

# Training Needs of Ward Education Officers for Ensuring Quality Education a Study of Primary Schools in Mkuranga District, Tanzania.

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**Abstract:-** This study was set to find out the training needs of Ward Education Officers` in ensuring Quality Education in Tanzania. It mainly focuses on determining WEO`s supervisory training needs that will enable them to ensure quality education provisions in schools in Mkuranga District, highlighting the challenges that WEO's face while carrying out supervision of schools and establish the remedial measures to the identified challenges WEO's face in Mkuranga District. The study sample comprised of 26 informants made up of 25 WEO`s and 1 District Education Officer (DEO). A concurrent transformative mixed method approach was applied because each method of data collection complements each other. Questionnaires and interview guide questions were used to collect data from the respondents. The reliability of quantitative data was established through Cronbach-Alpha where by ( $r=0.828$  for WEO`s questionnaire) while reliability for qualitative data was established through trustworthiness. Quantitative data was analyzed by using descriptive analysis to generate frequency, means and percentages by using the Statistical Package for Social Science (SPSS) version 25 Computer while Qualitative data was analyzed thematically and presented in words by verbatim quotations. The study concluded that, WEOs are facing the challenges that hinder their ability to provide effective supervision for ensuring quality education in schools. Such major challenges include lack of training, inadequate resources and lack of cooperation from the community in which they work. WEOs are in dire need for training in order to enable them supervise school for ensuring quality education. The study therefore recommends that, the program designers plan for supervising training to the WEOs either before being appointed or the inset training if they want WEOs to fit into there jobs. Also WEOs should only be selected among teachers who have the knowledge of education management and supervision.

**Keywords:-** WEO, Quality Education, Training.

## I. INTRODUCTION

Society and government prioritize improving education quality to achieve intended learning outcomes, with every educational establishment responsible for monitoring service effectiveness for children and young people. According to URT (1995) The 1992 Tanzania Education System for the 21st Century report recommended a Tanzania Education and Training Policy to improve education quality and strengthen the link between education and social and economic development, updating educational supervisors through communication, policy, and feedback mechanisms. Training needs of Ward Education Officers is paramount here in because there is no specific training before a person is appointed as a Ward Education Officer. Ward Educational Officers are required to make sure that education institution of primary, secondary and teachers College under their wards are managed in accordance with the set standards (Omari and Malengo, 2023). Ward Education Officers in Tanzania are well-aware of their roles and responsibilities in ensuring quality education. However, the distribution of these resources is limited, relying heavily on their prior teaching experience and government circulars and guidance manuals. This lack of awareness and prior work experience hinders their ability to effectively execute their duties (Kimoleta, 2016). In this study the supervisory training needs of Ward Education Officers in Mkuranga District will be identified

School quality assurance is an internal and external process that promotes, supports, and imparts agreed quality standards for all aspects of school life to ensure acceptable standards and continuous improvement (URT, 2017). Quality Assurers provide guidance, direction, refreshment, encouragement, and stimulation for improving teaching and learning processes, including WEOs (Makiya et al 2022). Alam et al (2021) also highlights the significant role of school supervision in ensuring quality education by sharpening teachers and empowering them to perform their roles effectively. Moreover, Mwinyipembe and Orodho (2014) Ward Education Officers conduct diverse activities in schools, but their tasks vary across districts. The study suggests that government and education stakeholders should standardize their activities to enhance school quality (Colliers and Oza, 2020). Therefore, the current study seeks to identify the training needs of Ward Education Officers in ensuring

quality education in Tanzania. WEO's supervisory training needs is very essential as have an effects on their work performance in ensuring quality education provisions in schools.

This can be manifested in the following studies; Mamabolo et al (2022) the study revealed a significant gap between supervisors' perceptions and educators' perceptions of the integrated quality management system in schools, suggesting the need for continuous training for improved curriculum implementation. Nevertheless, AB et al (2022) the study indicates that school supervisors face challenges due to limited training opportunities, suggesting the government should implement targeted training programs for WEOs, focusing on school assessment, data utilization, and teacher support. Misnani et al (2023) found a lack of competence and professional competency development for Islamic religious education supervisors, highlighting the need for proper training programs for effective supervision and quality education provision.

