prepared to supervise secondary schools?
B. What are the roles of the WEOs in supervising secondary schools?
C. What challenges do WEOs face in supervising secondary schools?
D. What possible ways should be taken to curb challenges facing WEOs while supervising secondary schools?
IV. SIGNIFICANCE OF THE STUDY

This study may be useful in many ways. It will probably give the way forward to the policy makers and educational planners on how to improve the effectiveness of Ward Education Officers in secondary schools by reviewing educational policies to fit the demand of providing quality education. The study also is expected to benefit WEOs by giving them essential skills on how to be effective in their work. Furthermore, this study is important because it is potential in inspiring those who play a vital role in the provision of quality education to students. Lastly, this study may also be important to those who wish to deepen their knowledge on Ward Education Officers’ supervision in secondary schools.

V. LITERATURE REVIEW

A. School Supervision and Quality Education

School supervision is the significant process for education progress. That’s why Kotirde and Yunus (2015) view school supervision as the process or way to advise, guide, direct, refresh, encourage and stimulate growth for the sake of improving teaching and learning process better for learners (p. 260). We can summarize the foregoing definition that school supervision is the process aiming at improving teaching and learning process in schools. According to Norman (2013) quality education is the kind of education that brings about total manhood of a person and development of any country which provides answers to the problems and challenges of the society in terms of social, economic and cognitive basis. Quality education should encourage student’s creative and emotional development by providing all children with a comprehensive education and appropriate preparation for working life, society’s life and private life (Ankomah, Koomson, Bosu & Oduro, 2005). That is why the researcher considers quality education as the essential element for the national development and therefore should be the target of school supervision.

For successful provision of quality education in schools, a number of factors should be put in place. Ankomah et al. (2005) identify five factors that are important in the provision of quality education. These factors include the learners’ characteristics in which teachers should consider students’ gender, race, disability and socio-economic background; the second element is the environment whereby both school and home environment should support a student to study in an expected manner; the content is another essential area that focuses on the curriculum materials used by both teachers and students; the fourth element is about processes, the way teaching and learning activities are being conducted, grading students and awarding them have a great contribution in providing quality education; and lastly, the outcomes of education are expected to make a student not only knowledgeable but also competent and full manhood. However, the provision of quality education is not an easy task since it can be affected by the number of factors. Some scholars identify such factors like lack of qualified teachers, insufficient instructional materials, lack of library facilities, and inadequate remuneration to teachers, lack of parental responsibility, and lack of students’ attitude towards learning (Arophagbadu, 2010., Pigozzi, 2010; Norman, 2013). Most of the challenges identified above are the results of the weak supervision of schools. Therefore, quality education should be guided by the following indicators; the student’s achievement, availability of school resources, teachers’ quality, teachers’ knowledge of the subject and teacher absenteeism (Ankomah et al, 2005). It is obvious that, effective school supervision is needed to ensure the provision of quality education in schools.

B. Supervision as a Tool for Promoting Quality Education

Promoting quality education is the focal point of school supervision. There are some essential factors that are associated with supervision. According to Ankomah et al. (2005), five factors are being listed: - The first factor is learners’ characteristics in which teachers should consider students’ gender, race, disability and socio-economic background; the second is supportive home and school environment to a learner; the third is curriculum materials used by a teacher and a student; the fourth is processes in which teaching and learning is being conducted, grading system. Finally, it is about education outcomes that a learner should not only be knowledgeable but also competent and full manhood.

C. Qualifications and Roles of School Supervisors

School supervisors should have distinguished features. These qualifications include the following. They should be well trained, possessing teaching profession, committed to work, accountable and transparent, hardworking, trusted, flexible, and having the will to fulfill the organizational goals (Matthew, 2012; Mmbando & Hongoke, 2010; Thankral, 2015; URT, 2014; Wanzare, 2013). The presence of school supervisors is expected to improve the quality of education in schools; developing the profession of teachers, and improving the classroom instruction (Coimbra, 2013; Kambuga & Dadi, 2015; Kassahun, 2014).

