Contributions of Ward Education Officers to the Improvement of Pupils' Academic Performance in Public Primary Schools in Kishapu District Council, Tanzania

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Abstract
This study examined the contributions of Ward Education Officers (WEOs) to the improvement of pupils' academic performance in public primary schools in Kishapu District Council, Tanzania. The study adopted a convergent mixed-methods design within the pragmatist paradigm, enabling the collection and integration of quantitative and qualitative evidence. The study population comprised 1,101 participants, including 29 WEOs, 125 head teachers, and 947 teachers. A sample of 143 participants was selected using purposive, simple random, and stratified random sampling techniques. Questionnaires were administered to teachers and head teachers, while semi-structured interviews were conducted with WEOs. Quantitative data were analyzed using frequencies, percentages, and mean scores, whereas qualitative data were analyzed thematically. The findings showed that WEOs contributed to pupils' academic performance through regular school visits, monitoring of academic progress, provision of constructive feedback, participation in solving teaching and learning challenges, identification and support of underperforming pupils, and collaboration with teachers and head teachers. Most teachers and head teachers expressed positive perceptions of these contributions, while WEOs described supervision, guidance, problem-solving, and targeted support as important aspects of their work. The findings suggest that WEOs play an important supportive role in strengthening teaching practices and improving pupils' academic outcomes. However, their effectiveness may depend on their capacity, resources, professional skills, and collaboration with schools and communities. The study recommends strengthening WEOs' professional development, providing adequate logistical and supervisory resources, improving school-level collaboration, and strengthening community engagement to enable WEOs to perform their responsibilities more effectively.

Keywords: Ward Education Officers, academic performance, primary schools, school supervision, teacher support, Tanzania

1. Introduction

Improving pupils' academic performance in primary schools remains an important educational priority worldwide. Governments and education stakeholders continue to implement interventions aimed at strengthening teaching quality, school management, learning environments, and community participation. Evidence from different contexts demonstrates that pupils' academic performance is influenced by multiple school and community factors. For example, Gaduh et al. (2022) found that teacher absenteeism was negatively associated with student performance, whereas adequate school facilities and appropriate pupil-teacher ratios were associated with better educational outcomes in Indonesia. In Mexico, Rodríguez-Oramas et al. (2021) demonstrated that family involvement through interactive educational activities contributed to improved academic performance and reduced conflicts within school communities. In Tanzania, Mabeyo (2016) and Mwanga (2023) similarly emphasized the importance of active participation of school committees in monitoring and supporting school activities, although inadequate resources and limited training continue to constrain their effectiveness. These findings demonstrate that improving academic performance requires coordinated contributions from school leaders, teachers, education officials, parents, and communities.

Decentralization has increasingly been promoted as an approach to improving educational management by bringing decision-making and accountability closer to schools and communities. The underlying assumption is that local education actors are better positioned to identify and respond to context-specific challenges affecting teaching and learning. Korkmaz et al. (2022) observed that despite reforms associated with decentralization, centralized decision-making continues to influence educational management in many settings, limiting the autonomy of local actors. Similarly, Khilji et al. (2022) found that decentralization at district and cluster levels enabled some administrative and financial matters to be addressed locally, although academic decision-making remained relatively centralized. Wango et al. (2025) further argued that school-based decision-making can contribute to improved educational outcomes when schools and communities are meaningfully involved, although its effectiveness may be constrained by disadvantaged socio-economic conditions and limited parental participation.

In Tanzania, decentralization has been implemented to increase local participation, strengthen accountability, and improve the management and delivery of education services. Matete (2022) reported that school committees operating within the decentralized education system contributed to improvements in pupil attendance, discipline, and the control of truancy. However, their involvement was often concentrated on financial matters and examination results rather than the broader improvement of teaching and learning environments. Nnunduma (2023) similarly observed that incomplete decentralization of important education functions, including recruitment and curriculum-related responsibilities, limits the decision-making space available at school level. These findings indicate that decentralization has created opportunities for local participation, but the effectiveness of local education actors depends on the extent of authority, capacity, resources, and institutional support available to them.

