

**CAPACITY BUILDING AND EFFECTIVENESS OF WARD EDUCATION
CO-ORDINATORS IN SELECTED SECONDARY SCHOOLS IN
MUSOMA RURAL AND URBAN DISTRICTS, TANZANIA**

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Master of Educational Management and Administration

By

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DECLARATION A

"This thesis report is my original work and has not been presented for a degree or any other academic award in any university or institution of learning".

VENANCE JEREMIAH



Name and Signature of Candidate

30th 3-2013

Date



DECLARATION B

"I confirm that the work reported in this thesis report was done by the candidate under my supervision".

Dr. Kayzulu Vincent Mlayi

Name and Signature of Supervisor

30/3/2013

Date

DEDICATION

I wholeheartedly dedicate this piece of work to the family especially my daughter, Assella Namala Mutta.

ACKNOWLEDGEMENT

The researcher would like to thank the Almighty God for the gift of life and good health given to him throughout the process of his course and the production of the final thesis.

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ABSTRACT

This study investigated capacity building and effectiveness of ward education coordinators in selected secondary schools in Musoma rural and urban districts, Tanzania. The study was based on the following objectives: to determine the level of capacity building among the ward education coordinators in managing the secondary schools under study, to determine the level of effectiveness among the ward education coordinators in managing the secondary schools under study and to determine if there was a significant relationship between the level of capacity building and the level of effectiveness among the ward education coordinators in managing the secondary schools under study. The study employed descriptive survey and descriptive correlational design. The respondents of the study were ward education coordinators and head teachers of the selected wards and secondary schools. 121 respondents participated in the study. Data was collected using researcher devised questionnaires and analyzed using frequency counts for the demographic characteristics of the respondents and mean for the level of capacity building and effectiveness among WEC in managing secondary schools. Spearman's correlation was used to establish the relationship between the level of capacity building and effectiveness among WEC in managing secondary schools. Regression analysis was used to determine the relationship between the dependent variable and the independent variable. The research finding in regard to the level of Capacity Building revealed an average mean of (1.96) and was interpreted as fair. The overall indication on the effectiveness of WEC revealed an average mean of (1.83) and this was also interpreted as fair. The results suggested that the level of capacity building was significantly correlated with the level of effectiveness among WEC ($r=0.961$, $Sig=0.000$). The study recommended that the government should stipulate a well designed training policy for the ward education coordinators. This would enable them to perform their duties confidently and effectively.

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LIST ACRONYMS AND ABBREVIATION

DEO – District Educational Officer

H/Ms – Headmasters/mistresses

NGO – Non Governmental Organization

RAS – Regional Educational Officer

UNDP – United Nations Program

WEC – Ward Education Coordinator(s)

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CHAPTER ONE

THE PROBLEM AND ITS SCOPE

Background of the Study

The term capacity building has evolved from past terms such as institutional building and organizational development. In the 1950s and 1960's these terms referred to community development that focused on enhancing the technological and self-help capacities of individuals in rural areas. In the 1970s, following a series of reports on international development, emphasis was put on building capacity for technical skills in rural areas, and also in the administrative sectors of developing countries. In the 1980s the concept of institutional development expanded even more. Institutional development was viewed as a long-term process of building up a developing country's government, public and private sector institutions, and NGOs, Smillie (2001). Though precursors to "Capacity Building" existed before the 1990s, they were not powerful forces in International development like "capacity building" became during the 1990s. The emergence of capacity building as a leading developmental concept in the 1990s occurred due to several of factors such as:

- New philosophies that promoted empowerment and participation, like Paulo Freire's "Education for Critical Consciousness" (1973), which emphasized that education, could not be handed down from an omniscient teacher to an ignorant student rather it must be achieved through the process of a dialogue among equals.

- Changes in International Developmental approaches. During the 1980s many low income states were subject to "structural adjustment packages" – the neo-liberal nature of the packages led to increasing disparities of wealth. In response, a series of "social dimension adjustments were enacted." The growing wealth gap coupled with "social dimension adjustments" allowed for an increased significance for NGOs in developing states as they actively participated in social service delivery to the poor.

Then, in the 1990s new emphasis was placed on the idea of sustainable development, Chabbott (1999). Reports like the CVA and ideas like those of Freire from earlier decades emphasized that "no one could develop anyone else" and development had to be participatory. These arguments questioned the effectiveness of "service delivery programs" for achieving sustainable development, thus leading the way for a new emphasis on "capacity building."

Today in the more developed countries, the level of capacity building in different organizations has moved to a different height. Capacity building is now seen as one of the most effective ways in establishing knowledge building, leadership, networking, valuing community and information gathering.

Here in Africa, many none profitable organizations have played a greater role in implementing capacity building measures to improve the livelihoods of the common people. Many organizations have invested in initiatives like education for free for the internally displaced people, built

medical centers, re-habilitation centers, and community projects among others. These initiatives are targeted in lessening the role of the government in spending much of their resources in helping their subjects.

In Tanzania according to the context of this study, capacity building is being embraced by a number of schools and their school governing bodies. In the case of the Ward Education Coordinators, capacity building is paramount for the effectiveness of their performance.

Since the decentralization of the Management of Secondary education from Ministry of Education and Vocational Training to Local Government which was implemented in the year 2008, the Ward Education Coordinators have not been very effective and active in the management of secondary schools at ward level. The main purpose of the decentralization of the management, administration, and supervision of secondary schools was to increase efficiency and responsiveness in the operation of secondary education through Decentralization by Devolution (D by D) of authority and responsibilities to lower levels of management. After decentralizing the management of Secondary Schools from the Ministerial Headquarters to Local government Authority, the Ward Education Coordinator's responsibilities were increased without undergoing capacity building so as to increase their effectiveness and efficiency in secondary schools management.

The Ward Education Coordinator is an overall Coordinator and is in charge of Primary and Secondary Education at Ward level and is responsible to the District Educational Officers for both Secondary and Primary Education. The Ward Education Coordinators are appointed by the

District Education Officers for Primary Education among the Primary School teachers especially Head teachers. After their appointment they have been concentrating much to the Primary education section even after decentralization of secondary education, a system which forced them to cater for both primary and secondary education. Most Primary school teachers and Ward Education Coordinators are Form Four leavers with a two year course of grade IIIA certificate, whereas the secondary school teachers and heads of schools are Form six leavers with a diploma and a degree in education. This shows that there is a gap in education level between the Primary school teachers and secondary school teachers who are both expected to be supervised by the Ward Education Coordinators who are obtained from the Primary school cadre.

The Headmasters/mistress for secondary schools before decentralization were appointed by the Permanent secretary for the Ministry of Education and Vocational Training, after decentralization they are appointed by the Regional Administrative Officers. At local government authority, the organization structure for secondary education management follows this trend, the Regional Administrative Officer, the Regional Educational Officer, the Council Director, the District Secondary Educational Officer, the Ward Education Coordinator, the School Board, Heads of Secondary Schools and teachers. This study therefore focused on capacity building and the effectiveness of the Ward Education Coordinators in managing secondary schools.

Statement of the Problem

Secondary education occupies a pivotal role in the functioning of the economy and the education system itself. Secondary schools should thus be supervised properly. It is however not evident among the Ward Education Coordinators. Many of the WEC are certificate and diploma holders. Their effectiveness in managing the secondary schools under their jurisdictions is to a greater extent questionable. A number of them lack administrative skills, training and influence. Effectiveness of Ward Education Coordinators in secondary education management if left unaddressed there is a danger of failure of implementation of secondary education policies and failure to achieve the secondary education objectives. Thus it is very important to have effective management of secondary schools at all levels but more importantly at Ward level if decentralization by devolution of secondary education is to be meaningful and productive.

The issue of education level, lack of capacity building, lack of management skills, poor government policy and inferiority complex of the Ward Education Coordinators are likely to be the causes of ineffectiveness of the Ward Education Coordinators in management of secondary schools in Tanzania. It is against this background that the researcher sought to investigate the question of the level of capacity building in relation to the effectiveness of the Ward Education Coordinators in terms of management, supervision, coordination and their performance in the secondary schools under study.

Purpose of the Study

1. To test the hypothesis of no significant relationship between Capacity Building and the Effectiveness of Ward Education Coordinators in the Secondary Schools under study.
2. To validate the theory of Henri Fayol (1841-1925) on which this study is based.
3. To generate new information from the finding of the study
4. To bridge the gaps from the existing literature

Research Objectives

General Objectives:

This study correlated between Capacity Building and the Effectiveness of Ward Education Coordinators in the secondary schools under study.

Specific Objectives: To be sought further in this study was as follows:

1. To determine the level of Capacity Building among the Ward Education Coordinators in managing the Secondary Schools under study.
 2. To determine the level of effectiveness among the Ward Education Coordinators in managing the Secondary Schools under study.
 3. To determine if there is a significant relationship between the level of Capacity Building and the level of Effectiveness among the Ward
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Education Coordinators in managing the secondary schools under study.

Research Questions

This study sought to answer the following research questions:

1. What is the level of Capacity Building among the Ward Education Coordinators in managing the Secondary Schools under study?
2. What is the level of effectiveness among the Ward Education Coordinators in managing the Secondary Schools under study?
3. Is there a significant relationship between the level of Capacity Building and the level of Effectiveness among the Ward Education Coordinators in managing the secondary schools under study?