In Tanzania, study done by Omari and Malengo (2023) the study found that the district lacks seminars and training for new WEOs, indicating inadequate duty performance. However, it primarily focused on inspectorate supervisory services and did not address training needs for improving quality primary education. . Thomas (2015) a study on Ward Education Coordinators supervisory skills and effectiveness in managing secondary schools in Tanzania revealed a lack of supervisory skills and leadership training, but did not address the training needs for quality education provision. Moreover, Arthur and Lekule (2020) revealed that the effectiveness of Ward Education Officers supervision in promoting quality education in secondary schools is hindered by a long-standing issue of lack of training. Therefore, there is a need to conduct a study on the WEO's training needs in ensuring quality education provision in Tanzania.

Furthermore, Cilliers and Oza (2020) the study reveals that WEOs conduct various activities in schools, but there is significant variation across districts. It suggests that the government and other education stakeholders should standardize and focus on activities enhancing school quality. The standardization of WEO's activities should be in line with their training needs in ensuring the quality education provision in schools. Ruddle et al's (2020) evaluation of Tanzania's Education Quality Improvement Programme (CPD) programs for WEOs. Therefore, The study aims to identify suitable training programs for WEOs to ensure quality education, thereby enhancing their knowledge and skills. Mduma and Mkulu (2021) also, found that professional development practices of teachers significantly impact job performance, including improved teaching strategies, reduced burnout, stress, turnover, effectiveness, and overall personnel. Moreover, Tarimo, and Lekule (2024) insisted that when instructional supervision is conducted appropriately it significantly contributes to teacher professional growth which in turn contributes to optimizing the quality of education. Arthur and Lekule (2020) also the study revealed that supervisors' academic qualifications and lack of

curriculum knowledge hinder the promotion of quality education, despite their limited background, and that little is being done to equip them with the necessary knowledge. This indicates that WEO's supervisory training needs in ensuring quality education provisions in schools in inevitable.

WEO'S faces several challenges that obstruct them as they carry out their duties. Nkonkonya et al (2022) the study explores the challenges faced by the School Improvement and Support Officer (SISO) in Pru East district, including lack of transport, offices, maintenance allowances, motivation, knowledge in ICTS, accommodation, training, and fuel. To improve supervision, the study suggests providing motorbikes and fuel for SISOs to visit all schools in the hinterland, and recruiting candidates with higher qualifications like Master of Education in Supervision and related areas. Kedir (2023) the study on instructional supervision practices in West Hararghe Zone, Oromia Reginal State, Ethiopia, found that inadequate training and awareness of instructional supervision were major issues. The findings urge all involved in supervision to adopt a positive mind-set to ensure quality education.

Feyisa and Edosa (2023) the study on Instructional Leadership Practices and Challenges in Primary School Principals in Liban Jawi, Woreda, West Shoa Zone revealed a communication gap with stakeholders regarding school vision, mission, and goals, and a lack of educational management profession. Terra and Berhanu (2019) conducted a study on practices and challenges of instructional supervision in government secondary schools of Wolaita Zone. The study revealed that instructional supervisors face various challenges, including selecting suitable supervisors, lack of supervision manuals, inadequate budget, facilities, and materials, resistance from teachers due to lack of awareness, and inadequate training for supervisors. In cementing this, Charles and Mkulu (2020) found that school supervisors are faced with numerous and intertwined challenges hampering effective execution of their duties.

According to Chiwamba & Kigobe (2022) the study identified challenges such as multiple responsibilities, lack of qualifications, negative teacher attitudes towards supervision, inadequate training, and poor communication skills. It recommends leadership training and a good communication system to address these issues. Moreover, provision of awareness seminars to teachers on the importance of supervision. It seems to emphasize that, WEOs cannot perform their roles without proper supervisory skills. Therefore, there is a need to conduct a study on the WEOs training needs for ensuring quality education provision in Tanzania. Alex and Mwila (2021) the study reveals that school administrators lack instructional leadership knowledge and are not accountable for effective supervision. External pressure and politics influence policy implementation, impacting decisions and implementation in community secondary schools.

According to Ogunode et al (2023) the study underscores the crucial role of school administrators in educational success, emphasizing the importance of training

for their confidence, communication, productivity, delegation, decision-making, and conflict management. Moreover, Feleshi & Mwila (2022) demonstrate that effective human resource management is crucial for improving the quality of education in schools, as it ensures that students' education continues to develop and improve, thus contributing to the achievement of educational goals. It is therefore imperative that training needs of WEO's be identified and develop a program through which they can be trained in order to fit into jobs. Kimaro (2024) reveals that global educational changes training equips education officers with best practices and innovations, thereby enhancing the quality of education in their schools. It seems to suggest that Education leaders should offer training on global educational trends to enhance the adaptability and responsiveness of education officers, thereby ensuring continuous improvement in educational quality.