D. Supervisors’ Hindrances in Promoting Quality Education

School supervisors encounter a number of difficulties while carrying out their duties. Some of the hindrances are; - poor teaching/learning facilities, unprofessionalism that spoils the whole process of school supervision, poor attitudes to work for supervisors due to unmotivated conditions, lack of adequate training for supervisors and teachers (Agih, 2015; Kotirde & Yunus, 2015). Another serious factor is inadequate funding that affects a lot the promotion of quality education in Tanzania (Kambuga & Dadi, 2015; Mmbando & Hongoke, 2010).
E. The Origin and Meaning of Transformational Leadership Theory

Transformational leadership theory led by Burns (1978) is a focal point in this study because it attempts to examine if WEOs are effective to guide, empower, support, and assist the subordinates so that organizational goal can be achieved (Balyer, 2012). Franklin (2007) asserts that the leadership has seven tests in schools. These are; building a school vision and setting school goals, providing psychological motivation, self-help, improving good practices and organizational values, establishing a high level of professional expectation, creating a better cultural atmosphere and promoting participation in decisions. According to scholars of transformational leadership theory, in order to be effective, school leaders should make an intentional step of building school vision and establishing school goals. It is through the presence of school vision and clear goals that transformational leaders inspire their followers to reach their potentials and dreams in the context of work that needs to be done for the achievement of vision and mission of the organization (Givens, 2008). Transformational leadership theory puts more emphasis on planning school activities by school supervisors and acts as a roadmap towards achieving the pre-determined goals and objectives of a school. This theory also gives a room for collective responsibility and accountability in achieving academic excellence.

The second intentional step is to provide intellectual stimulation. According to Balyer (2012), intellectual stimulation refers to efforts of leaders of the organizations to stimulate followers or subordinates to be innovative and creative that promotes critical thinking and problem solving for the betterment of the organization. Intellectual stimulation develops the ability and skills of an individual. Stewart (2006) put more emphasis on transformational leadership that leaders should solicit new ideas and new ways of doing things. This study considers Education supervisors like WEOs as education leaders who should stimulate their teachers to be creative and innovative running their day to day activities. Intellectual stimulation plays a great role of getting supervisees to look at different educational problems from many different angles, suggests new ways of looking at how to complete different tasks, and supervisors increase the capability of problem solving among supervisees (Beck-tauber, 2012). Another important step for school leaders is to provide individualized support. For effective school supervisors to be successful, individualized differences, needs and concerns are highly respected and being considered (Stewart, 2006). Therefore, there is a need for WEOs to pay attention to the needs and potentials of individuals like teachers and non-teaching staff for the aim of developing them. In this component, school supervisors should avoid the use of power for personal gain. Education supervisors should have a spirit of developing and establishing a supportive working climate for supervisees to feel comfortable to work effectively. In addition, Beck-tauber (2012) sees a need of education supervisors like WEOs to spend much time teaching and coaching supervisees, treat supervisees as individuals rather than a member of a group, and consider each individual as having different needs, abilities and aspirations from others.

