



Secondary School Teachers' Perceptions on Quality Assurance's Feedback Reports for Effective Teaching in Morogoro Municipality, Tanzania

Christian Mbunga Kissa^{1,*}, Eugenia Lucas Wandela²

¹Department of Education, Faculty of Social Sciences, Jordan University College, Morogoro, Tanzania

²Department of Education, Jordan University College, Morogoro, Tanzania

Email address:

christiankissa@yahoo.com (C. M. Kissa), wandelae25@yahoo.com (E. L. Wandela)

*Corresponding author

To cite this article:

Christian Mbunga Kissa, Eugenia Lucas Wandela. Secondary School Teachers' Perceptions on Quality Assurance's Feedback Reports for Effective Teaching in Morogoro Municipality, Tanzania. *American Journal of Education and Information Technology*.

Vol. 6, No. 2, 2022, pp. 66-80. doi: 10.11648/j.ajeit.20220602.12

Received: July 19, 2022; **Accepted:** August 1, 2022; **Published:** August 10, 2022

Abstract: The School Quality Assurance (SQA) department has moved from a school inspection approach and so this study assessed how secondary schools perceive the current SQA approach. The main purpose of the study was to get an insight of teachers' perceptions on the influence of Quality Assurance's feedback report in improving teaching in Morogoro municipality. The study adopted a qualitative research approach and also employed non-probability sampling specifically purposive sampling to get sample of 15 respondents who met the required characteristic of having experience in both school inspections means the former and the current inspection systems. Simple random sampling method was used to obtain three (3) secondary schools out of twenty three (23) government secondary schools which are found in two (2) wards. The collected data were analyzed descriptively and the findings were organized according to themes. The study was mainly guided by one theory which is Theory X and Theory Y, the analysis and discussion of the research findings revealed that the majority of the interviewed secondary school teachers have positive perceptions on the quality assurance feedback reports that they facilitate their profession growth and improvement of the teaching and learning in secondary schools. Thought challenges that feedback reports encounter such as inequity recommendations comparison with other full resourced secondary school, ineditibility of some responses to solve their challenges at the time; SQA Officers take these challenges to the respective authorities to be resolved. The study recommends that; good and strong positive relationship and cooperation between teachers and SQA Officers should be maintained to enable the visit feedback reports enhance pedagogical and other professional skills assistance useful for effective teaching, SQA increase frequency of regular school visits and follow-ups, Provision of educative seminars and reading articles to facilitate professional development and provide school quality assurance feedback reports to responsible and respective stakeholders and resolve in time.

Keywords: Secondary School Teachers, School Quality Assurance, Feedback Reports, Effective Teaching

1. Introduction

1.1. Background

The quality concerns in education are national priorities for all nations resulting from effective teaching and learning. Quality assurance in the world basically originated from France under Napoleon's regime at the end of 18th century, and then the idea spread to other European countries during the 19th century. The rest of the world learnt from them after

accepting it as one of the forms of responsibility and accountability in the whole educational process [1].

School education systems are complex and vary greatly across Europe and the same is true of the quality assurance mechanisms that are embedded in and steer them. Many countries are engaged in continuing or recent reforms, ranging from a general introduction of quality assurance mechanisms, the introduction of specific measures, the adoption of national frameworks, or the formal incorporation of Program for International Student Assessment (PISA) results. Most

European countries have created frameworks that integrate some combination of internal and external quality assurance mechanisms, which may include: Inspectorates, National student assessments, School self-evaluation, and Teacher appraisal. External mechanisms provide data important for policy-level decisions and resource allocation, while internal evaluations provide more detailed and timely data important for school-level development and to support teaching and learning [2].

For the successive achievement with the better thoughts of education reforms, quality assurance and standards as a formal activity exercised by administrators and subordinate implementers within schools systems began when the formation of the common school in 1880s in following with population growth in the major cities of America [3]. Then after some period of time, as supplemented by Olayemi, G [2], in Ruga [4], between 1960 and 1970 educational supervision in America became to be viewed to be a means of improving classroom learning activities.

In Tanzania, Quality assurance started to be practiced since the time of colonial rule. And in the year 1903 was when school inspection was introduced in Tanzania under German rule. Quality Assurance in Tanzania has been categorized into different four periods of time, which are: School inspection in 1903–1925, School inspection in 1925–1945, School inspection in 1946–1961, School inspection from 1961 (after independence) [5, 6].

i. School inspection in 1903–1925

This phase begun after the introduction of the school inspection in the year 1903 under German rule. By that particular time the education guidelines at all that time required people to follow the culture of the colonial master and work attentively and with discipline.

ii. School inspection in 1925–1945

Being under British rule effectively from 1916, there was a publication in April 1925 of the White Paper *Memorandum on Educational Policy in British tropical Africa*, Cmd. 2374. It is generally accepted that this new policy was the foundation of a progressive expansion of education systems of colonial territories which, influenced with new life as a result of the Colonial Development and Welfare Acts, allowed British to handle over independence to a well-educated native minority with a sufficient number of middle ranking officers in the civil service to make independent reality. This new policy took on the part of the missions, an undertaking to raise the standard of their aided schools that required by the Government, with the acceptance of the control and the inspection which that implied [7].

All through this period the department of education in (Tanganyika), established three groups of school inspectors. These were Education secretaries and supervisors of volunteering institutions like the Christian Missionary Societies. The two groups were inspecting schools that were under volunteering institutions. And the third group of inspectors was Government school inspectors which were to inspect Government schools.

iii. School inspection in 1946–1961

By the year 1952 (this was during the ten years development plan of 1946-1956), it was the first time when the chief inspector of schools and other schools inspectors officially recognized. Then in another five years development plan (1957–1961), deputy education secretaries to inspect the schools under volunteering institutions and primary schools inspectors were appointed. Development plan (1957-1961), deputy education secretaries to inspect schools under volunteering institutions and primary schools inspectors were also appointed.

iv. School inspection from 1961 (after independence)

After independence 1961, Tanzania passed different laws and a number of Acts as to regulate the education in the country, among the laws and Acts passed by the government, the most important one is education Act No 25 of 1978 which led to the establishment of School Inspectorate. Since then, the school inspection was recognized as the legal instrument to be undertaken by selecting education specialists to monitor education quality in the country [8].