Arthur and Lekule (2020) (earlier cited) recommends that Government leaders should strategically ensure effective school supervision by providing training and conducting seminars and workshops, raising awareness on the significance of supervision and different models. Therefore; there is the need for Ward Education Officers who are in charge of supervision in education to be trained in order to offer professional supervisory skills. Cilliers, and Habyarimana, (2023) WEOs who received training in school supervision were more competent in overseeing educational activities and addressing issues such as teacher absenteeism and student performance. Mohammed (2023) the recommendation is for regular seminars, workshops, and conferences to enhance supervision procedures in schools, promoting professional training for new and current supervisors.

## II. RESEARCH METHODOLOGY

The study sample comprised of 26 informants made up of 25 WEO's and 1 District Education Officer (DEO). A concurrent transformative mixed method approach was applied because each method of data collection complements each other. Questionnaires and interview guide questions were used to collect data from the respondents. The reliability of quantitative data was established through Cronbach-Alpha where by ( $r=0.828$  for WEO's questionnaire) while reliability for qualitative data was established through triangulation of the data. Quantitative data was analyzed by using descriptive analysis to generate frequency, means and percentages by using the Statistical Package for Social Science (SPSS) version 25 Computer while Qualitative data was analyzed thematically and presented in words by verbatim quotations in 'determining WEO's supervisory training needs that will enable them to ensure quality education provisions in schools in Mkuranga District, highlighting the challenges that WEO's face while carrying out supervision of schools and establish the remedial measures to the identified challenges WEO's face in Mkuranga District.

## III. FINDINGS & DISCUSSION

The study investigated the training needs of Ward Education Officers' for ensuring quality Education in Tanzania. To address this objective, a researcher designed questionnaires with a set of closed ended questions and or statement filled by respondents. Questionnaire items and interview guide questions were constructed in a way that, they were linked to WEO's training needs for effective school supervision, to highlight the challenges WEO's faced while carrying out supervision of schools for quality education and to establish the remedial measures to the identified challenges WEO's face in Mkuranga District. The respondents were asked to put a tick on the most appropriate items as to whether they Agreed, Neutral or Disagreed where by interviewee was asked to respond to the oral question from researcher. Table 1 presents the summary of the distribution of respondent's views on the WEO's supervisory training needs that will enable them to ensure quality education provisions in schools.

Table 1 WEO's training needs for effective school supervision in ensuring quality education (n=21)

| Item                                      | AF (%)    | NF (%)  | DF (%) | TF (%)   |
|---|-----------|---------|--------|----------|
| Training in human resources management    | 21(100%)  | 0(0%)   | 0(0%)  | 21(100%) |
| Financial management training             | 21(100%)  | 0(0)    | 0(0%)  | 21(100%) |
| Training Education management             | 21(100%)  | 0(0%)   | 0(0%)  | 21(100%) |
| Student's personnel management Training   | 20(95.2%) | 1(4.8%) | 0(0%)  | 21(100%) |
| Stakeholders' management Training         | 19(90.5%) | 2(9.5%) | 0(0%)  | 21(100%) |
| Training in curriculum development        | 20(95.2%) | 1(4.8%) | 0(0%)  | 21(100%) |
| Curriculum implementation Training        | 20(95.5%) | 1(4.8%) | 0(0%)  | 21(100%) |
| Training in curriculum evaluation         | 21(100%)  | 0(0%)   | 0(0%)  | 21(100%) |
| Education policy guideline Training       | 21(100%)  | 0(0%)   | 0(0%)  | 21(100%) |
| Training in school administration         | 21(100%)  | 0(0%)   | 0(0%)  | 21(100%) |
| Resource mobilization Training            | 21(100%)  | 0(0%)   | 0(0%)  | 21(100%) |
| Training in financial accounting          | 21(100%)  | 0(0%)   | 0(0%)  | 21(100%) |
| Educational strategic planning Training   | 20(95.2%) | 1(4.8%) | 0(0%)  | 21(100%) |
| Training in Educational planning process. | 21(100%)  | 0(0%)   | 0(0%)  | 21(100%) |
| Education planning Training               | 20(95.2%) | 1(4.8%) | 0(0%)  | 21(100%) |

