

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 Word Educational Officers have been appointed for the purpose of increasing Human Resources (HRs) with the role of school supervision as a necessary tool for quality education. Although we are aware of their frequent visits to schools, little is known about the 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 was used. Data was obtained through individual interviews, questionnaires and document review. Descriptive statistics were used to analyze quantitative data by means of Statistical Package for Social Sciences (SPSS) while qualitative data was 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 government leaders to take strategic steps in ensuring effective school supervision by providing relevant training for all those involved in school supervision, providing adequate resources needed for implementation of supervision and also conducting seminars and workshops involving WEO, Quality Assurance Officers, school leaders and teachers for the purpose of raising more awareness on the significance of school supervision and on

different models of supervision which could be applied as a means to ensure relevance and 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 (Norman, 2013, p. 260). Likewise, in this study, we 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, school supervision play significant 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 the nation. 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 citizens (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 key roles inschool supervision. 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 strategy for ensuring effective teaching and learning whose end results should be the achievement of quality education by students (URT, 2014). Regardless of the efforts made by the Government of Tanzania in developing supervision in secondary schools, many questions have been raised as to what extent supervision by WEOs influence the provision of quality education in secondary schools (Mosha, 2006). Failure to assist and guide secondary school teachers has direct effect on the whole process of teaching and learning. 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. Despite such situation, there is limited research which has examined the effectiveness of Ward Education Officers in secondary schools. Therefore, it was necessary to conduct this study which is envisioned as a means of bringing to light the challenges facing Ward Education Officers' supervision role in secondary schools. Moreover, this study is significant in that it serves as a wakeup call for Tanzanian educators and other stakeholders to consider the practice on supervision in schools and its role in ensuring provision of quality education in all Tanzanian schools and more specifically in the 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

The issue of the effectiveness of Ward Education Officers' supervision in promoting quality education in the Tanzanian secondary schools is a subject of great significance and yet it often goes unnoticed and at times taken for granted. Consequently, there is a knowledge gap which contributes to a continuous perpetuation of limitations in the supervision work which in turn affects the quality of education and the ability of learners to realize their potentials. From this standpoint, it was necessary to conduct this study which may be found useful in a number of ways. With the results from this study at hand, there is likelihood that it will probably provide a way forward for responsible policy makers and educational planners to strive more towards improving the effectiveness of Ward Education Officers in secondary schools by reviewing educational policies to fit the demand of providing quality education. It is also our expectation that the results from this study may benefit WEOs by challenging them to think more critically about the work which they carry out and its outcomes. Furthermore, this study is important because it has a lot of potentials in inspiring those who play a vital role in the provision of quality education to students. In addition, we expect this study to be of great significance particularly in situations where those wishing to advance their knowledge on the roles of Ward Education Officers' supervision in secondary schools and how such roles are being implemented and its effectiveness could be brought to light.

V. LITERATURE REVIEW

A. School Supervision and Quality Education

School supervision is a significant process for education progress. It is probably for this reason that Kotirde and Yunos (2015) describe school supervision as a process or way to advice, 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). It is from this stand point that we considered quality education as an 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) identified 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 (Arong & Ogbadu, 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

In order to be an effective school supervisor, a specific academic qualification related to the discipline and the level of education where supervisory roles are implemented is significant. More specifically, those to be appointed to the supervision role especially in secondary school where human resources are being nurtured, it is important that they be credible people with distinguished skills and willingness to be engaged in supervision. In addition to the skills, they should also be well informed with relevant qualifications. More specifically, as highlighted by various scholars, they should be well trained, possessing basic skills of effective teaching and a teaching degree, 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). With such characteristics, skills and qualifications, 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).

In order to understand the role of school supervisors, it is important to reflect back on the definition of the term supervision as well as its purpose. To begin with, the term supervision is commonly understood as a process of: overseeing, guiding, supporting, directing, advising, stimulating and refreshing those being supervised (Glickman, Gordon, & Ross-Gordon, 2009). This definition is loaded with what can easily be interpreted as the roles of school supervisors. Similar understanding of the role of school supervisors can be drawn from the purpose of school supervision which includes and not limited to; ensuring that schools are up to the standard as stipulated by the ministry of education and that those working in schools are carrying out their prescribed duties and responsibilities effectively and efficiently (Abubakar, 2015). More significantly, the purpose school supervision is to “facilitate professional growth of a teacher, primarily by giving the teacher feedback about classroom interactions and helping the teacher to make use of that feedback in order to make teaching more effective” (Glatthorn, 1984, p. 2). What both Glatthorn and Abubakar are underlining in their separate works as the purpose of supervision is what we view in this analysis as the roles of school supervisors. Other school supervisors’ roles that have been highlighted by various studies include: working with teachers in such a way that they undergo professional growth, while monitoring their instruction and elements of their effectiveness; providing remedial assistance, to school leaders as well as teachers is also part and parcel of school supervisors (Glickman et al, 2009). All these roles are geared towards ensuring quality education in the schools which is the main umbrella of supervision.