Within this decentralized education structure, Ward Education Officers (WEOs) occupy an important position between district education authorities and schools. They are expected to monitor school activities, support teachers and head teachers, follow up on academic

performance, and contribute to the implementation of education policies at ward level. Arthur and Lekule (2023) indicated that WEOs have responsibilities related to monitoring school performance, guiding teachers, and promoting the quality of education. However, the effectiveness of WEOs may be affected by inadequate professional preparation, limited resources, insufficient training, and weaknesses in supervisory capacity. These challenges raise an important question concerning the extent to which WEOs actually contribute to improvements in pupils' academic performance at school level.

Evidence from Tanzania presents mixed findings concerning the effectiveness of WEOs. Ally et al. (2022) found that WEOs in Hai District experienced limitations related to managerial skills and confidence, which weakened their ability to support school leaders effectively. William and Ligembe (2022) similarly reported that WEOs and other external supervisors were sometimes sidelined in instructional supervision, resulting in school heads carrying a substantial proportion of monitoring responsibilities. In contrast, Fuime and Omer (2024) emphasized that WEOs perform important supervisory functions but are constrained by inadequate training, insufficient resources, and limited community cooperation. These findings indicate that the contribution of WEOs cannot be understood solely in terms of their formal responsibilities; it is also necessary to examine what they actually do in schools and how their contributions are perceived by teachers, head teachers, and the officers themselves.

Kishapu District Council provides an important context for examining this issue because WEOs operate directly within wards and are expected to support public primary schools in monitoring educational activities and improving learning outcomes. Although previous studies have examined decentralization, instructional supervision, and the effectiveness of education officers in different Tanzanian contexts, there is limited context-specific evidence on the contribution of WEOs to pupils' academic performance in public primary schools in Kishapu District Council. The present study therefore examined the contributions of WEOs, focusing on school visits and academic monitoring, provision of feedback, participation in solving teaching and learning challenges, support for underperforming pupils, and their overall contribution to academic performance.

2. Empirical Literature Review

Krakowiak (2021), for instance, examined the role of local educational leadership in Poland and found that local education authorities contributed to school improvement through resource mobilisation, implementation of educational initiatives, and strengthening relationships between schools and communities. The study demonstrated that local-level educational leadership can facilitate improvements in school functioning when responsibilities are clearly defined and supported by institutional arrangements. Similarly, Çelik (2022), in a study conducted in rural Turkey, found that educational administrators contributed to improved student achievement through teacher support, monitoring of educational activities, and community engagement. These findings demonstrate that the proximity of local education officers to schools provides an opportunity for continuous monitoring and support that may influence academic outcomes.

Evidence from Tanzania provides a more contextual understanding of the challenges that may affect the contribution of WEOs to academic performance. Ally et al. (2022), who investigated the roles and effectiveness of WEOs in Hai District, reported that some officers experienced limitations in managerial knowledge, professional skills, and confidence in carrying out their

responsibilities. Such limitations affected their ability to provide effective guidance and support to school leaders and teachers. The findings imply that the existence of WEO positions alone does not guarantee effective educational supervision. Rather, the quality of supervision depends partly on the competence and preparedness of officers to undertake their responsibilities. William and Ligembe (2022) similarly found that WEOs and other external education supervisors experienced limited opportunities to participate effectively in instructional supervision. This situation reduced their involvement in monitoring classroom practices and supporting improvements in teaching and learning. The evidence therefore suggests that institutional arrangements and the actual involvement of WEOs in school-level supervision are important factors when assessing their contribution to academic performance.

