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**The effectiveness of ward education coordinators in supervising primary schools' teaching
in Kyela district-Mbeya, Tanzania**

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The study investigated the factors influencing the quality of education in Community Secondary Schools (CSSs) in Tanzania. More specifically the study focused on investigating the factors influencing the quality of education; examining how different factors influence the quality of education, and exploring strategies to overcome the challenges affecting realization of quality education in CSSs. The conceptual framework that informed the study was adopted from the CIPPI Model advocated by Stufflebeam, (1972; Mosh, 2006). The study was conducted in Songea district in Ruvuma region by involving six (6) CSSs. This study employed qualitative approach and by using descriptive research design. The study involved 108 respondents categorized into DSE-MoEVT, DSEO, WECs, HoCSSs, teachers, parents, and students, who were obtained through purposive and simple random sampling procedures. Data were collected through interviews, focused group discussions, and documentary review. The analysis of data was done qualitatively by using content analysis techniques supported by direct quotations. The findings revealed that, the realization of quality education in CSSs was influenced by different factors categorized into contextual, inputs and process factors. Contextual factors which involved were nature of school-community partnership, policies guiding educational practices and political influence, and school environment and teachers' motivation. Input factors included availability of enough and qualified teachers, availability of quality teaching and learning materials, presence of adequate and improved school infrastructures, financial factor, nature of students, and good supply of social services. Others are Process factors which were nature of school management, time management, and the application of appropriate teaching and learning strategies. In conclusion, the study noted that quality education was a result of the interplay of different factors which are categorized as contextual, input and process factors that influenced the attainment of quality education positively and negatively. Also the findings informed that, to large extent the identified factors had negative influence on quality education in CSSs because all selected schools were confronted with inadequacies of resources. From the study findings, it is recommended that, the government should focus on holistic improvement of all enabling factors for attainment of quality education. Also the government should increase investment in training teachers for science subjects and improve the teaching environment. Given the acute shortage of teachers for science subjects revealed in selected CSSs, there is a need to increase investment in training teachers for science subjects. On the other hand some community members should be appropriately educated and sensitized on the importance of education for their children so that they effectively participate in supporting school development activities