

## **Ward Education Officers' Roles in Supporting Heads of School in Managing Public Secondary Schools in Hai District, Tanzania**

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### **Abstract**

The study explored the effectiveness of Ward Education Officer's role in supporting Heads of schools in managing public secondary schools in Hai District Tanzania. The study was guided by one research question. The study was guided by System theory of leadership. The study used convergent design under mixed methods approach. The instruments for data for collection were questionnaires for teachers, interview guide for Ward Educational Officers, Heads of schools and District Secondary Education Officer and document analysis guide. The reliability of quantitative and qualitative data was established through Cronbach Alpha; ( $r= 0.87$  for teachers questionnaire) while reliability for the qualitative data was established through triangulation of data. The Quantitative data was coded and analyzed using frequencies and percentages through Statistical Package for Social Science (SPSS). Qualitative data was analyzed by coding content into themes and presented in narrative form. The study concluded that Ward Education Officers are not effective in supporting Heads of Schools in managing public Secondary Schools due to lack of managerial skills and their inferiority complex hence less supervision. The study recommends that the government should see the need of providing short courses, seminars and workshops and also the government should see the need of selecting secondary school teachers as Ward Education Officers.

**Keywords:** Ward Education Officer, Roles, Public Secondary Schools, Effectiveness, Heads of Schools

## **1. Introduction**

During the first Secondary Education Development Programme (SEDP I) implementation from 2004-2009, Ward Education Officers were mostly used in supervising the construction of community schools at the Ward level. Before the appointments of the heads of schools to some of these ward schools, Ward Education Officers were in charge of them. They were responsible for the day to day activities of schools until the heads of schools took charge. After the massive construction of ward secondary schools and partial decentralization of management of secondary schools to local government, the government empowered them to ensure the effective and successful management of secondary schools under their area. Partial decentralization of secondary education in Tanzania can be traced back to the 1970s. The major aim of partial decentralization of secondary schools was to increase educational access to Tanzanians and improve educational management system. Soon after partial decentralization the roles of heads of schools were supported by inspectors and Ward Educational Officers before support from District Secondary Education Officer.

According to Ministry of Education, Science and Technology (2013), the Ward Education Officers have the following roles and responsibilities; monitoring of the delivery of education in their areas of work, encouraging the community to know the importance of students having learning materials, cooperating with school officials to ensure that teachers and students have acceptable values, monitoring the implementation of training for teachers ( in house training) in conjunction with the school management and the Board in order to build competence to teachers for provision of better education, and to conduct meetings and take appropriate actions regarding argument given for achieving quality education.

URT (2015) Ward Education Officers have the following roles and responsibilities; performing ongoing monitoring of the delivery of education in their areas of work which will help to make informed decision timely, create community awareness on the importance of providing students with learning materials and other school requirements, sensitize community and educational stakeholders in achieving the delivery of education, cooperate with school officials to ensure the teachers and students have acceptable norms and values, clarify and make a follow up of implementation of educational policy, acts, regulations and guidelines, conducting meetings and take appropriate actions regarding arguments given for achieving quality education, enable the development of friendly teaching and learning environment in schools, identify and confirm through WDC students with Special needs and provide proper educational support, identify and confirm through WDC vulnerable students and provide educational support, undertake examination evaluation and take appropriate measures regarding challenges identified during the evaluation process.

Also they are required to collect, analyze, compile and disseminate information and report to relevant authorities. Currently Ward Education Officers are among managers of the schools. They are required to make sure that the secondary schools under their wards are managed in accordance with the set standards. They are also required to prepare a monthly report on how secondary schools are managed and the report are handed to District Secondary Education Officer.

Ngowi (2015), the core business of the schools is teaching and learning. Everything taking place at the school level is to ensure that the students' and community expectations are met. Effective

participation of Ward Education Officers in management and supervision of public secondary schools will improve students' academic performance in their national examinations.