Between the years 1967 to 1978 the government took several steps and enacted several laws in order to improve education. These laws and steps included the inter alia, the education act of 1969 and 1978, the Decentralization programme of 1972; the National examination Act No 21 of 1973 and the Musoma resolution of 1974. The Education Act No 25 of 1978 included the establishment of the school inspectorate unit [9].

All these steps and laws, policy changes and reforms Tanzania is experiencing aim at improving academic environment and ensuring effectiveness in the teaching and learning process. This also lies to the commitment to the implementation of Education for All (EFA) of the Jomtie, 1990 and Dakar education forum 2000; its sixth goal states that;

“Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills” [10].

These reforms are guided by the Tanzania Development Vision 2025. This vision accords high priority to education as instrumental in bringing about social-economic transformation in the lives of Tanzanians. The vision, assets that; *“education should be treated as a strategic agent for mind-set transformation and for the creation of a well-educated nation, sufficiently equipped with the knowledge needed to completely solve the development challenges”* [10].

Before Independence school inspection was hostile and thus teachers were not happy with that situation and hence blind obedience. However after that it was viewed of support to the teachers and other stake holders [11].

By now the inspectors have acquired a new title, Quality Assurance and Standards Officers, leaving aside the inspectorate roles in schools ‘mode of operation’. School Quality Assurance (SQA) is adopted as a process of monitoring, assessing, evaluating, and reporting agreed quality standards for all aspects of school life to ensure that acceptable standards are attained and maintained [12].

Teachers being the all eyes over looked as the most essential people in curriculum implementation with big expectations of quality education output from learners, there is a need to determine teachers' perceptions on the influence of quality assurance and standards officers' supervisory roles on their feedback reports for effective teaching, hence students' academic improvement.

1.2. Statement of the Problem

Education Quality Assurance and Standards in Tanzania is in function with its great roles of establishing, maintaining and improving education standards in the country. These go hand in hand with coordinating, monitoring and advising on curriculum implementation in schools, expectedly to be done district wise, regionally and nationally. From the year 2018, Quality Assurance and Standards Officers (QASOs) have been given a new title with new approaches, assigned roles like conducting assessments in schools, overseeing examinations, syllabus coverage; curriculum monitoring and implementation then give feedback reports to specific schools aiming to facilitate effective teaching. It is three years now since these changes have been done and there is limited literature on the implementation, so there is no enough information on how secondary school teachers perceive a new approach of feedback reports in bringing effective teaching. Therefore, this study aim to examine the perception of secondary teachers towards Education Quality Assurance feedback reports in improving teaching in this Morogoro municipality.

1.3. Research Objectives

This study had the aim guidelines for investigating on secondary school teachers' perceptions on the influence of Quality Assurance feedback reports on facilitating effective teaching in public secondary schools in Morogoro municipality in Tanzania. The specific objectives are;

- i. To learn teachers' perceptions on the influence of Quality Assurance's feedback report in improving teaching in Morogoro municipality.
- ii. To find out teachers' challenges on the effectiveness of Quality Assurance's feedback report in improving teaching in public secondary schools.

1.4. Research Questions

The study was guided by the following question;

- i. What are teachers' perceptions on the influence of Quality Assurance's feedback report in improving teaching?
- ii. What are challenges teachers encounter on the Quality Assurance's feedback report in improving teaching?

2. Literature Review

The review focuses on empirical related literature with regard to the study objects.

2.1. Teachers' Perceptions on Quality Assurance

Brimblecombe [17], conducted a three (3) year study into inspection in England, and completed a national questionnaire survey and in-depth interviews focusing on the classroom teacher's experiences of inspection. In this study on secondary schools teachers' perceptions of inspection, the study revealed that teachers found the experience of school inspection stressful. There seemed to be two main areas of stress: the degree of control associated with the inspection process and the fact that there were several tensions pulling teachers in different directions simultaneously. And aside from personal factors, such as gender, post in school and personality, the two key factors appeared to be the way in which teachers were prepared for inspection and the way the inspector behaved while in contact with the teachers.

Also Ruga [4], conducted a study on the perceptions of teachers on the influence of the supervisory roles of Quality Assurance and Standards Officers in public primary schools' academic improvements in Kiambu County of Kenya. The study revealed that the perceptions held by teachers on QASOs supervisory roles in public primary schools' academic improvements were positive. Teachers were appreciative of the supervisory roles played by the QASOs towards academic improvements in their schools. The work relation of QASOs and teachers was noted to have improved significantly.

Haule [5], conducted a study on "the perceptions of school teachers and leaders toward school inspections in Tanzania secondary Schools" in Arusha municipality. The study found that school inspections were negatively perceived by school teachers and some rejected school inspections. However, school leaders tended to be in some way positive towards school inspections processes.

Another study is by Lupimo [44], on the Role of School Inspection in Improving Academic Performance in Community Secondary Schools in Tanzania: A Case Study of Bariadi District. The findings revealed that, school inspection is not effective in improving academic performance since first of all it is not done as it was seen, that only one school among four schools was inspected once, since 2008 to 2014. Secondly, the school that was inspected, the recommendations were not worked upon effectively. Most of teachers view school inspection negatively.

Again, Kasanda [43], did a study on the Role of Secondary School Inspection in Raising School Standards in Tanzania: A Case of Kibaha District. The study aimed to explore the views of teachers on the importance of school inspectorate in raising the school standard by assessing the ways teachers describe school inspectorate and examining the relationship between the teachers and school inspectors in Kibaha District. The key finding was: teachers considered inspectorate as importance in raising the school standards but they were put off by the condescending behavior of some of the school inspectors. Teachers were not happy with the fact

that most of the time they did not bother to provide feedback on their inspection.

2.2. Challenges Facing Quality Assurance Feedback Report

The study done by Ayeni [25], which was about Assessment of Principals' Supervisory Roles for Quality Assurance in Secondary Schools in Ondo State, Nigeria. The results showed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed by many principals in secondary schools. The study concluded that challenges that principals faced in the tasks of institutional governance, resource inputs, curriculum delivery and students' learning require effective collaboration and goal-oriented synergetic interrelationship between the school and the relevant stakeholders in its environment.

