

**AN INVESTIGATION OF THE IMPACTS OF WARD EDUCATION
OFFICERS ON THE MANAGEMENT OF PUBLIC SECONDARY
SCHOOLS IN CHAMWINO DISTRICT, DODOMA REGION, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that he has read and hereby recommends for acceptance by the Open University of Tanzania a dissertation entitled, **an investigation of the impacts of ward education officers in the management of public secondary schools in Chamwino District, Dodoma Region, Tanzania**” in partial fulfilment of the requirement for the award of the Degree of Master of Education in Administration, Planning and Policy Studies (MED-APPS).

.....
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.....
Date

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DECLARATION

I, **Benjamin Mtweve**, declare that the work presented in this Dissertation is original. It has never been presented to any other University or Institution. Where other people's work has been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the degree of Master of Education in Administration, Planning, and policy studies (MED-APPS).



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Signature



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Date

DEDICATION

This work is dedicated to my adored wife, Aikande Leonard Gadi, whose firm love, support, and encouragement have been my greatest strength throughout this journey. She always took full home responsibilities whenever I was busy or away for studies. Thank you, Dear Wife.

To my sons, Big brother Alvin Benjamin Mtwewe and younger brother, Austin Benjamin Mtwewe, may this achievement serve as an inspiration for you to work hard, chase your dreams, pursue knowledge, and quality in all that you do. To my precious parents, Justina Martin Mgaya (Mother) and Stephen Simon Mtwewe (Father), for their unconditional love, sacrifices, and guidance that have shaped me into who I am today. I owe you countless loves.

Lastly, my students at Harambee Secondary School, Class of form four 2008, form four 2009, form four 2014, Form four 2016, Form six 2019, Form Six 2020, and Form six 2021. I dedicate this work to you all because, despite being my students, you hold a special place in my heart as you were my comfort when I needed it. God bless you.

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ABSTRACT

This study explored the role and impact of Ward Education Officers (WEOs) in managing public secondary schools in Chamwino District, Dodoma Region, with three specific objectives: identifying WEOs' duties, assessing their impact on school management, and exploring challenges they face. Grounded in Transformational Leadership and Shared Decision-Making Theories, the study adopted a mixed-methods approach and a convergent design. Data collection involved 57 teachers (using structured questionnaires with a Likert scale), 5 school heads, 6 WEOs, and 1 District Secondary Education Officer (DSEO) (through semi-structured interviews). Validity was ensured through expert-reviewed tools, triangulation, and probability sampling, while reliability was maintained via pre-testing and consistent procedures. Quantitative data were analyzed descriptively using SPSS, and qualitative data were analyzed thematically. Findings revealed that WEOs oversee key school operations such as implementing policies, monitoring academic activities, and facilitating communication between schools and education authorities. However, WEOs often prioritize managing primary schools, providing minimal supervision to secondary schools, which limits their impact. Key challenges included insufficient resources, overwhelming workloads, and limited authority. The study concludes that while WEOs play a significant role in public secondary school management, addressing challenges such as resource constraints, improved training, and better working conditions could enhance their effectiveness and broaden their contributions to the management of secondary schools.

Keywords: *Investigation, Ward Education Officers, Public Secondary Schools Management, Chamwino District.*

TABLE OF CONTENTS

| | |
|-------------------------------------------------|-------------|
| CERTIFICATION | ii |
| COPYRIGHT | iii |
| DECLARATION | iv |
| DEDICATION | v |
| ACKNOWLEDGEMENT | vi |
| ABSTRACT | vii |
| TABLE OF CONTENTS | viii |
| LIST OF TABLES | xii |
| LIST OF FIGURES | xiii |
| LIST OF ACRONYMS AND ABBREVIATIONS | xiv |
| CHAPTER ONE | 1 |
| INTRODUCTION..... | 1 |
| 1.1 Introduction..... | 1 |
| 1.2 Background of the Study | 1 |
| 1.3 Statement of the Problem..... | 3 |
| 1.4 Research Objectives | 5 |
| 1.4.1 General Objectives of the Study | 5 |
| 1.4.2 Specific Objectives of the Study | 5 |
| 1.5 Research Questions | 5 |
| 1.6 Significance of the Study | 6 |
| 1.7 Scope and Delimitation of the Study | 6 |
| 1.8 Limitation of the Study | 7 |

| | |
|---------------------------------------------------------------------------------------------|-----------|
| CHAPTER TWO | 8 |
| LITERATURE REVIEW | 8 |
| 2.1 Introduction..... | 8 |
| 2.2 Definition of Key Terms | 8 |
| 2.3 Theoretical Framework | 9 |
| 2.3.1 Shared Decision-Making Theory(SDMT) | 9 |
| 2.3.2 Transformational Leadership Theory | 9 |
| 2.4 Empirical Literature Review | 10 |
| 2.4.1 Duties of WEOs on Management of Public Secondary Schools | 10 |
| 2.4.2 Impacts of Ward Education Officers on Management of Public Secondary Schools | 13 |
| 2.4.3 Challenges facing WEOs when Managing Public Secondary Schools | 17 |
| 2.5 Knowledge Gap | 20 |
| 2.6 Conceptual Framework | 20 |
| CHAPTER THREE | 22 |
| RESEARCH METHODOLOGY | 22 |
| 3.1 Introduction..... | 22 |
| 3.2 Research Paradigms | 22 |
| 3.3 Research Approach | 22 |
| 3.4 Research Design..... | 23 |
| 3.5 Area of the Study | 24 |
| 3.6 Population involved in the Study | 24 |
| 3.7 Sampling Techniques and Sample Size | 24 |
| 3.7.1 Sampling Techniques | 24 |

| | | |
|---------------------------------------------------------|----------------------------------------------------------------------------------------|-----------|
| 3.7.2 | Sample Size..... | 25 |
| 3.8 | Data Collection Methods | 26 |
| 3.8.1 | Interviews..... | 26 |
| 3.8.2 | Questionnaire | 26 |
| 3.8.3 | Documentary Review..... | 26 |
| 3.9 | Validity and Reliability..... | 27 |
| 3.9.1 | Validity of the Study | 27 |
| 3.9.2 | Reliability of the Study | 27 |
| 3.10 | Data Analysis Plan..... | 28 |
| 3.11 | Research Ethics | 28 |
| CHAPTER FOUR..... | | 30 |
| DATA PRESENTATION, ANALYSIS AND DISCUSSION | | 30 |
| 4.1 | Introduction..... | 30 |
| 4.2 | Duties of WEOs on Management of Public Secondary Schools in Chamwino District | 31 |
| 4.3 | The Impacts of WEOs on the Management of Public Secondary Schools..... | 40 |
| 4.4 | Challenges Faced by WEOs When Managing Public Secondary Schools | 47 |
| CHAPTER FIVE | | 55 |
| SUMMARY, CONCLUSIONS, AND RECOMMENDATION..... | | 55 |
| 5.1 | Introduction..... | 55 |
| 5.2 | Summary of Study | 55 |
| 5.3 | Summary of the Major Findings | 56 |

| | | |
|-------------------------|---------------------------------------------------------------------|-----------|
| 5.3.1 | Duties of WEOs in Managing Public Secondary Schools | 56 |
| 5.3.2 | Impacts of WEOs in Managing Public Secondary Schools | 57 |
| 5.3.3 | Challenges Faced by WEOs in Managing Public Secondary Schools | 58 |
| 5.4 | Conclusion | 60 |
| 5.5 | Recommendation | 61 |
| 5.5.1 | Recommendations for Further Research..... | 62 |
| 5.6 | Chapter Summary | 63 |
| REFERENCES..... | | 64 |
| APPENDICES | | 69 |

LIST OF TABLES

| | |
|-------------------------------------------------------------------------------------|----|
| Table 3.1: Sample Size | 25 |
| Table 4.1: Duties of WEOs on Management of Public Secondary Schools | 31 |
| Table 4.2: The Impacts of WEOs in Management of Public Secondary Schools | 41 |
| Table 4.3: Challenges Faced by WEOs When Managing Public Secondary Schools | 48 |

LIST OF FIGURE

| | |
|--------------------------------------------------------------------------|----|
| Figure 2.1: Conceptual Framework, showing Relationship of Variable | 21 |
|--------------------------------------------------------------------------|----|

LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|---------|------------------------------------------------------------------|
| CSEE: | Certificate of Secondary Education Examination |
| DC: | District Commissioner |
| DPEO: | District Primary Education Officer |
| DSEO | District Secondary Education Officer |
| ETP: | Education and Training Policy |
| HoS: | Head of School |
| IBM: | International Business Machine |
| PISA: | Program for International Student Assessment |
| REO: | Regional Education Officer |
| SDMT: | Shared Decision Making Theory |
| SMPN: | Sekolah Menengah Pertama Negeri |
| SPSS: | Statistical Package for the Social Sciences |
| SPSS: | Statistical Package for the Social Sciences |
| TLT: | Transformational Leadership Theory |
| UNESCO: | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations International Children's Emergency Fund |
| URT: | United Republic of Tanzania |
| WEOs: | Ward Education Officers |

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Introduction

This study investigates the impact of Ward Education Officers (WEOs) on public Secondary School Management in Chamwino District, Dodoma Region, Tanzania. This chapter presents the background of the problem, the statement of the problem, the objectives of the study, the significance of the study, and the scope and delimitation of the study.

1.2 Background of the Study

Worldwide, quality and management of education are critical issues that impact economic development, social equity, and individual opportunities. According to UNESCO and UNICEF (2021), approximately 258 million children and adolescents worldwide are out of school, with many more experiencing subpar educational quality due to inadequate resources, ineffective management, and systematic inefficiencies (UNICEF, 2021).

Driscoll and Salmon (2013) conducted a study, examining the challenges faced by elementary and public secondary education in the Commonwealth of Virginia. Their findings highlighted several critical issues, including inadequate financial resources that hinder the effective operation of schools, a dropout rate reaching 13.7%, and rapid population growth that puts pressure on the already limited educational infrastructure. Additionally, the study revealed concerns about a growing wave of teacher retirements, which worsens the shortage of qualified educators, potentially affecting the quality of education. These challenges collectively impact the

efficiency and sustainability of the education system in Virginia. According to Shaturaev (2021), although the Indonesian government has made significant investments in secondary education, the country continues to fall behind other nations in the region regarding student academic performance. This was reflected in the 2018 PISA results, where only 30% of students in Indonesia attained the minimum required level of literacy proficiency.

In a study on the causes of and strategies for managing truancy in public secondary schools in Nyamira North District, Nyamira County, Kenya, Maina (2015) highlights several school-related factors contributing to truancy that require the attention of school supervisors. These factors include run-down school buildings and inadequate facilities, negative teacher attitudes toward students, and long distances that students must walk to reach school.

In Tanzania, these global challenges are mirrored but with a localized degree. The Tanzanian education sector faces significant obstacles, including inadequate infrastructure, a shortage of trained teachers, and inefficient management practices. Statistics from the Tanzanian Ministry of Education reveal that approximately 30% of public secondary schools are overcrowded, with average of pupil to teachers' ratio of 1:51, above recommended standard of 1:45. Furthermore, recent reports indicate that about 40% of schools in rural areas, such as Chamwino District, suffer from insufficient learning materials and poor facilities(URT,2023).

In Chamwino District, the problem is particularly severe. Data from Chamwino District Education Office highlights that over 60% of public secondary schools in the

area experience severe resource constraints and lack adequate management support. This inefficiency is compounded by limited oversight from Ward Education Officers (WEOs), who are tasked with overseeing educational management at the grassroots level. Consequently, the challenges in Chamwino District reflect broader global and national issues, underscoring the need for improved management strategies and support mechanisms to enhance educational outcomes.

According to 2014 Education and Training policy 2023 edition (URT, 2014), states that, among other responsibilities of WEOs is to act as chief supervisors of the policy at ward level, school quality assurers and to report to District Educational Officers concerning all education matters at his/her jurisdiction area, identify areas for construction of school, mobilize community resources for education development projects and supervise all academic matters. This has been done together with providing them with a Motorcycle as a means of transport and a responsibility allowance of TZS. 250,000 per month as motivation and a means of easing their work.

1.3 Statement of the Problem

The ward education officers are responsible for school administration and management in their area of jurisdiction. These officers are responsible for planning, organising, supervising, controlling, and checking school attendance, as well as overseeing overall teaching and learning at the school (Mosha 2006). Despite of their presence, statistics from Chamwino District Secondary Education office indicated that, the district witness average of 30% truancy, 25% drop out and performance in Certificate of Secondary Examination (CSE) the district has maintained average of

60% for three years consecutively (2021-2023), while about 70% candidates scored division four.