Ministry of Education, Science and Technology in 2017 did a study that involved 370 Ward Education Officers in Mwanza, Simiyu, Singida, Coast, Morogoro, Tanga and Dodoma regions. The study examined the status of Continuous Professional Development (formal and informal) received by Ward Education Officers since they were appointed from 2010-2017. The study showed that 46% of Ward Education Officers received various training courses including leadership and school management. 54% of Ward Education Officers had not received any training since they were appointed to the post. This indicates and gives the evidence that, a vast number of Ward Education Officers are incapable in performing their roles due to insufficient training.

Mtondo (2016) conducted a study about assessment of the roles of WECs in providing managerial support to Community secondary schools in Kibondo District, Mtondo has succeeded to investigate on the role of WECs in providing managerial support to CSS in Kibondo district by providing us with critical issues affecting WECs in performing managerial support to Heads of schools. Arthur & Lekule (2020) did a study to assess the effectiveness of the Ward Education Officers' supervision role in promoting quality education. The finding of the study indicates that supervision process was contributing very little to promote quality education due to low academic qualifications of supervisors and their lack of knowledge on curriculum matters.

One of the major dilemmas facing secondary schools after central government gave the schools ownership to local government authorities is the confusion of managerial responsibilities among stakeholders. The reason behind this confusion was lack of knowledge on changes of policies that govern the management of secondary schools in Tanzania (URT, 2014). Insufficient managerial knowledge of educational managers in public secondary schools was a global phenomenon but it was serious and widespread in developing countries especially in Sub Sahara Africa (World Bank, 2010). The demand for quality secondary education and better academic performance of public secondary schools create a landmark of this discussion regarding the effectiveness of Ward Education Officers in supporting Heads of schools in managing public secondary schools, in which formally supported primary education.

## **2. Statement of the Problem**

Ward Education Officers have the great role in providing managerial support to heads of school in secondary schools. At ward level, secondary education is coordinated by Ward Education Coordinators who are responsible in coordinating the implementation of education and training policy of the country, inspecting schools and advising heads of school, teachers and other educational stakeholders on how to improve and assure quality education of secondary schools at the ward (URT, 2014). Despite the roles of the Ward Education Officers most the implementation is done in primary schools than in secondary schools.

Mtondo (2016) conducted a study about assessment of the roles of WECs in providing managerial support to Community secondary schools in Kibondo District, Habyarimana et al, (2021) conducted a study on comprehensive management survey of mid-level education bureaucrats and their staff in every district in Tanzania, Arthur & Lekule (2020) conducted a study to assess the effectiveness of the Ward Education Officers' supervision role in promoting quality education. From the reviewed literature, no research has provided sufficient information

to the problem being investigated and none of them explored on effectiveness of Ward Education Officers' roles in supporting heads of schools in managing public secondary schools in Hai District Council.

Therefore, the study explored on effectiveness of Ward Education Officers' roles in supporting heads of schools in managing public secondary schools . The purpose of this research is to broaden the knowledge through exploring on effectiveness of Ward Education Officers' roles in supporting heads of schools in managing public secondary schools in Hai District Council.

### **3. Research Question**

To what extent does Ward Education Officer's role supports the Heads of school in managing public secondary schools in Hai district?

### **4. Significance of the Study**

The study provides knowledge to education stakeholders on the effectiveness of Ward Education Officer's role in supporting heads of school in managing public secondary schools for the demands and achievement of better and quality education.

The findings of this study are the eye opener to policy makers about effectiveness of education managers and stakeholders, government authority especially Regional Education Officers in selecting, screening and appointing Ward Education Officers with the ability to coordinate and support heads of school in managing secondary schools.

The finding of the study are useful to Ward Education Officers, heads of schools and teachers to work together as a team in order to facilitate proper school management for better and quality education achievement.

The study identifies the challenges facing Ward Education Officers in supporting heads of schools in managing public secondary schools and suggest possible solutions to the challenges that can be useful in school management.