Null Hypothesis

There is no significant relationship between the level of Capacity Building and the level of effectiveness among the Ward Education Coordinators in managing the secondary schools under study.

Scope of the Study

Geographical Scope

This study was conducted in Musoma Rural and Urban Districts in Mara region, Tanzania.

Theoretical Scope

This study was guided by the administrative theory of Henri Fayol (1841-1925). The theory emphasizes five principle roles of management: to forecast and plan, to organize, to command, to co-ordinate, and to control.

Content Scope

Under this study, Capacity Building was limited to Ward Education Coordinators' training whereas Effectiveness of Ward Education Coordinators was limited to management, supervision, coordination and their performance in the secondary schools under study.

Time scope

The study was conducted within the period of nine months; that is from March, 2012 to December, 2012.

Significance of the study

It is hoped that the findings and the recommendations of this study will be useful to the policy makers, Administrators, Ward Education Coordinators, school Board Members, Managers, Heads of Secondary Schools, Secondary School Teachers, community members and Researchers.

To the policy makers the study will help them formulate policies that will enable Ward Education Coordinators manage secondary schools effectively by adding the component of capacity building that will strengthen educational planning, management, monitoring and supervision in order to improve the quality and efficiency of education service delivery at Ward level.

The study will help Administrators enable the public, including local authorities and private sectors to manage secondary education effectively.

The findings and recommendations of this study will also help the Ward Education Coordinators to acquire knowledge and skills that will enable them to perform their responsibilities effectively. They will also be able to coordinate, organize, supervise and control secondary education in

a given ward and be able to interact well with the Heads of schools and the community at large hence achieving the National secondary education vision, mission and goals.

It is further hoped that the findings of this study will provide knowledge to the school Board Members, Managers, Heads of Secondary Schools, Secondary School Teachers and community members on the responsibilities and importance of Ward Education Coordinators in management and supervision of Secondary education at Ward level.

The finding will finally serve as an important literature to other researchers.

Operational Definitions of the key terms

For the purpose of this study, the following terms were defined as they were used in the study:

Capacity building refers to a planned development of knowledge, leadership and management skills and improvement of performance through acquisition, incentives, training schemes, technology and infrastructural support.

Effectiveness refers to the ability of Ward Education Coordinators to coordinate, organize, control and supervise all secondary schools in a given Ward successfully according to the national objectives.

Ward Education Coordinators

Ward education coordinators are officers who are mandated with the responsibilities of accomplishing the smooth running of the schools within their jurisdictions. This paper intends to give more information on

the key responsibilities of the ward education coordinators though the literature on this topic is quite limited.

According to the paper published by the Education Sector Development Program (2006), it explains that Ward Education Coordinator is mandated to conduct school supervision for the purpose of: Ensuring implementation of education policies and directives; Identifying needs of school heads, teachers, non teaching staff and pupils; Evaluating performance of teachers, pupils, school management and school committees; Monitoring instruction to enhance the quality of learner's achievements'; Providing support services to school management, teaching and non teaching staff; Providing professional support to teachers and quality control and Linking school with external supervision. The paper concludes that if the above purposes are carried out effectively, the outcome would contribute to improving school performance, achievement and quality.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Opinions, Ideas from Authors/ Experts

Capacity Building

Capacity building can be defined as a planned development of (or increase in) knowledge, output rate, management, skills, and other capabilities of an organization through acquisition, incentives, technology, and/or training. Whereas (caricomict4d.org) believes that capacity building refers to assistance which is provided to entities, usually developing country societies, which have a need to develop a certain skill or competence, or for general upgrading of performance ability. However, Groot & Molen (2001) believe that capacity building is the development of knowledge, skills and attitudes in individuals and groups of people relevant in the design, development and maintenance of institutional and operational infrastructures and processes that are locally meaningful. Eade (2007), defines Capacity building as a conceptual approach to development that focuses on understanding the obstacles that inhibit people, governments, international organizations and non-governmental organizations from realizing their developmental goals while enhancing the abilities that will allow them to achieve measurable and sustainable results.

Fullan (2000) applies the term capacity building to education, stating that capacity building encompasses investment and activities that range from training for local school councils through redesign of initial

teacher education to the creation of professional learning communities inside and outside school (Fullan, 2000).

The organizations interpret capacity building in their own ways and focus on it rather than promoting one-way development in developing nations. Fundraising, training centers, learning centers and consultants are all some forms of capacity building. To prevent international aid for development from becoming perpetual dependency, developing nations are adopting strategies provided by the organizations in the form of capacity building. The United Nations Development Programme (UNDP) was one of the forerunners in developing an understanding of capacity building or development. Since the early 70's the UNDP offered guidance for its staff and governments on what was considered "institution building." In 1991, the term evolved to be "capacity building." The UNDP defines capacity building as a long-term continual process of development that involves all stakeholders; including ministries, local authorities, non-governmental organizations, professionals, community members, academics and more. Capacity building uses a country's human, scientific, technological, organizational, and institutional and resource capabilities.

The goal of capacity building is to tackle problems related to policy and methods of development, while considering the potential, limits and needs of the people of the country concerned. The UNDP outlines that capacity building takes place on an individual level, an institutional level and the societal level.

- Individual level - Capacity-building on an individual level requires the development of conditions that allow individual participants to

build and enhance existing knowledge and skills. It also calls for the establishment of conditions that will allow individuals to engage in the "process of learning and adapting to change, United Nations Committee of Experts on Public Administration (2006).

- Institutional level - Capacity building on an institutional level should involve aiding pre-existing institutions in developing countries. It should not involve creating new institutions, rather modernizing existing institutions and supporting them in forming sound policies, organizational structures, and effective methods of management and revenue control, United Nations Committee of Experts on Public Administration (2006)
- Societal level - Capacity building at the societal level should support the establishment of a more "interactive public administration that learns equally from its actions and from feedback it receives from the population at large". Capacity building must be used to develop public administrators that are responsive and accountable, United Nations Committee of Experts on Public Administration (2006).

The World Customs Organization - an intergovernmental organization (IO) that develops standards for governing the movement of people and commodities, defines capacity building as "activities which strengthen the knowledge, abilities, skills and behaviour of individuals and improve institutional structures and processes such that the organization can efficiently meet its mission and goals in a sustainable way."It is, however,

important to put into consideration the principles that govern community capacity building.

Oxfam International – a globally recognized NGO defines capacity building in terms of its own principals. OXFAM believes that capacity building is an approach to development based on the fundamental concept that people all have an equal share of the world's resources and they have the right to be "authors of their own development and denial of such right is at the heart of poverty and suffering", Deborah (2005).

Capacity building in education therefore has two components: one that focuses on professional learning and leadership development for educators, parents and community members who support education; the other focusing on developing the academic capacity of learners at all levels in the educational system.

Capacity Building Programs

Capacity building programs for empowering management teams at secondary schools should be embedded in sound organizational culture, climate and commitment. The programs should be designed in such a way that they nurture and supports the organizational climate as well as the conditions necessary for both individual and organizational growth. Nevertheless, (Durcan, 1994) asserts that the primary task of modern managers is to develop the capacity and performance of their teams.

A well designed and implemented capacity building program should make a difference in the lives of the individuals and groups. The program should however, recognize the principles of adult learning and

professional competency. Arin-Krupp (1989) maintains that successful development programs are based on knowledge about how individuals learn and develop.

A capacity building program should be understood within the school context, and it should therefore not be planned as an event, but as a process. It should express the differences between the desired and the actual managerial practices. Goals, which are expected to be brought about by the program, should be well stipulated, communicated and understood. These will in turn help each of the members to know what is expected of them, how they can behave most appropriately and get recognition and approval (Dimock, 1987).

The program should be designed in such a way that it has a frame to facilitate the evaluation process. The methods, which will be used to carry out the program, will have to be identified and selected. Techniques and strategies that will enable the principal to get and retain the support of those involved will also have to be selected.

The school for instance can empower its management team through the collaboration and help of neighboring colleges or universities. it can on the other hand, opt for a school-based capacity building program, which can encompass the seminars, workshops or visits to other schools. Reep (1992) cites an incident whereby several teachers were provided with an opportunity to observe other schools and programs. He reported that those teachers came back motivated and willing to try out new ideas and concepts after having observed their counterparts programs.

A capacity building program should be a vehicle for meaningful change in a school. Durcan (1994) views empowerment as a way of emancipating and revolutionizing attitudes towards work, alleviating or removing employees feelings of powerlessness and that their work has little or no meaning. Empowerment should, consider the organizational as well as the individual needs. Management teams to be empowered, must demonstrate a certain level of dedication and zeal in their work. This will in a way guarantee the success of the program.

Capacity Building Methods

Management teams differ according to their needs, organization and resources available. Therefore no single method of empowerment can satisfactorily serve the needs of all the team members. Teams are people. And people have certain needs when working together in teams (Chang, 1994). Empowerment methods have to be well integrated and applied.

Workshops

Workshops are widely used in the Sekhukhune area to equip teachers with new skills and methods of teaching. Bourner (1993) maintains that the workshop format is increasingly used in training, education and development. Workshops are also used to reflect on the work done in schools. Therefore introducing them into schools will not be surprising. Gresso (1992) argues that workshops are needed to improve communicative skills. School-based workshops if well planned produce the best results.