Also the study done by Mwambapa [30], on the contribution of school inspection in improving teaching and learning in Tanzanian secondary schools: a case of Mbeya city. The findings from the study indicated that school inspection contribute to the improvement of teaching and learning in secondary schools. Through the support received from the school inspectors, teachers develop the professional skills that are useful for the improvement of their work performance. The findings also indicated that the provision of seminars and educational workshops to teachers was the most relevant strategy towards improving the teaching and learning. Teachers viewed such seminars and workshops to improve their competences in helping the students learning. The findings indicated further that school inspectorate department faced the challenges of lack of financial resources, lack of implementation of the school inspection recommendation reports and the inadequate support from the teachers during the school inspection days.

3. Methodology

This study employed qualitative research approach for the reason that it assisted to accomplish specific objectives when gathering data from participants' personal arguments, by allowing the researcher to have direct interaction with respondents. The research design which was used in this study was a descriptive research design. And according to Best and Kahn [13], descriptive design concerns with phenomena as they exist, and does not attempt to alter anything experimentally. Hence, here the researcher represented all the perceptions of respondents through quotation words they responded. This research design was applied in this study throughout the data analysis process by making the quoting of the actual words from the views of respondents specifically on the asked question when interviewed by the researcher.

The study was conducted in Morogoro municipality in Morogoro region in Tanzania specifically aiming at collecting information from teachers at Kichangani and Kilakala wards in Morogoro municipality. Morogoro municipality has 29

wards with total of 50 secondary schools where by 23 are government schools and 27 private owned secondary schools [14]. Primary data were collected from the fifteen (15) secondary teachers who had experienced both school inspection before 2018 and a Quality Assurance visit in either of the years from the year 2018 onwards.

Non-probability sampling specifically purposive sampling was employed to get sample of respondents who met the required characteristic of having experience in both school inspection before 2018 and a Quality Assurance visit in either of the years from the year 2018 not exceeding the totality of five (5) teachers in each selected secondary school. Kumar [15], explains that in judgmental or purposive sampling the primary consideration is researcher's judgments as to who can provide the best and required information to achieve the objectives of the study. So qualitative data collection methods was employed since they play an important role in impact evaluation by providing information useful to understand the processes behind observed results and assess changes in people's perceptions of their well-being. Therefore a semi-structured face to face interview was used to collect primary data.

The collected data were recorded by a tape recorder in accordance with the respondents' explanations. Then recorded data were summarized, classified, presented and analysed descriptively.

The first step during data analysis involved the transcription of interviews from the tape recorder, sorting and arranging the data accordingly depending on the objectives of the study and the research questions. Then, the researcher read thoroughly the data and obtained general logic of the information and reflected on its overall meaning. This is by regarding general ideas participant were saying, the tone of the ideas and the general impression of the overall depth, credibility, and use of the information.

After that; the second step was detailed analysis that begun with a coding process. By coding involved the organization of the material into chunks by taking text data, segmenting sentences (or paragraphs) into categories, and labeling those categories with a term (themes). The themes were presented as major findings stated under headings in the part of study findings. Themes identified include the following;

- a) Supervision Approach;
- b) Teachers' Accountability;
- c) Improved Communication;
- d) Provision of Feedback and Recommendations;
- e) Internal and External School Quality assurance;
- f) Teaching and Learning improvement;
- g) Professional skills Improvement.

Descriptions of these themes on respondents' perceptions were supported by various quotations accordingly. And the last step in the analysis of data was making of an interpretation on the data.

4. Results and Discussion

The study aimed at assessing secondary teachers'

perceptions on Quality assurance's feedback reports for effective teaching. Qualitative findings from the conducted interviews with secondary school teachers were analysed and the outcomes have been discussed under several subcategories.

4.1. What Are Teachers' Perceptions on the Influence of Quality Assurance's Feedback Reports in Improving Teaching

This first research question basically intended to find out secondary school teachers' perceptions on quality assurance feedback reports. In this section, teachers were asked to express about the school inspection they experienced before its change in 2018.

From the respondents' explanations on their perceptions on school inspection they experienced before the year 2018, it was recognized to be different from the current practiced school quality assurance in many aspects.

4.1.1. Supervision Approach

Quality assurers perform regular visits to schools so as to oversee a day to day teaching and learning activities implementing the national curriculum as part of their responsibilities in ensuring standard education is in provision. Teaching and learning activities need preparations so as teachers may deliver what is intended to be presented in classes and learners get readiness for learning, this include content preparation and the mind sets.

It was identified that teachers did not like the kind of visit approach made by the quality assurers in the years before the changes of 2018 which was of no pre-visit information to their school. This kind of visit generated fear and uncomfortability in the work that kept them out of working and learning mind-set. One respondent explained:

We regarded them as our enemies and not people who came to us to give teaching directions because they just made a visit to our school without any pre-information of their visit, they just came abruptly.

From the above explained view from the respondents, teachers did not perceive quality assurers as fellow curriculum implementers who worked together in the same path of attaining country's education goals, but rather they regarded them as enemies who visited to their schools to destruct their working routines towards the fulfilment of their responsibilities.

Another aspect on supervision approach in this study the researcher came across was all about the of communication style which the school inspectors used on their visit when discussing with teachers different issues relating to teaching and learning from their visit observations.

Referring to School Quality assurance guide book by United Republic of Tanzania (URT) [12], elaborates that all School Quality Assurance Officers would sign the Code of Conduct before undertaking any whole-school visits. Which means every officer would be committed to demonstrating professional and respectful behavior and communication at all times. Some of code of conduct adhering include;

I will treat everyone I meet with consideration and respect, keeping the interests of learners at the heart of everything I do, and remember that it is a privilege to work in and with a school and its community. And the other states that;

I will communicate outcomes clearly and supportively.

Respondents' explanations when responding at the interview guide questions on this indicated that there was unpleasant manner of communication between them and quality assurance officers who visited to their school. The language which was used by them was too harsh meant to condemn teachers on what they did and not a support in their teaching and learning activities, it rather built tension and fear during School Inspection. One teacher said:

Their way of giving feedback report to a teacher was in a shouting manner that didn't help us, instead we felt so inferior and underestimated.