D. Supervisors’ Hindrances in Promoting Quality Education

School supervisors encounter a number of difficulties while carrying out their duties. Some of the difficulties which act as hindrances may include but not limited to; - 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 & Yunos, 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

In conducting this study, we employed the theory of transformation leadership as our frame of thinking in making sense of our findings. For this reason, it was significant that we trace its origin, meaning and how it relates to this study. 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 should motivate them 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 was adopted as a guide and strategy to achieve the purposed of 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 was useful to this study as it enabled us 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. 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. 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 and a note book were used to record qualitative data whereas questionnaires' forms were used in recording quantitative data. 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. According to Lekule (2014), data analysis is "a process of eliciting meaning and getting understanding of the recorded data" (p. 121). Likewise, Mhufu, (2015), defines the concept of data analysis as a 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. Based on this understanding and the significance of data analysis as discussed in Kothari (2004), data was analyzed with such consciousness so that we could do a great job in summarizing and organizing collected data according to our research objectives for the purpose of proper understanding and interpretation. In the analysis process we also took into consideration the different approaches which we used in the study. Hence, quantitative data which we collected through questionnaires, we first edited them and then coded them before we could analyze them by using a 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 5years, 24.5% of teachers had worked between 6 to 10 years whereas very few teachers had worked up to 15 years (2.7%), 25years (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 which inquired about current qualifications and requirements of WEOs who are involved in supervision of secondary schools. The findings indicate that the majority of teachers (60%) reported that WEOs education level was mainly Bachelor Degrees and some of them had an addition of seminars and academic workshops which focus on their roles as WEOs. 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 one among 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 Officers who participated in the interview acknowledged he was academically unprepared for the office of WEO especially in regard to supervising secondary schools. For this reason, participant recommended the government to facilitate and train Ward Education Officers so that they can be able to supervise secondary schools more effectively. Based on the argument made by this particular participant, it is fair to conclude that due to lack of proper education to carry out the role of WEOs in both primary and secondary schools, those who find themselves in this position may develop the feelings of inferiority before secondary teachers the fact which worsens the situation of supervision work. Also, the findings from the interviews with 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 demonstrate 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 section presents the findings related to research question which sought to find out about the roles of WEOs as schools supervisors in promoting the quality of education in secondary schools. Generally, the findings from this study indicate that WEOs as supervisors played very little role in promoting the quality of education in the schools. According to our findings, the position of WEOs in the schools was more ceremonial rather than a position involving active participation. This finding came up very clearly in the responses to a question which inquired about the involvement of WEOs in directing, guiding or assisting teachers with matter related to teaching or curriculum issues. When the respondents were asked about their level of satisfaction with WEOs fulfillment of their supervisory role, 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. In an interview with some heads of school on the same issue, they also noted that the Ward Education Officers were making very little contribution to improving the quality of education through supervision. Expanding on this matter, the heads of school added that the WEOs lack of knowledge on matters of school curriculum, and lack of proper training on the job is the main course of the situation. Given the criticality of this condition, some heads of school were of view that the government should consider appointing people who are more knowledgeable and are academically prepared for secondary schools rather than appoint people who are unqualified. For due to lack of proper qualification, WEOs were carrying out a simple role of scanning through documents such as; attendance records for teachers and students, lesson plans, and schemes of work which has very little to do with school supervision. As a result, such work did not make any contribution to promoting the quality of education as expected.

