

Effectiveness of ward education officers' supervisory roles on enhancing teachers' work performance in public secondary schools in Arusha District Council, Tanzania

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ABSTRACT

The study was looking at the role of Ward Education Officers (WEOs) in ensuring the improvement of performance of teachers at public secondary schools in the Arusha District Council in Tanzania. The massive growth of secondary schools due to national education policies requires high supervisory practices to provide quality education. The actual performance of the students in academics is very poor while WEOs are present, which indicates that there is a need to have a new approach at the supervisory level. The study was governed by the Clinical Supervision model (CSM), which encourages teaching by use of systematic steps, and Total Quality Management (TQM), which is based on the principles of continuous improvement and focused on quality assurance in different aspects. A concurrent triangulation design was used to collect data from 135 respondents who were DSEOs, WEOs, heads of schools, and teachers by using simple random and purposive sampling. The study demonstrates that WEOs have crucial responsibilities of monitoring the number of enrolled students, examining school management systems, and providing teaching assistance to teachers. The WEOs face some challenges during the implementation of their responsibilities, which limit their service delivery since they lack adequate transport, lack training, and work in poor facilities. The study revealed that WEOs should have resources and encouragement to accomplish improved teacher performance, which will result in increased student outcomes. Also, the study suggests improving the effectiveness of WEO by providing superior logistical assistance, enhancing ongoing professional growth, and resolving the issue of supervision.

Keywords: Arusha District Council, Public Secondary Schools, Supervision, Teachers' Performance, Ward Educational Officers (WEOs)

I. INTRODUCTION

Education supervision is considered to be a powerful instrument in strengthening the daily practice of teachers throughout the instructional process all over the world (Abdurahman et al, 2025). Recent research indicates that observing teaching, coordination of professional development, offering specific input, and performance can make notable improvements when school systems offer consistent, firm, and decisive regulatory assistance (Gardezi et al, 2023). Other studies indicate that supervisory practices and organized feedback are linked with high-quality teaching and eventually enhance the value of student outcomes (Balikci et al., 2025).

In low and middle income countries, the functions of supervision are divided between head teachers, head of subjects, district officers, and inspectorates (Ngole & Mkulu, 2021). They are effective based on their ability, financing, and specific directives that focus on the areas of instruction. Research in African school regimes illustrates that teachers are guided by their supervisors and translate the advice into the classrooms. Nevertheless, the issues of managing more than one school, the poor state of infrastructure, and the absence of instructional resources hamper the successful follow-up and goal attainment (U-Sayee & Adomako, 2021)

Guides and policies on shifting supervision to training and quality assurance have been introduced in ministries in Sub-Saharan countries, although there is uneven implementation (Zickafoose et al, 2024). Professional development and school progress planning are carried out regularly; however, challenges include an expensive workload, insufficient materials, and inadequate transportation. It is suggested to strengthen instructional leadership and allocate more human and financial resources to facilitate regular assessment (Dafa et al, 2020). The new literature connects clinical training, involving the use of pre-conference, observation, feedback, and post-conference with competency, motivation, and performance in educators, with collaborative supervision that increases curriculum alignment and students' achievement (Park, 2020).

Tanzania has experienced growth in both government and non-government secondary schools because of the increase in demand for education and facilities by both the government and non-governmental organizations. Education policies like Education for All (EFA), Free Education Policy (Primary Education Development Planning-PEDP and Secondary Education Development Planning-SEDPP) have also led to this enlargement (MOEST, 2004-2009). Such reforms as the School Quality Assurance (SQA) framework prioritize the idea of professional supervision as an ongoing monitoring and evaluation process that entails providing feedback based on continuous improvement (Charles, 2024). In the context, school leaders and head teachers in both state and private schools are expected to make sure that the curriculum is enforced effectively within their pedagogical supervision.