Modeling best practices and organizational values is also crucial for school supervisors. Stewart (2006) contents that school supervisors should be a good role model in performing different functions and activities in workplace. There is a need for the school supervisors to be punctual, committed and hard workers. School supervisors should also observe ethical issues while running their duties. They should keep away with corruption, sexual harassment, all forms of discrimination, nepotism, and unequal treatment of the subordinates. Additionally, school supervisors should keep in mind that their supervisees are learning a lot on how to perform the day to day activities in schools. School supervisors should set and ensure high academic standards are achieved by educational institutions like schools (Franklin, 2007). This will push educational practitioners to work hard towards achieving school expectations. By setting high academic standards, school supervisors, teachers and students are likely to produce quality education which will enhance the growth of economy of the state since qualified workers will be working in various productive sectors. Ward Education Officers should ensure that standard examinations and tests are administered to students in schools. The presence and implementation of effective education curriculum, syllabi, textbooks and grading system should also be taken into consideration. School supervisors should create a productive school culture. Givens (2008) claims that “transformational leaders or supervisors influence organizational culture by helping the subordinates see the world in different ways” (p. 9). It is very important for commitment, performance and productivity of workers in an organization like a school. School supervisors should create good and attractive school culture because it may lead to employees’ job satisfaction, morale, and working spirit. A productive school culture is a result of collective efforts of education supervisors and supervisees in the way they run different activities in education setting. This study sees WEOs as the important school supervisors who have the role of creating a positive and attracted school culture that can foster teaching and learning activities. Lastly, school leaders should foster participation in decisions. Gomes (2014) contents that, “leadership must be aligned with a collective decision and purpose” (p. 40). Effective leaders are the ones who are able to make social changes (Stewart, 2006). This collaboration approach of making decisions creates a sense of ownership, trust, recognition and acknowledgement between the supervisor and the supervisee.
Transformational leadership theory is likely to be of great benefits to this study. Some scholars stress that transformational leadership may contribute to positive school reforms and restructuring (Givens, 2008; Lekule, 2014). According to Lekule (2014), transformational leaders recognize the potential and ability of every individual in the organization, lead to active participation of every person and assisting each other to achieve the goals of the organization. Other benefits of transformational leadership include better student performance, teachers’ commitment, job satisfaction, motivation, trust and empowerment of workers by their leaders (Stewart, 2006; Givens, 2008). From the above explained benefits, school supervisors have the great role in ensuring their supervisees work under appropriate working environment which motivates to work effectively. Similarly, teachers should be empowered and motivated so that they can actively participate in classroom instructions. Despite the benefits of transformational leadership, it has some limitations that need to be addressed. The first limitation is about the lack of empirical documentation which Lekule (2014) argues that there is no evidence if transformational leadership contributes directly to pedagogical quality. According to Stewart (2006), education is seen as a complex entity which its achievement is a result of interrelationship of different actors like students, teachers, parents, politicians, donors, and the community. Another limitation is the unpredictable tendency to generate a cause and effect relationship (Stewart, 2008). Therefore, it is difficult to establish a fact that transformational leadership may cause better student performance since the focus is more on leadership and less on instructional activities.

VI. RESEARCH METHODOLOGY

A convergent parallel research design guides this study. The basic rationale for using the convergent parallel design is that “one data collection form supplies strengths to offset the weakness of the other form” (Creswell, 2012, p. 540). Therefore, the convergent parallel research design is useful to this study as it enabled the researcher to come up with a more complete understanding of a research problem resulting from collecting both quantitative and qualitative data. The target population for this study was 414 respondents which included heads of schools, teachers, Ward Education Officers (WEOs), and the District Education Officer (DEO) for secondary schools. The population was chosen because it possesses information that can provide a better understanding of the problem under investigation. The Purposive sampling was employed to select 05 heads of schools, 05 Ward Education Officers, and the DEO in Kaliua district for in-depth interviews because they are experts and schools’ supervisors of the current educational offices in Kaliua district. Random sampling was used to select respondents from large population where it could be difficult a representative sample. Creswell (2012) argues that random sampling refers to the method of sample selection in which any individual has equal chance of being selected. In this study, 113 teachers were randomly selected to represent others. The reason for using random sampling was because the population of teachers was so large which required random sampling in order to get a reasonable number of respondents and avoid biasness in the whole process of selecting teachers into the study. For the sake of making sure that this study is successful; questionnaire, interview and document review were used in collecting data. Audio recorder like a phone and note book for taking notes were used to record qualitative data whereas questionnaires’ forms were used in recording quantitative data. Lekule (2014) describes data analysis as “a process of eliciting meaning and getting understanding of the recorded data” (p. 121). Data analysis is also defined as the process of extracting and compiling data for the purpose of obtaining meaningful ideas and themes that can be useful in formulating research conclusions and recommendations (Mhufu, 2015). According to Kothari (2004) data analysis plays a great role of summarizing and organizing the collected data with regards to research questions and objectives. In this study the data were analyzed qualitatively and quantitatively. Quantitative data were analyzed using SPSS package version 20 and the thematic analysis tool was used to analyze data obtained from interview and open-ended questions. The quantitative data collected from questionnaires were edited, coded and analyzed using Statistical Package for Social Science (SPSS) software to compute percentages and tabulation. The percentage was calculated according to the number of frequencies after the interpretation of the data and was presented quantitatively by means of charts, tables and graphs. Qualitative data was analyzed using narrative, content analysis techniques, and according to themes. This helped to give in-depth information.