Structured activities are planned for workshops. Knowledge imparted during the workshops is put into practice. Bourner (1993) is of the opinion that any good workshop is based on a mixture of processes,

most of which involve participants doing things rather than hearing about them. During the workshops new skills are learned and demonstrated. Participants can sometimes be divided into small-scale groups to facilitate the processing of knowledge gained and the skills learned.

Seminars

A seminar in this context refers to a short intensive course of study. Zederayko and Ward (1999) believe that time away from classroom for teachers in the learning and development year can be gained through a combination of activities such as employing guest speakers, providing released time or hiring a number of new faculty members to make up for the time lost while teachers are away from their classrooms. A seminar can be arranged if the management team retreat has been planned well ahead of time that is a place arranged for the management teams at a nearby school. Team members will be given leave to be absent from their daily duties in order to be taught by a group of specialists. However, a convenient time for both instructors and participants will have to be determined.

Seminars can be arranged in such a way that management teams determine the agenda or the direction of the discussions. Teams should be made to share information with others. Zederayko and Ward (1999) maintain that teachers in their learning and development year should be responsible for sharing findings with other colleagues during staff and department meetings. The seminars should be organized in such a way that the management and organizational issues can be assessed, discussed and analyzed as the seminar progresses.

Support groups

Support groups serve as one of the most important methods of adult learning. In these circles the participants are free to discuss their weaknesses, fears, failures and successes in order to strengthen one another. Group members are therefore encouraged to participate voluntarily. Witmer (1993) states that "the effectiveness of this informal system depends on almost entirely upon the rapport that develops"

The group members together with their instructors can decide on the issues that will need to be discussed. Members within a group in the system are made responsible to provide support and to receive it. The instructor on a regular basis also provides feedback on the progress of the whole group. Kirby (1992) agrees that the success of the program depends on the monitoring of progress.

Permanent relationships can sometimes be established through the support groups. The groups help to reduce stress, isolation and frustrations. This is because "people usually relate more positively to peer assistance than to supervisory direction" (Witmer, 1993).

Coaching

Heller (1993) argues that the key to success of the programs and schools that support them is the ability of educators to look and go beyond their immediate ego-protected environments, to an environment which will enable them to openly seek, accept, incorporate and publicly acknowledge the expertise and opinions of others.

Thus the success of coaching depends on the participants' willingness to accept and incorporate advice. Coaching to a larger extent focuses on the role of the principal as a coach. Heckman (1996) emphasizes that the renewal of public schools and their communities calls

for a moral democratic concept of leadership, which includes the principles and practices of caring, trust, social justices and collaborative inquiry. The principal should therefore demonstrate the practices he would like to foster and achieve in a team. He should work with the team to analyze, synthesise and evaluate.

Coaching calls for the members of the team to observe and put into practice what has been learned. They should therefore be urged to change behavior through practice. Group members can be therefore divided in a way that can stimulate and assist one another. The team should constantly be given feedback on new skills, until such skills become routine. Dimock (1987) mentions that the additional role of the coach is to seek more reaction and feedback from members, and generally establish a supportive, personal relationships with the followers.

During the process of coaching, the team should learn to personalize and not only discuss new concepts. It should share plans, ideas, and resources and work together. This will let the team "develop an spirit de corps" (Witmer, 1993).

Effectiveness.

Campbell, Kyriakites, Muijs and Robinson (2004) defines teacher effectiveness as the impact that classroom factors such as teaching methods, teacher expectations, classroom organization and use of classroom resources have on students' performance. This definition takes into consideration what occurs in the classroom; but the measure of effectiveness is still student's performance. however, this study subscribes

to the notion that teacher effectiveness means teacher outputs which represent the results of classroom processes such as impact on student achievement, graduation rates, student behaviour, engagement, attitude and social-emotional well-being as well as contribution to the school or community in form of taking on school leadership roles, educating other teachers or strengthening relationships with their parents. Therefore teacher effectiveness should include success in socializing students and promoting their effective and personal development in addition to success in fostering their mastery of formal curricula [Brophy and Good (1986), as cited in *Approaches to Evaluating Teacher Effectiveness*]. In spite of the attention paid to a broad definition of outcomes, students' academic performance remains central and academic instruction is arguably the primary business of education (Blackorby, Chorost, Garza & Guzman, 2002). Further still education focuses on school test scores, student achievement, and demand for highly qualified teachers in the classroom. School systems should adhere to curriculum that promises academic growth. Teachers must therefore incorporate strategies that will lead to increased academic performance (Tracy M, 2010).

Students learning and growth are influenced by processes and practices they use. An effective teacher therefore can be observed to be doing things that research has suggested are likely to lead to improved student learning. Study after study has shown that an effective teacher is the most important ingredient in raising student achievement, even helping to offset challenges like low family income (Starzyk 2000).

Effective teachers have been claimed to be having a passion for teaching (Barber & Mourshed, 2007). Such teachers spend more time interacting and working directly with students. This underscores the fact that good relationships are key to effective teaching and guidance in social, emotional and behavioural development (Lise Fox et al, 1991). Effective teachers produce effective teaching. They demonstrate five key behaviours for effective teaching: namely, lesson clarity; instructional variety; teacher task orientation; engagement in the learning process; and student success rates.

Effective teachers in an inclusive classroom possess such characteristics as: efficient use of time; good relationships with students; provides positive feedback; has a high student success rate; and in general provides support for the student with and without disabilities (Larrivec, 1985). Westwood (1995) states that effective teacher should be a good classroom manager, focusing on academic skills, with good expectation, enthusiasm; using effective strategies to keep students on task and using variety of teaching and resources styles, covering the material content.

Teachers that demonstrate enthusiasm can lead to students who are more likely to be engaged, interested, energetic and curious about learning the subject matter. Recent research has found a correlation between teacher enthusiasm and students' intrinsic motivation to learn and vitality in the classroom. Students who experienced a very enthusiastic teacher were more likely to read lesson material outside the classroom. The students are likely to become more self-determined in their own learning. Research shows that student motivation and attitudes towards school are

closely linked to student-teacher relationships. The ability of enthusiastic teachers to create effective learning environments that foster student interactions are critical in linking academic success with personal achievement. Personal success is student's internal goal of improving himself/herself, while academic success includes the goals he/she receives from his/her superior, in this case the teacher. An effective teacher guides his/her student in harmonizing his/her personal goals with his/her academic goals. Students who receive this positive influence show stronger self-confidence and greater personal and academic success than those without these teacher interactions. Thus the three most important aspects of enthusiasm teachers must demonstrate in order to enhance student achievement are enthusiasm about teaching, enthusiasm about the students, and enthusiasm about the subject matter.

Besides efficient use of time, good relationships with students and demonstration of enthusiasm, teachers must provide positive feedback. Dale (2006) states that feedback is a classroom process and it is a teacher practice that works. Research has shown that effective feedback is not a discrete practice, but an integral part of an instructional dialogue between teacher and student, or between students or between the student and him/herself. Consistently researchers have found out that when teachers effectively employ feedback procedures they positively and often powerfully impact the achievement of their students. Bellon, Bellon & I3lank, as quoted in Dale (2006), note "Academic feedback is more strongly and consistently related to achievement than any other behaviour. This relationship is consistent regardless of grade, socio-economic status, race or school setting. When feedback and corrective

procedures are used, most students can attain the same level of achievement as the top 20% of students!!

As Grant Wiggins, cited in Dale (2006), states, "Feedback is not about praise or blame, approval or disapproval. That is what evaluation is placing value. Feedback is value18 neutral. It describes what you did and did not do." In addition to being objective and descriptive, effective feedback is timely, delivered while the learning goal is still fresh in the learners' mind. Effective feedback must relate information about performance to the desired learning goal, compare the student product to the set criteria for success in order to understand how to close the gap between the criteria met and unmet, and each pupil must be given help and opportunity to work on the improvement (Black and William in Dale, 2006). Wiggins confirms that it is only through this cycle of feedback that excellence results.

Bchrend, Fernandez, Horowitz & Luong (2009) report that from classroom observations, effective teacher utilized several classroom management strategies such as establishing set routines that help students know their roles and responsibilities throughout the class period. Effective teachers also tailored activities to fit the needs of students and utilized teacher-developed worksheets and outside resources instead of relying solely on the textbooks. This agrees with Westwood (1995) that effective teacher should be a good classroom manager, focus on academic skills, have enthusiasm, use effective strategies to keep student to task and use variety of teaching and resources styles. Furthermore effective teachers have good strategies to take advantage of time by maximizing academic

time-on-task and have good presentation skills. They keep students active and engaged. They monitor academic practices with frequent questioning and giving immediate feedback.