The government has invested in these officers to manage education at the grassroots level with a hope of improving the quality of education, increasing secondary school completion, improving learning outcomes, improving school management, and mobilizing the community to upgrade infrastructure. The community, on the other hand, expects public secondary schools at ward level to reduce ignorance, improve the quality of learning, reduce unemployment, and attract services like water, electricity, and health facilities (Lema & Mwila, 2022).

Mtondo (2016) conducted a study on The assessment of the roles of ward Education officers in providing managerial support to community secondary schools in Kibondo District. Thomas (2015) conducted a study on Ward Education Officers 'Supervisory Skills and their Effectiveness in Supervising Secondary Schools in Management in Rombo District. On the other hand, Arthur and Lekule (2020) conducted a study on the effectiveness of ward education officers' supervision in promoting quality education in secondary schools in Tanzania.

Mshanga and Kimburu (2021), did a study on challenges faced by Ward Education Officers in practicing accountability and participation, the case of Arusha City, Tanzania, Katema, et al., (2022) conducted a study on The Contribution of Ward Education Officers Supervisory Roles on Teachers' School Attendance in Longido District, Tanzania. However, little has been done on the impacts of Ward Education officers on the management of public Secondary Schools, therefore, this study was

set to investigate the impact of WEOs on the management of Public Secondary Schools in Chamwino District, Dodoma Region, Tanzania.

1.4 Research Objectives

1.4.1 General Objectives of the Study

The primary objective of this study was to examine the influence of Ward Education officers on the management of public secondary schools in Chamwino District, Dodoma Region, Tanzania.

1.4.2 Specific Objectives of the Study

Specifically, the study was guided by the following specific objectives;

- i. To assess WEOs duties on the management of Public secondary schools in Chamwino District.
- ii. To explore the impacts of WEOs in the management of public secondary schools in Chamwino District.
- iii. To find out the challenges faced by WEOs when managing public secondary schools in Chamwino District.

1.5 Research Questions

This study sought to answer the following research questions

- i. What are the duties of WEOs in the management of Public secondary schools in Chamwino District?
- ii. What are the impacts of WEOs on the Management of secondary schools in Chamwino District?
- iii. What are the challenges WEOs encounter when managing Public Secondary schools in Chamwino District?

1.6 Significance of the Study

The findings of this study provide clear roles played by the ward education officers in their area of jurisdiction. Specifically, the study highlights the impacts of the roles played by the WEO in the management and administration of school of public secondary school's level. This helps the planners to allocate more resources to this type of human resource as opposed to the current situation where they lack resources to manage schools. The study highlighted the key strategies that can be used by the central Government ministries to improve the efficiency of the WEOs in managing public secondary schools. For policy makers it gives hints on how to utilize the WEOs in improving public secondary school management and administration. Furthermore, this study enriches knowledge in the area of education administration, planning, and policies.

1.7 Scope of the Study

The study principally focused on the impact of Ward Education Officers on the management of public secondary schools in Chamwino District, Dodoma region, Tanzania. The study relied on a pragmatism paradigm with a mixed method approach and a convergent research design. The study drew samples from a population of 30 heads of public secondary schools, 36 Ward Education Officers, 570 teachers, and 1 District Secondary Education Officer, making a total population of 637. Stratified sampling followed by simple random and purposeful sampling were used to obtain samples. Quantitative data were coded using IBM SPSS 30, in which tables and frequencies were produced, while qualitative data were subjected to content analysis. The findings are inclusive in the area of study or places that have

similar settings to the Chamwino District.

1.8 Limitation of the Study

During the course of this study, the researcher encountered several limitations. One of the main challenges was the limited English speaking skills of some respondents, particularly during interviews with Ward Education Officers and heads of secondary schools. To overcome this, the researcher had to rephrase questions in different ways, without changing their intended meaning, to ensure that respondents fully understood what was being asked.

Some respondents were not cooperative, especially those sampled to participate in questionnaires. They felt filling in questionnaires was tiresome work. The researcher had to speak to them friendly and polite manner so that they would engage in work willingly and comfortably. Time factor was another limitation. When visiting some sampled schools, normal daily routines were in place, thus the researcher had to spend more time waiting for respondents to be available, or sometimes exercise was postponed, leading to a return the next day, thus more money had to be used for transport costs and accommodation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents issues related to the literature. The following components are covered in this chapter: definition of the key terms used in the study, Theories used in the study, the empirical literature, the conceptual framework, and ends with a research Gap.

2.2 Definition of Key Terms

Ward Education Officers: These are Education officers with a task of supervising all levels of education at the ward level. They have a role of acting as a link between educational institutions at ward and higher education authorities. The WEOs are responsible for school planning, decision making, communication link and organization of the school development projects such as school rehabilitation or constructions (URT,2014).

Management: Management refers to the coordination of activities and the implementation of plans aimed at achieving the primary objectives of an organization. According to Scott and Davis (2015), this is accomplished through key functions such as planning, organizing, leading, controlling, budgeting, and supervising. In the context of WEOs, this involves planning school inspections, organizing career training programs for teachers, leading educational meetings at the school and ward, controlling the teaching and learning process, supervising the activities of heads of school, and budgeting for all primary and secondary schools in his/her ward.

2.3 Theoretical Framework

This study was guided by two theories, namely, Shared Decision-Making Theory and Transformational Leadership Theory.

2.3.1 Shared Decision-Making Theory(SDMT)

This theory was developed by Lontos (1994). It has been widely used in major educational reforms in recent years. The theory accepts that making educational decisions should be a collective responsibility. In that way, shared decision-making Theory advocates for fundamental changes in how schools are managed. The theory believes that those who are directly working with students should be the ones deciding how education should be provided to children. A significant strength of the Shared Decision-Making Theory, it improves the supervisor-subordinate relationship, empowers working staff, reduces supervisors 'assumptions towards subordinates, and reduces tension between them.

The theory is related with the study as it leads to improvement on quality of decision making and increases decision acceptance, implement and strengthen staff morale, commitment and team work between head of schools, teacher and Ward Education officers. Despite of its usefulness, shared decision-making theory, has limitation that, is based on the assumption that, more information will help people make decision, but those decisions can be distorted by emotion, perception and personal ties.

2.3.2 Transformational Leadership Theory

Transformational Leadership Theory (TLT) was developed and founded by Burns (1978). The theory has assumption that, leaders should work with followers to

identify the changes needed, by creating a vision through inspiration and execute the change with group of mostly committed followers. Transformational Leadership theory, puts more emphasis on planning school activities by school supervisors and acts as roadmap towards achieving the predetermined goals and objectives of school.

The theory is beneficial as it recognizes every individual in organization, leading them to active participation of matters pertaining wellbeing of the organization. It further insists on assisting each other to achieve the goals of organization. Moreover, Transformational Leadership Theory it may contribute to positive school management reforms and restructuring. Finally, this theory can lead to better student performance, teachers' commitment, job satisfaction, motivation, trust, and empowerment of workers by their leaders. The theory relates with this study as it attempts to examine if Ward education officers are effective to guide, empower, support and assist subordinates so that public secondary schools 'goals at Chamwino can be achieved (Arthur & Lekule, 2020).

2.4 Empirical Literature Review

2.4.1 Duties of WEOs on Management of Public Secondary Schools

Cranston, et al., (2023) did a study on, the secondary school principal-ship in Australia and New Zealand: An investigation of changing roles. The research focused on examining the evolving roles and increasing workloads of secondary school principals in Queensland, Australia, and New Zealand. Data were gathered through questionnaires, interviews, and focus group discussions. The findings revealed that principals in both countries were working longer hours than in previous years and were primarily engaged in management and staffing responsibilities.

However, although the study highlighted the roles of school principals, it did not specify the population or sample size involved, which raises concerns about the validity of its findings. In contrast, this study addressed this gap by clearly outlining the categories of participants and the sample sizes used.

In Kenya, Makindi (2019) examined the supervisory roles of principals in the effective implementation of Life Skills Education in public secondary schools within Nairobi County. The study targeted a population of 77 principals, 2,451 teachers, and 37,258 students from 77 schools. Using stratified random sampling, 101 Life Skills Education teachers and 311 students were selected, while 27 principals were chosen through purposive sampling. Findings indicated that principals rarely conducted staff development programs focused on Life Skills Education. Nevertheless, the study did not explore how Life Skills Education contributes to the overall management of secondary schools. The present study addresses this gap by investigating the impacts of Ward Education Officers in the management of public secondary schools.

Maina (2015) conducted a study on the causes of truancy and the approaches used in its management in public secondary schools in Nyamira North District, Nyamira County. The study aimed to (i) analyze school-related causes of truancy, (ii) assess home-related causes, and (iii) evaluate the strategies employed to manage truancy. A quantitative approach and a descriptive survey research design were used. The sample, selected through stratified random sampling, included 36 school principals and 288 students. Data were collected using questionnaires and analyzed using descriptive statistics.

The findings revealed that truancy is influenced by individual factors, institutional challenges, family background, and community influences. Based on these findings, the study recommended that school management should create opportunities for student engagement and social bonding while fostering a culture of commitment to academic activities. Strengthening parental involvement and implementing school-based intervention programs were also suggested as key strategies for reducing truancy. However, a methodological limitation of Maina (2015) study was the use of content analysis for data interpretation, which is more suited to qualitative research rather than a quantitative approach. This study addressed this gap by employing data analysis methods that concur appropriately with the research approach.

Katemah, et al., (2022) conducted a study to assess the contribution of Ward Education Officers' supervisory roles on teachers' school attendance in Longido District, Tanzania. Using a convergent design within a mixed-methods approach, the study targeted a population of 9 heads of school, 1 District Education Officer (DEO), 9 WEOs, and 283 teachers across 9 public secondary schools in Longido, totaling 302 participants. A sample of 57 respondents was selected, including 4 heads of school, 4 WEOs, 48 teachers from 4 secondary schools, and 1 DEO. Data were collected through questionnaires, interview guides, and document analysis. Quantitative data were analyzed using descriptive statistics (frequencies, means, and percentages), while qualitative data were analyzed thematically.

The study found that effective communication between WEOs and heads of schools, regular inspection of teachers' attendance records, frequent school visits, and advising teachers with attendance issues were key factors in improving teacher

attendance. The study concluded that WEOs' supervisory roles significantly contribute to enhancing teacher attendance. The study recommends that WEOs continue to encourage daily attendance, resolve conflicts, and improve management to further enhance teachers' school attendance.

In Tanzania, Malengo and Omari (2023) conducted a study examining the impact of Ward Education Officers (WEOs) on enhancing the academic performance of secondary school students in Lushoto District. Utilizing a qualitative research approach through a case study design, the study engaged three categories of participants: one District Primary Education Officer, four Ward Education Officers, and five secondary school heads. These respondents were purposively selected from five wards within the district.

The findings demonstrated that WEOs were actively involved in several key responsibilities, such as conducting regular school inspections, verifying and forwarding education data to higher authorities, managing school funds, offering administrative support to heads of school, addressing disciplinary issues, and encouraging parental involvement in education. Malengo and Omari (2020) study indicated a sample size without showing the population from which the sample was drawn, which raises doubt about whether the sample was representative. This study filled the gap by clearly showing a number of populations from which the sample will be drawn.

2.4.2 Impacts of Ward Education Officers on Management of Public Secondary Schools

Chandra (2016) explored the influence of leadership styles, work environment, and

job satisfaction on employee performance at SMPN 10 Surabaya, Indonesia. The study employed a quantitative approach, with a population of 45 individuals, which was also used as the sample. The findings indicated that leadership style significantly impacts employee performance.

However, in quantitative research, the sample should be a subset of the population to ensure the validity and generalizability of findings. In this study, using the entire population as the sample raised concerns regarding data validity and reliability. To address this gap, the current study employed a more rigorous sampling technique by using stratified sampling followed by simple random sampling, selecting 57 teachers from a total population of 570. This approach ensured a more representative sample and enhanced the reliability of the findings.

In Kenya, Wekesa and Mbogo (2021) conducted a study on the effect of leadership roles on academic performance, focusing on student council officials in public secondary schools in Kajiado North Sub-County. The study adopted a descriptive survey design with a quantitative approach. Data were collected from ten public secondary schools, including three boys' boarding schools, three girls' boarding schools, two mixed days and boarding schools, and two mixed day schools, selected through random sampling. Questionnaires containing both open-ended and Likert-scale questions were used as the primary data collection tool.