VII. RESEARCH FINDINGS

A. Response Rate

The study aimed at collecting data from 113 secondary teachers, 05 heads of schools, 05 Ward Education Officers, and 01 District Education Officer as a representative sample. The response rates are 110 secondary school teachers, 05 heads of schools, 05 Ward Education Officers and 01DEO for secondary schools. The response rate was 97.6% which is considered higher for analysis because it is above 75% response rate that is good for data analysis (Cohen, Manion & Morrison, 2007).

B. Personal Characteristics

This section analyses the characteristics of personal attributes of the respondents. These include; gender, education level, and the duration one had served in her or his current position. The data show that 71.8 % of respondents were male teachers while 28.2% were female teachers. This indicates that there are more male teachers compared to female teachers. In regards with their level of education, the study found out that teachers with Certificate Education level were 0.9%, Diploma were 50%, Bachelor degree 49.1%, and none of teachers had the postgraduate level of education. Therefore, it is possible to
conclude that the majority of secondary school teachers have the qualifications teaching in secondary schools of Tanzania, and they are likely to provide quality education to students. Additionally, the data revealed 68.2% of teachers had worked up to 5 years, 24.5% of teachers had worked between 6 to 10 years whereas very few teachers had worked up to 15 years (2.7%), 25 years (0.9%) and between 26 to 40 years (3.6%) in one school. From these data, the majority of teachers (68.2%) had stayed in one school for 5 years. This probably can lead to the conclusion that the majority of teachers have a short period of time which can affect the whole process of teaching and learning in secondary schools.

C. The Qualifications of School Supervisor

This section presents the findings related to research question one that focuses on the qualifications and requirements of WEOs. The findings indicate that the majority of teachers (60%) agreed that WEOs had bachelor’s degrees and secondary schools’ guidelines on one hand, and they attend seminars and academic workshops on the other hand. However, 20% of teachers disagreed on the qualifications of WEOs and the way are being prepared to supervise secondary schools. One of the teachers wrote, “there are no any preparations for WEOs to supervise secondary schools. They are appointed and not prepared. The Ward Education Officers are not prepared but they are nominated on the slogan”, ‘this is among of us.’ The statements above show that the process of appointing Ward Education Officers in Kaliua District is not transparent to the most of education stakeholders like teachers and the heads of schools in terms of important criteria.

In addition to above findings, the study revealed that WEOs are not prepared to supervise secondary schools. One Ward Education Officer said following,

Naomba nisene ukweli kabisa ndugu mtatifi, serikali hajajafanya chochote katika kutuandaa kusimamia shule za sekondari kwani hata wewe mwenyewe ni shahidi kwamba huwa tunapewa mafunzo ya mara kwa mara kwa ajili ya usimamizi wa shule za msingi, hivyo kuna haja ya serikali kutuwezesha ili tuweze kusimamia shule za sekondari kwa ufanisi (Chausiku). [Translated in English as let me speak the truth my dear researcher, the government has made nothing to prepare Ward Education Officers to supervise secondary schools; I think you are a good witness that we have been being given a lot of training on the supervision of primary schools, and therefore, there is a need for the government to facilitate and train Ward Education Officers so that they can be able to supervise secondary schools effectively.]

It is possible from the quotation above to make conclusion that most of the WEOs have not been prepared to supervise secondary schools since they do not get training on the job. This has made them to be inferior before secondary teachers. Also, the findings from the interviews of the WEOs showed that only one WEO had a bachelor degree, three WEOs had a diploma and the last one had a certificate. The qualifications of WEOs were also noted through document review. According to URT (2017) the qualifications of WEOs are summarized in below; a WEO must have a bachelor degree related to education, experience of not less than seven years of teaching, and should show leadership skills. Other qualifications include; being a good listener, making the right decisions, understanding the weakness of subordinates, supporting and assisting them. Furthermore, WEOs should have the ability to delegate duties, trust their subordinates, and deal with indiscipline workers without hesitating.