Wenglinsky (2001), cited in Obadara (2008), in his research titled "Teacher Classroom Practice and Student Performance" concluded that five aspects of teacher quality tended to promote student achievement:

Teacher's major same as subject taught

Professional development in higher order thinking skills

Professional development in student diversity

Using hand-on learning methods in classroom

Encouraging higher order thinking skills in the classroom

According to Wenglinsky, "passive" teachers (who reduce teaching to its simplest components) basically leave students to perform as much as the students' background will allow. "Active" teachers, on the other hand, provide a real added value by pressing all students to grow despite their background. He also said that in schools that lack a critical mass of "active" teachers, teacher and school characteristics would probably not matter much for student achievement. But in schools that do have a critical mass of active teachers, schools and teachers add significant value to student academic performance. It has also been observed that student demographic characteristics are strongly related to students' academic performance at the state level, but they are less influential in predicting achievement levels than variables or factors assessing the quality of the

teaching force. These findings are confirmed by research dating back to the 1966 release of Equality of Educational Opportunity (the "Coleman Report") which shows that student performance is only weakly related to school quality, but concluded that students' socioeconomic background was a far more influential factor. Nevertheless, among the various influences that schools and policy makers can control, teacher quality was found to account for a larger portion of the variation in student test scores than all other characteristics of a school. Without including the composition of the student body (so called peer effects) much of the research published since the Coleman report confirmed that high quality teachers raise student performance, which seems to indicate that the most important thing a school can do is to provide its students with good teachers. The Coleman Report's finding was based on the influence of a set of quantifiable teacher characteristics, such as years of experience, education levels, and performance on a vocabulary test (Goldhaber, 2002).

According to Goldhaber (2002), researchers who studied the Tennessee data, mainly former University of Tennessee Professor William Sanders and his colleagues, found that the effectiveness of teachers had more of an influence on student achievement than any other schooling factor. They found a wide range of effectiveness among teachers: there are some very good teachers, some very bad teachers, and a wide range of performance between them. Using "Sanders methodology," teachers were placed into effectiveness quintiles based on their students' growth in achievement, or the "value added" by the teachers. The factors who fall into the first quintile, the least effective teachers, were found to elicit

average student gains of roughly 14 percentile points a year. The effects of teacher quality were also found to persist for years after a student had a particular teacher.

Researchers more recently sought to isolate teachers' contribution to student performance and assess how much of their overall contribution could be associated with measurable teacher characteristics such as experience and degree level. Economists Eric Hanushek, John Kain, and Steven Rivkin estimated that a minimum variation in teacher quality account for 7.5% of the total variation in student achievement a much larger share than any other school characteristic. Goldhaber and his co-workers making similar estimate found that: 8.5% of the variation in student achievement was due to teacher characteristics, about 60% of the differences in student test scores were explained by individual and family background characteristics, and approximately 21 % of the variation in student achievement due to school influences, both measurable and immeasurable.

The 21 % is composed mainly of characteristics that were not directly quantifiable in the analysis. Goldhaber and his co-workers found that only about 3% of the contribution teachers made to student learning was associated with teacher experience, degree attained and other readily observable characteristics, while 97% of their contribution was associated with qualities or behaviours that could not be isolated and identified such as enthusiasm and skill in conveying knowledge.

Given the limited nature of the literature of the topic in question, the researcher will basically use the report of the paper presented by the Education Section Development Program (2006). The paper outlines that the key responsibilities of the Ward Education Coordinators include among others; Conduct school supervision, ensure that all girls and boys of school age in the ward are enrolled, attend and complete the education cycle, share information with, and facilitate the participation of all parents and the wider community in realizing the school objectives, help identify priorities for school development plans and to assist in the planning process, ensure that the implementation of school funded activities operates in a transparent and accountable manner, by guiding and enforcing the proper use and accounting of funds by school committees, Co-ordinate the formulation of Whole School Development Plans within the ward, Sensitize schools on cross-cutting issues such as, gender awareness, environmental education, HIV/AIDS, Human Rights, most vulnerable children, child labour, emergency preparedness, teenage pregnancies and population; Supervision of the provision of basic services such as school feeding, water and sanitation and first aid; Ensuring implementation of adult education in the ward; Conducting early child development activities within the ward and Guiding and counseling teachers and community

Theoretical Perspective

Henri Fayol's (1841-1925) administrative theory mainly focuses on the personal duties of management at a much more granular level. In other words, his work is more directed at the management layer. Fayol

believed that management had five principle roles: to forecast and plan, to organize, to command, to co-ordinate, and to control. Forecasting and planning was the act of anticipating the future and acting accordingly. Organization was the development of the institution's resources, both material and human. Commanding was keeping the institution's actions and processes running. Co-ordination was the alignment and harmonization of the group's efforts. Finally, control meant that the above activities were performed in accordance with appropriate rules and procedures.

The Basic Education Development Committee (2001) explains the roles of Ward Education Coordinators in line with Fayol's theory. First the Ward Education Coordinators are the managers of all the primary and secondary schools within that particular Ward. The responsibilities they play in relation to Fayol's five principles are: help identify priorities for school development plans and to assist in the planning process, organizes parents and the wider community in realizing the school objectives, commands teachers and the heads of schools to ensure that all school curriculum activities are implemented within the Ward, Co-ordinates the formulation of Whole School Development Plans within the ward, controls and supervises all the schools in the Ward.

Fayol developed fourteen principles of administration to go along with management's five primary roles. These principles are: specialization/division of labor, authority with responsibility, discipline, unity of command, unity of direction, subordination of individual interest to the general interest, remuneration of staff, centralization, scalar chain/line of authority, order, equity, stability of tenure, initiative, and

esprit de corps. Fayol clearly believed personal effort and team dynamics were part of an "ideal" organization.

In line with Fayol's theory, this study looks at the Ward Education Coordinators as the individuals who are strictly mandated to operate within the education sector and further more within their Wards. They encourage discipline among parents, administrators and the teaching staff. They also operate under chain of command where they are directed by a higher authority to implement certain policies within their Wards. They make sure the teacher welfare are well catered for and provide initiatives like in-service training for teachers to acquire new skills.

Fayol's five principle roles (Plan, Organize, Command, Co-ordinate, and Control) of management are still actively practiced today. The concept of giving appropriate authority with responsibility is also widely commented on and is well practiced. Unfortunately, his principles of "unity of command" and "unity of direction" are consistently violated in "matrix management", the structure of choice for many of today's companies.

Related Studies

David and Shields (2001) evaluated the efforts of seven urban school districts that had received funding from the Pew Trusts to support their implementation of systemic reform. The evaluators followed the districts' efforts closely over five years, documenting the decisions they made, strategies they employed, their implementation efforts, and district-wide changes in instruction. The authors found that standards, assessments, and accountability do not communicate high expectations for students, provide information to guide instructional improvement, or

motivate widespread instructional change beyond test preparation. They concluded that “districts can have curriculum and instruction in classrooms”

Supovitz (2006) conducted an in-depth longitudinal study of district improvement efforts and their impacts in Duval County, Florida, from 1998 to 2004. Supovitz distilled his analysis into several essential lessons for school leaders. First, effective districts develop a clear vision of what quality instruction looks like in the major content areas. Second, effective districts balance willing and unwilling methods of influence to build commitment for their instructional vision. Third, effective districts build capacity through employee development at all levels of the organization. Fourth, effective districts marshal external resources. Fifth, effective districts use data formatively to inform both individual decisions about students and programmatic decisions. Finally, effective districts develop strategies to sustain reform efforts over longer periods of time.

A study by Rizvi (2006) in Pakistan on Policies and Practices of Capacity building for educational managers found out that there were gaps between policies and the practices of capacity-building both prior to and after decentralization. The paper also cited various possible causes for this gap and concluded by arguing that while there are greater training opportunities after decentralisation, the quality of training needs to be improved before expecting any substantial improvements in building capacity.

A study by Mukela (2012) in Bukoba Municipality in Tanzania on school board governance and capacity building in selected public secondary schools found out that there was low level of school board

governance and capacity building in these schools. It also found out that there was a weak significant relationship between the level of school board governance and capacity building. Recommendations were made that school board members have to be empowered. This was a view that it would help improve the overall performance of the schools in the area and that it would also help to improve the image of the schools as they were well known for their poor National Examination performance.

A study by Letisia (2005) in Tanzania on capacity of school management for teacher professional development in selected primary schools focusing on head teachers, primary school teachers, ward education coordinators, district education officers, school inspectors, and members of the school committee, the study examined the prevalence of teacher-initiated practices such as team teaching and the sharing of experiences and educational resources among teachers. The findings, analyzed and discussed in light of the Rogan and Greyson model of professional development, suggest that programmes for upgrading of teachers from one grade to another do not qualify as teacher professional development. However, elements of professional development exemplified by the formal practices and informal practices initiated by teachers and their head teachers at school/ward level were noted which need to be nurtured and supported by all education stakeholders.

CHAPTER THREE

METHODOLOGY

Research design

This study employed the *descriptive survey* design specifically the *descriptive correlational* strategies. Descriptive studies are *non-experimental* researches that describe the characteristics of a particular individual, or of a group. It deals with the relationship between variables, testing of hypothesis and development of generalizations and use of theories that have universal validity. Descriptive correlational was used to determine the relationship between independent variable and the dependent variable. Other variables such as the demographic characteristics of the respondents were also described in the study.

Research population

The target population included a total of 133 respondents. Respondents included the Heads of Schools and Ward Education Coordinators. The Heads of Schools were involved because they are the implementers of educational policies, directives, orders and guidelines from the WEC.