|  |           |         |       |          |
|--|-----------|---------|-------|----------|
| Training in report writing.                      | 20(95.2%) | 1(4.8%) | 0(0%) | 21(100%) |
| Circulars and guidance manuals Training.         | 21(100%)  | 0(0%)   | 0(0%) | 21(100%) |
| Training in teachers' education trends.          | 21(100%)  | 0(0%)   | 0(0%) | 21(100%) |
| Fund raising Training                            | 19(90.5%) | 2(9.5%) | 0(0%) | 21(100%) |
| Training in professional communication skills.   | 21(100%)  | 0(0%)   | 0(0%) | 21(100%) |
| Educational policy Training.                     | 21(100%)  | 0(0%)   | 0(0%) | 21(100%) |
| Training in school follow-up.                    | 21(100%)  | 0(0%)   | 0(0%) | 21(100%) |
| School feedback mechanism Training.              | 19(90.5%) | 2(9.5%) | 0(0%) | 21(100%) |
| Training in supervisory skills.                  | 20(95.2%) | 1(4.8%) | 0(0%) | 21(100%) |
| Global education changes and responses Training. | 21(100%)  | 0(0%)   | 0(0%) | 21(100%) |

Table 1 above shows that the sub items on training in human resource management 21(100%), training in financial management 21(100%), training in Education management 21(100%), training in curriculum evaluation 21(100%), training in Educational policy guideline 21(100%), training in school administration 21(100%), training in resource mobilization 21(100%), training in financial accounting 21(100%), training in Educational planning process 21(100%), training in circulars and guidance manuals 21(100%), training in teachers education trends 21(100%), training in professional communication skills 21(100%), training in Educational policy 21(100%), training in school follow-up program 21(100%) and training in global education changes and responses 21(100%) were considered by the respondents as the important training needs that would enable them to carry out effective school supervision. The finding is aligned with Nurochmah, Ansar, Bachtiar and Mappincara (2019) and Kabir et al (2020) who revealed that training of Educational supervisors has contributed to developing knowledge, attitudes, and skills of school supervisors.

These findings match with the Human Capital Theory by Becker and Theodore (1960) Investments in education and training enhance individuals' skills, knowledge, and abilities, making training programs suitable for WEOs to effectively ensure quality education. This seems to suggest that training strengthens Ward Education Officers who will largely contribute to the improvement of their competencies required to update knowledge of more effective pedagogy in school supervision. During qualitative data collection, a *respondent opined*:

- *WEOs should be Trained as School Supervisor as well as allowing them to Pursue*

#### ➤ *Further Studies (EA).*

The view expressed by respondent (EA) seems to emphasize that WEO's cannot work without the necessary knowledge and skills, which can only be obtained through training. Terra and Berhanu (2019) concurred with the finding by indicating that training is crucial for fostering environments where students can succeed, ensuring the overall enhancement of educational standards in schools. It seems to suggest that educational management training to WEOs is important because it equip them with competencies which are essential for ensuring that schools are well-organized, efficiently run, and focused on continuous improvement, finally leading to higher educational standards and effective school supervision in ensuring quality

education. Gocayeva (2023) highlights the importance of training in educational supervising for WEOs, as it empowers them to effectively implement and adapt educational standards, ensuring consistent quality education provision across different contexts, and promoting the development of new approaches in training technologies. Finding is also supported by Mohammed (2023) suggests organizing seminars, workshops, and conferences to improve supervision procedures, encouraging supervisors to attend for professional training and in-service skills. This study therefore submits that a specialized management and leadership training course be designed for those aspiring to become head teachers because WEOs are appointed from the group of head teachers.

The following sub items on training in report writing 20(95.2%), training curriculum development 20(95.2%), Training in curriculum implementation 20(95.2%). Training in Educational strategic planning 20(95.2%), Training in Education planning 20(95.2%). Training in supervisory skills 20(95.2%).training in stakeholder's management 19(90.5%).Training in fund raising 19 (90.5%) and Training in school feedback mechanism 19 (90.5%) scored high percentages. These findings were considered by the majority of respondents that such training is a prerequisite to effective school supervision for quality education. Kiilu et al (2023) suggested that authorities should create resources and training programs for instructional supervisors to assist teachers in curriculum implementation. Therefore, WEOs require training in school feedback mechanism, fund raising, stakeholder management, education planning, strategic planning, curriculum implementation, and supervisory skills.