Professional development has also emerged as an important factor influencing the effectiveness of WEOs. Fuime and Omer (2024), in their study of educational supervision in Mkuranga District, found that inadequate training, insufficient resources, and limited cooperation between education officers and communities constrained the effectiveness of WEOs in performing their supervisory responsibilities. The study recommended continuous professional development and improved institutional support to strengthen the capacity of education officers. These findings are important because effective supervision requires officers to possess current knowledge of instructional practices, school management, assessment, and mechanisms for supporting teachers. Without adequate professional preparation and operational resources, WEOs may experience difficulties in translating their supervisory responsibilities into meaningful improvements in school performance.

The contribution of instructional supervision to teachers' professional practices has also been demonstrated in Tanzanian schools. Mwakajitu and Lekule (2022) found that effective instructional supervision supported improvements in teachers' pedagogical skills, lesson preparation, use of teaching and learning materials, and professional development. Although the study focused more broadly on instructional supervision rather than exclusively on WEOs, its findings are relevant because WEOs are among the education actors responsible for monitoring and supporting instructional practices at ward level. Improved teacher preparation and pedagogical practices can subsequently create conditions that support better learner engagement and academic achievement. The study therefore indicates an indirect pathway through which WEO activities may affect pupils' academic performance: supervision and professional support can influence teachers' practices, which in turn can influence the quality of learning.

Other empirical evidence indicates that collaboration between education officers, schools, parents, and communities can also influence educational outcomes. Krakowiak (2021) reported that collaboration between local education authorities and school communities facilitated the implementation of educational initiatives and strengthened school improvement processes. Çelik (2022) similarly established that community engagement was an important component of educational administration in rural schools. In the Tanzanian context, Fuime and Omer (2024) identified limited community cooperation as one of the factors constraining the effectiveness of WEO supervision. These findings suggest that WEOs operate within a broader educational environment in which cooperation with head teachers, teachers, parents, school committees, and local government authorities may determine the extent to which supervisory interventions are implemented successfully.

The reviewed empirical studies therefore demonstrate that WEOs may contribute to academic performance through several interconnected activities, including instructional supervision, teacher guidance, monitoring of school programmes, mobilisation and coordination of resources, professional development, and engagement with school communities. However, the evidence also identifies important constraints, particularly inadequate professional preparation, limited resources, weak institutional support, insufficient participation in instructional supervision, and inadequate cooperation with stakeholders. More importantly, most of the reviewed studies were conducted in contexts such as Hai and Mkuranga Districts or examined educational supervision more broadly, while limited empirical attention has been given to the specific contribution of WEOs to pupils' academic performance in public primary schools in Kishapu District Council. Differences in administrative conditions, resource availability, school environments, and local educational practices may produce different outcomes across districts. Therefore, the existing literature does not sufficiently explain the extent to which WEOs' supervisory, supportive, monitoring, and coordination activities contribute to academic performance among pupils in public primary schools in Kishapu District Council. This study addresses this contextual and empirical gap by examining the contribution of WEOs to academic performance in the district.

3. Methodology

The study adopted a convergent mixed-methods design within the pragmatist research paradigm to examine the contribution of WEOs to pupils' academic performance. The study population comprised 1,101 participants, including 29 WEOs, 125 head teachers, and 947 teachers, from whom a sample of 143 participants was selected, comprising 10 WEOs, 38 head teachers, and 95 teachers. Purposive sampling was used to select WEOs, while simple random sampling and stratification were used to select head teachers and teachers from different geographical settings. Data were collected using questionnaires administered to teachers and head teachers and semi-structured interviews conducted with WEOs. Validity was enhanced through expert review by three research experts, while reliability was established through a pilot study, yielding Cronbach's alpha coefficients of 0.89 for teachers' and 0.91 for head teachers' questionnaires. Quantitative data were coded and analyzed using SPSS version 25 through frequencies, percentages, and mean scores, while qualitative data were transcribed, coded, and analyzed thematically. Quantitative and qualitative findings were integrated to provide a comprehensive interpretation of WEOs' contribution to pupils' academic performance. Ethical principles were observed through obtaining research permission, informed consent, voluntary participation, confidentiality, anonymity, and the right to withdraw. All information obtained from participants was used solely for academic purposes, and academic integrity was maintained through appropriate acknowledgment of all sources used in the study.