The study adds knowledge to Ward Education Officers on the implementation of the guidelines and policies formulated in supporting heads of school. The findings from the study are helpful to the WEOs to identify which support produces the intended outcomes results to heads of schools success in school management and which strategies they should apply for the better future results.

### **5. Theoretical Framework**

The study employed System Theory. The system theory was introduced by Burtalanffy in 1960s. He used this theory to explain the interrelationship which exists between different organizations. Teklemariam (2009), view a system theory as a set of interacted elements that acquires inputs from the environment, transforms them, and discharge the output to the external environment. The system theory is used to design and analyze teaching/ learning situation.

#### **Strength of System Theory**

System theory enables educational technologists to structure the input to system of this type in such a way that it tries to improve the output through increasing the efficiency and effectiveness of the learning process. Thus it can be used to show how roles played by the Ward Education Officers facilitate the managerial support offered to the heads of schools in secondary schools. Such system approach attempts to mould the input to skills in such a way that it enables the application of roles to take place during the process, and hence maximize the quality of the

output. The feedback to system theory provide evaluative information to every component of the system which can be used to improve the system. In this study the application of the managerial support was given to the heads of schools by the Ward Education Officers through proper keeping of records, initiation of income generating projects, acquisition and utilization of resources. The feedback improves the system or part of a system which eventually results into a more successful outcome; the success of the schools in term of effective management.

### **Weakness of the System Theory**

System theory does not prescribe or promote any particular supervision methodologies which carry qualities of Ward Education Officers. Thus, the study considered the skills used by the Ward Education Officers in providing managerial support instead of supervision methodologies.

### **Justification of the Theory to the Study**

System theory has got some elements related to the study in the area of input, process and output. Further, it has some characteristics which are adapted by school supervisory like perceiving causes, chain of influence, hierarchy and control and goal-oriented. The input (Head of School Management Performance), Process (school supervision) and Output (roles played by Ward Education Officers - Effectiveness).

## **6. Empirical Review**

Hallinger et al, (2020) conducted a study on Science mapping research on educational leadership and management in Turkey. The study revile that, over the past two decades, there have been significant efforts to investigate knowledge production in the field of educational leadership and management (EDLM) in non-Western contexts. Consistent with this effort, the present paper aims to identify the contribution of Turkish scholars to the international EDLM literature. More specifically, the review examined the volume, journals, authors, types of papers, most frequently used keywords, citation impact, and co-citation networks of papers associated with Turkish EDLM scholars. Bibliometric methods were employed to examine 313 papers published by Turkish scholars in internationally recognised journals. The results show that while Turkish EDLM scholars have predominantly published in Turkey-based journals, there has also been a substantial increase in the number of papers published in international journals in recent years. This literature is largely empirical with topical foci concentrated on issues surrounding school leadership and organizational behaviour. Author co-citation analysis identified three main Schools of Thought in the Turkish literature: Leadership for Learning, Leading Teachers, Administrative Behavior and Effects in Turkey. Several recommendations are made in order to further develop EDLM field in both Turkey and other emerging countries. The study put more emphasis on Educational leadership and management development.

Travaglione (2017) did a study on renewing the role of managers a midst decline union support for employee. The study investigated how Australian employees perceive managerial support and the influence of union membership on their perception of managerial support. The study had 4124 participants in Australia across a range of industrial sectors. The result indicate that employees perception of the work environment influence their perception of managerial support. The finding imply that managers have a critical role to play in supporting the need of employees. The study based on influence of managerial support given by supervisors to the employees, yet did not explain how supervisors give support to leaders and their subordinates.

Mohamad (2016) conducted a study on The Effect of School Administration and Education Supervision on Teachers teaching performance in the City of Zawiya in Libya. The study used qualitative research approach where by descriptive survey design and questionnaires used in data collection. The study revealed that educational supervision was positively correlated with teachers' performance in teaching. The study did not identify educational supervisors and their support provided as well.