Furthermore, under this same section we used different mechanisms as a means to understand about the strengths of WEOs in fulfilling their roles as key supervisors in schools. Despite the efforts, we continuously learned 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, other supervisory roles were noted during document analysis. Among the documents analyzed were the letter of WEOs' appointment and the education training policy of 2014. These two documents state clearly that the role of WEOs are as follows: First, to supervise the provision of quality education by ensuring heads of schools supervise teaching and learning activities, attendance of teachers and students effectively; second, to ensure 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); third, to supervise school development projects within the ward and ensuring appropriate use of the government funds, discipline and rights of both teachers and students in the ward; and to prepare 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 community members. With these last findings which came up from the analysis of documents, it is evident that WEOs have significant role to play as a means to promote the quality of education. It is disheartening that very little of these roles are being implemented by those appointed to the office of WEOs.

E. The Challenges Facing WEOs' Supervision in Secondary Schools

This part presents the findings on challenges which WEOs face in the process of carrying out their role as supervisors in secondary schools. Based on the findings from data collected through questionnaires with teachers and interviews with heads of schools and district education officers, it was evident that WEOs face multiple challenges which hinder them from fulfilling their roles effectively and efficiently. Among the challenges that were underlined by the majority of the respondents was lack of proper training. This challenge was highlighted by more than 80% of teachers who responded to written questionnaires. Other challenges which were equally underlined in the findings from this study were: low academic qualifications, lack of resources and lack of offices for WEOs within the schools. Apart from the questionnaires responses, those who participated in the interview had similar views in regard to challenges facing WEOs. For example, one of the heads of school, who participated in this study, when asked about the challenges which WEOs face, explained that, there are multiple challenges with most of them emanating from their limited education background. Lack of resources and the means of transport to reach the many schools which are scattered around the Wards are also among the many challenge which affect WEOs negatively.

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.

Emphasizing on this challenge the officer noted that most Ward Education Officers dodging their responsibility of supervising secondary schools. He insisted that this was evident based on the number of times that most of them visit primary schools where they felt competent compared to number of visits in secondary schools where they felt less prepared. Another challenge, which came up strongly is the negative mindset among secondary school teachers which made some of them to resist being supervised by Ward Education officers whom they viewed as being incompetent and not qualified enough to supervise secondary schools. Speaking of this challenge one of the participant argued that, some teachers expected to be supervised by officials at a higher rank as it had been for many years instead of utilizing the same supervisor for primary schools who were unprepared for secondary school level. The participant argued that such

resistant was a critical stabling block in fulfilling regular supervision activities particularly in secondary schools.

In the section that follows we present the findings on challenges which WEOs face in the efforts to promote quality education through the exercise of supervision in the schools located in Kaliua District, Tabora Tanzania. In order to identify more challenges, respondents were asked to indicate their level of agreement ranging from strongly disagree to strongly agree. The challenges which were listed for this purpose included: lack of sound working experience, lack of relevant training, lower academic qualifications and lack of resources. The findings are as indicated in the figures shown below.