4. Data Presentation and Discussion of the Findings

This section presents and discusses the findings on the contribution of Ward Education Officers (WEOs) to the improvement of pupils' academic performance in public primary schools in Kishapu District Council. Table 4 shows findings on regular school visits and monitoring of academic progress

Table 1: Teachers' and Head Teachers' Perceptions of the Contributions of WEOs to Pupils' Academic Performance

No.	Statement	Respondents	SA f (%)	A f (%)	N f(%)	D f (%)	SD f (%)	Mean
1	WEOs visit my school regularly to monitor academic progress.	Teachers	26 (27.4)	50 (52.6)	8 (8.4)	9 (9.5)	2 (2.1)	4.0
		Head teachers	11 (28.9)	19 (50.0)	3 (7.9)	4 (10.5)	1 (2.6)	3.8
2	WEOs provide constructive feedback to teachers after school visits.	Teachers	27 (28.4)	49 (51.6)	8 (8.4)	9 (9.5)	2 (2.1)	4.0
		Head teachers	12 (31.6)	18 (47.4)	3 (7.9)	4 (10.5)	1 (2.6)	3.8
3	WEOs participate in solving teaching and learning challenges.	Teachers	28 (29.5)	47 (49.5)	8 (8.4)	10 (10.5)	2 (2.1)	3.9
		Head teachers	10 (26.3)	20 (52.6)	3 (7.9)	4 (10.5)	1 (2.6)	3.8
4	WEOs help identify and support underperforming pupils.	Teachers	29 (30.5)	46 (48.4)	8 (8.4)	9 (9.5)	3 (3.2)	3.9
		Head teachers	11 (28.9)	18 (47.4)	3 (7.9)	4 (10.5)	1 (2.6)	3.8
5	WEOs contribute significantly to the improvement of pupil performance.	Teachers	30 (31.6)	45 (47.4)	8 (8.4)	9 (9.5)	3 (3.2)	3.9
		Head teachers	10 (26.3)	19 (50.0)	3 (7.9)	4 (10.5)	1 (2.6)	3.8
6	WEOs play a crucial role in improving pupils' academic performance.	Teachers	31 (32.6)	44 (46.3)	8 (8.4)	10 (10.5)	2 (2.1)	3.9
		Head teachers	12 (31.6)	18 (47.4)	4 (10.5)	4 (10.5)	1 (2.6)	3.8

Source: Field Data (2025)

The findings in Table 1 indicate generally positive perceptions among both teachers and head teachers concerning the contribution of WEOs to pupils' academic performance. Across all six statements, the proportions of respondents who selected either "strongly agree" or "agree" were substantially higher than those who selected neutral or negative responses. Among teachers, agreement ranged from 78.9% to 80.0%, while among head teachers it ranged from 76.3% to 80.0%. The mean scores for teachers ranged from 3.9 to 4.0, while those for head teachers ranged from 3.8 to 3.9. These results indicate that respondents generally perceived WEOs as

actively involved in monitoring schools, supporting teachers, addressing educational challenges, and promoting pupils' academic progress.

The first indicator concerned regular school visits and monitoring of academic progress. Among teachers, 27.4% strongly agreed and 52.6% agreed that WEOs visited their schools regularly, producing an overall agreement of 80.0% and a mean score of 4.0. Similarly, 28.9% of head teachers strongly agreed and 50.0% agreed, giving an overall agreement of 78.9% and a mean score of 3.8. Only small proportions expressed neutral or negative responses. The findings therefore suggest that regular school visits constitute a prominent aspect of WEO activities in Kishapu District Council.