Wambui (2015) investigated the influence of school inspector's visits on school principal's supervisory roles in Kiambu Sub Country, Kenya. The study used descriptive survey research design whose purpose is to describe the state of affairs and involve a method of collecting data by interview or administering questionnaire to a sample of individuals. The finding of the study help us to know about how inspectors reinforce the school principal's supervisory knowledge and performance at school level for effective curriculum implementation. However, the study did not examine the frequency of inspectors visit and its impact on providing managerial support to heads of secondary schools.

Habyarimana et al, (2021) conducted a comprehensive management survey of mid-level education bureaucrats and their staff in every district in Tanzania, and employ flexible machine learning techniques to identify important management practices associated with learning outcomes. The study observed that, the office of the District Secondary Education Officer is legally entitled to have, at a minimum, six staff members who report directly to the District Secondary Education Officer. In addition, they manage Ward Education Officers , who are required to visit primary and secondary schools in their Ward on a regular basis, and act as a conduit and communication channel between schools and the District Secondary Education Officer. Training provided to Ward Education Officers has to provide teachers professional development to teachers, and developing new materials related to basic skills instruction. (Habyarimana et al, 2021). The study conveys much about hierarchical performance on school supervision. The current study was investigating the effectiveness of Ward Education Officers in supporting heads of schools in managing public secondary schools.

Mtondo (2016) conducted a study on assessment of the role of ward education officers in providing managerial support to ward secondary schools in Kibondo district in Kigoma region. The study employed qualitative approach by using a case study design. Data were gathered by interviews, focus group discussions and documentary review, and were analyzed by content review.

The study concluded that ward education officers were not prepared with new role to support managerial functions in ward schools; they employ authoritative strategies of controlling teachers' and Heads of schools attendance instead of encouraging and raising their morale in attending, teaching and general management of schools. This conveys much about challenges facing Ward Education Officers while performing their roles, the research also used qualitative design. The current study employed convergent design under mixed method that will help the researcher to get more information pertaining to the effectiveness of Ward Education Officer's role in supporting heads of schools in managing public secondary schools.

Ngowi (2015) conducted a study on effectiveness of Ward Education Coordinators on students' performance in public secondary schools in Moshi Municipality. The study had 132 participants including 12 Ward Education Coordinators, 110 teachers and 10 heads of schools and the study

was qualitative. The study helped researchers to know the relationship between WECs effectiveness and student academic performance, negative attitudes to some teachers towards WEC's roles and challenges facing WECs. The study put more emphasis on the relationship between WEC's role students' academic performance. The current study employed convergent design under mixed method where questionnaires, interview guide and document analysis guide were used in data collection to get more information about effectiveness of Ward Education Officer's role in supporting heads of school in managing public secondary schools.

Lyatuu (2019) conducted a study on effectiveness of Ward Education Coordinators in providing managerial support to Heads of Secondary Schools in Moshi District in Kilimanjaro region. The study employed mixed research approach under convergent parallel design. The study had 121 respondents including 10 heads of secondary schools, 10 Ward Education Coordinators, 100 teachers and 1 District Secondary Education Officer. Data collection of the study was done through interview and questionnaire. The study helped to understand that Ward Education Officers were effective in providing managerial support to heads of secondary school despite the challenges they encountered. The interview and questionnaire data collection instruments are not enough to give more information about effectiveness of Ward Education Officer's role in supporting heads of school in managing public secondary schools. The current study employed interview guide, questionnaires and document analysis guide to get more information about the study.

Godda (2018) did a study on management capacity of heads of public secondary schools in the implementation of Free Secondary Education (FSE) policy in Singida municipality. The study was descriptive research survey which employed both qualitative and quantitative research designs. Questionnaires and interviews were used to collect data from 200 teachers, 10 school heads and 5 municipal secondary education officers. The findings indicated that heads of public secondary schools in Singida municipality possessed managerial skills to run their schools effectively despite of being faced by several challenges, like inadequate funds to cater for some of the school needs, misconception by parents that FSE policy catered for all the fees and rapid increase of student enrollment. The study intended to observe heads of school managerial capacity not only about FSE policy but also other managerial issues and left behind Ward Education Officer's role in supporting heads of schools in managing secondary schools. Therefore, this study will fill the gap by observing the effectiveness of Ward Education Officer's role in supporting heads of schools in managing public secondary schools.