Matete [16], in her study on The Impact of Primary School Inspection on Teaching and Learning in Tanzania, supports this perception of fear and tension situation to teachers during the visit by describing that it was due to the fact that, school inspectors report on the strengths and weaknesses of every individual teacher. And by knowing that their performance will be reported as discussed earlier, it is this which places them under pressure. It was noted that, tension and fear during school inspection visits were created due to poor preparation and not school inspectors because nowadays they tend to be facilitators.

This is also in line with the study by Brimblecombe [17], on Teachers' Perceptions of School Inspection: a stressful experience. It was noted that many teachers had found the experience of school inspection stressful, with hindsight; teachers commented that they needed not have been so stressed about inspection. There seemed to be two main areas of stress: the degree of control associated with the inspection process and the fact that there were several tensions pulling teachers in different directions simultaneously. Aside from personal factors, such as gender, post in school and personality, the two key factors appeared to be the way in which teachers were prepared for inspection and the way the inspector behaved while in contact with the teachers.

In such a fear and tension situation at school, teachers lose confidence in their work and reduces the work spirit to work harder also in delivering proper intended lesson contents to their students to fulfil education goals. As human beings, some teachers lost tolerance on these harsh words and resulted to hot arguments and misunderstanding occurrence. Other teachers even tended to miss attending at work in the avoidance of this unpleasant communication tendency by quality assurance officers during the visit. This is evidenced as one teacher explained:

They were too harsh to us; the talking was unfriendly which made some of the teachers run out of their working station during their visit to overcome facing their harassment and avoid quarrels with them.

Communication between teachers and the schools quality assurance officers failed to bring them together, work cooperatively in improving teaching for the success of

education in Tanzania as shown in explanations above. Tension and fear amongst teachers in their working environment became the outcome of their visit.

Moreover, the general function of the school inspectorate is to ensure adherence to set policy, laws, and standards of education in the school system of Tanzania [18]. Regular school visit are usually done so as to cooperate with teachers and school admission to ensure teaching is improved to reach the enacted education standards and goals.

The unfriendliness perception of teachers built a negative notion in the case of improving teaching in schools to teachers; respondents perceived quality assurance officers' visit aimed at inspecting and finding out teachers' mistakes and weaknesses at their working places. But not a visit for giving solutions to the problems which teachers encounter when were fulfilling their responsibilities, so as to enhance improvement in teaching and learning at schools for better students' performance. As one teacher described:

During school inspection, their reports based on complains and not improvements. They spend most of the time shouting at us on mistakes and weaknesses we have. They focus only on checking whether teachers have lesson plans and schemes of works.

More of respondents' explanations revealed that most quality assurance officers' recommendations concentrated basically on schemes of work preparations and not improvement on classroom lesson presentation. And some months after their visits, some of teachers and head of schools who were found with some weaknesses got demotions, and so that made teachers work with fear which also reduced teaching efficiency and found their visit unfriend and unhelpful to their teaching improvements.

4.1.2. Teachers' Accountability

Teachers adhere to the teaching profession code of conduct to work passionately and being accountable in their responsibilities to carry over education goals and objectives as intended. Unlike to most of the respondents' descriptions being in a negative perspective, the researcher came across with a positive perception toward quality assurance before 2018 on accountability.

These respondents viewed it as stimulus toward working morale in a sense that the school inspection visit helped and enabled them work harder according to our school time table and the curriculum in general to be in line with assurance requirements. And this resulted to effective teaching and learning with final better students' results. One interviewee had this to say:

Their abrupt visit at our school and their reports assured us to teach in accordance with the curriculum of the country and it alerted us to teach according to the school teaching timetable and follow the terms (semesters) well. Lastly it made us to be committed to work and accountable.

On the other hand, according to each teacher's subjects teaching loads and the general school lessons timetable, indicate the total lessons preparation to every teacher in a week or months as part of their responsibility as teachers. And

so teachers are required to prepare subjects schemes of work according to the number of subjects each teaches and subjects lessons plans per every lesson to be taught. In the visit quality assurance officers make observation on these entire things and provide feedback and instructions as measures to stimulate accountability to teachers and teaching improvement. A respondent explained:

Their feedback reports were some orders and instructions to fulfil what teachers failed on their visit. Example preparation of required total number of lesson plans and schemes of work, failure to do so some disciplinary measures may be taken. That is why after their visits some teachers and heads of schools were demoted.

It is one of the quality assurance officers' roles to insure teachers' adhere to their teaching responsibility and make reasonable improvements. And so different approaches may be used in helping teachers though disciplinary measures are sometimes involved to those with same mistakes repetition behavior for the purpose of making them change and become accountable.

In the study done by Machumu [19], on Secondary School teachers Attitude towards School Inspection also supports accountability aspect in the elaboration that the school inspection is very significant because it is conducted with the purpose of ensuring accountability among teachers as well as ensuring that the standards in education are upheld.

Though, Nolan and Hoover [20] contend that many school inspectors tend to emphasize accountability at the expense of professional growth which results in poor or marginal teacher performance. It is the role of school inspectors in Tanzania that they become facilitators and supportive bodies in the whole process of curriculum implementation in the country and not much concentrating on the weak points of teachers without supporting them on how to solve their problems which they encounter.

4.2. Current School Quality Assurance

This is the school quality assurance which was officially enacted from the year 2018 after the innovation from being school inspection that ended in 2017. In this statement as referred from second research question, researcher wanted to get respondents' views on how they perceive the current school quality assurance. Respondents were asked to provide their opinions on how they perceive the current school quality assurance on different aspects, and so they had a lot to speak out since they had experience of both the present and the former quality assurance. The analysis discovered that respondents tended to perceive the current school quality assurance as a better school quality assurance than that of before 2018 which was known as school inspection as follows;

4.2.1. Improved Communication

There are number of approaches in supervision that may be used in assuring a proper and smooth working situation is generated so as to perform within the goals and objective intended. In the application of these approaches people may

have different perception according to how one receive those means of directions, service and recommendations of the supervisors. In this second statement from study question, the respondents perceived the current school quality assurance visit was too friendly to them and language used to communicate with them was polite and cooperative, in such a way that they were free to speak out on their difficulties and challenges they face in their teaching and learning activities at school and receive recommendations and directions given by them. Good relationships with others happen out of good communication approach, in supervision and managerial aspect it helps to build respect and rapport boosts one's self-respect and confidence. With the aim of enhancing teaching improvement in schools, quality assurance officers better employ a friendly communication approach so as to have a productive cooperation among them and teachers. By doing so there will be a creation of free zone of expression and learning readiness especially to teachers. One teacher said that;

Currently Quality Assurance is friendly and the way of giving their feedback reports to us is too polite that we are even asked our opinions and suggestions in teaching and learning activities; together with theirs teaching becomes perfect, enjoyable and comfortable.