At Arusha District Council, the teachers are under the supervision of the ward Education Officer (WEO), who is in charge of primary and secondary schools and is concerned with the teaching, feedback, follow up and teacher discipline. This study fills the gap in the literature that does not specifically relate the limited number of school visits by WEOs to the quantifiable elements of teacher performance, including school attendance, preparation, and practice. The government secondary schools are required in every ward (Mwesiga & Okendo, 2018), and the quality of education is controlled by WEOs (URT, 2014). Generally, WEOs closely collaborate with heads of schools and ensure proper teaching and learning and adopt education objectives by inspecting, performing advisory functions, and coordinating policies (Ally et al, 2022)

Previously, school inspections were a fault-finding activity, but were reinvented in 2015 as a quality assurance activity, where the inspector has been turned into a quality assurance officer (Mbwana & Onyango, 2021). Through this reform, Ward Education Coordinators (WECs) became Ward Education Officers (WEOs) as explained by Haule et al (2020). The Education Act required the WEOs to supervise all the school activities in their wards (URT, 2014). However, Maige et al (2022) observed that not all WECs had the required skills to manage the teachers effectively, leading to adverse attitudes and inefficiency. Thus, the role of WECs was conquered by WEOs whose appointments were focused on professionalism, rather than on work experience.

Over the years, national examination performances have indicated poor academic performance of people in the public secondary schools. The data available from the results of the National Examination Council of Tanzania (NECTA) between 2018 and 2020 show that the number of students who got division one and two was still less than those who received division four and zero (Mosenda, 2021). Though several reasons of failure have been mentioned, not much focus has been paid to analyzing the efficiency of WEOs in promoting teachers' competence. Therefore, the suggested study aimed to evaluate the effectiveness of WEOs in their supervisory roles to enhance teacher performance who are working in the public secondary schools at Arusha District Council, hence to enhance student performance and long-term learning.

1.1 Statement of the Problem

International and national education policies have led to the rapid growth in the number of secondary schools in Tanzania, Ministry of Education, Science and Technology (MOEST, 2004-2009). Such growth underscores the importance of expanding access to education and the necessity of high-quality learning supported by efficient oversight of daily school-based activities. Nevertheless, a rise in the number of public secondary schools has created challenges in monitoring at zonal levels since the number of schools is large, and the size of their location makes this process challenging (Haule et al, 2020). The government has attempted to deal with this obstacle by placing WEOs in charge of schools in their wards to improve teaching and teacher performance by supervising them systematically (Ehren & Visscher, 2006)

Although this has been decentralized, the academic performance of students in Arusha District has not been satisfactory, as many students record divisions four and zero in the national examinations 2020. Despite the various issues that have been discussed as a cause of poor performance, little attention has been paid to the issue of the supervisory roles played by WEOs. Thus, the current study examines the role of the supervisory functions of WEOs in the performance of teachers and their contribution towards the academic performance in Arusha District.

1.2 Research Questions

- i. To assess the supervisory roles of Ward educational officers in public secondary schools.
- ii. To determine the extent of Supervision Roles Performed by Ward Educational Officers on Teachers' Work Performance in Public Secondary Schools in Arusha District Council
- iii. To investigate the effectiveness of Ward Education Officers' supervisory roles on enhancing teachers' work performance in public secondary schools.

II. LITERATURE REVIEW

2.1 Theoretical Review

This study was guided by two theories, the Clinical Supervision Model (CSM) and Total Quality Management (TQM)

2.1.1 Clinical Supervision Model (CSM)

The Clinical Supervision Model (CSM) was developed by Goldhammer (1969), and it is a procedural model of supervision that is systematically geared towards the enhancement of teaching by use of systematic steps that include pre-observation conference, observation, post-observation conference, and follow-up. In recent studies, the model has been proven to be effective in improving the professional competence of teachers. As an example, Handayani et al. (2024) discovered that the Goldhammer model helps teachers develop through regular feedback that is well structured, and Chaula (2023) noted that effective clinical supervision is based on the presence of good communication and collaboration between teachers