Sample Size

A sample was taken from each category as shown in Table 1. Sloven's formula was used to determine the minimum sample size.

$$n = \frac{N}{1 + N e^2}$$

Where n= sample size

N= target population

e= 0.05 coefficient of validity

Table 1
Respondents of the Study

District	Total Target Population		Sample size	
	Heads of schools	Ward Education Coordinators	Heads of schools	Ward Education Coordinators
Musoma Rural	54	34	48	31
Musoma Urban	32	13	29	13
Sub Total	86	47	77	44
Grad Total	133		121	

Legend: Admin- Administrative staff

While the anticipated sample size was 121 respondents, this was not attained and the researcher retrieved 114 valid questionnaires. This

gave a response rate of around 94%. A 94% response rate according to Mugenda and Mugenda (2008) is very impressive. This implied that majority of the targeted respondents participated in the study.

Sampling Procedures

Purposive sampling was utilized to select the respondents based on these inclusion criteria:

1. Male or female respondents from the secondary schools under study.
2. The Heads of Schools from the secondary schools under study.
3. The Ward Education Coordinators from Musoma Rural and Urban Districts.

From the list of qualified respondents chosen based on the inclusion criteria, the systematic random sampling was used to finally select the respondents with consideration to the computed minimum sample size.

Research Instruments

The research tools that were utilized in this study included the following: face sheet to gather data on the respondents' demographic characteristics (gender, age, education level and years in service); and researcher devised questionnaires were used to determine the level of capacity building among WEC and the level of effectiveness of WEC in the Secondary schools under study. The response modes of the questionnaire on the level of capacity building among WEC in managing the secondary schools under study are: strongly agree (4), agree (3), disagree (2), and

strongly disagree (1). The response modes for the level of effectiveness of WEC in managing the secondary schools under study are: strongly agree (4), agree (3), disagree (2), and strongly disagree (1). These are further illustrated in the scale below:

Scale	Mean range	Response mode	Description	Interpretation
4	3.26 – 4.00	Strongly Agree	You agree with no doubt at all	Very satisfactory
3	2.51 – 3.25	Agree	You agree with some doubt	Satisfactory
2	1.76 – 2.50	Dis-Agree	You disagree with no doubt	Fair
1	1.00 – 1.75	Strongly Disagree	You disagree with no doubt at all	Poor

Validity and Reliability of the Instruments

Content validity was ensured by subjecting the researcher devised questionnaires on the level of capacity building among WEC and the level of effectiveness of WEC in managing the secondary schools under study to judgment by the content experts (who estimated the validity on the basis of their experience) such as professors (2), associate professors (2) and senior lecturers (3) in Educational Management and administration of Kampala International University.

The test-retest technique was used to determine the reliability (accuracy) of the researcher devised instruments to ten qualified respondents, five from rural and five from urban secondary schools of Musoma districts. These respondents were not included in the actual study. In this test-retest technique, the questionnaires were administered

twice to the same subjects. The test were reliable and the trait being measured were stable, the results were consistent and essentially the same in both times.

Data Gathering Procedures

Before the administration of the questionnaires

1. An introduction letter was obtained from the College of Higher Degrees and Research for the researcher to solicit approval to conduct the study from respective Heads of secondary schools and Ward Education Coordinators.
2. When approved, the researcher secured a list of the qualified respondents from the schools under study and selected through systematic random sampling from this list to arrive at the minimum sample size.
3. The respondents were explained to about the study and were requested to sign the Informed Consent Form.
4. The researcher reproduced more than enough questionnaires for distribution.

During the administration of the questionnaires

1. The respondents were requested to answer completely and not to leave any part of the questionnaires unanswered.
2. The researcher emphasized retrieval of the questionnaires within five days from the date of distribution.
3. On retrieval, all returned questionnaires were checked if all were answered.

After the administration of the questionnaires

The data gathered were collated, encoded into the computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Data Analysis

After the researcher had sorted out the valid questionnaires and coding accomplished, to derive useful meaning from the data, and examine the propositions of this study, data from the survey were analyzed using SPSS (Statistical Package for Social Sciences) version 16. In all levels of analysis, tests were based on the 0.05 level of significance. The particular statistical treatment/ technique and formula used with reference to each research question or type of data set were the following descriptive and inferential statistical approaches :-

- i. To determine the demographic characteristics of the respondents, frequencies and percentage distributions were used (*objective one*).
- ii. To determine the level of capacity building and effectiveness of WEC in managing the secondary schools understudy, means were calculated and standard deviations established (*objectives two and three*).
- iii. When comparing the level of capacity building and effectiveness of WEC in managing the secondary schools understudy in terms of gender, age education level and years in service, bi-variate profiles; the student – t test were computed while for the multi

- variate profiles; The 77 Fishers' One Way Analysis of Variance (Anova) were computed (*objectives four*).

- iv. To determine the relationship between the capacity building and effectiveness of WEC in managing the secondary schools understudy; Pearson's linear correlation coefficients and regression analysis were calculated (*objective five*).

Ethical Considerations

The following strategies were adapted to ensure the moral justification of the investigation.

Authorization: This involved getting clearance from the ethical body/ethics committee and consent of the respondent (Appendices II and III respectively).

Informed consent: The researcher sought for authorization from potential respondents. The researcher ensured free will consent from participants.

Anonymity and Confidentiality: The names or identifications of the respondents are anonymous and information collected from them treated with utmost confidentiality. Also the names of the respective banks have been with-held in this report as agreed upon between the researcher and the banks.

Integrity: There was need to act honestly, fairly and respectful of all other stakeholders that were involved in this study.

Ascriptions of authorships: The researcher has accurately attributed the sources of information in an effort to celebrate the works of past scholar or researchers. This has ensured that no plagiarism occurs.

Scientific adjudication: The researcher worked according to generally acceptable norms.

Limitations of the Study

In view of the following threats to validity, the researcher claimed an allowable 5% margin of error at 0.05 level of significance. Measures were also indicated in order to minimize if not to eradicate the threats to the validity of the findings of this study.

Apart from extraneous variables such as honesty of the respondents where some of the respondents could not say the truth, the researcher probed for the truth. All other threats to validity of the findings such as testing the instruments were solved during data collection.

Not all questionnaires were returned completely answered nor even retrieved back due to circumstances on the part of the respondents such as travels, sickness, hospitalization and refusal/withdrawal to participate. In anticipation to this, the researcher reserved more respondents by exceeding the minimum sample size. The respondents were reminded not to leave any item in the questionnaires unanswered and were closely followed up as to the date of retrieval.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis of the data gathered and interpretation thereof. It gives the demographic characteristics of respondents and description of the objectives of the study, variables used and testing of pertinent hypotheses as used in this study.

Demographic Characteristics of Respondents

The section will determine the demographic characteristics of the respondents in terms of gender, age, education level, and years in service of both Ward Education Coordinators and Head of Schools. To achieve it, questions were asked to capture these responses. Frequencies and percentage distributions were employed to summarize the demographic characteristics of respondents as illustrated in Table 4A and 4B.

Table 4A

Demographic Characteristics of the Respondents (WEC)

Category	Frequency	Percentage
Gender		
Female	13	35.1
Male	24	64.9
Total	37	100
Age		
25-30	0	0
31-35	0	0
36-40	4	10.9
Above 40 years	33	89.2
Total	37	100
Highest Education Qualification		
Certificate	26	70.3
Diploma	10	27.0
Degree	1	2.7
Masters	0	0
Others	0	0
Total	37	100
Years in service		
1-4	0	0
4-9	0	0
10-14	1	2.7
15 and above	36	97.3
Total	37	100

Source: primary data, November 2012

According to Table 4A, the research finding showed that majority of the respondents 24 (64.9%) were male while 13 (35.1%) were female.

This means that the Ward Education Coordinators (WEC) are mostly composed of the male officers. This could be attributed to the marginalization of women in these positions and may be because there are no female who have the capacity to fit into such positions.

According to Table 4A, the research finding indicated that majority of the respondents 33 (89.2%) were above 40 years while only 4 (10.9%) were between 36-40 years. None of the respondents were within the age category of 25-30 years and 31-35 years. This means that most of the WEC are very old and there is no young star in these offices. This could be attributed to the fact that there is a lot of inefficiencies and laxity in this department.

The research finding from Table 4A indicate that majority of the respondent 26 (70.3%) were certificate holders while those with a diploma qualification contributed 10 (27.0%), only 1 (2.7%) had a degree whereas none of the respondents had a master's or any other qualification. This means that most WEC are certificate holders probably because the majority are very old for the office and do not want to engage in further education to enhance their skills.

The research finding indicated in Table 4A revealed that majority of the respondents 36 (97.3%) had been in service for 15 years and above and only 1 (2.7%) had been in service for 10-14 years. None of the respondents had been in service for 4-9 years and for 1-4 years. This means that majority of the WEC have served for more than 15 years. This could be because the ministry of education has not effected the issue of transferring employees to different wards to perfect their performance.

This is why employees can stay in the same ward holding the same office for more than 14 years. This kind of administration is the reason there is no effectiveness in performance of the WEC.