Furthermore, teachers spoke of a communication approach by the quality assurance visits which are a pre visit-information provision to the school that keeps them aware of everything expected to take place on that specific visit day. Respondents said that it is different from how it was before the change of 2018 when it was school inspection, the visits had no any prior information which made them perceive as their enemies who came to destruct and generate tension in their working routine. As one teacher explained;

It is now much friendly because they inform us about the day of their visit, number of days they would spend and specific things which they would come for. So when they come and make their observations we sit on one table and receive some recommendations for improvements like teaching approaches, the use of appropriate text books and teaching and learning aids so as to meet our teaching and learning goals. This makes us see them as friends and not enemies any more.

This is relies with the study done by Matete [16], on The Impact of Primary School Inspection on Teaching and Learning in Tanzania. The study showed that the majority of teachers (96%) agreed that school inspectors provided information before the actual visiting which is much useful to teachers to prepare them psychologically. But also teachers found it to be the high time for them to put things properly so as not annoy the bosses. When they come they find things in a good way which could not be necessarily the case if they come without prior information.

Additionally, John [21], in his study explains that Majority of teachers interviewed, 67% agreed that school inspectors provided information before visiting schools for inspection. Though this had two sides of view that, some of times when school inspectors gave information that they would visit the

school, those who work within the agreed directions and regulations are able to use it as a chance to show up themselves how capable they are. And on the other side, it becomes a preparation time for teachers who did not previously do their job properly and so the school can be assessed positively while in reality it is not.

Moreover, school quality assurance visits are arranged with goal and objectives within the assurance of provision of standard education to learners in school by helping teacher improve their teaching day to day. In this study respondents' views identified that some of the quality assurance visits carried a goal to solve teachers' teaching problems and challenges so as to improve their teaching. As the title itself 'school quality assurance' reflects that the core role is quality assurance of schools and not inspection no more as used to be. And therefore the visits must not necessarily always include classroom teaching and learning observations, sometimes the school visits carry a goal of discussions and sharing of skills and experiences for the purpose of improving teaching and solve some challenges that teachers encounter. Respondents said that not all quality assurance visits needed them to have classroom teaching and learning observation, sometimes they just sat in office and talked. One respondent explained;

The current school quality assurance is done in a sharing of ideas for improvements. And not all the time they come for school and teaching and learning observations, some of the times they just come with the approach of problem solving. They sit and talk to us, listen to challenges that we face in our teaching and learning activities and school in general then provide some insights on solving them.

These finding are in line also with OFSTED [22], who contends that the main purpose of school inspection is to promote school improvement through the identification of priorities for action and to inform the stakeholders about the school's strength and weaknesses.

4.2.2. Provision of Feedback and Recommendations

On the other hand teachers were supposed to respond on provision of feedbacks. Feedback provision after any kind of supervision approach or managerial evaluation is mostly viewed as helpful information or sometimes even being criticism that is provided to somebody to explain what can be done so as to make improvement of a performance. After whole school quality assurance visit teachers need to receive feedback report of what has been observed in the sides of strengths and also the weaknesses so as to look ways forward to solve to enhance improvements in teaching.

Respondents exposed two ways of feedback reports which they get during the current quality assurance visits as an approach to reveal their strengths and weaknesses in their performances for the school and teaching improvements respectively. These include face to face feedback and written document feedback.

By starting with face to face feedback, also known as Verbal Feedback, this is referred as the overview of the observations made on teaching and learning and provide the opportunity to ask some questions, seek clarification, and provide whatever

additional evidence if required [12]. Responses from teachers describe that after every class teaching and learning observation there was a time to sit and discuss what has been observed in the class in two ways; one by one and after then all teachers with quality assurance officer sit together again and have a general discuss. A teacher described:

After visiting actual teaching in the class we sit and talk privately, they give me their recommendations and provide me chance to provide my views from their recommendations and other things that we have. Later all teachers with them sit together and make a general discussion and finally they point out things to work out on for improvements.

In order for the teachers to find the usefulness of the visit and the observations made, they expect to hear on their performances and get suggestions of solution of the weaknesses found out. This is in line with the descriptions from various studies as Matete [16], suggested the need for school inspectors to encourage the staff to build a team work morale so as the basic function of the school to be realized. They also need to give advice to teachers to make the best use of the obtainable facilities both within the school and in the broader community and also encourage self-evaluation with the support of teaching and learning process.

From the findings above it indicates that, school quality assurance officers provide recommendations on what should be done by a teacher individually and in a certain school after a visit observation in a way that make teachers perceive as positive and productive for teaching improvement. This is because giving feedback verbally or face to face means that you can make clarifications and elaboration immediately, thus ensuring that misconceptions and doubts are not embedded, and generate improvements.

The other form of giving feedbacks after the observations in school quality assurance visits is by written documents comprising of individual teacher's observation results with recommendations, school general observation and recommendation and the report card. Documentation of whatever could be just present verbally is much valuable in sense that human beings have a tendency to forget things after a certain period of time. Written feedback reports on school quality assurance visits involve the writing of extensive comments from different individuals and school observations. So from the respondents' explanations in the interviews, it is found that written feedback reports were provided to individual teachers and to school that showed their strengths, weaknesses and recommendations for improvements on the weaknesses observed.

This kind of report to teachers is summarized in written bullets outlining the factors that support learning, the factors that limit effective learning, and recommendations for action for each Domain [12]. On written feedback one teacher had this to say:

We always get this written feedback after one or two months from the day of their visit at school, because they say they have to compile the whole school report. It comprises of all school observation and recommendations of what to be done for improvements such as teaching and learning,

administration, academic performance, environment et cetera. So when it is here the headmaster reads for us in a meeting, areas we performed well and where we failed in each category with their suggestions for improvements.