The qualitative findings supported this result. One WEO explained that:

> I make regular visits to all schools in my ward because being physically present helps me to observe teaching, check pupils' work, and interact with teachers directly. Such monitoring helps to maintain standards and ensure that academic progress is continuously supervised (An interview with WEO-1 on 29th August 2025)

Another WEO stated:

> Every week I schedule time to visit different schools and speak with teachers. When I am consistently present, teachers know that their work is being monitored, which motivates them to prepare well and focus more on improving pupils' academic performance. (An interview with WEO-2 on 1st September 2025)

These responses indicate that WEO school visits provide opportunities to observe teaching activities, review pupils' work, communicate with teachers and head teachers, and identify areas requiring intervention. The finding is consistent with Krakowiak (2021), who found that local educational leaders can influence school quality through involvement in school activities, resource mobilisation, and implementation of educational initiatives. The present finding extends this evidence by demonstrating that, in Kishapu District Council, regular physical interaction between WEOs and schools is perceived by teachers and head teachers as an important component of educational supervision.

4.2 Provision of Constructive Feedback to Teachers

The second indicator examined whether WEOs provide constructive feedback to teachers following school visits. Among teachers, 28.4% strongly agreed and 51.6% agreed, giving an overall agreement of 80.0% and a mean score of 4.0. Among head teachers, 31.6% strongly agreed and 47.4% agreed, resulting in an overall agreement of 79.0% and a mean score of 3.8. These findings indicate that most respondents perceived WEOs as providing feedback intended to support improvements in teaching practices.

The qualitative findings reinforced this perception. One WEO explained:

> When I finish visiting a school, I always sit with the head teacher and staff to share my observations. Giving feedback helps them identify strengths and weaknesses in teaching, encourages continuous improvement, and contributes to better academic performance." (An interview with WEO-3 on 3rd September 2025)

Another WEO stated:

> After classroom supervision, I write reports and provide feedback to teachers. Constructive comments allow them to correct mistakes and adjust their teaching methods, which can result in better learning outcomes and improved collaboration between the schools and the ward office. (An interview with WEO-4 on 5th September 2025)

The findings suggest that WEO feedback extends beyond identifying shortcomings and includes professional guidance intended to support improvement. This finding is consistent with Çelik (2022), who found that educational administrators can support student achievement through teacher support and professional guidance. The present study therefore suggests that feedback may constitute one mechanism through which WEOs influence teaching practices and, indirectly, pupils' learning conditions.

4.3 Participation in Solving Teaching and Learning Challenges

The third indicator assessed the participation of WEOs in solving teaching and learning challenges. Among teachers, 29.5% strongly agreed and 49.5% agreed, resulting in an overall agreement of 79.0% and a mean score of 3.9. Among head teachers, 26.3% strongly agreed and 52.6% agreed, giving an overall agreement of 78.9% and a mean score of 3.8. The findings indicate that a large majority of respondents perceived WEOs as participating in addressing challenges affecting teaching and learning.

Interview evidence provided further explanation. One WEO reported:

> Teachers in my ward usually approach me whenever they face challenges such as shortages of materials or difficulties in subject delivery. I work with them to find solutions because practical support strengthens teaching and keeps the learning process effective. (An interview with WEO-1 on 7th September 2025)

Another WEO explained:

> When problems arise, such as poor results in a particular subject, I organize meetings with teachers to discuss solutions collectively. Involving teachers in addressing challenges makes it easier to improve teaching methods and ultimately helps pupils perform better. (An interview with WEO-2 on 8th September 2025)

The findings indicate that WEOs perform a problem-solving function in addition to their monitoring responsibilities. This is consistent with Ally et al. (2022), who reported that WEOs provide support to schools in addressing educational challenges, although their effectiveness may be constrained by limitations in managerial skills and confidence. The present findings suggest that WEOs in Kishapu are involved in collaborative problem-solving, while the earlier study highlights the importance of professional capacity in determining how effectively such responsibilities can be performed.