According to the existing literature, the CMS can improve the quality of instruction and teacher performance, especially when supervision is no longer based on inspection but on developmental assistance. The existing literature, the CMS can improve the quality of instruction and teacher. This was supported by Sharma and Srivastava (2023), who highlighted the importance of coaching and mentoring in teacher education, which is consistent with the principles of the model. On the same note, Tumwine and Waiswa (2025) promoted the concept of mentorship-based supervision within the education systems of East Africa. The present study builds on the application of CSM to the context of Tanzania, hypothesizing that the systematic approach can be employed by Ward Education Officers to enhance the practice of supervision, teacher motivation, and accountability, as well as effective delivery of instruction.

2.1.2 Total Quality Management (TQM)

Total Quality Management (TQM) is a management philosophy that was introduced by Armand V. Feigenbaum in 1961 and was developed by W. Edwards Deming, and is based on the principles of continuous improvement, customer satisfaction, and stakeholder engagement. TQM, originally projected to serve the manufacturing sector, has been extended to be used in all industries, including education, where its facilities, leadership dedication, involvement of stakeholders, process effectiveness, and efficient feedback channels (Al Kadri & Susant, 2022)

TQM is one of the most important frameworks that can be used in the education system to ensure quality assurance and institutional effectiveness. According to research works by Mtitu (2025) and Mbuya & Amos (2024), the implementation of TQM principles has increased the probability of stakeholder satisfaction and has also positively affected teaching and learning results of any educational organization in Tanzania. On this basis, this study uses the concept of TQM to investigate how the concept can be adapted by WEOs to improve the performance of teachers in the Arusha District Council in the public secondary schools.

2.2 Empirical Review

The review was about to identify relevant empirical literature based on the current research objectives of this study, to assess the effectiveness respectively in Ward Education Officers (WEOs) in teachers' work performance. Theoretical and empirical research on supervision practices, teachers' motivation, and performance outcomes at the secondary school level was reviewed challengingly. The review addressed the impact of organized supervision on the quality of teaching. The review addressed the impact on the quality of teaching of structured supervision, feedback, and professional support. The Committee also took into account the difficulties WEOs encounter in carrying out their supervisory responsibilities effectively. Moreover, there was also evidence of the correlation between good supervision and increased teacher responsibility and student achievement. This review serves as a baseline for detecting gaps and guiding the current study at the Arusha District Council, Arusha Region.

2.2.1 Supervisory Roles of Ward Education Officers in Public Secondary Schools

The Ward Education Officers (WEOs) is a crucial person who is crucial in improving teacher performance in the government secondary schools by enforcing educational policies and national objectives. Their control is well known in enhancing teacher effectiveness. Arthur and Lekule (2020) have discovered that WEOs' supervision has a strong impact on teacher performance at Tanzanian public schools, and Tarimo and Lekule (2024) have also indicated its role in professionalism and the quality of teaching. Fuime (2024) also supported that the training of WEOs enhances their qualities as supervisors and, through them, the quality of education. On the same note, Protas and Ismail (2024) found that the teachers' motivation and performance are increased with improvements in their working conditions, which was also reinforced by Minja (2025), who found strong teacher performance in the private schools within Arusha District to be caused by the environment.

The performance of teachers is the effectiveness, professionalism, and capacity of the teachers in making the students successful, which is enhanced through effective supervision. Katemah et al. (2022) discovered that the

performance of teachers is improved because of the involvement of WEOs in planning, coordination, and classroom investigation, and Minja (2025) discovered a direct correlation between leadership, supervision, and teacher appreciation. Furthermore, Ngereza et al. (2024) and Christopher et al. (2024) stated that direction and control have a positive influence on the job satisfaction of the teachers. Still, the majority of studies, public or private schools consider and adopt one research model (Ngereza et al. 2024; Minja 2025; Christopher et al. 2024). Thus, the proposed study takes a mixed-methods approach to investigate how WEOs can enhance teachers' performance in the Arusha District Council in the public secondary schools.