Travaglione (2017) conducted a study on renewing the role of managers amidst decline union support for employee. The study investigated how Australian employees perceive managerial support and the influence of union membership on their perception of managerial support. The study had 4124 participants in Australia across a range of industrial sectors. The result indicate that employees perception of the work environment influence their perception of managerial support. The finding imply that managers have a critical role to play in supporting the need of employees. The study based on influence of managerial support given by supervisors to the employees, yet did not explain how supervisors give support to leaders and their subordinates. Also the study did not explain on the effectiveness of the support given to leaders and their subordinates. This gives a gap to the current study to fill on looking the effectiveness of leader's

role in supporting their subordinates. Hence, the study investigated the effectiveness of Ward Education Officer's role in supporting heads of schools in managing public secondary schools.

### **Research Gap**

The reviewed studies were several global and local studies that investigated on Ward educational officers in managing and coordinating primary education and secondary schools on improving quality education such as Hallinger et al, (2020) in Turkey, Travaglione (2017) in Australia, Mohamad (2016) in City of Zawiya in Libya, Mtondo (2016) and Arthur & Lekule (2020) conducted studies in Tanzania focused mainly on effectiveness of the Ward Education Officers' supervision role in promoting quality education and influence of secondary school management practices on students' academic achievement. None of the reviewed studies has explored on the effectiveness of Ward Educational Officers in supporting Heads of school in managing public secondary school in Hai District Council, Tanzania.

### **7. Methodology**

The study has employed convergent design under mixed methods research. The purpose of using this design is to collect both quantitative and qualitative data simultaneously and compare the results to obtain a more complete understanding of the research problem. The researcher mixed the two databases by merging the results during interpretation to ensure the two data sets conform. Convergent design helped in interpreting the findings of two databases to see if there is convergence between two sources of information. The design enabled the researcher to collect of large amount of data in a short period of time from variety of respondents. (Creswell and Creswell, 2018)

The target population of this study included a District Secondary Education Officer, 17 Ward Education Officers, 30 heads of schools and 604 teachers from public secondary schools in Hai District Tanzania that makes a total population of 652 participants. The target population of the study obtained from BEMIS 31<sup>st</sup> March 2021 where national education statistical data is obtained. 81 participant was the sample population of the study that includes 64 teachers, 8 heads of schools, 8 Ward Education Officers and a District Secondary Education Officer .

Heads of schools were targeted because they oversee all school activities including administrative roles as the leader and supervisor of the whole school activities at school level and they need to be provided with clear information concerning school management. They provided information about the effectiveness of Ward Education Officer's role in supporting them in school management. Ward Education Officers were involved in this study because of their position and role in supervising secondary schools at ward level. They are the immediate supervisors and they give information about management support, challenges they face and resolutions. District Secondary Education Officer is important to the study as the overall in charge of education and curriculum implementation at the district level. Teachers are important to the study because they provided information about the school management applied in schools.

The instrument administered to collect data in this study were Questionnaires which were used to obtain quantitative data from teachers while interview guide was used to obtain qualitative information from District Secondary Education Officer, Ward Education Officers and heads of schools. Document analysis guide was used to collect information through official documents on management issues in secondary schools. The reliability of quantitative and qualitative data was



established through Cronbach Alpha; ( $r= 0.87$  for teachers questionnaire) while reliability for the qualitative data was established through triangulation of data. The Quantitative data was coded and analyzed using frequencies and percentages through Statistical Package for Social Science (SPSS). Qualitative data was analyzed by coding content into themes and presented in narrative form

### 8. Findings, Analysis and Discussion

The study aimed to determine the extent Ward Education Officer’s role are effective in supporting Heads of school in managing public secondary schools in Hai District Council, Tanzania. Questionnaire responses for teachers are summarized in table 1.