The findings revealed that the leadership roles undertaken by student council officials positively influenced their character development, which in turn enhanced their academic performance. Additionally, their leadership responsibilities fostered

greater commitment to academic success. However, the study relied solely on a single data collection instrument that is questionnaires, which may have limited the depth of information obtained. To address this limitation, the current study employed both qualitative and quantitative data collection methods, ensuring a more comprehensive analysis of the subject matter.

In Tanzania, Arthur and Lekule (2020) conducted a study on the effectiveness of Ward Education Officers' (WEOs) supervision in promoting quality education in secondary schools. The study adopted a mixed-methods approach with a convergent parallel design. Data were collected through individual interviews, questionnaires, and document reviews. Quantitative data were analyzed using descriptive statistics in the Statistical Package for Social Sciences (SPSS), while qualitative data were analyzed thematically. A sample of 124 respondents, including teachers, heads of school, and other administrative officials, was selected using purposive and simple random sampling from five secondary schools.

The findings indicated that the supervision process contributed minimally to improving the quality of education due to the low academic qualifications of supervisors and their limited knowledge of curriculum matters. Despite these shortcomings, little was being done to equip them with the necessary knowledge and skills. Additionally, inadequate resources and a lack of commitment from both teachers and WEOs further hindered effective supervision.

Based on these findings, the study recommended that government leaders take strategic measures to enhance school supervision by providing relevant training for

all stakeholders, ensuring adequate resources for supervision, and organizing seminars and workshops for WEOs, school leaders, and teachers. These initiatives would help raise awareness of the significance of school supervision and introduce effective supervision models. However, while the study highlighted the challenges faced by WEOs, it did not specify which education officers were included in the sample, raising concerns about the reliability of the study. This research addressed that gap by explicitly identifying all education officers involved in the study.

Jafari, et al., (2022) investigated the role of Ward Education Officers (WEOs) in supporting Heads of Schools in managing public secondary schools in Hai District, Tanzania. The study examined the effectiveness of WEOs in assisting heads of school with administrative and managerial tasks. A convergent design under the mixed-methods approach was employed. Data were collected using questionnaires for teachers, interview guides for WEOs, Heads of Schools, and the District Secondary Education Officer, as well as document analysis.

The findings concluded that WEOs were not effective in supporting Heads of Schools due to a lack of managerial skills and an inferiority complex, leading to inadequate supervision. However, the study did not specify the population and sample used, raising concerns about the reliability of the findings. Additionally, the study was guided by only one research question, which limited the depth of information and analysis. In contrast, the current study explicitly defined the population from which samples were drawn and is guided by three research questions. This approach ensures a broader understanding of the subject matter, enhancing the validity and reliability of the findings.

2.4.3 Challenges facing WEOs when Managing Public Secondary Schools

Suleman and Pakhtunkhwa (2015) conducted a study on the managerial challenges faced by newly appointed secondary heads of school in Kohat Division, Pakistan. The study aimed to investigate the challenges encountered by these heads in promoting secondary education in public sector schools. The research focused specifically on 60 male-only public secondary schools in the Kohat Division. A sample of 60 newly appointed male heads of school, 120 secondary school teachers, and 300 students was selected using a simple random sampling technique. A structured questionnaire was employed as the research tool.

The findings revealed that newly appointed heads of school face several managerial challenges, including negative attitudes from teachers and support staff, teacher absenteeism, parental threats, student disruptive behavior, unsatisfactory academic results, inadequate budgets, and lack of physical facilities. However, the study was limited to male-only secondary schools, which excluded the perspectives of female teachers. Additionally, the study relied solely on one data collection method. To address these limitations, the current study was designed to be gender-sensitive by including both male and female participants. Furthermore, it employed multiple data collection methods to ensure a more comprehensive understanding of the challenges faced by heads of school.

Matthew (2013) explored the challenges associated with the provision of secondary education in Nigeria, using a mixed-methods approach and involving 115 participants. The study revealed several issues hindering effective secondary education delivery, such as poor funding, inadequate and deteriorating infrastructure,

shortage of qualified teachers, unprofessional teacher attitudes, student indiscipline, exam malpractices, low student quality, poor academic outcomes, and an unsuitable curriculum. However, despite highlighting these challenges, the study did not provide details on the participant categories or the sample size for each group. This gap is addressed in the current study, which clearly outlines the categories of participants involved and the sampling techniques used.

Fuime and Omer (2024) conducted a study on the training needs of Ward Education Officers to ensure quality education in secondary schools in Mkuranga District, Tanzania. The sample consisted of 26 participants, including 25 WEOs and 1 District Education Officer. A mixed-method approach was used, with data collected through questionnaires and interview guides. Quantitative data were analyzed using descriptive statistics, such as frequencies, means, and percentages, with the aid of SPSS version 25, while qualitative data were thematically analyzed and presented through verbatim quotes.

The study found that WEOs face several challenges that hinder their effectiveness in supervising schools and ensuring quality education. Key challenges include inadequate training, insufficient resources, and a lack of community cooperation. The study highlighted a significant need for training to empower WEOs in their supervisory roles. The researchers recommended that training programs for WEOs be designed either before their appointment or through in-service training to equip them with the necessary skills. Furthermore, it was suggested that WEOs should only be selected from teachers with expertise in education management and supervision. The study did not involve heads of school, who work closely with

WEOs to improve education quality. To address this gap, the current study incorporated heads of school' perspectives to understand the impact of WEOs on the management of public secondary schools.

Mshanga and Kimburu (2021) conducted a study on the challenges faced by Ward Officers (WEOs) in practicing accountability and participation in Arusha City, Tanzania. The study aimed to identify the difficulties WEOs face in fostering accountability and encouraging citizen participation within their wards. A descriptive research design was adopted, using a mixed-methods approach. The study's population included 175 ward officers from 25 wards in Arusha City, and a sample of 70 ward officers was selected. Data were collected through questionnaires and interview guides.

The findings revealed several challenges faced by WEOs in practicing accountability and participation, including low voter turnout during elections, lack of citizen interest in decision-making processes, resource misuse, environmental pollution, corruption, and insufficient funds. However, the findings by Mshanga and Kimburu (2021) did not address the impacts of WEOs on education management, despite it being one of their core responsibilities. Additionally, discrepancies in the population size were identified, as Arusha City has 27 wards, not 175 as stated in the study. This inconsistency raises concerns about the validity and reliability of the sample and the findings. This study filled that gap by revealing the Impacts of WEOs on the management of public secondary schools. Also number of WEOs was based on statistics obtained from the office of DSEO.

2.5 Knowledge Gap

Previous studies conducted in Tanzania by Mtondo (2016), Arthur and Lekule (2020), Malengo and Omari (2023), Mshanga and Kimburu (2021), and Jafari et al. (2022) have shown that Ward Education Officers have made efforts to coordinate and supervise public secondary schools. However, these studies generally indicate that WEOs have had limited impact on school management. Notably, none of these studies focused specifically on the Chamwino District. Additionally, some of the studies, such as that by Jafari et al. (2022), did not specify the populations from which their samples were drawn, raising concerns about the representativeness of their findings. Moreover, the specific impacts of WEOs on the management of public secondary schools in Chamwino District were not explored. This study addressed this gap by examining the actual impacts of WEOs on the management of public secondary schools within Chamwino District.

2.6 Conceptual Framework

Conceptual Framework is a lens through which the whole study variables are viewed with emphasis on the relationship of variables (Patton 2009). To understand the study, there is a need to assess the independent variables, such as the roles performed by WEO, challenges experienced by WEO in the execution of their duties, and the impact of the roles of WEO on improving school management. All these variables are expected to improve public secondary school management at the school level. The output, hence, is improved student learning, improved pass rate, improved transition rate, and improved school effectiveness

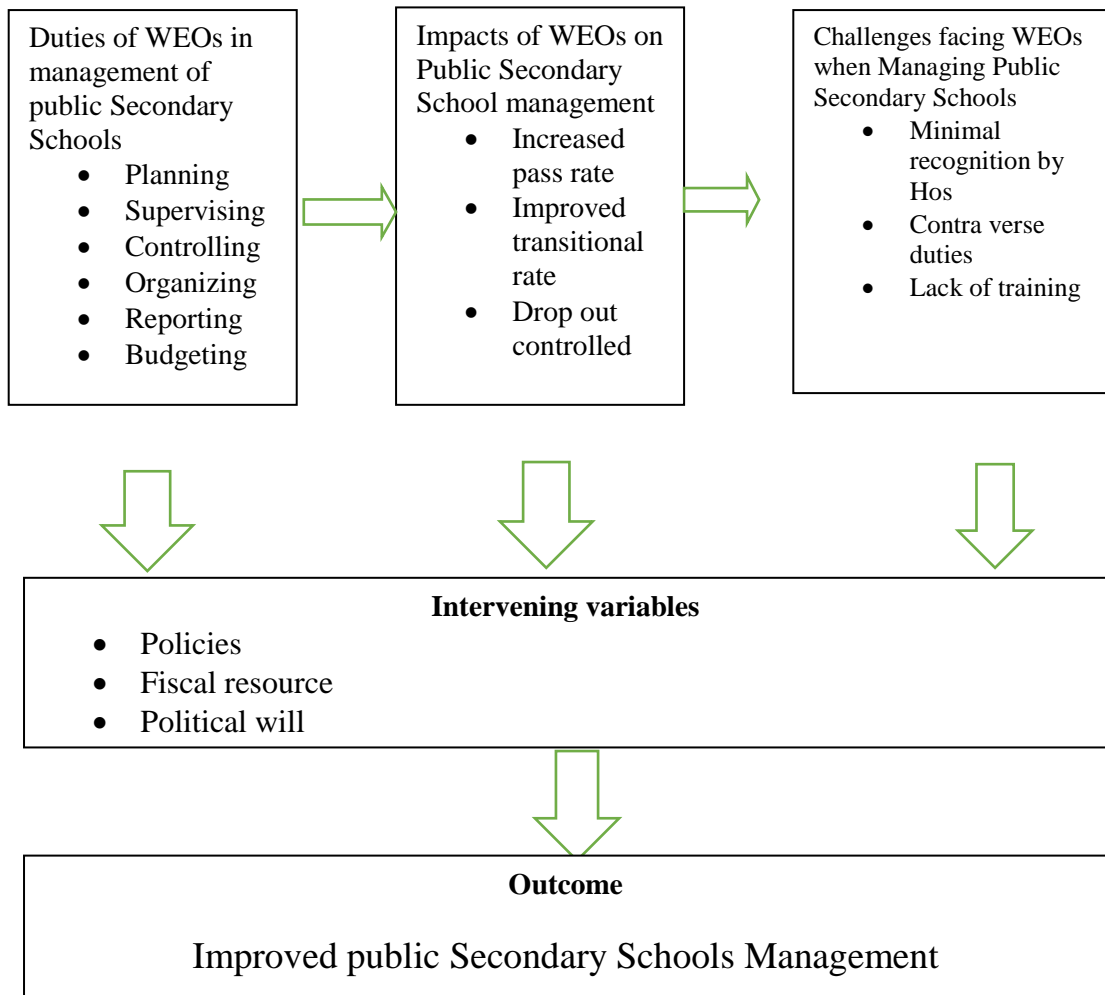


Figure 2.1: Conceptual Framework, showing Relationship of Variable

Source: Adapted and Modified from Omary and Mosha(1987)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents issues related to the methodology used in the study. The following parts comprise the chapter. Research paradigm, Research Approach, Research Design, Sampling techniques, Sample size, justification of respondents, validity and reliability, and ethical Issues.

3.2 Research Paradigms

The research paradigm is a set of beliefs that are used to guide the investigation in research (Bogdan & Biklen, 1998). This study employed a pragmatism paradigm. This philosophical worldview was derived from the work of Murphy (1990) & Patton (1990). This paradigm believes in the use of all approaches (Quantitative and Qualitative) to understand the problem (Cresswell, 2011). Pragmatism is typically committed to the application of mixed methods of research, thus, it seeks answers to the problem from both quantitative and qualitative assumptions during the study. This study obtained qualitative data using guided interviews from DSEO, Heads of schools, and Ward Education Officers, while quantitative information was gathered from public secondary school teachers using questionnaires. The use of this worldview helped researchers to have freedom of choice; in this way, the researcher was free to choose the methods, techniques, and procedures of research that best met the need and purpose of this study.