D. The Roles of School Supervision to Teachers and Schools in General

This component presents the findings related to research question two which intended to look for the roles of WEOs. The findings revealed that most of the WEOs were not involved in assisting teachers on curriculum issues. More than 80% of teachers who responded to this question were not satisfied with WEOs’ supervision because they had no contribution to the aspect of teaching and learning process. One head of school said,

Kwa kweli Afisa Elimu Kata hachangii chochote juu ya masuala yanayohusu mitaala kwa ujumla wake kwasababu hana uzoefu na shule za sekondari; yaani bora wanteuwa walimu wa sekondari wanetusaadia sana kuliko hawa ambayo kazi yao kabwa ni kuangalia mahudhurio ya walimu na wanafunzi, maandalio ya somo na maazimio ya kazi baasi (Evance). [Translated in English as “Frankly speaking, the Ward Education Officer has no contribution of issues concerning curriculum in general because he has experience on secondary schools; for sure it could be better if they could appoint secondary teachers rather than these primary teachers whose main responsibility is to look only for the attendance of teachers and students, lesson plans, and schemes of work].

Figure 1 below summarizes the information on how WEOs support teachers in teaching and learning process.
From figure 1 above, it is evident that the Ward Education Officers are weak in fulfilling their day to day duties. For instance, WEOs are not conducting induction courses to new teachers, supporting teachers in doing action research, acquiring new teaching methodologies, and assisting teachers on the preparation of lesson plans and schemes of work. However, the findings showed that WEOs were doing well on solving various management and teacher-teacher problems and adherence to professional code of ethics. In addition to the roles that were noted through questionnaires and interviews, the researcher summarizes more roles that were obtained from different documents such as the letter of WEOs’ appointment and the education training policy of 2014 as follows: to supervise the provision of quality education by ensuring heads of schools supervise teaching and learning activities, attendance of teachers and students effectively. The second role is about ensuring supervision of various examinations under the school, ward, district and regional levels are conducted in regard with rules and principles of the National Examinations Council of Tanzania (NECTA). The documents also revealed that WEOs are responsible for supervising school development projects within the ward and ensuring appropriate uses of the government funds, discipline and rights of both teachers and students in the ward. Lastly, WEOs have the role of preparing ward education budget which must be presented to the ward development committee (WDC), ensuring school records are present and well preserved, and strengthening positive relations among the ward and the community members.

E. The Challenges Facing WEOs’ Supervision in Secondary Schools

This part presents the findings related to research question three which aimed at exploring the kind of challenges which WEOs face in supervising secondary schools. It was noted that all the listed above challenges faced WEOs in their daily supervision activities. Through data, more than 80% of teachers who answered this question agreed to a great extent that lack of training on secondary matters, low academic qualifications, lack of resources and lack of offices were some of the challenges that needed to be addressed. One of the heads of schools said,

Afisa Elimu Kata wengi ninaowafahamu wana elimu ndogo sana na kama wapo wenyi digirii basi ni wachache sana katika wilaya ya Kaliua; ndugu yangu hawa wana changamoto nyingi sana kwa mfano huyu Afisa Elimu Kata wangu ana shule nyingi sana anazopaswa kusimamia ambazo ziko mbalimbali sana, na pikipiki aliyonayo haiwezi kumfikisha shule zote kwasababu ya ubovu wa barabara (George).