According to Cilliers and Oza (2020) Ward Education Officers (WEOs) perform various activities in schools, but their activities vary across districts. The study suggests that government and education stakeholders should standardize WEO activities to improve quality education provision. Standardization should align with WEOs' training needs, as inadequate supervisory training affects their work performance (Malengo and Omari, 2023). Thus, there is the need for Ward Education Officers who are in charge of supervision in education to be trained in order to offer professional supervisory skills and leadership. During qualitative data collection a respondent noted:

- *WEOs are not Formally Trained as School Supervisor but Undergo some in-Service*



➤ *Training as well as being Informed of their Roles in their Appointment Letter (EA).*

The view expressed by respondent (EA) seems to emphasize that usually there is no formal training provided for newly-appointed WEOs. So, these officers have to rely on their prior work experience before assuming their new roles. Therefore, it can be suggested that education administrators should implement a comprehensive training program for WEOs, covering assessment techniques, feedback, and teacher support, along with ongoing professional development to improve school supervision and education quality. The Tanzanian Government must provide WEOs

with the necessary knowledge and skills. It can be concluded that, WEOs are in dire need for training in order to enable them supervise school for quality education. It is therefore recommended that, the program designers, policy makers and educational managers to plan for supervising training to the WEOs either before being appointed or the inset training if they are to fit into their jobs.

Table 2 presents the summary of the distribution of the respondent's views on the challenges that WEO's face while carrying out supervision of schools for quality education.

Table 2 Challenges that WEO's face while carrying out Supervision of Schools for Quality Education. (n=21)

| Item  | AF (%)    | NF (%)   | DF (%)   | TF (%)   |
|---|-----------|----------|----------|----------|
| Poor records management by administrators                     | 14(66.7%) | 3(14.3%) | 4(19.1%) | 21(100%) |
| Poor monitoring methods by WEO's                              | 5(23.8%)  | 9(42.9%) | 7(33.3%) | 21(100%) |
| Poor transport by WEO's.                                      | 10(47.6%) | 7(33.3%) | 4(19.1%) | 21(100%) |
| Poor communication between WEO's and teachers.                | 13(61.9%) | 3(14.3%) | 5(23.8%) | 21(100%) |
| Lack of teachers' accountability.                             | 17(81.0%) | 2(9.5%)  | 2(9.5%)  | 21(100%) |
| Lack of teachers' commitment.                                 | 15(71.4%) | 4(19.0%) | 2(9.5%)  | 21(100%) |
| Low support from administrators.                              | 13(61.9%) | 5(23.8%) | 3(14.3%) | 21(100%) |
| Low level of training in primary school supervision.          | 17(81.0%) | 3(14.3%) | 1(4.8%)  | 21(100%) |
| Teacher resists being supervised by WEO's.                    | 16(76.2%) | 2(9.5%)  | 3(14.3%) | 21(100%) |
| Large class size.   | 19(90.5%) | 0(0%)    | 2(9.5%)  | 21(100%) |
| Frequent changes in educational policies.                     | 18(85.7%) | 1(4.8%)  | 2(9.5%)  | 21(100%) |
| Teachers disrespect WEO's.                                    | 9(42.9%)  | 9(42.9%) | 3(14.3%) | 21(100%) |
| Inadequate resources.   | 18(85.7%) | 2(9.5%)  | 1(4.8%)  | 21(100%) |
| Poor funding of primary education.                            | 19(90.5%) | 1(4.8%)  | 1(4.8%)  | 21(100%) |
| Inadequate training to WEO's.                                 | 17(81.0%) | 3(14.3%) | 1(4.8%)  | 21(100%) |
| Lack of parents' awareness of WEO's mandate.                  | 14(66.7%) | 4(19.0%) | 3(14.3%) | 21(100%) |
| Pressure of final student results from public.                | 18(85.7%) | 2(9.5%)  | 1(4.8%)  | 21(100%) |
| Rigidity of Head teachers to change.                          | 16(76.2%) | 3(14.3%) | 2(9.5%)  | 21(100%) |
| Political leader's interference.                              | 17(81.0%) | 2(9.5%)  | 2(9.5%)  | 21(100%) |
| Lack of community engagement.                                 | 17(81.0%) | 2(9.5%)  | 2(9.5%)  | 21(100%) |
| Low morale of teachers.                                       | 16(76.2%) | 3(14.3%) | 2(9.5%)  | 21(100%) |
| WEO's inferiority complex.                                    | 9(42.9%)  | 7(33.3%) | 5(23.8%) | 21(100%) |
| Poor follow-up of school by WEO's.                            | 14(66.7%) | 2(9.5%)  | 5(23.8%) | 21(100%) |
| Poor resource mobilization strategies by WEO's.               | 14(66.7%) | 4(19.0%) | 3(14.3%) | 21(100%) |
| Lack of confidence by WEO's.                                  | 8(38.1%)  | 6(28.6%) | 7(33.3%) | 21(100%) |
| Lack of proper training in their roles as School supervisors. | 17(81.0%) | 2(9.5%)  | 2(9.5%)  | 21(100%) |
| Teachers negative attitudes towards assessment.               | 17(81.0%) | 3(14.3%) | 1(4.8%)  | 21(100%) |
| Limited supply of circulars and guidance manuals.             | 17(81.0%) | 2(9.5%)  | 2(9.5%)  | 21(100%) |