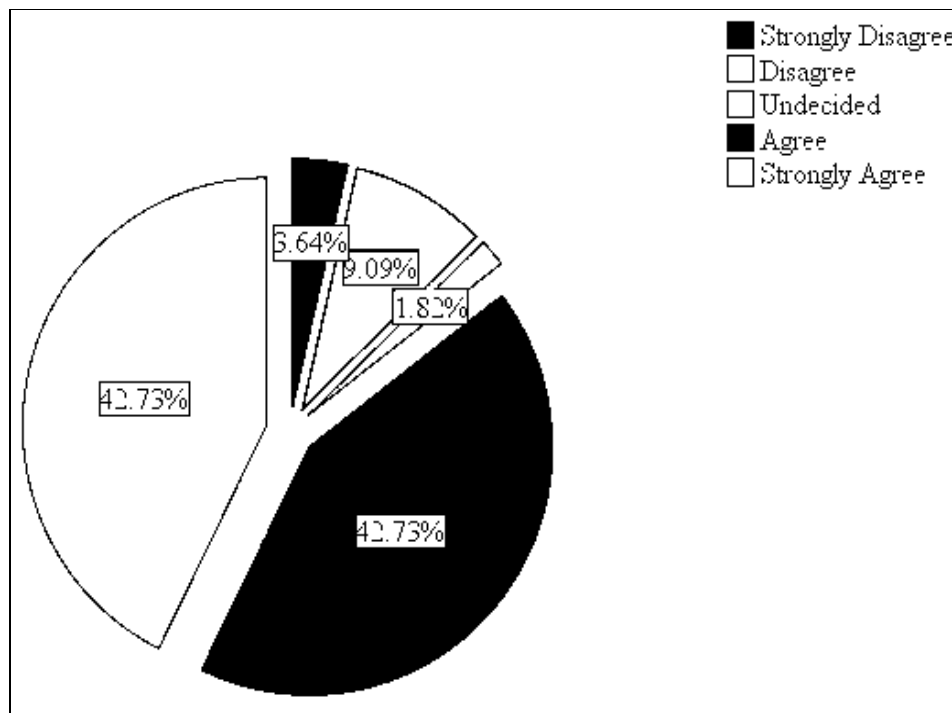


Fig 1:- Teachers Level of Agreement on Challenges Facing WEOs due to Limited Work Experience

According to Figure 8.1 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. Hence, it is right to conclude that most of the WEOs in Kaliua District lack experience of supervising secondary schools. Based on this finding there is a need to revisit the appointment WEOs with some experience of secondary school education.

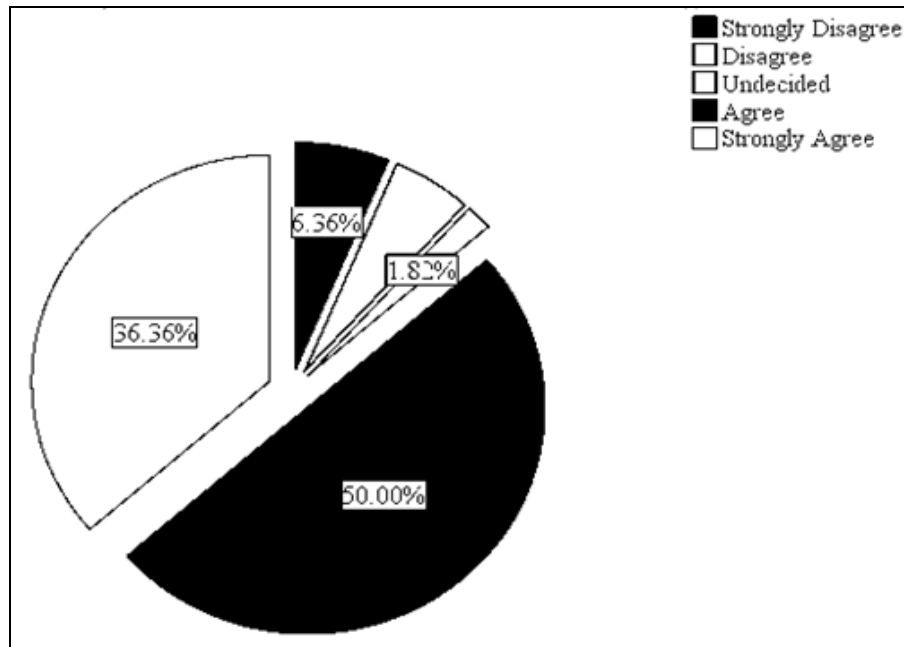


Fig 2:- Teachers Level of Agreement on Challenges Facing WEOs due to Lack of Relevant Training

Figure 8.2 presents the findings on respondents' level of agreement about the challenge of lack of relevant training which Ward Education Officers in Kaliua District face and which has become a hindrance in their efforts to raise the quality of education offered in secondary schools through supervision. Reflecting on the issue of lack of relevant training among WEOs a large percent of about 86.36% teachers agreed with the statement that lack of relevant training was one of the

major challenges, as most WEOs were not trained to supervise secondary schools. The remaining 13% of respondents 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).