2.2.2 The extent of Supervision Roles Performed by Ward Education Officers on Teachers' work performance in Public Secondary schools in Arusha DC

Ward Education Officers (WEOs) are very important in enhancing teacher performance by supervising instruction in the schools. In Tanzania, studies indicate that classroom observation, mentoring, and WEOs feedback improve lesson preparation, classroom management, and teacher evaluation and increase the effectiveness of the instruction (Mwakabenga, 2025). However, the impact of this is usually low due to the insufficient professional growth, lack of proper transport infrastructure, and workload, minimizing the possibilities of making follow-up and monitoring.

Arusha and other districts have shown that teacher motivation and accountability with adequately trained WEOs and good logistical support have shown improvements, but where there is low supervision, the same has not been achieved, and thus there is a need to empower WEOs' capacity and the support services to ensure sustainable improvements (Malengo & Omari, 2023)

2.2.3 The Effectiveness of Ward Education Officers' Supervisory roles on enhancing Teachers' Work Performance in Public Secondary Schools

Ward Education Officers (WEOs) are greatly concerned with the work performance of teachers in an effort to accomplish the education policies and school goals. According to recent studies, the role of the supervisory function of WEOs has been emphasized in improving the performance of teachers in relation to their students. Katemah et al. (2022) have discovered that WEOs' supervision in Longido District has greatly enhanced teacher attendance. Similarly to Malengo and Omari (2023) was noted that the activities of WEOs played a positive role in the performance of teachers and the academic success of students in Lushoto District.

According to Newa et al. (2025), the problem-solving skills and leadership ability of the head of schools increase the job performance of teachers in Siha District. Also, Edgar (2022) highlighted the fact that supportive supervision in the form of close to school influences the performance of teachers positively in public schools in the secondary setting. Likewise, Christopher et al. (2024) have established the evidence that WEOs' contributions to internal and external mechanisms of school supervision foster teacher performance and positively affect student learning outcomes. Altogether, these investigations prove that the successful WEOs supervision plays a crucial role in teacher effectiveness and in the quality of education in the schools of Tanzania.

III. METHODOLOGY

3.1 Research Design

The study adopted a concurrent triangulation design, enabling simultaneous collection of both quantitative and qualitative data. This design was appropriate as it allowed for the comparison and integration of results from both approaches to determine whether findings supported or differed, thereby strengthening interpretation in line with the research objectives.

3.2 Study Area

The research was conducted in public secondary schools within the Arusha District Council, which is located in the Northern part of Tanzania. The area was selected due to limited literature on the effectiveness of ward Education Officers (WEOs) in executing supervisory roles and persistent concerns about their inefficiency, which has contributed to low teacher performance and poor academic outcomes. This context provides an appropriate setting for examining WEOs' effectiveness in enhancing teachers' work performance.

3.3 Target Population

The target population comprised 1,148 people, including one District Secondary Education Officer (DSEO), 23 Ward Education Officers (WEOs), 33 head of schools (HOSs), and 1,091 teachers (from Arusha District Secondary Education Office, 2025). The DSEO was included as a key informant due to direct supervision of WEOs, while WEOs themselves were central participants. HOSs contributed administrative insights, and teachers, being the primary beneficiaries of supervision, provided firsthand perspectives on WEOs' influence on their work performance.

3.4 Sample Size and Sampling Procedures

Following Gay and Airasian's (2003) recommendation of 10-30% of the population for research sampling, the study involved one (1) DSEO, seven (7) WEOs (30%), seven (7) heads of schools (21%), and 120 teachers (11%). A combination of purposive and simple random sampling techniques was employed. Purposive sampling selected the DSEO, WEOs, and HOSs due to their strategic roles, while simple random sampling was used for teachers to ensure representativeness and equal selection chances.