Table 4B

Demographic Characteristics of the Respondents (H/Ms)

Category	Frequency	Percentage
Gender		
Female	23	29.9
Male	54	70.1
Total	77	100
Age		
25-30	2	2.6
31-35	3	3.9
36-40	18	23.4
Above 40 years	54	70.1
Total	77	100
Highest Education Qualification		
Certificate	1	1.3
Diploma	35	45.5
Degree	41	53.2
Masters	0	0
Others	0	0
Total	77	100
Years in service		
1-4	2	2.6
4-9	4	5.2
10-14	17	22.1
15 and above	54	70.1
Total	77	100

Source: primary data, November 2012

The research finding from Table 4B revealed that majority of the respondents 54 (70.1%) were male while 23 (29.9%) were female. This means that the male head teachers are dominant in the research area. This could be because of the preference of the male in administration and management of these schools. The female however are considered weak and not efficient in managing schools.

In regards to age, Table 4B revealed that majority of the respondents 54 (70.1%) were above 40 years while 18 (23.4%) of the respondents were within the age group of 36-40 years. The finding showed that 3 (3.9%) of the respondents were within the age group of 31-35 while only 2 (2.6%) of the respondents were within the age group of 25-30 years. This means that majority of the head teachers are moving towards their late adulthood. This could be because of the wide spread belief that the head teacher position mostly require people who are old and have enough experience to administrate in these schools.

In regards to education level, the research finding according to Table 4B revealed that majority of the respondents 41 (53.2%) were degree holders while 35 (45.5%) were diploma holders. Certificate holders contributed 1 (1.3%) of the respondents while none of them had master's or any other qualifications. This means that the head teachers are composed mostly of degree holders with few having diploma qualification. This could be because the teacher position needs some one who is well educated and skilled to administrate effectively.

In regard to years in service, the research finding as per Table 4B revealed that majority of the respondents 54 (70.1%) had been in service

for 15 years and above while 17 (22.1%) of the respondents had been in service for 10-14 years. However the respondents who had been in service for 4-9 years and 1-4 years were 5.2% and 2.6% respectively. This means that the head teachers in the research area have been in service for more than 15 years. This could be because there are no other new recruitments made by the ministry of education to replace these head teachers.

Level of Capacity Building among Ward Education Coordinators

The independent variable of the study was capacity building among ward education coordinators and the first objective for this study was to determine the level of capacity building among the ward education coordinators in managing the secondary schools under study.

Table 5A
Level of Capacity Building among Ward Education Coordinators
Item Analysis, n=114

Indicators of Capacity Building Among Ward Education Coordinators	Mean	Interpretation	Rank
The capacity buildings programmes for and ward education officials serve as a vehicle for meaningful change	2.79	Satisfactory	1
The capacity building programmes are based on the knowledge about how individuals learn.	2.64	Satisfactory	2
The government encourages and respects the views and innovations of ward education coordinators.	2.21	Fair	3
The government has a clear well designed training policy for the ward education coordinators.	2.07	Fair	4
Ward education coordinators are made aware of the available training programs.	1.82	Fair	5
Capacity building programmes are well understood within the schools context, and are planned as a process	1.79	Fair	6
Ward education coordinators are trained regularly.	1.72	Poor	7
The government usually gives financial support to the ward education officials who wish to go for further education as granted official study leave.	1.67	Poor	8
The government provides training programmes which involve managerial techniques, development planning, accountability, education policies and school Acts.	1.66	Poor	9
The government has appraisal forms to identify weak areas where ward education Coordinators need training.	1.64	Poor	10
The government usually sends ward education coordinators for further training in colleges and Universities.	1.59	Poor	11
Average mean	1.96	Fair	

Source: primary Data, November 2012

Legend to table 5A:

Mean range	Response	Interpretation
3.26 – 4.00	Strongly Agree	Very satisfactory
2.51 – 3.25	Agree	Satisfactory
1.76 – 2.50	Dis-Agree	Fair
1.00 – 1.75	Strongly Disagree	Poor

The research finding in regard to the level of Capacity Building revealed an average mean of (1.96) and was interpreted as fair. This means that the level of capacity in the research area is moderate. This shows that an average, the Government of the Republic of Tanzania has not done much to train the ward education coordinators for them to do their work more effectively.

Table 5A revealed that majority of the respondents agreed that capacity building programmes for the ward education officials serve as a vehicle for meaningful change. This was interpreted as satisfactory. This could be because capacity building programs increase effectiveness and efficiency of WEC and helps in bringing a meaningful change in secondary school management in any given ward. Durcan (1994) explains that capacity building programs can help in empowering teams at secondary schools and therefore argues that the programs should be embedded in sound organizational culture, climate and commitment. However the capacity programs for Musoma District should be designed in such a way that they nurture and support the secondary school climate as well as the conditions necessary for the growth of WEC. Arin-Krupp (1989) maintains that a well designed and implemented capacity building program should make a difference in the lives of the individuals and groups. He argues that the program should however; recognize the principles of adult learning and professional competency.

The findings also revealed that majority of the respondents agreed that capacity building programmes are based on the knowledge about how individuals learn. This was indicated by a mean of 2.64 and was interpreted as satisfactory. This means that capacity building programs are key in the enhancement of knowledge among WEC who are willing to learn and therefore its implementation should be in phases for it to succeed. Dimock (1987) advises that program should be designed in such a way that it has a frame to facilitate the evaluation process. The methods, which will be used to carry out the program, will have to be identified and selected. Techniques and strategies that will enable the principal to get and retain the support of those involved will also have to be selected. This in a long run will help WEC to grip new concepts and skills which can help improve their efficiency and performance in their different areas of responsibility.

The item that the government encourages and respects the views and innovations of ward education coordinators was rated fair. This means that in many cases, the views of WEC are not recognized by the government or considered important. For the WEC therefore to be effective their views must be respected by their subordinates and the community at large. Their views and innovations should be respected and whenever possible be implemented because they are the ones who are at the grass root level working hand in hand with the head teachers, teachers, parents and students.

In regard to Table 5A, the finding also revealed that the item that the government has a clear well designed training policy for the ward

education coordinators was also rated fair. This means that training policies for WEC are there but not implemented. This is well seen in secondary schools development program where the policy for training WEC is well stated but not often practiced. This could be attributed to inadequate funding of the ministry of education in Tanzania.

Ward education coordinators being made aware of the available training programs was rated fair. This is because of good information flow through SEDP II. In addition to the above, the respondents also disagreed that capacity building programmes are well understood within the schools context, and are planned as a process. This clearly reveals that capacity building in itself is not yet a well contextualized concept both by the WEC and the head teachers themselves. This is probably because capacity building is a new initiative that is not well incorporated in the administrative programs of both the WEC and the head teachers.

Dimock (1987) is of the view that for capacity building program to be well understood within the school context, it should express the differences between the desired and the actual managerial practices. He explains that goals, which are expected to be brought about by the program, should be well stipulated, communicated and understood. These will in turn help each of the WEC and the head teachers to know what is expected of them, how they can behave most appropriately and get recognition and approval.

According to Table 5A, the research finding revealed that majority of the respondents strongly disagreed that Ward education coordinators are trained regularly. This means that WEC are not trained regularly

probably because the government does not take training them regularly as an important issue. It might also be done to lack of funds. Yet if these WEC were to be trained regularly, they could be conversant and competent on matters pertaining secondary school management hence enhancing their effectiveness. Education Sector Development Programme (2001) notes that training can help to up-grade the qualifications, knowledge and skills of WEC hence optimizing the use of human, financial and material resources in their performance.

The respondents also strongly disagreed that the government provides training programmes which involve managerial techniques, development planning, accountability, education policies and school Acts, that the government has appraisal forms to identify weak areas where ward education Coordinators need training, that the government usually sends ward education coordinators for further training in colleges and Universities. This means that the WEC are not supported by the government when it comes to training. This is probably because of lack of funds or because the government is reluctant and may not want to incur more expenses in trying to train these WECs.

Level of Effectiveness among the Ward Education Coordinators in Managing the Secondary Schools under Study

The dependent variable of the study was effectiveness of the ward education coordinators and the second objective for this study was to determine the level of effectiveness of the ward education coordinators in managing the secondary schools under study.

Table 5B
Level of Effectiveness of the Ward Education Coordinators in
Managing The Secondary Schools Under Study
Item Analysis, n=114

Indicators of effectiveness Ward Education Coordinators in managing secondary schools	Mean	Interpretation	Rank
Ensuring implementation of adult education in the ward.	2.65	Satisfactory	1
Conduct early child development activities within the ward.	2.55	Satisfactory	2
Share information with, and facilitate the participation of all parents and the wider community in realizing the school objectives.	1.86	Fair	3
Ensure that the implementation of school funded activities operates in a transparent and accountable manner, by guiding and enforcing the upper use and accounting of funds by school committees.	1.80	Fair	4
They ensure that all girls and boys of school age in the ward are enrolled, attend and complete the education cycle.	1.73	Poor	5
Sensitize schools on cross-cutting issues such as, gender awareness, environmental education, HIV/AIDS, Human Rights, most vulnerable children, child labour, emergency preparedness.	1.71	Poor	6
Ensure that all girls and boys who are enrolled in secondary schools attend and complete their education cycle.	1.70	Poor	7
The ward education coordinators do regular secondary school supervision	1.68	Poor	8
Help identify priorities for school development plans and to as the planning process.	1.66	Poor	9
Do guiding and counseling to secondary school teachers and the community.	1.65	Poor	10
Co-ordinate the formulation of whole school development plans within the ward, coordinate all the school managerial issues to the district education officer.	1.58	Poor	11
Supervision of the provision of basic services such as school feeding, water, sanitation and first aid.	1.44	Poor	12
Average mean	1.83	Fair	

Source: primary Data, 2012

Legend to table 5A:

Mean range	Response	Interpretation
3.26 – 4.00	Strongly Agree	Very satisfactory
2.51 – 3.25	Agree	Satisfactory
1.76 – 2.50	Dis-Agree	Fair
1.00 – 1.75	Strongly Disagree	Poor

The overall indication of the effectiveness of WEC revealed an average mean of (1.83) and this was interpreted as fair. This means that, on average, the word education coordinators are reasonably effective. There not very effective and are not poor in the way they do their work. This could have been attributed by a high mean score on items such as ensuring implementation of adult education in the ward (2.65) and conducting early child development activities within the ward (2.55). This means that majority of the respondents agreed that such initiatives have to be implemented but does not mean that they are already operational. This is probably because these tasks are not within the secondary school level but under primary school level.