3.3 Research Approach

Research approach covers the process and strategies of doing research

(Kothari,2004). This study since intended to seek the opinions and experience of respondents on the impacts of WEOs on the management of education in public secondary schools; it employed mixed approaches to guide the study. (This means qualitative and quantitative approaches were used in the same study). The use of multiple approaches provided a researcher more complete understanding of a research problem rather than using either quantitative or qualitative alone (Tashakkori & Teddlie, 2009).

3.4 Research Design

Research design is a plan on how the research will be done including its methods and analysis of results (Patton, 1998). Furthermore, Kumar (2011) argues that a research design is a plan, structure, and strategy of investigation used to obtain answers to research questions or problems. This study used convergent design. In this design researcher simultaneously collected both quantitative and qualitative data, merged the data, and used the results to understand a research problem. A basic rationale for this design is to capitalize on the strength and offset the weaknesses of the other form (Cresswell, 2009). This design led the researcher to understand and comprehensively analyze the research problem. Creswell (2009) further elaborates that the use of convergent design allows the researcher to capitalize on the strengths and weaknesses of the two methods to complement each other.

The researcher typically collected both quantitative and qualitative data at roughly the same time. Data collected were analyzed separately then the results were integrated to test if they confirm or disconfirm (Kothari, 2004). In this study, the researcher administered questionnaires to teachers and interviews were administered

to WEOs and Head of Public secondary schools and District Secondary Education Officer (DSEO).

3.5 Area of the Study

The study was conducted in the Chamwino district, Dodoma region, Tanzania. The selection of the area is based on the following reasons: Firstly, the area has Public secondary schools. Secondly, public secondary in the area faces multiple management challenges including; high rate of truancy reaching up to average of 25%, dropouts 13%, teachers' absenteeism 15%, classroom is overcrowded with ratio of 1:80, shortage of tables and chairs with ratio of 1:2, high shortage of students' toilet, whereby current status is for boys 1:43 and girl is 1:51 where by standard ratio is 1:25 and 1:20 respectively (URT, 2023).

3.6 Population involved in the Study

The population is entire people or items upon which the research is conducted (Kothari, 2004). The study included a population of 570 teachers, 30 heads of school, 36 ward education officers, and 1 DSEO, from which a few representatives were selected to make a sample for the study.

3.7 Sampling Techniques and Sample Size

3.7.1 Sampling Techniques

Sampling is the process of selecting a few (a sample) from a bigger group (population) to become the basis for estimating or predicting the prevalence of an unknown piece of information, situation, or outcome regarding the bigger group. A sample is a subgroup of the population a researcher is interested in (Kumar, 2011).

In this study, the researcher employed both probability and non-probability sampling techniques. Purposeful sampling was used to select key informants based on their position, experience, gender, and their availability. Therefore, in this type of sampling technique, the following respondents were sampled purposefully: District Secondary Officer (DSEO), Ward Education officers, and Heads of public secondary schools. Selection of this kind of respondent based on their position, accessibility, geographical location and experience.

Stratified sampling followed by simple random sampling was administered to obtain a sample of teachers. Initially, teachers were grouped based on their gender, followed by simple randomly assigned to obtain a sample from each group. Using this sampling technique, all teachers had an equal chance of being selected.

3.7.2 Sample Size

Table 3.1: Sample Size

| S/N | Respondent | Population | Number of respondents | Type of method |
|--------------|-----------------|------------|-----------------------|----------------|
| 1 | DSEO | 01 | 01 | Interview |
| 2 | WEOs | 36 | 06 | Interview |
| 3 | Head of schools | 30 | 05 | Interview |
| 4 | Teachers | 570 | 57(10%) | Questionnaires |
| Total | | 637 | 69 | |

Source: Field Data, 2024.

This is the number of respondents/samples picked up from the population for the study. Mugenda and Mugenda (2003) suggest that, if the population is less than 10,000, then a sample size of 10-30% is acceptable. This is supported by Gay (1987), who states that a sample size of 10-20% is generally adequate for descriptive research. In this study, the researcher used percentages to identify the sample size of

the Head of public secondary schools, teachers, and Ward Education Officers.

3.8. Data Collection Methods

3.8.1 Interviews

The interview is a method of data collection done between the interviewer and interviewee Gray (2009). The use of interview in this study was justified with the fact that, the current researcher needed to explore experiences of respondents on how WEOs are affecting the education management in public secondary schools. The methods allowed depth description of data, unlike other methods (Gray, 2009; Bogdan & Biklen, 1998). The interview questions were formulated from research specific objectives of the study. The methods have the advantage of using probe questions where the researcher had the freedom to adjust the question or rephrase and gave the respondent clarity before responding to questions (Bodgan &Biklen 1998).

3.8.2 Questionnaire

Questionnaire is method of data collection where the researcher prepared response for the respondents' opinions (Gray, 2009). The form of questionnaire was 5 point Likert scale. The questionnaire is of advantage as they allowed large coverage and they helped to cover large respondent with less cost and with less efforts (Patton, 2009). Questionnaire is a simple method to administer if a person is able to read and write.

3.8.3 Documentary Review

The documents reviewed in this study was used to collect secondary data from

official documents containing information's on issues related to WEOs, Head of schools and teacher's positional responsibilities and attendance records. The information obtained was used to supplement the primary data obtained through interviews and questionnaires. Therefore, through document review, researcher was able to cross check the consistency and reliability of the data obtained through interviews and questionnaires. The reviewed documents included examination analysis documents from the office of DSEO, schools Log books, Teachers attendance, students' attendance, school subjects log books, and examinations result.

3.9 Validity and Reliability

3.9.1 Validity of the Study

Validity refers to how accurately a study measures what it intends to measure (Patton 2009). Validity of this study was obtained by using reliable data collection tools in which questionnaires and interviews guides were checked by group of experts and supervisors. To avoid bias researcher used probability sampling techniques to obtain sample 57 teachers from population of 570. Responses from teachers were measured using five point Likert scale. To improve accuracy triangulation was used in which researcher collected data from multiples sources including interviews, questionnaires and documentary review. Finally, all data were collected in a natural setting where participants behaved normally rather than using artificial or controlled environments.

3.9.2 Reliability of the Study

Reliability, refers to consistency and dependability in research findings (Bogdan & Bikelen, 1998). Reliability of this research was attained through use same procedures for all participants so as avoid variations. All data collection tool was well designed

and structured after being checked by supervisor and group of experts. Furthermore, tools were tested before being used in order to ensure its accuracy. Data were analyzed using standardized statistical method like SPSS in which all data entry were cross checked before being analyzed. On top of that the use of multiple methods in this study, the information obtained using interview were checked and compared by additional questionnaires, thus making the research results more credible than the option of use of single methods (Patton, 2009).

3.10 Data Analysis Plan

Kothari, (2004) is of the view that data analysis is a process that involves editing, coding, classifying and tabulating the collected data. The study since it is a mixed method in nature it analyzed two type of data. Qualitative data and quantitative data; Qualitative data, particularly responses from interviews, were subjected to content analysis. This approach essentially involved a thorough and repeated reading of all the written responses of each respondent, underlining the main ideas and then extracting the core meaning. This allowed the exploration of qualitative similarities and differences in respondents' ideas. Responses were categorized based on similarities and core meaning, whereby each category represented a unique way of understanding. Questionnaires were coded, and by using the SPSS version 30, the table and frequencies were produced. The questionnaire tables and interview were discussed and represented in a mixed form to inform on data results as suggested by Tashakkori and Teddlie (2009).

3.11 Research Ethics

The researcher obtained approval from the Open University of Tanzania to collect

data in the Chamwino district. This allowed the researcher to easily penetrate into schools and lessen resistance. The researcher explained the purpose of the investigation. This was done by seeking consent from the respondents to participate in the study willingly. Lastly, the researcher established the principle of confidentiality where all information collected during the interviews was meant for research purposes only. In some cases, the names of the respondents were hidden to keep the confidentiality of the volunteers. All heads of school and WEOs involved were labelled with letters A, B, C, D, and E. DSEO was recognized by her position.

CHAPTER FOUR

FINDINGS PRESENTATION, INTERPRETATION AND DISCUSSION

4.1. Introduction

This chapter is about findings presentation, interpretation, and discussion of the study findings on the impacts of Ward Education officers in the management of Public secondary schools in Chamwino District, Dodoma Region, Tanzania. The data presentation, analysis, and discussion of the findings are based on specific research objectives, which are: to identify duties of WEOs on management of Public secondary schools; to identify the impacts of WEOs in the management of public secondary schools; and to find out the challenges faced by WEOs when managing public secondary schools.

The research answers were gathered from 6 WEOs, 5 heads of public Secondary schools, 57 public Secondary schoolteachers from five sampled public secondary schools, and 1 District Secondary Education Officer. Semi-structured interviews were administered to DSEO, WEOs, and the Heads of public secondary schools, while questionnaires were administered to teachers. The findings in this study were supported by documentary review. The reviewed documents included examination analysis documents from the office of DSEO, school log books, Teachers' attendance, students' attendance, school subjects log books, staff meeting file, and examination result files. The following sections cover findings presentation, interpretation and discussion based on each of the research question.

4.2 Duties of WEOs on Management of Public Secondary Schools in Chamwino District

The focus of the first research task was to identify the duties of WEOs on the management of public secondary schools. Thus, this section gives answers to the first research question which states: *what are the effectiveness of WEOs in performing duties of management of Public Secondary schools?* The data regarding this nature of specific objectives were collected using interviews and questionnaires. Interviews were held with 1 DSEO, 6 WEOs, and 5 heads of public secondary schools in Chamwino District. Table 4.1 presents quantitative data collected from teachers using questionnaires with a Likert scale. The analysis focuses on interpreting the responses about the first study specific objectives, providing insights into the role of WEOs in the management of public secondary schools.

Table 4.1: Duties of WEOs on Management of Public Secondary Schools

| Statement | Strongly Agree | Agree | Un Decided | Disagree | Strongly Disagree |
|-----------------------------------------------------------------------------------|----------------|------------|------------|------------|-------------------|
| WEO communicates the education administration of schools under their jurisdiction | - | 46 (80.7%) | 6 (10.5%) | 5 (8.8%) | - |
| WEO supervises the national examination (CSEE) | 12 (21.1%) | 22 (38.6%) | 3 (5.3%) | 10 (17.5%) | 10 (17.5%) |
| WEO controls student drop-out at school | 19 (33.3%) | 19 (33.3%) | 10 (17.5%) | 3 (5.3%) | 6 (10.5%) |
| WEO monitors teaching using the school inspection model | 14 (24.6%) | 29 (50.9%) | 3 (5.3%) | 2 (3.5%) | 9 (15.8%) |
| WEO solves school conflicts among teachers | 16 (28.1%) | 21 (36.8%) | 3 (5.3%) | 9 (15.8%) | 8 (14.0%) |
| WEO plan and budget for school construction | 12 (21.1%) | 13 (22.8%) | 9 (15.8%) | 11 (19.3%) | 12 (21.1%) |

Source: Field Data (2024).

The researcher wanted to find out if Ward Education Officers frequently visit public secondary schools, provide administrative guidance to heads of school and teachers, and follow up on administrative matters in line with national education policy. Data in Table 4.1 indicates that 80.7% of respondents agreed that WEOs effectively communicate administrative issues in all public secondary schools within their jurisdiction. This response suggests that WEOs serve as a crucial link between schools and higher authorities, ensuring that policies, guidelines, and directives from the district and national levels are properly disseminated and implemented. In contrast, 8.8% disagreed, while 10.5% remained undecided. This signifies that, despite WEOs playing roles in communicating education issues in schools, their impacts are not recognized by all teachers and vary from one school to another.

Generally, these findings imply that WEOs play a vital role in the administration of public secondary schools. This is because the majority of the respondents (80.7%) acknowledged that WEOs effectively convey educational administration matters to schools under their jurisdiction. However, minorities expressed concerns regarding the extent to which WEOs follow up on school administrative issues. This difference has resulted from variations in the activeness of WEOs across different schools and wards. This calls for WEOs to actively engage in all public secondary schools equally all wards.