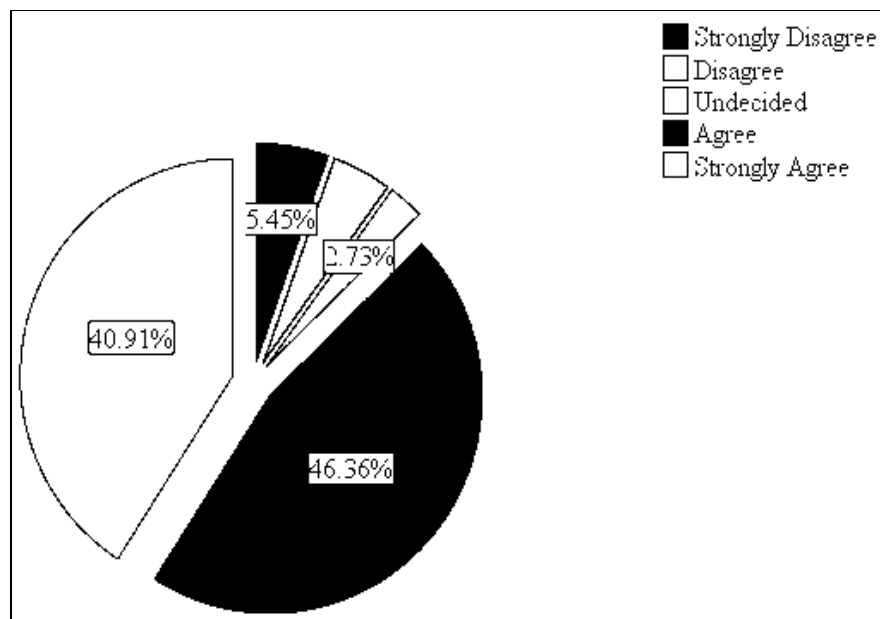


Fig 3:- Teachers Level of Agreement on Challenges Facing WEOs due to Low Academic Qualifications

Figure 8.3 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.

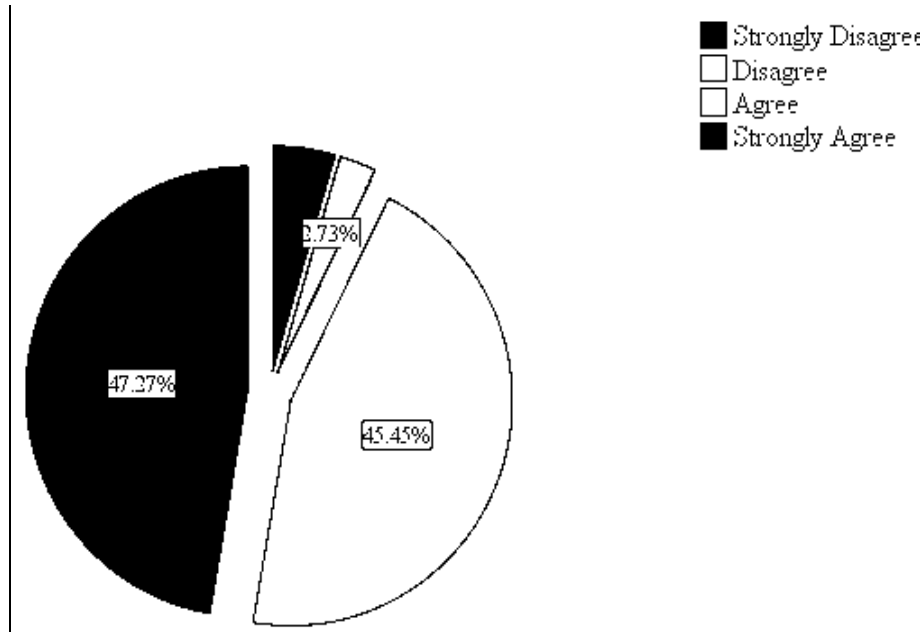


Fig 4:- Teachers Level of Agreement on Need to Provide Training to WEOs to Improve Supervision Practice

Figure 8.4 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.

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. The participant expressed with a passion and a tone of appeal to the relevant bodies to consider taking prompt actions to ensure provision of relevant academic training for WEOs as a means to equip them with relevant skills which they need in order to be more effective in fulfilling their supervision roles in secondary schools. Insisting on this, the participant further expressed to wish to be given opportunity to pursue further studies at the university level as a means of developing professionally. Current requirement to take the position of a WEO is Bachelor Degree in education which the participant considered insufficient.

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 possible ways and strategies which can be adopted in order 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

The findings from the interviews relate to a great extent with those from questionnaires about providing more training to WEOs as a means ensuring effective supervision secondary schools effectively. The results are as shown on Figure 8.5.