3.5 Data Collection

Data were collected using open-ended questionnaires for teachers and WEOs and interview guides for DESO, HOSs, as well as WEOs. The questionnaires that were open-ended assisted teachers and WEO to give their views and familiarity at their own will, and gave real and detailed information. DSEO, HOSs, and WEOs interview guides allowed addressing the issue of supervisory practices, challenges, and strategies. These instruments were used together, and they led to triangulation, making the findings appear more precise. Therefore, the tools were well appropriate to the qualitative aspects of the research and were able to describe different views on how supervising and teaching are conducted in the Arusha District Council.

3.6 Data Analysis

Quantitative data from the questionnaire were analyzed using descriptive statistics and presented in frequency tables and percentages for clarity. Qualitative data from interviews were analyzed through content analysis, which involved transcribing, categorizing, and identifying patterns aligned with research objectives. Direct quotations were used where appropriate to illustrate participants' perspectives and strengthen interpretations.

3.7 Ethical Considerations

Authorization was obtained from relevant authorities before fieldwork. Participants were informed about the study's purpose, assured of voluntary participation, anonymity, and confidentiality. Interviews were conducted privately to ensure comfort and honest responses. Research data were securely stored to prevent unauthorized access, and all sources were properly acknowledged to uphold academic integrity and avoid plagiarism.

IV. FINDINGS & DISCUSSION

The study was carried out in the Arusha District Council, where the total number of 135 respondents where by the few of the potential participants was interviewed, and the responses of the majority of the respondents the responses were statistically analyzed based on the objectives.

4.1 Response Rate

4.1.1 Assessment of Ward Education Officers' Supervisory Roles in Public Secondary Schools in Arusha District Council

Table 1 records show that there are plentiful supervisory roles that can be performed by Ward Education Officers (WEOs) in the perception of teachers and WEOs themselves in Arusha District Council. It emphasizes the extent to which WEOs participate in observing the administration in schools, academics, and students' well-being, which is necessary to ensure the quality of education.

Table 1.

Supervisory Roles of Ward Education Officers in Public Secondary Schools in Arusha District Council (n=127)

Parameters	Teachers n = 120 f (%)	WEOs n = 7 f (%)	Total n = 127 f (%)
Monitoring students' enrolments in schools	115(96)	7(100)	122(88)
Inspection of the school's administration and academics	110(92)	6(86)	116(91)
Collecting data and updating academics statics	116(97)	7(100)	123(97)
Dealing with teachers and students discipline	84(70)	5(71)	89(70)
Solving social and administrative challenges in schools	80(67)	5(71)	85(67)
Promoting schools' development via the community & donors	91(76)	4(57)	95(73)
Monitoring and controlling capitation funds in schools	75(63)	5(71)	80(63)
Monitoring students' and teachers' attendance and truancy	89(75)	6(86)	95(73)
Assessing and Evaluating students' academic performance	79(66)	6(86)	85(67)
Ensuring the implementation of education policies	112(93)	7(100)	119(94)

These findings demonstrate that the majority of teachers (96%) and all WEOs (100%) believed that one of the most important supervisory roles would be to monitor student enrolments. Equally, 91% of all participants identified the inspection of school administration and academics as a WEOs' role, and 97% felt that gathering and updating academic information is also in their job description. Furthermore, 67% of the respondents reported dealing with social and administrative issues, while 73% stated that they facilitated the growth of schools through the help of the community and donors. Supporting attendance and truancy was established by 73% and 94% (Table 1), affirming that it is a significant supervisory role to ensure education policies are put into practice, as observed by the DSEO regarding WEOs' role.

“WEOs play critical roles as supervisors to ensure that the educational standards are maintained. They have a crucial role in keeping track of student enrolment as well as teaching how resources required in justifiable education should be allocated”.

Also majority of WEOs responded by saying that;

“In most cases, we instruct the teachers on how they are expected to execute their day-to-day. We underline their teaching quality and establish accountability in the teaching and learning process.”