These results concur with the study conducted by Malengo and Omari(2023), who emphasized that WEOs are responsible for conducting regular school visits, inspecting documents, compiling, verifying, and submitting education statistics to higher authorities. In addition, the findings concur with the study theory of

Transformational Leadership Theory which asserts that leaders should work with followers to identify the changes needed, by creating a vision through inspiration and execute the change with group of mostly committed followers (Burns.1978). In the context of this study, WEOs who are seen as leaders, are expected to work with heads of schools and teachers. Transformational Leadership Theory, further puts more emphasis on planning school activities by school supervisors and act as roadmap towards achieving predetermined goals. In this context WEOs are seen as important personnel at grassroots level with the role of guiding, empowering, supporting, assisting subordinates so that public secondary schools can be achieved.

Additionally, the research required to determine whether WEOs are responsible for controlling student dropout rates. Data in Table 4.1 indicate that 66.6% of the respondents agreed that WEOs effectively manage student dropout rates. However, 17.5% remained neutral, while 15.8% disagreed. These findings suggest that WEOs play a reasonable role in reducing student dropouts, with 66.6% of respondents acknowledging their efforts. However, the level of agreement varied from school to another and from ward to another, meaning WEOs are not consistent in dealing with dropout across all public secondary schools in all wards. This is caused by number of factors including vastness of the area and level of cooperation between heads of schools and WEOs.

Generally, the findings imply that WEOs are involved in the initiatives to keep students in school by monitoring students' attendance, addressing factors contributing to dropouts, cooperating with heads of schools to control truancy, and engaging with parents and the community in combating dropouts. However, 17.5%

of the respondents who were undecided indicate lack of awareness or understanding of the specific actions taken by WEOs to control student dropouts. This suggests that while WEOs are implementing measures to control drop out, their efforts are not well visible to all participants. On the other hand, 15.8% of the respondents who disagreed reflect dissatisfaction with WEOs efforts or a belief that their interventions are ineffective in addressing dropout rates. This is due to inconsistencies in WEOs' engagement across different schools in all wards.

The findings concur with Arthur and Lekule (2020), who assert that WEOs are responsible for addressing student indiscipline and engaging parents to help monitor their children and prevent dropouts. Additionally, the findings correspond with the study by Maina (2015) on the causes and management approaches for truancy in public secondary schools in Nyamira North District. Maina (2015) highlighted that truancy in public secondary schools requires attention from school supervisors, thus reinforcing the importance of WEOs in student retention efforts. Findings by Arthur and Lekule(2020) and Maina(2015) concur with shared decision-making theory, which assumes that those who are directly working with students should be the ones making decisions regarding all the school's operations (Liontos,1994). In this context, WEOs are seen as education leaders working at the ward level where schools are located, who should be the ones being proactive in dealing with dropouts.

However, the diverse opinions regarding WEOs' effectiveness in controlling student dropouts have several implications. First, the presence of undecided respondents highlights the need for better transparency and communication regarding WEOs'

initiatives in dropout prevention. Schools, parents, and community members should be made more aware of the strategies WEOs use to retain students, ensuring that their efforts are recognized and supported. Second, the disagreement among some respondents suggests that WEOs need to strengthen their approaches in addressing student dropout issues. This could involve more proactive engagement with school administrators, teachers, and parents, as well as implementing evidence-based strategies to tackle factors contributing to dropouts.

Furthermore, data in Table 4.1 also shows that an average of 34.8% of the participants disagree with all roles played by WEOs in the management of public secondary schools. This implies that there is no clear consensus on the duties played by WEOs in the management of schools. In terms of the most recognized roles played by WEOs, data in Table 4.1 shows that duties relating to communicating education administration of schools under their jurisdiction and monitoring teaching using the school inspection model were the most recognized roles.

To triangulate information collected from the questionnaires, the researcher conducted semi-structured interviews with 1 DSEO, 6 WEOs, and 5 heads of public secondary schools. The information obtained helped to get insight into the duties performed by WEOs in managing public secondary schools. The response from DSEO recognizes WEOs as key figures in managing public secondary schools with the task of ensuring educational policies and regulations at the ward level are implemented accordingly. DSEO expressed the following on the duties of WEOs in managing public secondary schools.

WEO is the chief supervisors of all education issues at his/her ward, and mostly make follow up on education issues for all schools in

his/her ward including public secondary schools. To me, WEO is the education officer in their wards. (Interview: DSEO;17.12.2024)

On the other hand, the District Secondary Education Officer (DSEO) identified duties of WEOs to be a link between ward authorities and the District level in managing Public secondary schools. She further pointed out that WEOs have a duty to make close follow-up on the education matters at the grassroots level. The follow-up includes making supervision on the teaching and learning process, ensuring the curriculum is implemented accordingly, teachers adhere to the code of teaching conduct, and reporting to DSEO on all matters related to secondary education in his/her ward.

On this, the DSEO explained;

You know we expect, and of course that is what they are doing to be fair... they supervise day to day teaching and learning process, curriculum implementation at ward level is on their hands, teachers' discipline is monitored by them, and of course there is a strong link between us and schools... we really appreciate them. (Interview: DSEO. 17.12.2024)

The statements above from DSEOs imply that WEOs are responsible for providing direction and making critical management decisions for the improvement of public secondary schools. This perspective concurs with the Education and Training Policy of 2014, which outlines that one of the key duties of WEOs is to inspect schools regularly to ensure they are managed according to operational standards and guidelines. It also emphasizes that any emerging deficiencies should be addressed promptly to enhance the quality of education and training (URT, 2014).

Additionally, the DSEO's position is supported by Arthur and Lekule (2020), in their study on the effectiveness of Ward Education Officers' supervision in promoting

quality education in secondary schools in Tanzania. They highlight that WEOs are vital government officials entrusted with the responsibility of supervising educational institutions at the ward level. Jafari, et al., (2022) argue that WEOs are responsible for providing managerial support to heads of secondary schools in their ward to improve the academic performance of students.

On the other hand, the responses of 6 Sampled WEOs provided valuable insights into the level WEOs understand their duties in the management of public secondary schools. Responses from 4 out of the 6 sampled WEOs indicated that, WEOs have duties of making follow up on students and teachers' attendance, monitoring and evaluating classroom instruction which includes ensuring teachers attend classroom as per school main subjects timetable, providing advice on academic issues to heads of schools, ensuring schools are managed according National Education and Training Policy and supervising strategies for school academic improvements. When asked to comment on the duties of WEOs on the Management of Public Secondary schools, one WEO said:

You know I have been Ward Education Officer for almost five years now. With my experience, my duties for managing secondary school includes, monitoring teachers and students' attendance, cooperating with head school to control drop out and mostly providing academic guidance, that all I know (Interview with WEO C: 26.11.2024

The statement above agrees with DSEO's view that, WEOs play a supervisory role in ensuring quality education in his/her ward. Findings revealed that WEOs who had served in the post longer were fully aware of their duties than those newly appointed. These findings agree with the Education and Training policy 2014, which states that secondary education is part of basic education and WEOs are responsible for

coordinating the implementation of the policy in their area of jurisdiction at the grassroots (URT, 2014).

In contrast, the two remaining WEOs were not quite aware of their duties. To clarify this, one WEO commented that:

Mr. Researcher I have to be honest with you.... I don't know exactly my duties, because I always receive orders from different bosses. DSEO, DPEO, DC sometimes from even REO. In fact, I act as school supervisor, sometimes as school quality assurer. I just do what am told to do on particular issues (Interview with WEO

The above statement from the respondent confirms that not all WEOs are aware of what their duties, thus leading to an inability to properly manage Public secondary schools. This is because findings show that there is no on-job training, especially for newly appointed WEOs. These views concur with a study conducted by Fuime and Omer (2024), which suggests that WEOs lack training support for the roles they are tasked with. The study further recommends that newly appointed WEOs should be properly trained on their new task and a refresher course on management of secondary education should be organized to update their management skills.

The findings further reveal that the perspective of the Ward Education Officers differs from that of the District Secondary Education Officer. While DSEO acknowledges that WEOs serve as an important link between schools and district education authorities, WEOs have expressed concerns that they are often bypassed by district authorities. According to WEOs, the DSEO's office frequently communicates directly with heads of schools, leaving WEOs unaware of key decisions and developments within the schools they are responsible for overseeing.

This situation creates a gap in the management of public secondary schools. Since WEOs are expected to play a crucial role in monitoring and supporting school operations at the ward level, their exclusion from important communications weakens their effectiveness.

Without proper involvement, WEOs struggle to fulfill their duties, such as addressing school challenges, ensuring policy implementation, and facilitating coordination between schools and the district office. To address this issue, there is a need to establish a well-structured and transparent communication hierarchy. A formalized system should ensure that all key stakeholders, including WEOs, are properly informed and actively involved in decision-making processes. Strengthening this communication flow would enhance school management efficiency and promote better collaboration between district authorities, WEOs, and heads of schools.

Furthermore, the findings from all 5 sampled heads of public secondary schools supported the views of WEOs by explaining that, major duty of WEOs is to supervise public secondary schools according to ETP 2014. In this context, the researcher was interested in understanding if the heads of public secondary Schools fully understand the duties of WEOs in managing public secondary schools. Responding to the interview question which asked” in your experience what are the duties of WEOs in managing public secondary school?” one Head of school said:

These are representatives of District Secondary Education Officers at our school. They are supposed also to make follow up on day-to-day teaching and learning process at school, to make follow up on students selected to join form one at secondary school. They also perform as link between head of school and Ward executives’ officers specially on issues related with students’ truancy. (Interview with Head of school A:

The above statement indicates that, heads of public secondary schools recognize the presence of WEOs and they are aware of what are the duties of WEOs in managing public secondary schools are. Furthermore, findings from Heads of Public secondary schools, reveal that, WEOs are an important link between school community with Ward government authorities for school development especially rehabilitation activities. These findings concur with the study by Katema et al. (2022), who postulate that, WEOs have a duty of acting as link between schools and district authorities. However, one head of public secondary expressed concerns that, WEOs are not fully engaged particularly in addressing students discipline and teacher's management. Findings further revealed that, WEOs commit and dedicate most of their time in supervising primary schools than secondary schools.

4.3 The Impacts of WEOs on the Management of Public Secondary Schools

In this section the researcher aimed at identifying impacts of WEOs on management of public secondary in Chamwino District. Data were collected through interviews from 1DSEO, 6 WEOs, 5 heads of Public secondary schools and questionnaires from 57 teachers sampled from five public secondary schools of Chamwino District. This section therefore provides answers to the second research question which stated that *“what are the impacts of WEOs in managing public secondary school in Chamwino District?”*. This question was set in order how WEOs impact on managing public secondary schools in Chamwino District. This section's detailed findings on the impacts of WEOs in managing public secondary school as the main focus of the study. Table 4.2 presents quantitative data collected from teachers through questionnaires using a Likert scale. The analysis provides insights into the impacts of

WEOs on the management of public secondary schools.

Table 4.2: The Impacts of WEOs in Management of Public Secondary Schools

| Statement | Strongly Agree | Agree | Un Decide | Disagree | Strongly Disagree |
|------------------------------------------------------------------------------------|-----------------------|--------------|------------------|-----------------|--------------------------|
| WEO improves academic performance of students | 9 (15.8%) | 26 (45.6%) | 7 (12.3%) | 9 (15.8%) | 6 (10.5%) |
| WEO encourages teachers to cover required contents for successful student learning | 16 (28.1%) | 25 (43.9%) | 5 (8.8%) | 6 (10.5%) | 5 (8.8%) |
| WEO improves teaching staff efficiency | 11 (19.3%) | 25 (43.9%) | 7 (12.3%) | 8 (14.0%) | 6 (10.5%) |
| WEO motivates teachers to hold on to their teaching duties | 16 (28.1%) | 18 (31.6%) | 8 (14.0%) | 7 (12.3%) | 8 (14.0%) |
| WEO plans and budgets for the construction of schools | 12 (21.1%) | 14 (24.6%) | 10 (17.5%) | 14 (24.6%) | 7 (12.3%) |

Source: Field Data (2024).

The researcher aimed to assess whether the performance of students in the examinations is influenced by the contributions of Ward Education Officers. Data in Table 4.2 indicate that 61.4% of the respondents agreed that WEOs contribute to the improvement of student academic performance. However, 12.3% remained undecided, and 26.3% disagreed. These findings reveal a split opinion among respondents, with a slight majority acknowledging the positive impact of WEOs on students' academic performance.

Generally, the findings imply that the contribution of WEOs on student performance, particularly in national examinations, is relatively limited. This concurs with insights gathered from the interviews with WEOs, who reported that they often find themselves dedicating more effort to supervising public primary schools due to their

higher number and greater need for attention within each ward. This focus on primary schools can limit their ability to effectively support secondary schools.