[Translated in English as most of the Ward Education Officers I know have low education levels and if they are WEOs with a bachelor degree in Kaliua District they are very few of them; my dear brother WEO has many challenges, for instance, my Ward Education Officer has a number of schools to be supervised which are very scattered and it is difficult to reach some of the schools using the motorcycle due to poor and rough roads].
Likewise, the District Education Officer (DEO) for secondary schools also explained about low education level as a challenge to most of the Ward Education Officers by saying:

Afisa Elimu Kata wengi hawafiki katika shule za sekondari kama wanavyo fanya kwa shule za msingi; hali hihi inatokana na Afisa Elimu Kata wengi kuwa na elimu ndogo ya cheti na stashahada na kuwafanya kuwa na ‘inferiority complex’. Pia wengi wao bado wana changamoto ya usafiri kwa maana ya kutokuwa na pikipiki au kukosa mafuta ya kuweka kwenye pikipiki anayoitumia (Mzungu). [Translated in English as most of the Ward Education Officers do not visit secondary schools frequently compared to what they do for primary schools; this situation has been accelerated due to low level of education they have because most of them have certificate (Grade IIIA) and diploma which make them inferior before their supervisees. But also most of them face the challenge of transport since some do not have either motorcycles or fuel to run motorcycles].

The findings also revealed challenges which Ward Education Officers face in supervising secondary schools. One Ward Education Officer explained about the resistance behavior of secondary teachers to ignore his responsibility as a supervisor of secondary schools by saying:

Walimu wengi wa sekondari bado wanao mtazamo wa zamani kuwa wao wako wako chini ya katibu mkuu wa wizara ya Elimu, Sayansi na Teknolojia :jambo hili limewafanya wawe wazito kukubali mabadiliko ya muundo wa uongozi na usimamizi wa elimu nehini na hivyo kuwa wasumbufu katika utekelezaji wa majukumu yangu ya kila siku (Joseph). [Translated in English as a number of secondary teachers still have outdated and negative mindset that they are still under the supervision of the permanent secretary of the ministry of Education, Science and Technology; this tendency has made them continue lying behind in accepting changes of the structure and supervision of education sector; for this reason, I face challenge in fulfilling my day to day activities].

Figure 2 to 5 summarize the challenges facing Ward Education Officers while supervising secondary schools that need to be addressed in Kaliua District. These challenges include; lack of sound working experience, lack of training, lower academic qualifications and lack of resources as presented below.

![Figure 2: Perceptions of Teachers on WEOs about Lack of sound working experience](image)

Figure 2 above shows that the majority of teachers agreed that Ward Education Officers were missing a sound experience of secondary schools in Kaliua District. A total of 85.4% of the respondents showed that WEOs had no ability to supervise secondary schools. However, 12% of respondents indicated that there were few WEOs who have ability of supervising secondary schools. Therefore, it is possible to conclude that most of the WEOs in Kaliua District lack experience of supervising secondary schools.
From the figure 3, it is obvious that Ward Education Officers in Kaliua District had no training on the supervision of secondary schools. Large percent of about 86.36% teachers agreed with the statement that no training were provided. The remaining 13% of respondents were agreed that there was a provision of training specifically for the supervision of primary schools which was supported much the Education Quality Improvement Program-Tanzania (EQUIP-T) funded by the Department For International Development (DFID).

Figure 4 indicates that more than 86% of the Ward Education Officers in Kaliua District had low academic qualifications since they had Certificates and Diploma. However, 12% of the respondents revealed that few WEOs had a bachelor degree as it is required by the government of Tanzania. This study found that the majority of WEOs were not confident in supervising secondary schools due to their low education level that had made them inferior before secondary teachers.
Figure 5 indicates that most of the Ward Education Officers in Kaliua District had a problem of insufficient resources. They lacked stationeries for running their duties; they had no offices where they keep their documents and transport facilities which are capable to reach on remote areas and reliable for rainy season.

Not only the insufficient resources were the challenge for Ward Education Officers in Kaliua but also the findings revealed the interference of political leaders on academic issues, lack of awareness of both teachers and WEOs, and large number of schools per WEO. Other challenges include; poor communication with teachers, low understanding of secondary schools’ issues, and the interference of responsibilities among the heads of schools, Ward Education Officers and the District Education Officer for secondary schools. Lastly, negative attitudes of both teachers and WEOs about school supervision were also a hindrance towards effective school supervision.