In addition, HOS responded to the raised interview question on the experience with the support and feedback of WEOs in the preparation of teachers' lesson and their teaching performance, and the responses were as follows;

“WEOs provide high support to us, which is very important in the education sector. Their evaluations and suggestions assist us in refining lesson preparations, and this makes us refine our lesson preparations and motivates us to maintain better performances.”

4.1.2 Extent of Ward Education Officers' Supervisory Roles on Teachers; Work Performance in Public Secondary Schools in Arusha District Council

Table 2 proves the degree of WEOs' supervisory activities on the work performance of teachers in the public secondary schools. The reactions showed that advising on the teaching techniques, controlling professional behavior, as well as attendance assessment, are some of the areas that have a major effect on the teacher's performance.

Table 2.

Extent of Ward Education Officers' Supervisory Roles on Teachers' Work Performance in Public Secondary Schools in Arusha District Council (n=127)

Parameters	Teachers n = 120 f (%)	WEOs n = 7 f (%)	Total n = 127 f (%)
Advising teachers on improving teaching	100(83)	6(86)	106(83)
Monitor the teacher's professional code of conduct maintaining	110(92)	7(100)	117(92)
Advising teachers on the chain of command	100(83)	6(85)	106(83)
Assessing teachers' attendance in school & classroom	96(80)	6(86)	102(80)
Assessing teachers' lesson preparations	118(98)	7(100)	125(98)
Identifying and solving teachers' matters	90(75)	5(71)	95(75)
Evaluating teachers' performance	91(76)	6(86)	96(76)
Assessing teachers' classroom teaching/learning	80(67)	5(71)	85(67)
Enhancing teachers' training service	60(50)	4(57)	64(50)
Discussing with teachers on education matters	85(71)	5(71)	90(71)
Unite with teachers on students' challenges	115(96)	7(100)	127(97)

These results evidenced that 83% of the respondents declared one of the main supervisory roles of WEOS is advising teachers on how to improve teaching and learning, where 92% admitted that it is also important to monitor the professional code of conduct of teachers. In the same way, 83% affirmed giving recommendations on the chain of command, and 80% emphasized assessing the attendance. Nearly all of the respondents, 98% (Table 2), supported that one of the significant supervisory functions is less preparation for evaluation. Moreover, three-quarters of them supported the idea of problem identification and resolution of teachers, three-quarters agreed to the idea of performance assessment, two-thirds affirmed classroom assessment, half stated teacher training among others, three-quarters affirmed discussion of educational issues, and three-quarters affirmed the idea that jointly solving the problems of the students would enhance the performance of the teachers.

Also, the interviewed WEOs responded to how they enhance teachers' training services.

“All teachers are usually given an initial opportunity to volunteer as Ward education Officer and, in this capacity, we normally start by determining the needs of teachers in terms of training by observing and reporting classroom performance. This assists in making us know who requires assistance and where. Additionally, we usually link with DSEO, among other parties, to create short training programs and

workshops on the side of teachers. Nevertheless, due to insufficient financial means, they are not always likely to do it regularly. Government should, therefore, allocate a sufficient amount of funds toward training teachers”.

Furthermore, they were asked to respond to how they monitor teachers’ professional code of conduct, and some of the responses were as follows;

“One of the primary tasks that we have to do is to make sure that teachers are disciplined and follow the professional code of conduct. In case of misconduct, we will mainly investigate at the ward level and then report to the DSEO. We have always focused on fairness and confidentiality. We constantly remind teachers of their punctuality, commitment, and ethical obligations in their work. Well behaving among teachers create a good tone among the students and enhance the image of the school. Professional teachers have a better performance and impact on their students negatively”.

4.1.3 Effectiveness of Ward Education Officers’ Supervisory Roles in Enhancing Teachers’ Working Performance

The results in Table 3 showed the efficiency of the supervisory role of WEOs in enhancing the professional performance of teachers. Such foremost tasks as the consultation on teaching, supervising professional behavior, and dealing with classroom issues were reported to be highly effective in the opinions of both teachers and WEOs.