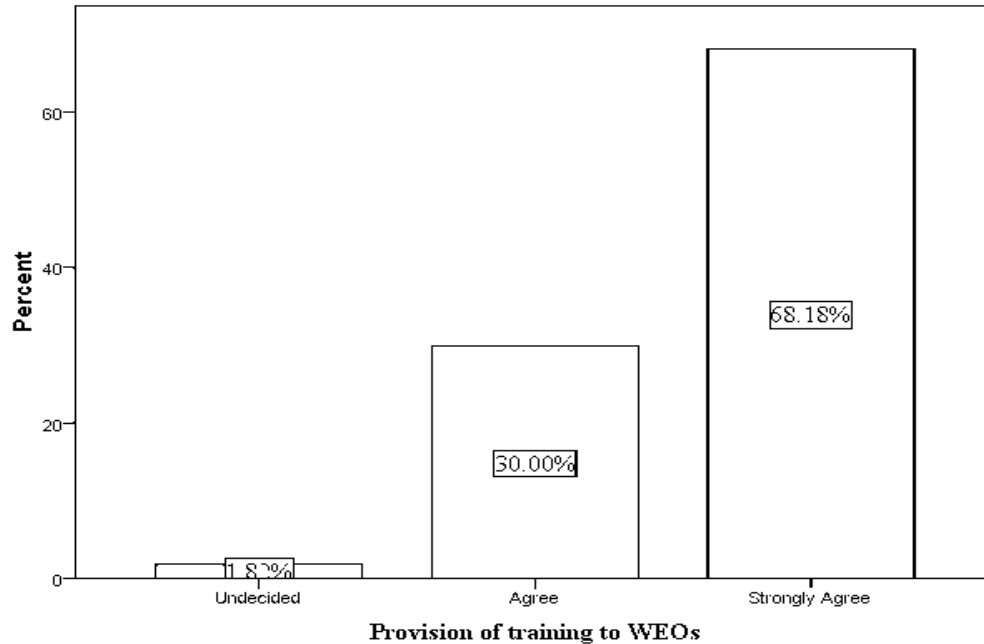


Fig 5:- Perceptions of Teachers for the Provision of Training to WEOs

Another issue which came up in this research regarding the effectiveness of Ward Education Officers in fulfilling the supervisory roles in secondary schools was about accountability and professionalism. Through the interviews which we conducted with heads of schools, accountability and professionalism was expressed by the majority as one of the major shortcoming that hindered the effectiveness of Ward Education Officers in their supervisory roles in secondary schools. Among the things which the participant noted as

signs of lack of accountability and professionalism included: some WEOs using the time of visiting schools to do their personal businesses; lack of follow up on their work and use of unprofessional and harsh language during supervision activities in the school.

In addition to above argument, the findings from the questionnaires also reflect the same as it has been summarized using the figure 8.6 below;