This view is consistent with the findings of Jafari et al. (2022), who concluded that WEOs are less effective in supporting Heads of Schools in managing public secondary schools. Their research highlighted that, lack of managerial skills and an inferiority complex contribute to reduced supervision and support. Furthermore, interviews with heads of schools echoed similar concerns, indicating that WEOs have minimal impact on school administration, as they devote the majority of their time to supervising public primary schools. This further suggests that WEOs' limited involvement in secondary schools results to less contributions to improving student academic performance, especially in national examinations. To improve the contributions of WEOs in student performance, several measures can be taken. First, there should be a more balanced allocation of responsibilities between primary and secondary school supervision to ensure that WEOs have the time and resources to support both levels effectively.

Additionally, district authorities should provide the necessary resources and support for WEOs to manage both primary and secondary schools efficiently. By implementing these measures, WEOs could have a more significant impact on improving student performance in national examinations and overall school management. Additionally, the researcher sought respondents' opinions on whether teachers are being encouraged by Ward Education Officers (WEOs) to cover the required content for successful student learning.

Data in Table 4.2 indicates that 72% of the respondents agreed that WEOs encourage public secondary school teachers to finish the required content, thereby improving student learning. Conversely, 10.5% of the respondents felt that WEOs did not encourage teachers to complete the content necessary for successful learning, while 8.8% were undecided. These findings highlight that WEOs play a crucial role in ensuring that teachers complete the required syllabi by closely monitoring the teaching and learning process. The results agree with the DSEO's view that WEOs have the responsibility of ensuring teaching is carried out according to the regulations set by higher education authorities.

Overall, these findings support the conclusions of Malengo and Omari (2023), who emphasized the importance of WEOs at the ward level in ensuring that teachers meet syllabus requirements for the successful implementation of education policies. Additionally, a study by Chandra (2016) on leadership styles in Indonesian schools concluded that leadership is vital for motivating subordinates to complete tasks, which further reinforces the role of WEOs in promoting effective teaching. The findings further concur with Share Decision Making Theory developed by Liontos (1994), which assumes that the process of supervising education at the grassroots level should be a collective task.

In this manner, WEOs should work closely with teachers and parents to ensure the required content is covered timely. Generally, the findings imply that WEOs play a significant role in ensuring teachers complete the required syllabus, which is crucial for improving student learning outcomes. The fact that 72% of the respondents acknowledged WEOs' efforts suggests that their supervision and encouragement

contribute to effective teaching practices. This highlights the importance of their continued presence in schools to enhance accountability in curriculum implementation. However, 8.8% of the respondents who remained undecided and the 19.3% who disagreed indicate that not all teachers experience consistent support from WEOs. This variation suggests that some schools may not be receiving adequate follow-ups or encouragement, leading to disparities in syllabus coverage. To address this issue, WEOs should strengthen their engagement with teachers and ensure a more uniform approach in all schools under their jurisdiction.

Improved communication and regular monitoring of teaching progress would help ensure that all schools benefit equally from WEOs' support, fostering greater consistency in syllabus coverage and ultimately improving student learning outcomes. Alternatively, to ensure triangulation by integrating multiple sources of data, the researcher administered semi structured interview to DSEO, WEOS and Head of Public secondary schools in order to obtain insights and opinion on the impacts of WEOs on management of public secondary schools.

Responses from all five sampled heads of schools indicate that WEOs have low impacts on managing public secondary schools. The respondents further clarified that WEOs do not visit public secondary schools frequently, they do not effectively cooperate with public secondary administrators, and they rarely engage in daily school management. Even when they are consulted, they do not respond timely or positively. One of the experienced heads of school said the following:

I don't think these personnel have impacts on our school...surelyam telling you this school can be run the whole year without WEO.I think they are for primary schools and not secondary schools. TheyVisit

our schools only when there is a special occasion like the Uhuru torch or when there is a visit by the District commissioner (Interview: HoS: 26.11.2024).

The above statement indicates that WEOs have limited engagement, effective supervision, and low involvement in the supervision of public secondary schools. Generally, responses from heads of public secondary schools do not indicate that WEOs are actively managing public secondary schools as they should be. Findings from heads of secondary schools further reveal that WEOs dedicate more time on managing primary schools, and only engage in public secondary schools for specific issues like parents' meetings, of which some of them do not attend even when they are invited. This agrees with a study by Jafari et al. (2022), which concluded that Ward Education Officers are ineffective in supporting Heads of Schools in managing public secondary schools due to a lack of managerial skills and an inferiority complex, which results in limited supervision.

Additionally, the findings from heads of public secondary schools are consistent with the WEOs' response, where they admitted that only 60% of their duties in secondary schools are implemented due to their excessive focus on primary education. The response from DSEO on the impacts of WEOs on the management of public secondary schools indicates that, WEOs play vital roles in improvement of academic performance of public secondary schools in their wards. DSEO further pointed out that WEOs are key in improving students' performance in Form Two and Form Four National Examination, supervising teaching and learning activities and they ensure teachers perform their duties effectively and schools' functions properly. About the impacts of WEOs, DSEO said:

Our MEKs (WEOs), helps us a lot in improving academic performance, supervising teaching and learning process in all school at ward level, and more dealing with teachers' discipline. (Interview with DSEO: 17.12.2024.

The above statement reveals that, secondary education department at District see WEOs as an importance human resource for supervision of public secondary school performance in each ward and District as a whole. Office the Chamwino DSEO, depend on WEOs for desired outcomes. This view concurs with the study by Katema et al. (2022), on the Contribution of Ward Education Officers Supervisory Roles on Teachers' School Attendance in Longido District, Tanzania which concludes that, good communication between WEOs and heads of schools, regular inspection of teachers' attendance registers, frequent school visits, and providing guidance to teachers who are not attending schools, all contribute to improved teacher attendance.

Moreover, responses from WEOs, indicate that, on average, only 60% of their duties in public secondary schools are effectively implemented. The main reason is that; their main focus is on primary schools, which demand more attention. This perception is similar with those held by heads of schools' view that WEOs prioritize primary schools and only engage in secondary schools' matters when specific and important issues arises. One WEO commented:

You know heads of secondary schools mostly communicate directly with DSEO, we are always bypassed, this makes me not focus much on secondary school. By the way, primary schools are many in my ward and need more effort than secondary which heads of schools are able to administer. I can say roughly 60% duties are implemented in secondary school. (Interview: WEO E: 11.12.2024)

The above statement reveal that, WEOs themselves admits that, they pay less attention to public secondary schools as they believe that head of public secondary

schools and their teachers can manage schools without WEOs' supervision as they believe secondary schools teachers have higher education level than primary school teachers. WEOs further indicated that they often devote more effort to primary schools than secondary schools due to the greater emphasis placed on primary education within Tanzania's educational system. Primary schools are considered as fundamental to a child's educational development, making the assurance of quality primary education a top priority for policymakers. Moreover, primary education often faces more challenges, such as higher dropout rates and issues with teacher quality, which may necessitate more frequent supervision and intervention Wekesa and Mbogo (2021).

4.4 Challenges Faced by WEOs When Managing Public Secondary Schools

This section discusses the third specific objective of the study in relation to challenges faced by WEOs when managing public secondary schools in Chamwino District. Specifically, it provides answers to the third research question “*which are challenges faced by WEOs when managing public secondary schools in Chamwino District?*”. Data were gathered using semi-structured interviews administered to 1 DSEO, 5 heads of public secondary schools, 6 Ward Education officers, and Likert scale questionnaires from 57 teachers from the 5 public secondary schools of Chamwino.

Table 4.3 presents quantitative data collected from teachers using questionnaires with a Likert scale. The data were analyzed using SPSS Version 30. The analysis focuses on interpreting the responses in relation to the second study's specific objectives, providing insights into the challenges faced by WEOs in the management

of public secondary schools.

Table 4.3: Challenges Faced by WEOs When Managing Public Secondary Schools

| Statement | Strongly Agree | Agree | Un Decided | Disagree | Strongly Disagree |
|-----------------------------------------------------------------------------------|-----------------------|--------------|-------------------|-----------------|--------------------------|
| WEO has no power as they are not recognized by the district authority officers | 23 (40.4%) | 11 (19.3%) | 9 (15.8%) | 8 (14.0%) | 6 (10.5%) |
| WEOs have low qualifications compared with subordinates | 7 (12.3%) | 13 (22.8%) | 3 (5.3%) | 21 (36.8%) | 13 (22.8%) |
| WEO have low qualifications compared with subordinates (duplicate statement) | 7 (12.3%) | 13 (22.8%) | 3 (5.3%) | 21 (36.8%) | 13 (22.8%) |
| Head of schools are disobeying WEO's order | 6 (10.5%) | 7 (12.3%) | 7 (12.3%) | 27 (47.4%) | 10 (17.5%) |
| WEO has too many duties, thus leading to failure to complete them with efficiency | 6 (10.5%) | 6 (10.5%) | 7 (12.3%) | 22 (38.6%) | 16 (28.1%) |

Source: Field Data (2024).

The researcher sought to determine whether WEOs face challenges related to excessive responsibilities, which may affect their performance in managing public secondary schools. Data from Table 4.3 indicates that 59.7% of the respondents agreed that WEOs have too many responsibilities that impact their effectiveness. Conversely, 10.5% of the respondents disagreed and 12.3% remained undecided on whether WEOs are overburdened with responsibilities. Overall, the findings suggest that WEOs handle multiple duties, which may, to some extent, affect their efficiency in managing public secondary schools. These responsibilities include collecting educational data from both primary and secondary schools, attending numerous meetings at the ward, district, and regional levels, conducting school inspections, and monitoring the implementation of education policies at the ward level.

The findings imply that the presence of numerous responsibilities, including data collection, school inspections, and attending frequent meetings at different levels, reduces the time WEOs have for directly supporting schools. This affects their ability to provide timely supervision, guidance, and follow-ups on policy implementation, ultimately impacting school performance. The fact that some WEOs experience disruptions in their work due to demands from higher authorities suggests a need for better coordination of their duties. If WEOs are frequently called away from their core responsibilities, schools may lack the necessary support and oversight. To address this, education authorities should establish clear guidelines on prioritizing WEOs' responsibilities and minimizing unnecessary administrative disruptions.

These findings concur with a study conducted by Fuime and Omer (2024), which concluded that WEOs face various challenges that hinder their ability to effectively supervise and ensure quality education in schools. Key challenges identified in their study include insufficient training, inadequate resources, and the burden of multiple duties, often worsened by frequent interruptions from higher authorities. This was evident during data collection, as observed in an interview with WEO F, which was disrupted by two phone calls, one requiring her immediate presence at the DSEO office and the other summoning her to an urgent Ward Development Committee meeting at the Ward Executive Office's.

Moreover, the researcher aimed to determine whether WEOs' low academic qualifications pose a challenge to their ability to execute their duties effectively. The results indicate that 59.6% of the respondents agreed that WEOs have lower academic qualifications than their subordinates, which affects their ability to perform

their duties efficiently. On the other hand, 35.1% of the respondents disagreed that low academic qualifications are a challenge for WEOs. These findings suggest that WEOs often have academic qualifications equal to or lower than the teachers they supervise, which may undermine their authority and effectiveness in school management. Further analysis reveals that some secondary school teachers hold master's degrees, while WEOs do not, leading to reduced confidence in managing and engaging with teachers. This perspective is supported by qualitative data from public secondary heads of school, who pointed out that WEOs' lower academic qualifications make it difficult for them to execute their responsibilities effectively.

The findings imply that WEOs' lower academic qualifications compared to the teachers they supervise pose significant challenges to their effectiveness in school management. WEOs with lower or equal academic qualifications to secondary school teachers struggle to command authority and respect, making it difficult to provide effective supervision and guidance. This leads to reluctance among teachers to accept WEOs' directives, ultimately affecting the quality of education administration in public secondary schools. Lack of advanced academic qualifications among WEOs limits their ability to interpret and implement education policies effectively.

Since secondary education involves complex pedagogical and administrative issues, WEOs with insufficient academic backgrounds find it challenging to address school-related problems and support teachers in improving instructional practices. Therefore, education policymakers should consider setting higher academic requirements, such as a master's degree, as a minimum qualification for WEO positions. Additionally, regular training and capacity-building programs should be

introduced to enhance their competencies in school supervision, leadership, and policy implementation.