Table 3.

Effectiveness of Ward Education Officers’ Supervisory Roles in Enhancing Teachers’ Working Performance in Public Secondary Schools in Arusha District Council (n=127)

Parameters	Teachers n = 120 f (%)	WEOs n = 7 f (%)	Total n = 127 f (%)
Advising teachers on improving teaching	118(98)	6(85)	124(98)
Monitoring of teachers’ professional code of conduct	115(96)	7(100)	122(96)
Advising teachers on the chain of command	100(83)	7(100)	107(84)
Assessing teachers’ attendance in school & classroom	90(75)	5(71)	95(75)
Assessing teachers’ lesson preparations	95(79)	7(100)	102(80)
Identifying and solving teachers matters	86(72)	5(71)	91(72)
Evaluating teachers’ performance	80(67)	6(85)	86(68)
Assessing teachers’ classroom teaching/learning	78(65)	5(71)	83(65)
Enhancing teachers training service	90(75)	5(71)	95(75)
Discussing with teachers on education matters	86(72)	6(85)	92(72)
Unite with teachers on students’ challenges	120(100)	7(100)	127(100)

The findings revealed that 98% of respondents agreed that advising teachers on improving teaching was a key aspect of WEOs’ effectiveness. Moreover, 96% confirmed that monitoring teachers’ professional code of conduct enhanced performance, while 84% recognized the importance of guiding teachers on the chain of command.

Additionally, 75% acknowledged that assessing teachers’ attendance and lesson preparation were vital elements of supervision. Respondents (65%) (Table 3) also indicated that assessing classroom teaching and learning contributed to teacher performance. Interviews further revealed that WEOs play critical roles in promoting teacher in-service training, handling educational matters, and uniting teachers to address students’ challenges.

The DSEO was asked

The DSEO was asked about the support from WEOs to advise teachers on the ways to enhance teaching and learning processes among the learners. The DSEO said that;

“The main role that our office undertakes in ensuring that effective teaching strategies are given to the teachers by the Ward education Officers is centralized in our office. We lay stress on the idea of learner-centered practices and promote the process of WEOs mentoring the teachers, particularly those who find difficulties with classroom management and delivering the lesson”.

One of the WEO also answered the same question.

“Our classroom observations are usually followed by the teachers and the discussion of what was good and what should be improved. The recommendations are based on real-world topics like planning the lesson, teaching aids, and evaluation steps, It is not to criticize but to assist them in teaching better”.

Another WEO added that;

“By paying regular visits to the school, we determine areas where teaching methods are deficient and provide drilling services. Those teachers who have acted upon our advice have seen incredible improvement in terms of student interaction and delivery of the lesson”.

In addition, a further interview was carried out to evaluate the lesson preparations of the teachers in relation to WEO’s responsibilities. DSEO said that;

“Repeated assessment of the lesson preparation of the teachers is one of the vital aspects in pushing up the academic values. We promote WEOs to look through lesson plans, scheme of work, and teaching records on the visit of the supervisors”.

“Also, one of the WEO said that;

“In our visits to schools, we examine the lesson plans to ascertain whether they are properly prepared and in line with the syllabi. Proper planning makes teachers more likely to control their classes and, therefore, attain improved learning. Lesson preparation books also let us check on consistency and commitment. At times, we give direct feedback to teachers to enable them to make lesson plans better and more relevant”.

4.2 Discussion

The results showed that Ward Education Officers (WEOs) fulfill various supervisory roles that are necessary to ensure the level of education. Student enrolment monitoring will provide the correct information to allocate resources and plan, and is consistent with the Education and Training Policy, which involves equal distribution of resources (Katemah et al., 2022). Another important supervisory activity that should be executed is the inspection of school administration and academics. Mudavanhu et al. (2024) also highlighted that the role of supervision is to coordinate, manage, and monitor teaching and learning activities to improve the performance of schools.