Table 2 shows that the sub items on Large class size 19 (90.5%) and Poor funding of primary education 19 (90.5%) were the most challenges that WEO's face while carrying out supervision of schools for quality education. U-Sayee, & Adomako (2021) found that large class sizes, poor funding, and lack of resources hinder effective supervision in primary education. It seems that, these limitations may act as a brake on WEO's ability to effectively supervise schools, hindering efforts to improve educational outcomes by narrows the scope of feedback and addressing deeper issues that could significantly improve effective supervision in school.

The second sub items according to the respondents views on the challenges that WEO's face while carrying out supervision of schools for quality education included inadequate resources 18 (85.7%), pressure of final student

results from public 18 (85.7%) and frequent changes in education policies 18 (85.7%). The respondents tend to indicate that inadequate resources, pressure of final student results from public and frequent changes in education policies as the challenges that WEO's face while carrying out their supervision of school for quality education. Christopher et al (2024) concurred with finding by revealing that heads of school faced substantial issues, such as insufficient teaching and learning resources. It seems that WEOs may struggle to assist school teachers in adjusting to new policies, resulting in regional inconsistencies due to increased resources for training and professional development. During qualitative data collection, a respondent revealed:

➤ *There are Inadequate Education Resources for effective Supervision (EA).*

The view expressed by respondent (EA), seems to suggest that limited access of resources can make WEO supervision less standardized and consistent because WEOs might struggle to offer uniform feedback and guidance to schools, creating confusion and hindering their ability to effectively school supervision (Mkonongwa,2021). Therefore, the government should provide regular training sessions and workshops for WEOs on the latest educational policies and best practices, as well as adequate resources, to drive improvement in educational quality and promote a holistic approach that emphasizes character development, critical thinking, creativity, and emotional intelligence.

The sub items on lack of teachers' accountability 17 (81.0%), low level of training in primary school supervision 17 (81.0%), inadequate training to WEO's 17 (81.0%) political leaders interference 17 (81.0%) lack of community engagement 17 (81.0%), lack of proper training in their roles as school supervisors 17 (81.0%), teachers negative attitudes towards assessment 17 (81.0%), limited supply of circulars and guidance manuals 17 (81.0%) were considered by the respondents as third in rank of challenges that WEO's face while carrying out supervision of school for quality education. According to Omari & Malengo (2023), Mamo & Nigussa (2019), Mlilo (2018) and Komba & Mwandanji (2019) WEOs struggle to achieve targets due to political interference, negative teacher perceptions, and limited supply of circulars and guidance manuals, which can hinder their effectiveness in supervising and improving educational practices and quality. In cementing this, Charles (2020) as cited by Ally et al (2022) the study suggests that Ward Educational Officer professionals should receive regular training to maintain their efficiency and contribute to quality education supervision. These findings are aligned with the Human Capital Theory suggests that investments in education and training lead to improved skills and knowledge. Targeted training programs for WEOs can enhance their supervisory effectiveness and contribute to quality education for all students.

The forth sub items on challenges that WEO's face while carrying out supervision of schools for quality education included, Teachers resist being supervised by WEO's 16 (76.2%), Rigidity of Head teachers to change 16 (76.2%), Low morale of teachers Lack of 16 (76.2%) were considered by the respondents as significant challenges that WEO's face while carrying out supervision of school for quality education. This finding is aligned with Dewodo et al (2023) who revealed that some teachers perceived school supervision as a mere fault-finding mission and interference in their duties. Therefore, this seems to suggest that WEOs should provide feedback that is specific, actionable, and focused on growth rather than criticism and highlight areas of strength and areas for improvement, offering suggestions for development.