**Table 1. Response of teachers on Ward Education Officer’s roles and their effectiveness in supporting school management in secondary schools (n = 64)**

| ITEM                                                                                                                                                                 | V/INEFF |      | IN/EFF |      | U  |      | EFF |      | V/EFF |      | MEAN |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|------|--------|------|----|------|-----|------|-------|------|------|
|                                                                                                                                                                      | f       | %    | f      | %    | f  | %    | f   | %    | f     | %    |      |
| i) Ward Education Officer cooperate with school officials to ensure teachers and students have acceptable norms and values.                                          | 14      | 21.9 | 34     | 53.1 | 4  | 6.3  | 4   | 6.2  | 8     | 12.5 | 3.66 |
| ii) Ward Education Officer and teachers participate to make discussion on implementation of educational policy, acts, regulations and guideline at school.           | 11      | 17.2 | 30     | 46.9 | 13 | 20.3 | 5   | 7.8  | 5     | 7.8  | 3.58 |
| iii) Ward Education Officer normally provide and coordinate meeting (in house training) with teachers in order to build competence to teachers for better education. | 9       | 28.3 | 24     | 37.5 | 12 | 10.8 | 13  | 14.1 | 6     | 9.4  | 3.27 |
| iv) Ward Education Officer perform ongoing monitoring and inspection of teaching and learning process at school.                                                     | 13      | 20.3 | 27     | 42.2 | 9  | 14.1 | 12  | 18.8 | 3     | 4.9  | 3.55 |
| v) Ward Education Officer participate in parents teachers school meeting and provide direction on how to go about the delivery of education in school.               | 14      | 21.9 | 28     | 43.8 | 12 | 18.8 | 6   | 9.4  | 4     | 6.3  | 3.66 |
| vi) Ward Education Officer and teachers participate in school planning and budgeting.                                                                                | 11      | 31.9 | 18     | 35.1 | 10 | 10.6 | 11  | 10.2 | 14    | 12.2 | 3.02 |
| vii) Students with special needs are identified by Ward Education Officer in school and they are normally provided with proper education support.                    | 6       | 31.4 | 22     | 37.4 | 15 | 9.4  | 12  | 10.8 | 9     | 11.1 | 3.06 |
| viii) Vulnerable students are identified by Ward Education Officer in school and they are normally provided with education support.                                  | 4       | 35.0 | 24     | 39.5 | 9  | 9.1  | 16  | 6.3  | 11    | 10.2 | 2.91 |
| ix) Ward Education Officer enable the development of friendly teaching and learning environment to teachers at school.                                               | 14      | 33.9 | 25     | 39.1 | 10 | 10.6 | 11  | 10.2 | 4     | 6.3  | 3.53 |
| x) Teachers and Ward Education Officer participate in examination evaluation and taking appropriate measures regarding                                               | 12      | 31.8 | 23     | 35.9 | 10 | 10.6 | 7   | 10.9 | 12    | 10.8 | 3.25 |

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challenges identified during the evaluation process.

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|       |                    |
|-------|--------------------|
| TOTAL | Mean Score<br>33.4 |
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**Source: Field Data, (2022)**

**Key:** V/INEFF = Very ineffective, IN/EFF= Ineffective, U = Undecided, EFF = Effective and V/EFF = Very effective

The study results in Table 1 reveals that 75% of teachers had negative opinion that Ward Education Officer do not cooperate with school officials to ensure teachers and students have acceptable norms and values. This implies that the Ward Education Officers fail to cooperate with the secondary school officials because they are using most of time in supervising primary schools compared to secondary schools.