The study according to Table 5B also revealed that the staff of WEC sharing information and facilitate the participation of all parents and the wider community in realizing the school objectives as well as the WEC ensuring that the implementation of school funded activities operates in a transparent and accountable manner, by guiding and enforcing the upper use and accounting of funds by school committees were rated fair. This means that the WEC do communicate school objectives to the stakeholders and do implement the school funded activities though they do it at a relatively low level. This is probably because of the lack of respect by the head teachers to be supervised by certificate holders (see Table 4A)

whom they assume are less qualified for the job of supervision. The head teachers as seen in Table 4 B revealed that majority of them were degree holders. This could be one of the causes of drift between these two bodies of administration hence making WEC not to be able to perform their duties effectively.

Much as the respondents disagreed on items indicated above, majority of them strongly disagreed that WEC ensure that all girls and boys of school age in the ward are enrolled, attend and complete the education cycle, that WEC sensitize schools on cross-cutting issues such as, gender awareness, environmental education, HIV/AIDS, Human Rights, most vulnerable children, child labour, emergency preparedness, that WEC ensure that all girls and boys who are enrolled in secondary schools attend and complete their education cycle and that the ward education coordinators do regular secondary school supervision. This means that though sometimes the WEC inspect school going age children being enrolled for education, or whether those who enrolled endeavor to successfully complete their education cycle without dropping out. This could be because as revealed in Table 5 A, the government does not support them financially neither does it provide enough support for further studies. This leaves most of the WEC to be untrained hence lacking managerial skills and some of them probably might not be in position to clearly define their roles.

However Education Section Development Program (2006) outlines that the key responsibilities of the Ward Education Coordinators include among others; Conduct school supervision, ensure that all girls and boys

of school age in the ward are enrolled, attend and complete the education cycle, share information with, and facilitate the participation of all parents and the wider community in realizing the school objectives, help identify priorities for school development plans and to assist in the planning process, ensure that the implementation of school funded activities operates in a transparent and accountable manner, by guiding and enforcing the proper use and accounting of funds by school committees, Co-ordinate the formulation of Whole School Development Plans within the ward, Sensitize schools on cross-cutting issues such as, gender awareness, environmental education etc.

Much as the Education Section Development Program (2006) clearly defined the roles and responsibilities of WEC, the respondents strongly disagreed that they (WEC) do guiding and counseling to secondary school teachers and the community, co-ordinate the formulation of whole school development plans within the ward, coordinate all the school managerial issues to the district education officer and supervise the provision of basic services such as school feeding, water, sanitation and first aid. This means that WEC do not perform these roles probably because the issue of guiding and counseling needs some one who is well educated and more skilled and understand what it all entails. But revelation from Table 4A showed that majority of these WEC have only certificate qualifications and therefore can not measure to theses tasks. On the issue of supervision and the provision of basic school services to schools, the WEC are incapacitated by lack of respect from the more educated head teachers and lack of government encouragement and respect of their views and innovations.

**Relationship between the Level of Capacity Building and the
Level of Effectiveness among WEC**

Table 6A
**Relationship between the Level of Capacity Building and the
Level of Effectiveness among WEC**

Variables correlated	r-value	Sig.	Interpretation	Decision on H₁
Level of Capacity Building versus Level of Effectiveness among WEC	0.961	0.000	significant correlation	Rejected

Source: Primary Data, 2012

The results in Table 6(A) reveal that, there is a significant relationship between capacity building and the effectiveness of the ward education coordinators in Musoma rural and urban districts, Tanzania. This is because the significant value is 0.000, lower than the 0.05 level of significance, commonly used in social sciences. This means, on average, capacity building affects in a reasonable way, the effectiveness of the ward education coordinators.

Table 6B

Regression analysis between the Dependent and Independent variables

(Level of significance=0.05)

Variables regressed	Adjusted R²	F- Value	Sig	Interpretation	Decision on H_o
Level of Capacity Building versus Level of Effectiveness among WEC	0.914	107.5	0.000	Significant effect	Rejected

Source: primary Data, 2012

Results in Table 6B show that the level of effectiveness of WEC is significantly affected by their level of capacity building (F=107.5, Sig=0.000). The results indicate all the items under analysis together account for 91% of the variations in the level of effectiveness among WEC (adjusted r² = 0.914). This means that effectiveness of WEC can be affected by upto 91% of their capacity building. This is because if WEC are not well capacitated, then their effectiveness will be questionable.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

This chapter presents a summary of major findings, conclusions, recommendations and areas of further research.

Findings

Demographic Characteristics of Respondents

Ward Education Coordinators

In regard to gender, the research finding showed that majority of the respondents 24 (64.9%) were male while 13 (35.1%) were female. In regard to age, the study revealed that majority of the respondents 33 (89.2%) were above 40 years while only 4 (10.9%) were between 36-40 years. None of the respondents were within the age category of 25-30 years and 31-35 years. In regard to education level, the study indicated that majority of the respondent 26 (70.3%) were certificate holders while those with a diploma qualification contributed 10 (27.0%), only 1 (2.7%) had a degree whereas none of the respondents had a master's or any other qualification. Finally in regard to years in service, the study showed that majority of the respondents 36 (97.3%) had been in service for 15 years and above and only 1 (2.7%) had been in service for 10-14 years. None of the respondents had been in service for 4-9 years and for 1-4 years.

Head Teachers

In regard to gender, the study revealed that majority of the respondents 54 (70.1%) were male while 23 (29.9%) were female. In regards to age, the study revealed that majority of the respondents 54 (70.1%) were above 40 years while 18 (23.4%) of the respondents were within the age group of 36-40 years. In regards to education level, the research finding revealed that majority of the respondents 41 (53.2%) were degree holders while 35 (45.5%) were diploma holders. Certificate holders contributed 1 (1.3%) of the respondents while none of them had master's or any other qualifications. In regard to years in service, the research finding as per Table 4B revealed that majority of the respondents 54 (70.1%) had been in service for 15 years and above while 17 (22.1%) of the respondents had been in service for 10-14 years. However the respondents who had been in service for 4-9 years and 1-4 years were 5.2% and 2.6% respectively.

Level of Capacity Building among WEC

The research finding in regard to the level of Capacity Building revealed an average mean of (1.96) and was interpreted as fair. This was supported by the high mean score in items such as capacity buildings programmes for and ward education officials serving as a vehicle for meaningful change (2.79) and capacity buildings programmes for and ward education officials serving as a vehicle for meaningful change (2.64). however items such as government having appraisal forms to identify weak areas where ward education Coordinators need training (1.64) and the government usually sending ward education coordinators for further

training in colleges and Universities (1.59) scored least and as a result affected the level of capacity building in the research area.

Level of Effectiveness of WEC in Managing Secondary Schools

The overall indication on the effectiveness of WEC revealed an average mean of (1.83) and this was interpreted as fair. This could have been attributed by a high mean score on items such as ensuring implementation of adult education in the ward (2.65) and conducting early child development activities within the ward (2.55) but the ability of the WEC to co-ordinate the formulation of whole school development plans within the ward, coordinate all the school managerial issues to the district education officer and supervise the provision of basic services such as school feeding, water, sanitation and first aid scored least with each having a mean of (1.58) and(1.44) respectively.

Relationship between the Level of Capacity Building and Effectiveness among WEC in Managing Secondary Schools

Regression analysis showed that the level of effectiveness of WEC is significantly affected by their level of capacity building ($F=107.5$, $Sig=0.000$). The results indicate all the items under analysis together account for over 91% of the variations in the level of effectiveness among WEC (adjusted $r^2 = 0.914$).

Conclusions

1. The level of capacity building for the ward education coordinators in Musoma rural and urban districts was fair
2. The level of the effectiveness of the ward education coordinators in Musoma rural and urban districts was fair.
3. There was a significant relationship between capacity building and the effectiveness of ward education coordinators in managing secondary schools in Musoma rural and urban districts, Tanzania. The null-hypothesis was thus rejected.

Recommendations

The government should continuously promote girl-child rights of which education is a must because this study has revealed that the females are still very few in the education sector within Musoma rural and urban districts. If girl child education is emphasized, probably their number may increase in the education sector.

The government should provide financial support to the ward education officials who wish to go for further education so as to increase their knowledge on school management and polish their administrative endeavors. This will in the end improve capacity building within these schools.