The sub items on lack of teachers' commitment 15 (71.4%) indicates that lack of teachers' commitment in primary supervision is a challenges that WEO's face while

carrying out supervision of school for quality education. This finding is supported by Mbawala and Hermanto (2023) who revealed the quality of education depends on the presence of a committed school supervisor and teachers in supervising the critical effectiveness of the school.

The fifth sub items in order of the respondents as the Challenges that WEO's face while carrying out supervision of schools for quality education includes, poor records management by administrators 14 (66.7%), lack of parents' awareness of WEO's mandate 14 (66.7%), poor follow-up of school by WEO's 14 (66.7%), poor resource mobilization strategies by WEO's 14 (66.7%) were considered by the respondents as among of significant challenges that WEO's face while carrying out supervision of school for quality education. According to Mamo and Niguss (2019) internal supervisors were not doing enough to enhance school and community relationship as they were no time to connect school and community. During qualitative data collection, a respondent opined:

➤ *The Remedial measures for WEOs Challenges they Face Includes Creating Awareness in the Community (EA).*

The views expressed by respondent (EA) suggest that the government should raise community awareness about the importance of education and the roles of Ward Education Officers as well as encourage community involvement in educational matters. If parents are unaware of WEO's or how to contact them, they may be hesitant to raise concerns about their child's education or the school itself. Therefore, WEO's can address these challenges by establish clear communication channels for parents to access information about WEOs, including contact details and office hours, WEOs to participate in parent-teacher meetings, school events, or parent advisory committees to interact directly with parents. Additionally, Osiesi (2023) found that education supervisors are hampered by challenge of misplacement/poor monitoring and evaluation records management. Therefore, it can be suggested that education administrators should adopt technology solutions like electronic document management systems or records management software to streamline record-keeping processes, improve accessibility and security. Furthermore, implementing digital systems can improve efficiency, reduce errors, and facilitate easier retrieval and sharing of records.

Sub item on low support from administrators 13 (61.9%) was among of the challenges that WEO's face while carrying out supervision of school for quality education. This finding is aligned with Aina & Akinsola (2022) who revealed that low support from school administrators, such as insufficient training and bureaucratic barriers, poses a major challenge for WEOs in enhancing educational quality in primary schools as well as create confusion and hinder the overall effectiveness of their work.

The following sub items, Poor transport by WEO's 10 (47.6%), Teachers disrespect WEO's 9 (42.9%), WEO's inferiority complex 9 (42.9%), Lack of confidence by WEO's 8 (38.1%) and Poor monitoring methods by WEO's 5 (23.8%) did not score above average percentage and thus,

they do not seem to be major challenges that WEO's face while carrying out supervision. It could be said that the current system has taken care of these challenges and therefore they have no significant impact on the work of the WEOs.

The study has shown that WEOs are facing the challenges that hinder their ability to provide effective supervision for ensuring quality education in schools. Such challenges include lack of training, inadequate resources,

political leaders' interferences, lack of effective support from high authority, lack of cooperation from the community in which they work. It is therefore imperative that such challenges to be addressed by concerned authorities if Tanzanian children are to acquire quality education through WEOs supervisory work. Table 3 presents the summary of the distribution of the respondent's views on the remedial measures to be taken to overcome challenges that WEO's face in performing their roles.

Table 3 Remedial measures should be taken to overcome Challenges that WEO's Face in Performing their Roles. (n=21)

| Item  | AF (%)    | NF (%)  | DF (%)  | TF (%)   |
|---|-----------|---------|---------|----------|
| Training in human resource management.                | 20(95.2%) | 1(4.8%) | 0(0%)   | 21(100%) |
| Training in financial management                      | 21(100%)  | 0(0%)   | 0(0%)   | 21(100%) |
| Training in Educational management.                   | 20(95.2%) | 1(4.8%) | 0(0%)   | 21(100%) |
| Training in teachers personnel management             | 20(95.2%) | (4.8%)  | 0(0%)   | 21(100%) |
| Training in education stakeholder's management.       | 20(95.2%) | 1(4.8%) | 0(0%)   | 21(100%) |
| Training in report writing.                           | 20(95.2%) | 1(4.8%) | 0(0%)   | 21(100%) |
| .Training in curriculum implementation                | 20(95.2%) | 1(4.8%) | 0(0%)   | 21(100%) |
| Training in curriculum evaluation                     | 20(95.2%) | 1(4.8%) | 0(0%)   | 21(100%) |
| .Training in education policy guideline               | 20(95.2%) | 1(4.8%) | 0(0%)   | 21(100%) |
| Training in school administration.                    | 19(90.5%) | 1(4.8%) | 1(4.8%) | 21(100%) |
| Training in school follow-up.                         | 19(90.5%) | 1(4.8%) | 1(4.8%) | 21(100%) |
| Training in Educational strategic plan.               | 20(95.2%) | 1(4.8%) | 0(0%)   | 21(100%) |
| Training in Educational resource management skills.   | 20(95.2%) | 1(4.8%) | 0(0%)   | 21(100%) |
| Training in Educational resource mobilization.        | 19(90.5%) | 2(9.5%) | 0(0%)   | 21(100%) |
| Training in global Educational changes and responses. | 20(95.2%) | 1(4.8%) | 0(0%)   | 21(100%) |