There are also studies that support data from this study interviews on the provision of written feedback reports as means of giving recommendations for improvements. This include the study by Kosia [23], whereby the interview results received from the head of school indicated that School Quality Assurance Officers do give both oral and written feedback. Also they had to meet the head of school before meeting the management at large, but on the other hand one of the head of schools indicated that the feedback received from on individual teachers only addressed on the negative areas. This was contrarily to views obtained from this study respondents explained that they received both kind of feedback from negative and positive areas. A teacher said:

I got also my written feedback report which showed all aspects of my classroom presentation, how I performed and the weaknesses, percentage of my performance and suggestions on way-out to solve the challenges observed.

This show that teachers individually got their written feedback reports in accordance with their performance from the observation in both positive and negative manner. Quality assurance officers played their role in assuring provision of effective written feedback which always need to be timely, written in a manner that is understandable to the teachers and actionable so that the can make revisions on them.

Also there is a report card as the other part in written documents feedback, which is also known as the School Summary Report Card (SSRC). As clarified in the School quality assurance guidebook by URT [12] that; it is a way of providing the school, parents and the community with information about every school in Tanzania. This provision of information helps schools improve by providing this information to pupils, parents, communities, teachers, and head teachers or Head of Schools about each school's performance in a preferred selected number of indicators. These report cards also display a school quality score, which is resultant from a whole school visit. The combination of the score as well as the indicators assist in creating increased accountability and the improvement at the school level.

Schools receive this form of feedback some months after the school quality assurance whole school visit. The cards show aspects of performance in a summary form as a school on different aspects and trend of improvements academically, administration and environment. A teacher explained:

We receive a card as a feedback after some months, but the cards are just for certifying and commendation of the school. It is written in a rating way, categories and percentages which show whether the performance of school increases or decreases in every aspect of their visit observation.

Provision of card helps the school determine performance progress and position in many aspects. It can be source of generating working spirit among teachers and administration efforts to head of academic departments and head of schools.

4.2.3. Internal and External School Quality Assurance

Internal school quality assurance is described as a process undertaken at school level by the Head of School/Head Teacher/ principal and the Internal School Quality Assurance Team (ISQAT) or school leadership team. Working as a team to monitor, evaluate and report agreed quality standards for all aspects of school life they would ensure that good standards at school are achieved and maintained, learning outcomes continuously improve, students learn in a safe environment and the community is encouraged to be part of the learning community [12]. Here the schools create a team of selected teachers who take the responsibility of assuring quality within the specific school. They perform same functions as external quality assurance officer in their visits and provide feedback of the observations. A teacher explained:

Now quality assurance begins here at school, there is a school quality assurance at school level, a committee of several members who are our fellow teachers perform the same functions as those from outside and provide feedback of their observations. We sit and discuss how to make improvements from the weaknesses they observe.

From the respondents' explanations this shows that internal quality assurance is currently more effective and helps them in making sure that effective teaching is maintained in schools by the teachers. External visits do not come more often at schools and so if not the initiation of this internal quality assurance system, teachers could miss in time determination of challenges and weaknesses for standard education provision process when implementing the curriculum.

Apart from having internal quality assurance in this current quality assurance, there is an external school quality assurance which is the process undertaken by the School Quality Assurance Officers (SQAOs) to help schools to trace a path towards excellence and improved quality. The approach and methodology combines rigorous evaluation with support, guidance and mentoring while ensuring compliance with the laid down policies, laws, and regulations as required in the Education Act and National Basic Education Standards [12]. This includes at the ward level where by the ward education officers (WEO) perform quality assurance activities at schools and discuss together the feedback weaknesses observed for making teaching improvements to teachers. And then there is from outside the wards which is either district, regional or zonally which is conducted by school quality assurance officers respectively. Respondents admitted that they get several quality assurance visits from ward education officer which help them stay updated by reminding them some of things in their teaching responsibilities. A respondent had to admit this:

Also there is quality assurance at ward level where by a ward educational officer (WEO) does regular visits to schools and makes observations in everything at school including teaching and learning activities and provide feedback same as school quality assurance from district or zonally.

The internal quality assurance is done and is so much helpful to teachers in their teaching but the external assurance

approach is also needed to increase effectiveness and avoid bias that could sometimes appear on feedbacks from fellow teaching staff members who might fail to admit some of weaknesses. This is supported by the study done by MacBeath [24], who elaborated that in order to have a standardized perspective of defining a successful school, there is a need of an external evaluation to provide the criteria that can assist the comparison with internal self-evaluation within the specific school.

About the external quality assurance, another explanation from respondent revealed that there were also school visits from regional and zone school quality assurance officers who had their times of observation and giving feedback reports which were meant for school and teaching improvement. Respondent said:

There are zonal, regional and district school quality assurance who visit our schools and make their observations then after they provide recommendations on how to improve teaching and learning from the weakness and challenges observed. Unlike the zonal quality assurance officers, these from district come very recent.

However, the combination of all these visits together with the internal quality assurance approach at which carry same objective of making teaching improvement at schools, when work together by comparing the weaknesses and suggestions given after observations tend to help in generating effective teaching at schools. This is in line with the studies as elaborated by Matete [16], who share the common view about what type of school inspection that should be carried out. To them the most effective school inspection of a school comes by neither internal self-evaluation nor external inspection. But some mutual combination of both doubtless serves the purpose and does the job better in stimulating school improvement than either one alone.

4.3. Impact of Quality Assurance Feedback Reports in Teaching

This is the other part of the second question of the research from which secondary school teachers being respondents in this study were asked to respond from the question that the researcher intended to explore on the impact of school quality assurance feedback reports on their teaching in secondary schools. Respondents explained these impacts of feedback reports that include the improvement in teaching and learning and professional skills improvement.

4.3.1. Teaching and Learning Improvement

Teachers use their skills got from their teaching profession studies to make sure that they generate effective teaching in the classrooms so as to reach intended teaching and learning objectives to students. Data from respondents' explanations reveal that School quality assurance officers provide assistance to teachers as one among their roles through provision of feedback reports to teachers which contributes to the performance of teacher in their teaching work. After classroom observation during the visit teachers discuss with the quality assurance officers on their weaknesses and share

the ways forward in improving the teaching. They helped teachers with the use and application of active learning and participatory teaching approaches. A teacher described:

When they came last time, they helped me in my teaching; they insisted that students should do more activities during teaching and learning and the way how to do it. I now see the result of it to be positive to students' understanding because when they practice more, they understand and remember what they have learnt.