F. The Possible Ways to Curb the WEOs’ Challenges

This section presents the findings related to research question four which was focused to seek possible ways and strategies so as to overcome the challenges facing Ward Education Officers’ supervision in Tanzania. The findings show that more than 95% of teachers involved in this study agreed to provide training for WEOs specifically on secondary schools’ matters, to provide adequate resources such as stationeries, to construct offices for WEOs, positive communication, and WEOs to be accountable and professional as some of the strategies to address challenges of WEOs. Through interview with one of the WEOs it was revealed that, WEOs should be more trained for short and long courses so that they can be effective in supervising secondary schools. That WEO said;

Ninaiomba serikali yetu ituwezeshe zaidi kitaaluma kwa kutupatia mafunzo juu ya usimamizi wa shule za sekondari; lakini pia ituuruhusu kwenda kujiendeleza kielimu ili tuweze kuwa na sifa zinazohitajika kwa miongozo mbalimbali ya elimu inayotutaka kuwa na shahada ya elimu (Kalimanzila). [Translated in English as I am asking our government to keep on providing more academic training on the supervision of secondary schools; the government should again allow us to develop professionally by joining universities where we can pursue degree programs on education so that to have a bachelor degree which is a basic requirement according to different education guidelines].

The findings resulted from interviews relate to a great extent with those from questionnaires about providing more training to WEOs so as to make them fit in supervising secondary schools effectively. Figure 6 here under summarizes the findings.
Regarding accountability and being professional, the findings through interview indicated that there is a need of Ward Education Officers to be accountable and professional while fulfilling their duties. One head of school noted it clearly that,

Sifikirii kama hizo ni changamoto kubwa kwa Afisa Elimu Kata kushindwa kusimamia shule za sekondari bali waliowengi hawawajibiki ipasavyo; wanatumia muda mwingi kufanya kazi za halafu wakifika shuleni wanakuwa wakali wakati viti vingi vya shule za sekondari hawavifahamu (Evance). [Translated in English as I do not think if those are the main challenges for the failure of WEOs in supervising secondary schools but most of them are not accountable and responsible at all; they utilize a lot of time for their personal activities, and when they arrive at school they usually use harsh language to make a follow up of secondary schools issues which most of them are not familiar with].

In addition to above argument, the findings from the questionnaires also reflect the same as it has been summarized using the figure 7 below;
Apart from the above explained ways that should be used to solve different challenges facing WEOs in supervising secondary schools in Kaliua District, the respondents also gave out the following ways; WEOs should be appointed from both primary and secondary schools, WEOs’ appointment should take into consideration the academic qualifications, political leaders should stop interfering academic and professional issues, they should not abusive and threaten teachers, and lastly, WEOs’ appointment should be done outside the ward where she/he is working as a teacher. One head of school insisted,

Kwa kweli mimi naona mambo mengi yanaweza kusaidia ili vinongozi wetu waweze kufanya kazi kwa ufanisi zaidi. Kwanza kabisa serikali iziuze siasa katika Elimu; pilu, wanaohusika na utuuzi ni viziuri wakatuea AEK kusimamia shule nje ya kata walizokuwa wanafanya kazi; tatu, Afisa Elimu Kata watumie lugha rafigi badala ya lugha ya vitisho kwa waliimu, na mwisho Afisa Elimu Kata wapewe uwezo wa kufanya maamuzi badala ya kushauri tu (Kambikatoto). [Translated in English as Frankly speaking, a lot of things can be done to improve the effectiveness of the WEO; secondly, the people responsible for WEOs’ appointment should appoint WEOs to supervise schools outside their wards; third, WEOs should use professional language and avoid abusive language, and lastly, WEOs should be empowered to be able to make decisions contrary to current situation whereby WEOs are only advisors].

B. The Roles of School Supervisors

The school supervisors are expected to perform various roles so that schools can achieve their primary goal of producing quality learners and workforce of the nation (Mosha, 2006). Basing on the findings of this study, school supervisors are concerned with improving the quality of education in schools, teachers’ professional development, solving conflicts among the teachers, and the improvement of classroom instruction. To small extent, WEOs were carrying their roles as intended to do (Kambuga & Dadi, 2015). WEOs were not involving in developing secondary teachers professionally since they had low level of education which led them to be inferior before teachers (Coimbra, 2013). WEOs perform their duties in the line of ‘business as usual’ contrary to commitment and full accountability to work.