Table 3 shows that the sub items on Training in financial management 21 (100%) was agreed upon as the most important remedial measures to overcome challenges that WEO's face in performing their roles in ensuring supervision of school for quality education. Study done by Azzahra & Safira (2022) revealed that many school principals and education personnel have not received any form of training on school financial management and expressed the need to acquire basic financial management skills example bookkeeping to improve and sustain their school operations recommends the continued training program for School supervision teams. It seems that WEOs cannot monitor properly financial management in schools if they have no skills on how financial resources are to be managed. Therefore, it can be said that, government should develop structured training programs specifically tailored to the needs enabling WEOs for effective school supervision in financial management in ensuring quality education in school.

The second sub items agreed upon as the remedial measures that can be used to overcome challenges WEO's face in performing their roles in ensuring supervision of school for quality education included training in human resource management 20 (95.2%), training in Educational management 20 (95.2%), training in teachers personnel management 20 (95.2%), training in education stakeholders management 20 (95.2%), training in report writing 20 (95.2%), training in curriculum implementation 20 (95.2%), training in curriculum evaluation 20 (95.2%), training in education policy guideline 20 (95.2%), training in Educational strategic plan 20 (95.2%), training in Educational

resource management skills 20 (95.2%) training in global Educational changes and responses 20 (95.2%), Training in Educational resource mobilization 19 (90.5%), training in school administration 19 (90.5%) and training in school follow-up 19 (90.5%) were considered to be the remedial measures should be taken to overcome challenges that WEO's face in performing their roles. Here, the respondents tend to imply that education supervisors always need to be trained in Education management to get sustainable development to carry out their duties optimally to improve the quality of school performance.

According to the Human Capital Theory, investments in education and training result in improved skills, knowledge, and abilities of individuals, in the context of Ward Education Officers in Tanzania. By employing this theory, the research explores how training needs for Ward Education Officers are linked to their human capital development. It can search into various aspects, such as the type and quality of training received by Ward Education Officers. Therefore, it calls for the education administrators to conduct proper training to WEOs and this training should focus on Supervisory skills needs that will enable WEO's to ensure quality education provisions in schools.

Furthermore, Arthur and Lekule (2020) recommend that government leaders should strategically ensure effective school supervision by providing training and conducting seminars and workshops, raising awareness on the significance of supervision and different models. Therefore, it can be said that the providing opportunities to WEO's to

improve their professional abilities and keep them up to date with new skills, express their ideas and views, WEOs will be able to support heads of school and teacher to improve the quality of education.

The finding is also supported by Calimnil (2021) and Ally et al (2022) who indicated that, Education policy guideline training enables officers to conduct thorough monitoring and ensure schools comply with national educational standards, thus improving overall education quality.

It seems that education administrators see the need of providing short courses, seminars and workshops; such training can help WEOs to overcome challenges in ensuring quality education provision in schools.

Kimaro (2024) concurs with this finding by showing that training in global educational changes allows education officers to adopt proven best practices and innovations, thereby enhancing the quality of education in their schools. It seems that education leaders should conduct training in global educational trends Ward Education Officers to improve their adaptability and responsiveness to new challenges, ensuring continuous improvement in educational quality.

This finding is also inferring with Cilliers, and Habyarimana, (2023) who found that those who received training in school supervision were more competent in overseeing educational activities and addressing issues such as teacher absenteeism and student performance. Thus, there is the need for Ward Education Officers need training to offer professional supervisory skills and leadership. They link schools to the district, promote quality standards, and implement them during school visits. However, challenges hinder their effectiveness in implementing these standards and improving teaching and learning. It can be recommended that, the program designers plan for supervising training to the WEOs either before being appointed or the inset training if they are to fit into their jobs.

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