The government should stipulate a well designed training policy for the ward education coordinators. This will enable them to be aware of the

available training programs hence serving as a vehicle for meaningful change within the context of their jurisdictions.

The Ward Education Coordinators should increase their efficiency by sensitizing schools on cross-cutting issues such as, gender awareness, environmental education, HIV/AIDS, Human Rights, most vulnerable children, child labour, and emergency preparedness.

The Ward Education Coordinators should be in position to share information with, and facilitate the participation of all parents and the wider community in realizing the school objectives. This will enable the coordination and formulation of whole school development plans within the ward and coordination of all the school managerial issues to the district education officer.

The Ward Education Coordinators should ensure that the implementation of school funded activities operates in a transparent and accountable manner, by guiding and enforcing the proper use and accounting of funds by school committees. This will help the school development plans to be successful.

The literature review suggested a relationship between capacity building and effectiveness among WEC, this study revealed the same that Capacity building has a significant correlation with effectiveness among WEC in managing secondary schools.

Nevertheless the researcher recommends that the study be conducted in other regions of the country to retest these assertions.

Areas of future research

Although the present study has shed some light on capacity building and effectiveness among WEC in managing secondary schools in Musoma rural and urban districts, there are several limitations that must be kept in mind. First, the participants of this study were selected from a professional group of human and personnel management practitioners. The response to the questions asked might not be free from their personal prejudices or values they attached to the corporate image of their offices. Thus, their prior knowledge of the subject area might affect their responses.

Second, the study was based on education sector at secondary level; hence the findings might not be applicable to other education level like primary and tertiary.

Third, a general statement on WEC effectiveness at work might mislead the respondents. A future study incorporating operational definitions and measurements of these variables might make the findings of this study comparable to other studies.

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APPENDIX I A TRANSMITTAL LETTER



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OFFICE OF THE HEAD OF DEPARTMENT, ECONOMICS AND EDUCATION,
OPEN AND DISTANCE LEARNING
COLLEGE OF HIGHER DEGREES AND RESEARCH (CHDR)

Date : 16th March, 2012

RE: REQUEST OF VENANCE JEREMIAH MED/34354/112/DF
TO CONDUCT RESEARCH IN YOUR ORGANIZATION.

The above mentioned is a bonafide student of Kampala International University pursuing Masters of Educational Management and Administration.

He is currently conducting a research entitled " **Capacity Building and Effectiveness of Ward Education Coordinators in Musoma Rural and Urban Districts, Tanzania**".

Your organization has been identified as a valuable source of information pertaining to his research project. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him from your organization shall be treated with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,


Dr. Ssemugenyi Fred
Head of Department,
Education, Open and Distance Learning (CHDR)

NOTED BY:


Dr. Sofia Sol T. Gatte
Principal CHDR

"Exploring the Heights"

APPENDIX I B

TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir/ Madam,

Greetings!

I am a master's degree candidate in Educational Management of Kampala International University. Part of the requirements for the award is a dissertation. My study is entitled, "**Capacity Building and Effectiveness of Ward Education Coordinators in Selected Secondary Schools in Musoma Rural and Musoma Urban Districts, Tanzania**" Within this context, may I request you to participate in this study by answering the questionnaires. Kindly do not leave any option unanswered. Any data you will provide shall be for academic purposes only and no information of such kind shall be disclosed to others.

May I retrieve the questionnaire within five days (5)?

Thank you very much in advance.

Yours faithfully,

Mr. Venance Jeremiah

APPENDIX II

CLEARANCE FROM ETHICS COMMITTEE

Date _____

Candidate's Data

Name _____

Reg.# _____

Course _____

Title of Study _____

Ethical Review Checklist

The study reviewed considered the following:

- Physical Safety of Human Subjects
- Psychological Safety
- Emotional Security
- Privacy
- Written Request for Author of Standardized Instrument
- Coding of Questionnaires/Anonymity/Confidentiality
- Permission to Conduct the Study
- Informed Consent
- Citations/Authors Recognized

Results of Ethical Review

- Approved
- Conditional (to provide the Ethics Committee with corrections)
- Disapproved/ Resubmit Proposal

Ethics Committee (Name and Signature)

Chairperson _____

Members _____

APPENDIX III

INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. Venance Jeremiah that will focus on Capacity Building and Effectiveness of Ward Education Coordinators in Secondary Schools in Musoma Rural and Musoma Urban Districts, Tanzania.

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____

Date _____

APPENDIX IV A

FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE

Section A. Demographic characteristics of the respondents. Please put a tick to your best choice.

1. Gender (a) male _____ (b) female _____

2. Age (a) 25-30 _____

31-35 _____

36-40 _____

Above 40 years _____

3. Highest education qualifications

Certificate _____

Diploma _____

Bachelor's degree _____

Masters degree _____

Others (Specify) _____

4. Years in service

1-4 years _____

5-9 years _____

10-14 years _____

15 years and above _____

APPENDIX IV B

SECTION B. QUESTIONNAIRE TO DETERMINE THE LEVEL OF CAPACITY BUILDING.

Direction. Please write your rating on the space before each item which corresponds to your best choice kindly in the scoring below.

Rating	Response Mode	Description
4	strongly agree	you agree with no doubt at all
3	agree	you agree with some doubt
2	disagree	you disagree with some doubt
1	strongly disagree	you disagree with no doubt

1. _____ Ward education coordinators are made aware of the available training programs.

2. _____ The government has appraisal forms to identify weak areas where ward education coordinators need training.

3. _____ Ward education coordinators are trained regularly.

4. _____ The government has a clear well designed training policy for the ward education coordinators.

5. _____ The government usually sends ward education coordinators for further training in colleges and Universities.

6. _____ The government usually gives financial support to the ward education-officials who wish to go for further education as granted official study leave.

7._____The government encourages and respects the views and innovations of ward education coordinators.

8._____The government provides training programmes which involve managerial techniques, development planning, accountability, education policies and school Acts.

9._____The capacity building programme are based on the knowledge about how individuals learn.

10._____Capacity building programmes are well understood within the schools context, and are planned as a process

11._____The capacity buildings programmes for and ward education officials serve as a vehicle for meaningful change

APPENDIX IV C

SECTION C: QUESTIONNAIRE TO DETERMINE THE LEVEL OF EFFECTIVENESS OF WARD EDUCATION COORDINATORS.

Direction. Please write your rating on the space before each item which corresponds to your best choice kindly in the scoring below.

Rating	Response Mode	Description
4	strongly agree	you agree with no doubt at all
3	agree	you agree with some doubt
2	disagree	you disagree with some doubt
1	strongly disagree	you disagree with no doubt

1. _____ The ward education coordinators do regular secondary school supervision

2. _____ They ensure that all girls and boys of school age in the ward are enrolled, attend and complete the education cycle.

3. _____ Ensure that all girls and boys who are enrolled in secondary schools attend and complete their education cycle.

4. _____ Share information with, and facilitate the participation of all parents and the wider community in realizing the school objectives.

5. _____ Help identify priorities for school development plans and to as the planning process.

- 6._____ Ensure that the implementation of school funded activities operates in a transparent and accountable manner, by guiding and enforcing the upper use and accounting of funds by school committees.
- 7._____Co-ordinate the formulation of whole school development plans within the ward, coordinate all the school managerial issues to the district education officer.
- 8._____Sensitize schools on cross-cutting issues such as, gender awareness, environmental education, HIV/AIDS, Human Rights, most vulnerable children, child labour, emergency preparedness.
- 9._____ Supervision of the provision of basic services such as school feeding, water, sanitation and first aid.
- 10._____ Ensuring implementation of adult education in the ward.
- 11._____ Conduct early child development activities within the ward.
- 12._____ Do guiding and counseling to secondary school teachers and the community.

Thanks for the Time and Participation

APPENDIX V

COMPUTATION OF SAMPLE SIZE

A sample for heads of schools

$$\begin{aligned}n &= \frac{N}{1 + N e^2} \\&= \frac{54}{1 + 54(0.05)^2} \\&= \frac{54}{1 + 0.135} \\&= \underline{48}\end{aligned}$$

APPENDIX VI
Reliability and Validity

The questionnaire's validity was determined by getting the relevant items according to the experts divided by the total number of items; that is;

$$\text{Content Validity of Index (CVI)} = \frac{17}{23} = 0.74$$

PPENDIX VII

RESEARCHER'S CURRICULUM VITAE

Personal Profile	
Name	Mr. Venance Jeremiah
Gender	Male
Date of Birth	11/09/1969
Nationality	Tanzania
Marital Status	Married
Home Address	P.O BOX 1109 Bukoba, Tanzania
Telephone	+255782060968/+255768173225

Educational background

Period	Institution	Award
2011-2013	Kampala International University	Masters Degree
1998-2001	Sukoine University of Agriculture	Degree
1990-1992	Monduli Teachers' College	Diploma
1989-1990	Advanced Level Education	ACSEE
1985-1988	Ordinary Level Education	CSEE
1978-1984	Primary Level Education	CPEE

Working experience

Year	Institution	Position
2012-todate	Musoma Technical High School, Tanzania	Head Master
2008-2011	Tarime High School, Tanzania	Head Master
2005-2008	Kalema Secondary School, Tanzania	Head Master
1992-2004	Ihungo High School	Teacher