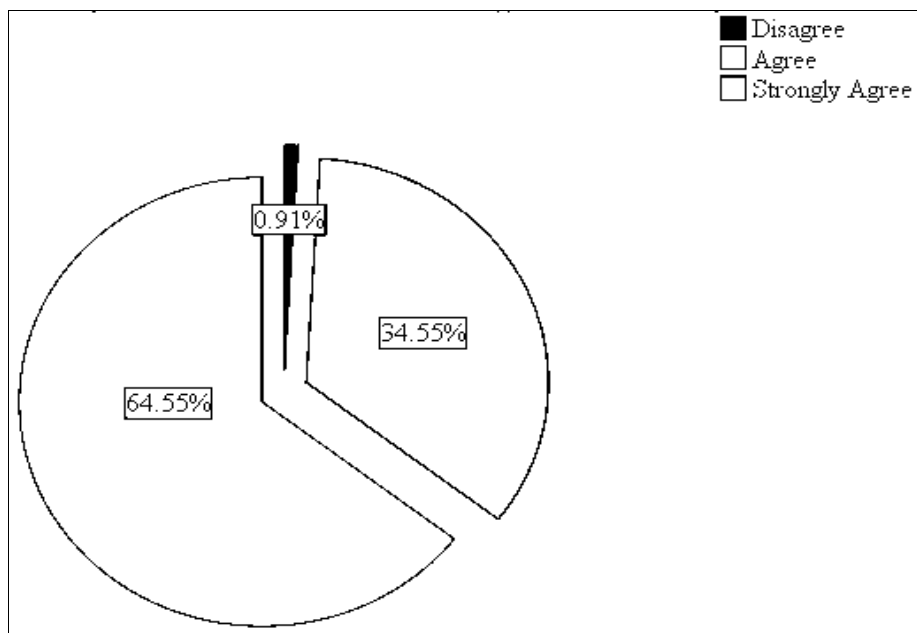


Fig 6:- Perceptions of Teachers for WEOs being Accountable and Professional

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 and that such appointment should preferably take place outside the Ward in order to allow some level of neutrality as a means to avoid bias which can hinder the process of decision making in relation to supervision. Speaking of this recommendation, one of the heads of school who participated in this research, noted that a lot can be done to improve the way supervision was conducted and its outcome, but little was being done successfully due to the fact that familiarity between heads of school, teachers and WEOs was hindering them from acting and performing supervision exercise appropriately. In addition to these recommendations, the use of professional language and participatory decision making in matters of school supervision should be considered instead of leaving everything to WEOs as the only people who can provide proper advice to improve schools. Another recommendation which was noted in the findings about recommendations on what should be done to improve supervision as a process of ensuring quality education is the use of participatory approaches to supervision. Under this recommendation, the participants emphasized the need to get more involved in the work of supervision. This recommendation, made us to think about the need to educate supervisors on various models of supervision instead of holding to traditional model which has been practiced in Tanzania for a long time with little evidence of being effective.

VIII. DISCUSSION

The findings of this study line with the argument that WEOs are the essential officials of secondary schools in Tanzania. According to URT (2014), WEOs are the close school supervisors who link schools and the higher education authorities. For clear discussion, this paper discusses different ideas by putting in place all four research objectives.

A. *The Qualifications of School Supervisors*

The findings revealed different qualifications. These include the need for a good training among school supervisors, school supervisors should have teaching profession and lastly, WEOs should have higher level of education than their supervisees. However, from the findings it was noted that WEOs do not undergo training that could have equipped them to supervise secondary schools effectively. Both Thankral (2015) and Lupimo (2014) argue that frequent training is of great significance for school supervisors. But again, most of the WEOs had lower level of education contrary to what Matthew (2012) insists about WEOs to have higher education compared to their supervisees. Most of the WEO are being appointed basing on 'who knows you' instead of merit basis which becomes a stumbling block towards achieving their goals (Mosha, 2006).

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 as core challenges which WEOs face. 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 to making school supervision inactive and unsuccessful. According to Mbando and Hongoke (2010) school supervision is affected a lot due to inferiority complex and inadequate funding. Financial resources are crucial school supervision. Its importance can be viewed as lubricant oil for the engine to work effectively. In this regard, just as lubricant oil indispensable for the operation of a machine, supervision of secondary schools cannot be effective without the basic resources and the required training which contributes significantly to the level of confidence of the supervisor. 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 knowledgeable 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 (2014/2017) 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 respondents in this study acknowledged the presence and efforts being made by Ward Educational Officers in carrying out their role of supervising secondary schools. Along with this acknowledgement, it was also evident that there is a great sense of dissatisfaction of the low quality work being done by the Ward Educational Officers which is due to lack of proper training. This situation, affects not only those being supervised but also Ward Educational Officers themselves. The impact of this situation does not only end in schools between supervisors/WEOs and those being supervised. Instead, it has a long term deleterious impact on the quality of education which learners achieve and the nation which in the long run expects to receive such learners as human resources. It is therefore worth to conclude that the issue of the quality of supervision provided by unqualified personnel as was found in this study should not be taken for granted for it has a negative and long term impact on the quality of educators in the schools, education achieved by learners and their contribution to the building of the economy of their country. Secondly, the study also found out that WEOs were not performing their roles as expected by the respondents. What was even more surprising is that some WEOs were not very sure of their core duties in regard to supervision of secondary schools. Such a shortcoming is a clear evidence of lack of training for the job being done. Hence, the ineffectiveness of Ward Education Officers' supervision in promoting quality education in some Tanzanian secondary schools which was noted in this study is a problem which should be addressed with urgency. Failure to do so may hinder the provision of quality education and realization of the potentials of learners. Thirdly, in regards to challenges facing WEOs, including lack of proper training and limited resources, there is a need of the organs responsible for preparing WEOs and the individuals concerned to make intentional efforts of eradicate the challenges, by designing a mandatory initial and ongoing training for all those involved in supervision of schools as a means to guarantee their effectiveness for the purpose of ensuring quality education. Fourthly, for effective school supervision, most of the respondents agreed on the needs to address challenges that make WEOs ineffectiveness.

Based on the major points which we have underlined as a summary of the findings, 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 who will facilitate learners to achieve quality education for quality life.

RECOMMENDATIONS

In addition to our conclusion, we also recommend 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.

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