This shows that the feedback reports by school quality assurance officers have great positive impact to teachers in their teaching, because respondents identify students understanding progress to be better as a result of working on the recommendations provided and the discussions decisions from the feedback report after the visit. School quality assurance officers fulfil one of their roles as described by the URT [12], in the School Quality Assurance Hand book on school visits, which elaborates that one among the roles of quality assurance officers after conducting an observation at school during a school visit is to provide feedback to the head teacher (HT)/head of school (HoS)/ Principals school management committee (SMC)/Boards, ward educational officers (WEOs) and school staff that will be clear and that focus on helping the individual organizations to make improvement. Respondents explained that positive outcome of their improved teaching is the result of following and keeping into practice the provided recommendations in the feedback reports.

Another teacher added this explanation:

Their feedbacks help us much because after observing some weaknesses and challenges in us, they give us ways out how to improve them and when we follow their advice and recommendations we get positive results in our teaching.

This shows that the methodological teachings by the SQAOs to teachers in the provision of feedback reports when applied to teaching and learning activities by teachers enhance improvements in teaching and bring better students results. These findings are in line with the study findings by Ayeni [25], in Nigeria, as cited by Fungilwa [26], who found that ISQ assurers were training teachers on the latest methodologies to provide them with knowledge on the part of pedagogy and subject matter. Also the study admitted that there was a significant important relationship between the Quality assurance system and teachers' improvement in instructional task performance.

The quality of provided feedback reports in the recommendation also helps teachers to make improvements when they follow and put into practice. This is in line with McKimm, who suggests that feedback needs to be up to definite qualities to be effective and lead to the change required in performance and/or behavior. Then also feedback would be designed first to identify the deficit of the person, making him or her aware of it, and then an action plan and suggestions are provided for improvement [27, 28].

Another teacher spoke the same on the improvement of teaching to teachers, but added that there were some teachers who had many years at work, which made them work on their

experience using old teaching and learning approaches, but the feedback reports updated them with extra modern and useful approaches which helped them in teaching and led to students better understanding. As one teacher explained:

Last time when they came, they provided us with some techniques on how to teach a class with different abilities students and make sure that they all understand and how to mark their works. So it helps us change from old teaching approaches to modern ways.

This is in line with the study by This description of findings is in line with the study done by Oelmek [29], as described in Mwambapa [30], who revealed that on the necessity of school inspectors to supervise and evaluate teachers' work performance and schools administration for every two years and advise them on the new methods of teaching.

In addition, there were even other teachers who taught in the classes knowing that there are some topics or subtopic that did not have teaching and learning aids. Views, recommendations and the assistance from the quality assurance officers in the provision of feedback reports enabled them understand the identification and use of teaching and learning aids in all topics and subtopics which made teaching to be effective. A teacher from school 'B' described:

Before I knew that some topics or subtopics don't have teaching aids, but after their clarifications I now understand every topic has teaching aid which sometimes may be developed from students themselves.

This participant's responses indicated that quality assurance officers play a role of helping teachers to improve their teaching by making them aware of some of things necessary in teaching and learning process hence students' better performance is enhanced. These findings are supported by the study done by Mwambapa [30], answering the question of the contribution of school inspection in improving teaching and learning in Tanzanian secondary schools, who found that 70 (90.9%) of teachers commented that school inspection brought changes in terms of teaching and learning processes. And it is because through school inspection, teachers became aware of the issues they did not know before. School inspectors advised teachers on how to use teaching and learning materials.

4.3.2. Professional Skills Improvement

The school quality assurance officers are trained on how to improve the teaching and learning and also resolving challenges teachers face in teaching. Apart from teaching methodology assistance to teachers, SQAOs provide other professional supports in their provision of feedback reports during the visit. Respondents explained the assistance they got during the face to face feedback report provision since it gave them a chance to share ideas together on managerial aspects such as classroom management skills.

Classroom management is referred as how the teacher works, how the class works, how the teacher and students works together and how teaching and learning happen. Also the meaning of classroom management may be described as the support for academic learning that is given by a teacher.

These include all techniques that a teacher employs in making conducive learning environment [31, 32]. These kinds of skills teachers need to be updated with so as to make improvement in their teaching. So on classroom management assistance got from SQAOs, a teacher from school 'A' had this to explain:

They also taught us several approaches of classroom teaching so as to be diverse in accordance with topics, subtopics, class sizes and number of students in the classes. These approaches have helped me so much in the presentation of my lessons because a have so many students in each stream of the classes.

This shows that teachers found the impact of quality assurance feedback reports in their teaching by getting classroom management skills assistance which helped them to improve teaching. So classroom management skills are so helpful to the teachers in making sure that lessons they present is understood by all students considering their big number in the classroom. As elaborated in Fungilwa [26], it is suggested that teachers' professional development could be stimulated by ISQ assurers through regularly checking the professional documents and finding out feedback from students. Also it was described that the implementation of the ISQA system in schools has a positive impact on teachers' professional development in areas of pedagogy as well as classroom management.

In adding to this, these findings are also similarly supported by the study of Mwambapa [30], who explains that the findings from the interviews in the study indicated that school inspection supports professional development for teachers. And once school inspectors and teachers get together, there is chance for them to share ideas, views, knowledge and skills which are essential for promoting professional development to teachers. So, conducive learning environment is supposed to be maintained for betterment of teaching activity, research shows that teacher behavior which keeps students focused on learning reduces disruptions in the classroom. Effective teaching and classroom management prevents discipline problems or disruptions before they distract from the learning process [33].