4.4 Identification and Support of Underperforming Pupils

The fourth indicator examined the involvement of WEOs in identifying and supporting underperforming pupils. Among teachers, 30.5% strongly agreed and 48.4% agreed, representing an overall agreement of 78.9% and a mean score of 3.9. Among head teachers, 28.9% strongly

agreed and 47.4% agreed, resulting in an overall agreement of 76.3% and a mean score of 3.8. These results indicate that most respondents perceived WEOs as contributing to the identification and support of pupils experiencing academic difficulties.

The qualitative findings illustrated the mechanisms through which this support occurs. One WEO explained:

> I usually work with teachers to identify pupils who are struggling by analysing examination results and classroom performance. Once these pupils are identified, we plan remedial sessions and provide individual encouragement to help them overcome their difficulties. (An interview with WEO-3 on 9th September 2025)

Another WEO stated:

> I ensure that teachers set aside additional time for weaker pupils. Giving them extra support allows them to catch up with others, and when parents are also involved, pupils can improve steadily. (An interview with WEO-4 on 10th September 2025)

These findings suggest that WEOs contribute to learner support mainly through coordination, monitoring, and encouragement of school-based interventions rather than through direct classroom instruction. The finding corresponds with Çelik (2022), whose study emphasized teacher support and targeted educational interventions as mechanisms associated with improved student outcomes. Thus, WEO involvement in identifying pupils with learning difficulties may strengthen the ability of schools to respond to differences in pupils' academic needs.

4.5 Overall Contribution of WEOs to the Improvement of Pupils' Academic Performance

The fifth indicator assessed whether WEOs contribute significantly to the improvement of pupils' academic performance. Among teachers, 31.6% strongly agreed and 47.4% agreed, representing 79.0% overall agreement and a mean score of 3.9. Among head teachers, 26.3% strongly agreed and 50.0% agreed, representing 76.3% overall agreement and a mean score of 3.8. The results demonstrate that both respondent groups generally perceived WEOs as contributing to academic improvement.

> One WEO explained:
>
> I normally encourage teachers to use interactive teaching methods and maintain discipline among pupils. When the learning environment is positive and teachers are committed, pupils are more likely to perform well. (An interview with WEO-1 on 29th August 2025)

Another WEO stated:

> Through regular supervision and collaboration with school leaders, I can observe changes in pupil performance. Teachers become more committed to their responsibilities, which contributes to academic improvement. (An interview with WEO-2 on 1st September 2025)

The finding is consistent with Krakowiak (2021), who found that local educational leadership can support school improvement through coordination, resource mobilisation, and implementation of educational initiatives. It also relates to Mwakajitu and Lekule (2022), who found that effective instructional supervision, can strengthen teachers' pedagogical skills, lesson

preparation, and professional development. The present study therefore suggests that WEOs' contribution to academic performance operates largely through indirect mechanisms, particularly supervision, teacher support, problem-solving, and coordination.

Nevertheless, the positive perceptions should not be interpreted as evidence of a direct causal relationship between WEO activities and pupils' examination performance. The present study primarily measured respondents' perceptions and reported experiences. Objective longitudinal examination data would be required to establish whether particular WEO interventions directly produce measurable changes in pupils' academic results.

4.6 Overall Role of WEOs in Supporting Academic Performance

The final indicator assessed whether WEOs play a crucial role in improving pupils' academic performance. Among teachers, 32.6% strongly agreed and 46.3% agreed, producing an overall agreement of 78.9% and a mean score of 3.9. Among head teachers, 31.6% strongly agreed and 47.4% agreed, giving an overall agreement of 79.0% and a mean score of 3.8. These results indicate a broadly shared perception among teachers and head teachers that WEOs are important actors in supporting academic performance.