This concurs with the comments given by the head of schools (HOS) during the interview “Ward Education Officers have considered themselves in supervising more in primary level compared to secondary schools. They have an assumption that secondary schools teachers are ok. Teachers in secondary schools are perfect on whatever they do, they never insist academic issues in secondary schools as compared to primary schools. Most of Ward Education Officers have originated from primary level and that is the case they were used to work under that particular environment, so once they are appointed to be Ward Education Officers they concentrate more in the same area or same environment.” (Interview, on 21st June, 2022).

The study results in Table 1 reveals that 64.1% of teachers disagreed that Ward Education Officers and teachers do not participate in making discussion on implementation of educational policy, acts, regulations and guideline at school. This implies that teachers have not been involved by the Ward education Officers in discussion about implementation of educational regulations and guideline in secondary schools all this is because the Ward Education Officers focus much on primary teachers than secondary teachers.

Also, the study results in Table 1 reveals that 65.8% of teachers disagreed that Ward Education Officer normally provide and coordinate meeting (in house training) with teachers in order to build competence to teachers for better education. This implies that the Ward Education Officers do not coordinate meetings with teachers to build competence for better education in secondary schools, all this is because their fear to be challenged by secondary school teacher due to insufficient managerial ability of the Ward Education Officer.

This concurs with the comments given by the District Secondary Education Officer during the interview

“In order for the Ward Education Officers roles to be engaged in Secondary schools and be effective we should change first their attitude about secondary schools. Ward Education Officers should know that secondary schools are part and parcel of their management responsibilities and should follow the rules and regulation of their work

description” (Interview guide with the District Secondary Education Officer on 25<sup>th</sup> June, 2022).

This implies that there is no full engagement of the Ward Education Officers and the secondary school teachers. This is a big challenge to the Ward Education Officers which leads to poor management in secondary schools. The findings concur with those of Charles, A, (2020) that for Ward Educational Officer professionals to continue functioning efficiently and productively and contribute meaningfully towards quality education supervision, they must be given training opportunities to keep them up-to-date and hence be able to face new professionals management abilities.

The data from Table 1 reveals that 60.5% of teachers had negative view that Ward Education Officers perform ongoing monitoring and inspection of teaching and learning process at schools. This implies that the Ward Education Officers fails to make inspection in schools due to their inferiority complex caused by insufficient training and managerial skills. This concurs with the comments given by the District Secondary Education Officer during the interview

“There is no full engagement between heads of schools and Ward Education Officers in secondary schools. Ward Education Officer’s roles are not useful in secondary schools because they practice only in primary schools. There is an attitude that Ward Education Officer responsibilities are based only in primary schools.” (Interview guide with the District Secondary Education Officer on 25<sup>th</sup> June, 2022).

The study results in Table 1 reveals that 65.7% of teachers had negative views that Ward Education Officer do not participate fully in parents and teachers school meeting and provide direction on how to go about the delivery of education in schools.

The study results in Table 4.4 reveals that 65% of teachers had negative view that Ward Education Officer and teachers do not participate in school planning and budgeting. This implies that Ward Education Officers lack confidence to deal with secondary teachers because most of them are selected from primary schools.

The study results in Table 1 reveals that 68.5% of teachers also have negative opinions that the students with special needs are not identified by Ward Education Officer in school and they are not normally provided with proper education support. This implies that the students with special need are left behind due to lack of special schools in Hai District.

According to World Conference on Education for All in Jomtien, Thailand, in 1990, children with disabilities need quality education as any other child in the world (Olalekan & Modupe 2020). Therefore there is the need to identify students with special need that to be provided with educational support. This implies that it is very important to analyze the students with special needs and be taken to schools which can accommodate them according to their need.