The research indicates that WEOs, to a great extent, undertake the supervision functions well and enhance the performance of teachers. The majority of the respondents affirmed that WEOs frequently counsel teachers, observe professional behavior, measure attendance, and check lesson plans, which in turn enhance accountability and teaching standards. As mentioned by Sung (2015) as well as Owan and Agunwa (2019), teacher motivation and performance can be improved with the help of effective supervision, guidance, and communication. In addition to that, Mwinyi (2024) observed that ethical monitoring and professional collaboration enhance teacher productivity and, consequently, the school results. Still, the process of teacher training was facilitated in an average way. This indicated the lack of encroachment on the concept of constant professional development, which Protas and Ismail (2024) mentioned. Regardless of this, WEOs’ activities of teaching and learning evaluation, teacher-related challenges, and cooperation in student affairs are essential.

The collecting of scholarly statistics by WEOs favors as reinforced by Charles (2024), who posited that supervision enhances the connections and the performance results between the supervisors and the supervisees. Avoiding administrative and social issues by ensuring school development as a result of community and donor involvement further underlines the multidimensional nature of the WEOs in ensuring the creation of a conducive learning environment, which is also true in the policy guidelines of Mbelle (2008) that dictate an emphasis on integrity, civic responsibility, and participatory development. Also, counseling teachers on how to teach better and observe professionalism will increase the teaching quality, and counseling on the chain of command will improve the communication level, professionalism, and discipline in schools. The consistency of accountability and curriculum implementation is supported by regular classroom visits as well as evaluation of lesson preparations.

The responses to the interview were consistent with the quantitative analysis, which means that WEOs assist in health education, as well as financial responsibility, and the Free Basic Education program, as well as organize community participation in the development projects at schools. The practices create transparency, as well as optimize resources, and increase the motivation of teachers. Hence, the supervision of WEOs plays a great role in enhancing the performance of teachers, the development, and quality of education in Arusha District Council.

Although these have succeeded, some obstacles are encumbering good supervision. WEOs also stated that there was poor road infrastructure, long distances between schools, and bad weather that hindered the visiting of schools and the collection of information in time. Poor communication channels and sudden requests by district offices interfere with their work (Malengo & Omari, 2023). ICT skills and lack of access to quality offices, unstable electricity, and internet connection further limit the ability to manage and report data to the required authorities, as supported by Mwinyi (2024). Moreover, school development is also compromised by political interference, such as abuse of the Free Basic Education Policy. The respondents suggested that the government should invest in and improve the quality of education in the Arusha District Council.

V. CONCLUSION & RECOMMENDATIONS

5.1 Conclusion

The research article came up with a conclusion that Ward Education Officers (WEOs) have important supervisory functions in improving the work performance of teachers in the public secondary schools through the enrolment of students, inspection, solving challenges, promoting developments, supervision of the professional development of teachers, and application of education policies. They also have a mandate to check on how government money is used in implementing educational projects and the performance of the students.

Despite being useful in leadership, supervision, and instilling accountability in the teachers, WEOs have issues of financial constraints, ICT illiteracy, and political intrusion that hinder the implementation of their responsibilities. These obstacles undermine WEOs' oversight roles and indicate implementation ambiguities. It has been highlighted in the study that it is essential to enhance ongoing professional training, logistical support, and links with higher education authorities. Enhancement of these aspects would improve supervision and guarantee sustainable quality education in Arusha District Council, as well as the whole Tanzanian Secondary education system.

5.2 Recommendations

Ward Education Officers' supervisory roles should be mentioned in the secondary education administrative profile for the best administrative, supervision, and monitoring of school development in the implementation of education policy and government control of resources, as well as exercising their duties in public secondary schools. The government should ensure teachers are provided with a good working environment, promotion, accommodations, in-service training, and learning facilities to promote better education. The challenges facing the effectiveness of WEOs should be addressed and solved to effectively lift them in their supervision roles, and the best teachers' working performance in public secondary schools in Arusha District Council, as well as in other districts.

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