C. The Challenges Facing WEOs in Supervising Secondary Schools

The research findings revealed lack of commitment, lack of awareness, inferiority complex, large class sizes, poor follow up of schools, unprofessionalism, poor transport, negative attitudes towards school supervision, and inadequate funding. From these challenges, two of them were noted to be more dangerous for WEOs’ supervision. The inferiority complex among the WEOs is a serious one as it contributes in making school supervision inactive and unsuccessful. According to Mbande and Hongoke (2010) school supervision is affected a lot due to inferiority complex and inadequate funding. Financial resources are so important in school supervision like the lubricant oil for the engine to work effectively. We can also put forward unpreparedness as one among the serious challenge to most of the WEOs. Their appointment is taken for granted by selecting a mere teacher without any leadership and management skills to perform duties of the WEO. These kinds of WEOs cannot promote quality education in schools.

D. The Possible Ways to Curb the Challenges Facing School Supervisors

The findings of this study suggest the provision of frequent training for WEOs, being accountable and professional, positive communication, provision of adequate funds and facilities, and appointment of secondary school teachers in WEOs’ position. According to Adu, Akinloye and Olaoye (2014) there is a need for providing in-service training for WEOs so that they can be competent and knowledge enough to supervise secondary schools. In relation to appointment of WEOs, the findings noted that most of the WEOs had low level of education which is contrary to URT (2014) and (2017) that insist on the minimum of a bachelor degree for a teacher to be appointed as a WEO.
IX. SUMMARY AND CONCLUSION

Four conclusions can be highlighted from the findings of this study:

Firstly, most of the respondents agree about the WEOs’ supervision in secondary schools. However, the respondents are not happy with the qualifications of WEOs because most of the WEOs have low level of education. This dissatisfaction on qualifications of WEOs brings about anxiety of achieving national goals especially on middle economy and industrialization. Tanzania may fail to have qualified personnel who are essential on production sectors. Secondly, WEOs are not performing their roles as expected by the respondents. Most of the WEOs are unaware of their duties and hence become ineffectiveness. Thirdly, in regards to challenges facing WEOs, most of the respondents were concerned with various challenges facing WEOs and saw the need of getting away from those challenges. Fourthly, for effective school supervision, most of the respondents agreed on the needs to address challenges that make WEOs ineffectiveness.

Based on the four major points which we have highlighted and a summary of our findings and discussion, it is worth concluding that, given the fact that the purpose of school supervision is to pave way for the achievement of the desired education in Tanzania, the work of supervision should be given more priority by making sure that those responsible are well trained and that the beneficiaries are also well informed about the significance of supervision and their role in supporting its implementation. It is also true that an important function like supervision cannot be conducted effectively without well stipulated principles which should guide implementers from the beginning to the end. That is, implementers should be guided by such principles from the beginning when they are planning for supervision to the time when they are carrying out supervision in the schools. Failure to do so may lead to supervisors inability to achieve the goals of supervision which will have deleterious impact on not only the supervised schools but more so the on the outcomes of education which also affects both social and economic life of the society. Hence, because of the significance of supervision which cannot be doubted, in this paper we appeal to top educational leaders, to take more strategic steps in ensuring quality school supervision, by preparing quality school supervisors whose work will guarantee quality educators for quality education.

RECOMMENDATIONS

In addition to our conclusion, we also recommendations the following:

- Frequent in-service training should be carried out by the government so that WEOs become updated, effective and competent school supervisors.

- Concerning the appointment for WEOs, the Regional Administrative Secretary (RAS) should make sure that guidelines for WEOs’ appointment are adhered as stipulated by Education and Training Policy of 2014. WEOs should be appointed among the teachers with a minimum qualification of Bachelor Degree in education and an additional training on issues related to school supervision/quality assurance.

- For effective school supervision, the government should equip WEOs with adequate resources. Both financial and material resources are needed for WEOs to perform effectively.

REFERENCES