The interview with heads of school reveals that the identification of vulnerable students is not yet conducted by Ward Education Officers. 74.5% of heads of school said that vulnerable students are not identified by Ward Education Officers in the community to be taken to school. This implies that Ward Education Officers are not performing their roles to provide maximum results on students with special needs as one among their responsibilities. This concurs with the comments given by the Heads of school during the interview

“Due to increased number of vulnerable students in public secondary schools, it is difficult for vulnerable students to be identified by Ward Education Officer in the community that can be taken to school and provided with education support. Vulnerable students are identified in schools instead. Ward Education Officers need in-service training so as to equip them with knowledge and skills on how to manage public secondary schools in Hai district Council” (Interview, on 20<sup>th</sup> June, 2022).

The study results in Table 1 reveals that 74.5% of teachers said that Ward Education Officers do not enable the development of friendly teaching and learning environment to teachers at school. This is due to lack of confidence of Ward Education Officers to deal with secondary school teachers. This implies that there is negative attitude of both secondary school teachers and the Ward Education Officers about the schools supervision. This concurs with the comments given by the District Secondary Education Officer during the interview *“There is no full engagement between heads of schools and Ward Education Officers in secondary schools”* (Interview guide with the District Secondary Education Officer on 25<sup>th</sup> June, 2022).

The data from table 1 reveals that 67.7% of teachers said teachers and Ward Education Officers do not participate in examination evaluation and do not take appropriate measures regarding challenges identified during the evaluation process. This implies that only the teachers are the ones dealing with examination evaluation process, the Ward Education Officers do not engage in many secondary school activities especially the ones dealing with academic issues assuming that secondary school teachers are good and skilled compared to Ward Education Officers about secondary schools assessment and evaluation. This concurs with the comments given by the heads of school during the interview.

“The Ward Education Officers focus more on Primary schools because there are many exams in primary level than secondary schools which are taken monthly, quarterly and yearly. For example standard seven and four have many cluster examinations as compared to secondary schools that the Ward Education Officers don’t evaluate secondary exams at all times.” (Interview, on 21st June, 2022).

The statement indicates that, most of heads of school and teachers do not understand the managerial activities of the Ward Education Officers in supporting public Secondary Schools, as they think Ward Education Officers are responsible in managing and coordinating primary schools. The arguments of teachers and students are similar with that stipulated in the government policy of education and training policy, URT (2014) which failed to analyze the general and specific objectives of Ward Education Officers to public Secondary Schools.

## **9. Conclusions and Recommendations**

### **Conclusions**

Based on the findings of the study the researcher concluded that most Ward Educational Officers in Hai District Council, generally lack managerial skills, lack of engagement between Ward Education Officers and secondary school teachers and are also inferior due to their previous working environment as primary school teachers and also most of them come from primary

schools. The outcry of heads of schools was that, they are suspected to use strategies which are difficult to be implemented from the Ward Education Officers since they don't have adequate skills to manage and support them.

The study concluded that Ward Education Officers lack enough competences in managing public secondary schools in Hai district. Hence, there is need of coming up with better and applicable strategies to address the issue of Ward Education Officers' roles in public secondary schools through equipping Ward Education Officers with competences and skills in managing secondary schools.

### **Recommendations**

Based on the conclusion of the study the researcher recommended that roles of Ward Education Officers is very important in supporting the school officials in public secondary schools. Therefore there is need to ensure good relationship between Ward Education Officers, school management team and other educational stakeholders. Thus the researcher recommends the following: Ward Education Officers are advised to engage fully to public secondary schools and to ensure effective supervision since they have the authority to supervise curriculum implementation at ward level.

On the other hand the selection of Ward Education Officers should not only come from primary schools, it is time for the government to see the need for selecting secondary school teachers as Ward Education Officers and should provide the qualities of a good Ward Education Officers to be promoted for the post.

Also the government to provide In-service seminars and workshops so as to equip the Ward Education Officers with enough knowledge and skills on how to manage public secondary schools. Regular training schedule of seminars should be adhered and also the government to provide Ward Officer Officers with short courses of Management and Supervision for example taking them to Agency for the Development of Educational Management at Bagamoyo. Also, Universities and Teacher Training colleges to add a course of school management as mandatory course for learners and teachers.

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