These findings concur with findings from Fuime and Omer (2024), who identified limited training and lower academic qualifications compared to their subordinates as key challenges faced by WEOs. Similarly, Arthur and Lekule (2020) highlighted that WEOs' lower academic qualifications negatively impact their ability to manage secondary schools effectively. Given these findings, it is recommended that WEOs be appointed based on a minimum qualification of a master's degree and receive continuous professional training to enhance their supervisory and management skills.

In addition, the researcher sought input from various education supervisors on the challenges faced by WEOs in the management of public secondary schools. To collect this information, interviews were held with the DSEO, WEOs, and heads of public secondary schools. Findings from all the 5 sampled heads of public secondary schools revealed that WEOs face several challenges, including a lack of training on school management, particularly on how to handle secondary schools, an inferiority complex in dealing with secondary school teachers, and having low academic qualifications compared with their subordinates. To clarify this, one head of school said:

I think these WEO faces challenge of inferiority... you know most of them were primary school teachers with diplomas and a few with bachelor degrees, now supervising secondary school teachers, some of whom have masters is a challenge for them. The other challenge facing them is that they do not have skills in managing secondary schools (Interview: HoS A: 26.11.2024).

The researcher asked respondents to give opinions on what should be done to deal with challenges facing WEOs, their opinions were that they should be regularly equipped with refresher courses, appointed with a minimum qualification of a

master's degree, and given special training on management of public secondary schools. This view coincides with a study by Suleman and Pakhtunkhwa (2015), which revealed that the newly directly selected secondary heads of school face several managerial challenges in schools, including negative attitudes of teachers and support staff caused by the notion that their supervisor had a lower academic qualification than teachers.

Moreover, findings from all the six Ward Education Officers reveal that WEOs face several challenges. Responding to interview research question number five which focused on the factors affect duties of WEOs when managing public secondary school, respondents highlighted the following as setbacks; limited financial resources to effectively perform their duties, overloaded responsibilities which involve supervising both primary schools and secondary schools which makes difficult to focus on secondary schools management and direct involvement DSEO with heads of secondary schools in which some duties that WEOs should handle are instead managed directly by the DSEO to heads of secondary schools, in turn reducing their role in secondary school management. To clarify this one WEO commented:

I have been in this position for almost five years, we are facing many challenges like, being overloaded, for example in in my Ward I have seven primary schools and three secondary schools and are all scattered, how can I handle them effectively... much more we are always un-appreciated for what we are doing to supervise these schools (Interview: WEO D:27.12.2024).

WEOs' views imply that, direct involvement of the DSEO with heads of secondary school has overshadowed the role of WEOs in managing public secondary schools. Some of the duties that WEOs are supposed to handle are instead managed directly

by the DSEO, which reduces their influence and authority. This situation creates a gap in communication and decision-making between WEOs and secondary schools by limiting their ability to enforce policies and provide necessary guidance.

Therefore, these findings suggest that WEOs face structural and administrative barriers that undermine their role in managing secondary schools. Addressing these challenges would require better resource allocation, clear role definition, and improved coordination between WEOs and the DSEO to enhance their effectiveness in secondary school supervision. These findings tally with a study conducted by Mshanga and Kimburu (2021), on the Challenges faced by Ward Officers in practicing accountability and participation: a case of Arusha city, Tanzania. The study concluded that challenges faced by WEOs in practicing accountability and participation in their wards include: lack of interest among schools' heads to participate in decision making, misuse of resources by heads, corruption, and insufficient funds.

Additionally, responses from DSEO highlighted three major obstacles affecting WEOs in managing public secondary schools. Insufficient funds resulting from a lack of budget hinder their ability to conduct school visits and perform administrative tasks. DSEO points to another challenge as work overload, this is because WEOs supervise both primary and secondary schools, thus, their attention is divided, reducing their effectiveness in secondary school management. Further, DSEO pointed out that low responsibility allowance is another challenge. WEOs receive limited financial incentives, which affect their motivation and work performance. These challenges concur with the concerns raised by both WEOs and heads of public secondary schools, particularly regarding workload and financial

support. To emphasize this, DSEO reiterated:

Our WEOs faced number of challenges; first they are too much overloaded; to be honest. They have to supervise all education institutions in his/her ward. Currently they are given TZS. 250,000 as responsibility allowance; to me this not enough because that moneys can end up maintaining their motorcycle or fuel of moving one school to another (Interview: DSEO: 17.12.2024)

The above statement supports WEOs' view that the TZS. 250,000 responsibility allowance usually ends up being used as transport cost for moving from one school to another or buying fuel for the motorcycle, which also costs much in maintenance. This is supported by Cilliers and Oza (2020), who argue that Ward Education Officers encounter several challenges that hinder their effectiveness in managing public secondary schools. A significant issue is the limited financial resources allocated to them, which hinders their ability to perform their duties such as regular school visits and providing necessary support to teachers. This is more supported by Transformational Leadership Theory; which assert leaders should work closely with their followers in making decision.

This financial constraint is intensified by their extensive responsibilities, as they are tasked with supervising both primary and secondary schools, making it a challenge to focus adequately on secondary education management. Moreover, the direct involvement of District Secondary Education Officers (DSEOs) with heads of secondary school often sidelines WEOs, further diminishing their role in secondary school administration. Cilliers and Oza (2020) further contend that, although almost all WEOs in Tanzania have received motorbikes to facilitate school visits, the majority still lack sufficient budgets for fuel and for the maintenance, limiting their mobility and supervisory capacity.

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATION

5.1 Introduction

This chapter summarizes significant findings based on the research objectives, conclusions drawn from the study, and recommendations for improvement in the management of public secondary schools by Ward Education Officers in Chamwino District. Additionally, the chapter provides suggestions for further research on related topics.

5.2 Summary of Study

The purpose of the study was to investigate the impacts of WEOs on the management of public secondary schools in Chamwino District. The study was guided by the following research objectives: (1) To assess WEOs duties on management of Public secondary schools (2) To explore the impacts of WEOs in the management of public secondary schools in Chamwino District (3) To find out the challenges faced by WEOs when managing public secondary schools in Chamwino District. The study employed a mixed approach in which qualitative and quantitative data were collected. Semi-structured interviews and questionnaires were used as a tool for data collection.

The study involved a total of 637 populations from which 69 respondents were selected for the study: 1 District Secondary Education Officer, 6 Ward Education officers, 5 Heads of Public Secondary Schools, and 57 public secondary school teachers, sampled from five Public secondary schools. Purposeful sampling was used to obtain samples of DSEO, WEOs, and Heads of school, while Stratified sampling

was used to obtain sample of teachers.

Qualitative data, particularly responses from interviews, were subjected to content analysis which involved a thorough and repeated reading of all the written responses of each respondent, underlining the main ideas and then extracting the core meaning. Responses were categorized based on similarities and core meaning, whereby each category represented a unique way of understanding. Questionnaires were coded using SPSS version 30, and tables and frequencies were produced. The questionnaire tables and interviews were discussed and presented in a mixed form to inform the data results.

5.3 Summary of the Major Findings

The study investigated the impacts of WEOs in the management of public secondary schools in Chamwino District, Dodoma Region. The major findings for each research-specific objective are summarized as follows:

5.3.1 Duties of WEOs in Managing Public Secondary Schools

The study found that WEOs perform several important duties in managing public secondary schools. These duties include monitoring student and teacher attendance by regularly checking attendance registers and taking disciplinary action on truant students. Teachers' classroom attendance is monitored through class journals. WEOs also supervise the teaching and learning process by reviewing students' exercise books, teachers' lesson plans, and schemes of work to ensure curriculum is covered according to the National Education and Training policy. Another significant responsibility is the provision of academic guidance to heads of school. As main

supervisors of education in their wards, WEOs give directives concerning strategies to improve academic performance, management of government grants, and student disciplinary procedures. They ensure compliance with the 2014 National Education and Training Policy (ETP) 2023 edition, including enforcing the use of English as the medium of instruction. Furthermore, WEOs oversee curriculum implementation by ensuring that all subjects are taught and that students participate in both academic and extracurricular activities such as sports and games.

WEOs also work to reduce student absenteeism and dropouts by collaborating with heads of schools and local government authorities, sometimes taking legal measures against parents whose children drop out of school. However, the findings revealed that not all WEOs were fully aware of their responsibilities in secondary school management, with some relying only on instructions from higher authorities like the DSEO or Regional Education Officer. However, the findings also revealed that not all WEOs were fully aware of their roles in the management of public secondary schools. Some admitted that they simply followed instructions from higher authorities such as the District Secondary Education Officer and Regional Education Officer (REO).

5.3.2 Impacts of WEOs in Managing Public Secondary Schools

The study established that WEOs have limited impact on the management of public secondary schools. Responses from heads of public secondary schools indicated that WEOs rarely visit secondary schools unless there is an important event like Freedom torch, a visit by District Commissioner or any other important event. This is because WEOs use most of their time to manage public primary school. Furthermore, some

WEOs admitted that they dedicate more effort to primary schools, with only about 60% of their expected duties being effectively implemented in secondary schools. The study found reason for this trend is that there are many public primary schools in each ward hence demanding more attention and inherited the trend of WEOs supervising primary schools only before being upgrade in 2014 Education and Training Policy 2023 edition.

On the other hand, the DSEO recognized WEOs as crucial in improving academic performance and ensuring discipline among teachers. Quantitative findings also indicated that 56.7% of respondents believed WEOs contributed to students' academic performance, while 72% agreed that WEOs encouraged teachers to complete the syllabus on time. Generally, despite positive contributions, the study found that the direct involvement of Ward Education Officers in managing public secondary schools in Chamwino District remained minimal.

Although WEOs were recognized for encouraging academic performance and discipline, their physical presence and supervisory activities in public secondary schools were irregular. Many heads of schools and teachers reported limited interaction with WEOs, which led to a perception that WEOs were more focused on primary schools than on secondary schools. This limited visibility not only reduced their influence in school operations but also weakened their ability to provide timely support, guidance, and follow-up on key academic and administrative matters.

5.3.3 Challenges Faced by WEOs in Managing Public Secondary Schools

The study identified several key challenges faced by WEOs in executing their duties, including lack of specialized training in secondary school management. Since many

WEOs come from a background of managing primary education, they often struggle with self-confidence and expertise when supervising secondary school teachers, some of whom hold advanced academic qualifications such as master's degrees. This disparity in educational background creates a gap in authority and makes it difficult for WEOs to provide meaningful instructional support.

Another significant challenge is work overload. WEOs are responsible for overseeing both primary and secondary schools, which limits the time and attention they can dedicate to secondary school supervision. As a result, many WEOs prioritize primary schools, leaving secondary schools with minimal oversight. Financial constraints further exacerbate the problem. The current responsibility allowance of TZS 250,000 is insufficient to cover essential expenses such as transportation for school visits and administrative tasks, making it difficult for WEOs to fulfill their duties effectively.

Additionally, WEOs often face challenges related to low authority and recognition. Some heads of school bypass WEOs and communicate directly with the District Secondary Education Officer (DSEO), diminishing the WEOs' influence in school administration. Furthermore, some WEOs experience feelings of inferiority when dealing with more qualified secondary school teachers, which affects their ability to assert their supervisory role. Despite these obstacles, some WEOs make significant efforts to ensure proper curriculum implementation and maintain student discipline. However, due to the various constraints they face, their overall impact on the management of public secondary schools remains limited.

5.4 Conclusion

The study concludes that WEOs play a significant role in managing public secondary schools in Chamwino District, but their effectiveness is limited due to various factors. While they have clear responsibilities outlined in the Education and Training Policy (2014), their actual impact on public secondary schools is minimal due to heavy work load, limited training, and insufficient financial resources.

Many WEOs dedicate most of their efforts to public primary schools, and their influence in secondary schools is often overshadowed by direct communication between heads secondary schools and the DSEO. This has led to a perception among heads of school, and teachers that WEOs are more focused on primary education than secondary education. Furthermore, the study revealed that some WEOs lack a clear understanding of their duties, leading to inconsistencies in their supervision roles. Challenges such as low qualification levels, financial constraints, and lack of authority further hinder their ability to effectively manage public secondary schools.