The qualitative findings provided further explanation of this perception. One WEO stated:

> I strongly believe that without the interventions we provide, such as regular visits, feedback, and targeted support, many schools would struggle. Our presence motivates teachers, assists head teachers in management, and supports pupils' learning. (An interview with WEO-3 on 3rd September 2025)

Another WEO explained:

> Our role is central because we coordinate programmes, monitor schools, and ensure that teachers and pupils remain focused on performance. These efforts help maintain academic standards across the ward. (An interview with WEO-4 on 5th September 2025)

The finding is consistent with the broader empirical evidence that local educational leadership can support school improvement through supervision, teacher guidance, coordination, and community engagement. However, it also needs to be considered alongside Ally et al. (2022), who reported that limitations in managerial skills and confidence affected the effectiveness of WEOs in Hai District. The difference suggests that the contribution of WEOs may vary according to local institutional conditions, professional capacity, resource availability, and relationships between education officers and schools.

.4.7 Integrated Discussion of the Findings

Taken together, the quantitative and qualitative findings indicate that WEOs contribute to pupils' academic performance through interconnected supervisory and supportive functions. Regular school visits provide opportunities for monitoring; feedback supports teachers in identifying areas for improvement; participation in solving teaching and learning challenges facilitates school-level problem-solving; and involvement in identifying underperforming pupils supports targeted interventions. These activities collectively create conditions that may support improved teaching and learning.

The findings are generally consistent with previous empirical studies, including Krakowiak (2021), Çelik (2022), Ally et al. (2022), and Mwakajitu and Lekule (2022), which emphasise the role of local educational leadership, supervision, teacher support, and professional guidance in school improvement. At the same time, the findings highlight contextual differences because the effectiveness of WEOs may be affected by professional competence, resources, institutional support, and opportunities to participate meaningfully in instructional supervision. Fuime and Omer (2024), for example, identified inadequate training, limited resources, and insufficient community cooperation as constraints on WEO supervisory effectiveness.

Overall, the evidence from Kishapu District Council shows that teachers, head teachers, and WEOs reported a substantial contribution of ward-level educational supervision to school improvement. However, the evidence primarily reflects perceived and reported contributions rather than a statistically demonstrated causal effect on pupils' academic outcomes. The findings therefore support the conclusion that WEOs perform important supervisory, supportive, and coordinating functions associated with academic improvement, while recognising that pupils' academic performance is also influenced by other factors within and beyond the school environment.

5. Conclusion

The study concludes that Ward Education Officers (WEOs) make an important perceived contribution to the improvement of pupils' academic performance in public primary schools in Kishapu District Council. The findings indicate that WEOs contribute through regular school visits and monitoring of academic progress, provision of constructive feedback to teachers, participation in solving teaching and learning challenges, identification and support of underperforming pupils, and collaboration with teachers and school leaders. The convergence of quantitative and qualitative evidence demonstrates that these activities are widely recognised by teachers, head teachers, and WEOs as important mechanisms for supporting teaching and learning. Regular supervision enables WEOs to identify areas requiring attention, while constructive feedback provides opportunities for teachers to improve their instructional practices. Similarly, collaborative problem-solving and targeted support for underperforming pupils strengthen school-level efforts to improve learning outcomes. However, the findings should be interpreted as evidence of perceived contribution rather than direct causal impact because the study relied primarily on respondents' perceptions and descriptive analysis. The study therefore concludes that WEOs occupy an important supportive and supervisory position within the decentralised education system and can contribute to school improvement when they are adequately trained, resourced, and effectively engaged with schools.

6. Recommendations

Education authorities should strengthen continuous professional development for WEOs in instructional supervision, leadership, data interpretation, teacher mentoring, and learner support. The government and local education authorities should provide adequate transport, communication facilities, supervision materials, and other logistical resources to facilitate regular school visits and follow-up. WEOs should strengthen constructive feedback and follow-up mechanisms by providing clear recommendations, agreed actions, and subsequent monitoring of implementation. Schools should establish systematic mechanisms for identifying and supporting underperforming pupils through remedial teaching, individualised assistance, assessment, and

parental involvement. Finally, WEOs, head teachers, teachers, parents, and communities should strengthen collaboration and communication to address teaching and learning challenges and improve pupils' academic progress.

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