In conclusion, the study confirms that WEOs play a significant role in the management of Public secondary schools in Chamwino District. Their duties, such as supervision, policy implementation, and teachers' support, significantly influence schools' operation and quality of education. However, challenges such as resource constraints and logistical difficulties limit their effectiveness. Addressing these challenges through increased funding, better training and improved working condition will enhance their contribution to public secondary schools' management. Therefore, policy makers and education stakeholders must take proactive measures to strengthen the roles of WEOs to ensure sustainable improvement in public

secondary schools.

5.5 Recommendation

Based on the findings of the study, the following recommendations are proposed to enhance the effectiveness of WEOs in managing public secondary schools:

For policymakers, the government should provide specialized training programs specifically for WEOs to enhance their skills in secondary school management, leadership, and curriculum supervision. Additionally, it is important to increase the financial budget and allowances for WEOs. The current allowance of TZS 250,000 should be reviewed to accommodate transport and other operational costs. Moreover, the government should clearly define the roles of WEOs in secondary school management to avoid confusion, as many secondary school teachers mistakenly believe WEOs function solely as primary school supervisors.

For WEOs themselves, there is a need to increase engagement with public secondary schools by making regular visits, monitoring academic progress, and participating actively in school meetings, including parent-teacher gatherings. WEOs should also pursue professional development opportunities, including workshops and further academic training, to strengthen their leadership capacities. Furthermore, WEOs must work closely with heads of secondary schools to implement educational policies and improve school management practices.

Heads of public secondary schools and teachers are encouraged to recognize the important role of WEOs in school administration. They should include WEOs in decision-making processes and refrain from bypassing them by directly approaching

the DSEO. Strengthening communication between schools and WEOs is also vital to ensure smooth policy implementation and effective school governance.

5.5.1 Recommendations for Further Research

This study sought to investigate the Impacts of WEOs on the management of Public secondary schools in Chamwino District. Based on the findings of this study, several areas require further research to expand knowledge on the role of Ward Education Officers in school management. Therefore, the study recommends further research in the following areas:

- i. A comparative study on the effectiveness of WEOs in urban and rural areas.
This study focused on Chamwino District, which has unique geographical and socio-economic conditions. Future research should compare the effectiveness of WEOs in managing public secondary schools in urban and rural settings to determine how location influences their performance.
- ii. The Impacts of WEOs on students' academic performance. While this study examined the general management role of WEOs, further research should explore the direct link between their supervisory roles and students' academic achievements. This will help in understanding whether their interventions lead to measurable improvements in student outcomes.
- iii. Challenges facing WEOs in other districts and regions. Since this study focused on Chamwino District, future researchers should conduct similar studies in other regions to determine if the challenges faced by WEOs are consistent across Tanzania. Such studies would help in developing region-specific policies to enhance their effectiveness.

- iv. The use of technology in enhancing WEOs' efficiency. With the increasing role of digital tools in education, further studies should explore how technology, such as mobile applications, digital reporting systems, and online training platforms, can improve WEOs' efficiency in school supervision and communication.

By addressing these areas, future studies can provide deeper insights into the contributions, challenges, and potential improvements in the work of WEOs, ultimately leading to better management of public secondary schools in Tanzania.

5.6 Chapter Summary

This chapter presented a summary of the study and key findings, concluding that WEOs play a crucial role in managing public secondary schools, but their impact is limited due to several challenges. The chapter also provided recommendations for policymakers, WEOs, and school administrators to improve WEOs' effectiveness in school management. Finally, areas for further research were suggested to build on the findings of this study.

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APPENDICES

Appendix A: Questionnaire for Teachers

Dear Sir/Madam,

I am Mtweve Benjamin, a student at the Open University of Tanzania on a Master of Education in Administration, Planning and Policy Studies (MEd.APPS). I am currently conducting a study on the impacts of Ward Education Officers in the Management of Public Secondary Schools in Chamwino District. You have been selected to participate in this study. The information you provided will be useful for academic purposes only. Be assured that confidentiality will be highly observed.

Thank you for your cooperation.

SECTION A

1. Background information

Ward..... Working station.....

Place a tick(✓) for the correct information

2. Sex: (a)Female [] (b) Male []

3. Educational Background:

(a) Diploma [] (b) Bachelor's Degree [] (b)Master's Degree [] (b) PhD []

4. Age:(a) 20 -29 Years old(b) 30-39 Years old (c) 40-49 Years old (c) Above 50 Years old

5. For how long have you been in the teaching profession?

(a) Less than 5 years [] (b) 5 to 10 years [] (c) 11 to 15 years [] (d) 16 to 25 years[]

(e) 26 years and above []

SECTION B: QUESTIONNAIRES

6. Please put a tick (✓) in the box that you think presents the relationship of the item with the impacts of War Education Officers (WEOs) in the Management of Public Secondary schools.

Key: SA -Strongly Agree, A -Agree, UD- Undecided, D-Disagree, and SD-Strongly Disagree.

| Sn | Statement: Duties Performed by WEO on Management Of Public Secondary Schools. | SA | A | UD | D | SD |
|----|--------------------------------------------------------------------------------------------|----|---|----|---|----|
| 1 | WEO communicates the educational administrative issues of schools under their jurisdiction | | | | | |
| 2 | WEO supervises the National examination (CSEE) | | | | | |
| 3 | WEO controls students' dropout from school | | | | | |
| 4 | WEO monitors teaching using the school inspections model | | | | | |
| 5 | WEO solves school conflicts among teachers | | | | | |
| 6 | WEO plans and budgets for school construction | | | | | |

| S/N | Statement: Impacts of Ward Education Officer in the Management of Public Secondary Schools | SA | A | UD | D | SD |
|-----|--------------------------------------------------------------------------------------------|----|---|----|---|----|
| 1 | WEO improves students' academic performance | | | | | |
| 2 | WEO encourages teachers to cover the required content for successful student learning | | | | | |
| 3 | WEO improves teaching staff efficiency | | | | | |
| 4 | WEO contributes to good students pass rate | | | | | |
| 5 | WEO motivates teachers to hold on to their teaching duties | | | | | |
| 6 | WEO plan and budget for the construction of classrooms | | | | | |

| S/N | Statement: Challenges WEO faces in school management and administration | SA | A | UD | D | SD |
|-----|----------------------------------------------------------------------------------|----|---|----|---|----|
| 1 | WEOs are neglected by the Education authority at the district level. | | | | | |
| 2 | WEO shave no power as they are not recognized by the district authority officers | | | | | |
| 3 | WEOs have low qualifications compared with their subordinates | | | | | |
| 4 | Heads of schools are disobeying WEOs order | | | | | |
| 5 | WEOs have too much duties thus leading to fail to complete them with efficiency | | | | | |
| 6 | WEO 's are not paid transport allowance | | | | | |

Appendix B: Interview Guide for District Secondary Education Officer

Dear Sir/Madam,

I am Mr. Mtweve Benjamin, a student at the Open University of Tanzania pursuing Masters of Education in Administration, Planning and Policy Studies (Med. APPS). I am currently, undertaking research work to investigate the impacts of Ward Education Officer on the management of Public Secondary Schools in Chamwino District. I kindly appeal to you to participate in the interview regarding your opinion and attitudes towards the impacts of WEOs in managing Public Secondary schools. Your responses are of the utmost importance to me and will be used for academic purposes only. I guarantee, confidentiality will be highly maintained.

Thank you for your cooperation in advance.

1. How long have you been DSEO for this district?
2. What are your general remarks on WEOs' management of public secondary schools?
3. In your opinion, what are the duties of WEOs in Managing public secondary schools?
4. What are the challenges that affect WEOs in managing Public Secondary schools?
5. How does your office assist WEOs in their duties in the management of secondary schools?
6. What impacts do WEOs bring in managing public secondary schools?
7. What suggestion do you offer which can be used to improve WEOs duties in managing public secondary schools?

Appendix C: Interview Guide for Ward Education Officers

Dear Sir/Madam,

I am Mr. Mtweve Benjamin, a student at the Open University of Tanzania pursuing a Master's of Education in Administration, Planning and Policy Studies (MEd.APPS).

I am currently undertaking research work to investigate the impacts of the Ward Education Officer on the management of Public Secondary Schools in Chamwino District. I kindly appeal to you to participate in the interview regarding your opinion and attitudes towards the impacts of WEOs in managing Public Secondary schools. Your responses are of the utmost importance to me and will be used for academic purposes only. I guarantee, confidentiality will be highly maintained.

Thank you for your cooperation in advance.

1. How long have you been the Ward Education Officer in this ward?
2. How can you describe the state of managing public secondary schools in your ward?
3. What are your duties in managing public secondary schools?
4. To what extent the duties are implemented in the public secondary schools?
5. What factors affects your duties in managing public secondary schools?
6. What strategies do you take for effective supervision on management of secondary schools?

Appendix D: Interview Guide for Heads of Schools

Dear Sir/Madam,

I am Mr. Mtweve Benjamin, a student at the Open University of Tanzania pursuing Master's of Education in Administration, Planning and Policy Studies (MEd.APPS).

I am currently undertaking research work to investigate the impacts of Ward Education Officer on the management of Public Secondary Schools in Chamwino District. I kindly appeal to you to participate in the interview regarding your opinion and attitudes towards the impacts of WEOs in managing Public Secondary schools. Your responses are of the utmost importance to me and will be used for academic purposes only. I guarantee, confidentiality will be highly maintained.

Thank you for your cooperation in advance.

1. For how long have you been a head of school?
2. What is your general impression on the management of public secondary schools by Ward Education Officers?
3. In your experience, what are the duties of WEOs in Managing secondary schools?
4. How the duties of WEOs are effectively managed at your school?
5. What should be done to overcome challenges facing WEOs in managing public secondary schools?
6. In your opinion, what should be done to improve WEOs management of public secondary schools?

Appendix E: List of Documents Reviewed

| S/N | Type of Document | Location | Information Reviewed |
|-----|-----------------------------------|---------------------------|-------------------------------------------------------------|
| 1 | Examination analysis file | DSEO Office | Public secondary schools' performance in CSEE |
| 2 | Students' and teachers attendance | Offices of Head of school | Frequency of students and teachers attendance at school |
| 3 | School Log Book | Office of head school | Frequencies of WEOs visit at Public secondary schools |
| 5 | Subject log books | School Academic Office | Frequencies of subject content covered each month |
| 6 | Staff meeting file | Office of head of school. | See if WEOs attend staff meeting in public secondary school |

Appendix F: Research Clearance letter

THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/PG201901306

20th November, 2024

District Executive Director (DED),
Chamwino District Council,
P.O.Box 1112,
DODOMA.

Dear Director

RE: RESEARCH CLEARANCE FOR MR. BENJAMIN MTWEVE, REG NO: PG201901306

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University of Tanzania mission is to generate and apply knowledge through research.

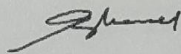
3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Benjamin Mtwewe, Reg.No: PG201901306**), pursuing **Masters of Education in Administration Planning**

and Policy Studies (MEDAPPS). We hereby grant this clearance to conduct a research titled "An Investigation Of the impacts of Ward Education Officers on Public Secondary Schools Management in Chamwino District, Dodoma Region, Tanzania. He will collect his data at your area from 21st November 2024 to 30th December 2024.

4. In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O.Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours sincerely,


THE OPEN UNIVERSITY OF TANZANIA



Prof. Gwahula Raphael Kimamala

For: **VICE CHANCELLOR**

Appendix G: Permission Letter for Data collection from Chamwino District Council


JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA CHAMWINO


Unapojibu tafadhali taja: Kumb. Na. CDC/E.10/8/84 22/11/2024

Wakuu wa Shule,
Shule za Sekondari,
Maafisa Elimu Kata,
CHAMWINO

YAH: KIBALI CHA KUFANYA UTAFITI

Husika na somo la barua hapo juu,

- Namtambulisha kwenu **Ndug. Benjamin Mtweve** kutoka Chuo Kikuu cha Huria (OUT) kwa ajili ya kufanya utafiti kuhusu "An Investigation of the Impacts of Wards Education Officers on Public Secondary Schools Management".
- Tafadhali mpeni ushirikiano wa kutosha, pindi atakapofika katika maeneo yenu


 Christina Sami,
 kny: **Mkurugenzi Mtendaji (W)**,

MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA CHAMWINO
S. L. P. 1126
DODOMA

Nakala: **Mkurugenzi Mtendaji (W) - aione kwenye jalada**
CHAMWINO

S.L.P.1126, Chamwino - Dodoma, Simu (026)2961511 Nukushi: (026)2961511, Barua pepe:ded@chamwinodc.go.tz
TOVUTI:www.chamwinodc.go.tz