The other teacher profession skills that teachers enhanced from the quality assurance feedback report provided include also the improvements in developing schemes of work and subjects' lesson plans. Subject's scheme of work of specific class is referred to a kind of plan that a teacher outlines all the learning to be covered over a given period of time usually in a term or a whole school academic year. Okai, [34] adds that, the scheme of work is broken into unit plans per month or per week. A unit plan breaks down further the scheme of work into smaller portions that can be treated within a period of week. And this unit plan can therefore, be described as the organized sequence of content and learning experience derived for an analysis of the scheme of work designed to be covered by the class. Scheme of work is aimed at serving the purposes of guiding to the teacher; organizational convenience; and keeping records of what is taught and what ought to be taught. Teachers identified schemes preparation assistance from the quality assurance offices when given feedback reports during

the visits that help them in making their teaching plans.

A teacher from school 'C' had this to say:

Compared to when it was school inspection whereby some challenges were fully resolved and so kept on doing mistakes unknowingly. Now after classroom teaching observation we clear together the observed challenges in a discussion approach and that makes me not repeat the same mistakes. Example, after they checked my scheme of work and found that it had some weaknesses they taught me how to write it all the parts.

This indicates that SQAOs perform their role of solving challenges that teachers face in their teaching activities. Respondents revealed that this occurred during feedback report provision in a discussion usually in the face to face feedback. This is supported by the study done by Matete [16], whereby a further aim of her study was to gauge whether or not school inspectors provide professional support. It was found that in most cases the school inspectors provided professional support as 46 (92%) ninety two percent of the respondents of the study agreed on that matter.

However, the discussion approach on the feedback report provision between a teacher and the SQAOs built a conducive learning environment to a teacher and conformability that makes a teacher enhance skills useful for their teaching plans. A teacher clarified in the addition of this description:

They are very helpful, because as human beings the use of harsh language could discourage us as teachers in our work, but since it is in a friendly manner it makes us comfortable even to learn new things from them.

Not only scheme of work, SQAOs also helped teachers to understand a proper presentation of subject lesson plan as one among the essential parts of their teaching. As Musingafi [35], describe the concept of a lesson plan as a planned organized amount of subject –matter and learning experiences that the teacher will communicate to the learners with details of how instruction will take place within a lesson period. Lesson planning is an important activity for a teacher. Teachers explained that QAOs during the feedback report provision session took a chance of discussing a proper presentation of a subject lesson plan and how to apply all the stages in the classroom actual teaching, which means from introductory part up to the assessment and evaluation of the lesson.

A respondent had this to explain:

Their feedback reports have impact to my teaching because their comments are given at both angles, the challenges and on my better performance then they teach a proper way to do. Example when they came last time they taught me a proper way to state assessment part in lesson plan and in the scheme of work, also how to do it during the lesson which helps me now in my teaching.

Teachers' responses here indicated that the discussion done in provision of feedback reports expressed both challenges and their good performance observed. Then challenges like in the preparation of lesson plans were resolved practically. This knowledge on the preparation and application the lesson plan is very essential because lesson plans are blueprints to the actual classroom teaching and learning. The elaboration in

Musingafi [35], describe the usefulness of subject lesson plan that, it supplies guidance and feelings of confidence to the teacher in the art of teaching. And if lessons are well or pre-planned, both learning and teaching becomes simplified.

4.4. What Are Challenges Teachers Encounter on the Quality Assurance's Feedback Report in Improving Teaching

This is the statement from the third question of the research from which a researcher traced the challenges of school quality assurance feedback reports to teachers at schools. The researcher tracing was conducted through the interview to secondary school teachers who responded answering some different challenges that they came through. Here the researcher posed the challenges as any difficulties, problems or obstructions on quality assurance feedback reports in improving teaching to teachers. So it was found that there were some different challenges on quality assurance feedback reports identified by respondents when answering the interview question on challenges. These challenges included inequity recommendations and inedible responses to solve some of challenges.

In the issue of inequity recommendations, respondents explained that the provision of feedback on schools performances did not regard difference of schools in terms of facilities schools have, things like number of students and teachers and their ratio in general, teaching and learning resources and infrastructure. The school performance is recommended compared to other schools irrelevantly. A teacher from school 'A' said:

When they come, their recommendations don't consider the number of students and other challenges which we face at our working environment. They just need the performance. If we tell them challenges towards our low performance they pose a question to why other schools with same standard as our school perform higher.

Quality assurance officers work with integrity within their goals in making sure that education standard is observed and there is improvement in teaching and learning. However a number of approaches may be used by them in assuring all those, of which may be perceived negatively by some of the teachers referring to the challenges they have as a school. URT [12], explains that School Quality Assurance work to contribute to realization of its vision reliably and consistently measuring the quality of school performance, using the out comes to understand and learn about the national, regional, ward and individual school needs, and to guide planning for improvement.

The other challenge identified by teachers was inedible responses to solve some of challenges during the provision of feedback reports in a school visit. In responding to this challenge, teachers explained that some responses that were given out by quality assurers when answering on some school challenges were not satisfactory to them. One respondent had this to explain:

Some of the answers on solutions to some of our problems or challenges don't solve, the answers just tend to please us

at that that moment only. And if they say they take them to higher level we don't get feedback of them.

Here the school quality assurance officers do their best to solve some teachers' challenges encountered that are within their capability. There are some of the challenges which are to be reported to the respective authorities that are in charge in solving that specific kind of challenges such as the District Education Officer (DEO) office.

This aspect is supported by the findings of the study by Matete [16], which indicates that, though school inspectors offer recommendations on what should be done in a certain school; they are not legally entitled over the actions deemed necessary for improvements of teaching and learning. But, they can induce some of the solutions to resolve the problems that confront schools through the providing of useful feedback to the key stakeholders. And she had a conclusive justification that however, from both school inspectors and head teachers' point of view the recommendations were not implemented although the district education officer claimed to make use of the inspection reports.

This also in line with the findings of the study by Mwambapa [30], whereby in his study, 52 (67.5%) of teachers commented on the lack of implementation of the school inspection recommendation reports. In which it discouraged school inspectors to make some visits the schools and make school inspections so as to help teachers to make improvement in their teaching and learning.

On the other hand, some teachers could not identify any challenge on the feedback report they receive from the observation made about their performance during the visit. When answering the question of challenges respondents insisted to find the provision of quality assurance feedback report to positive without any problem and helpful to then. A teacher said:

To me I find no any challenges to these reports they give us, rather I find it positive to us.

5. Conclusion

The purpose of this study was to find out the perceptions of public secondary school teachers on school quality assurance feedback reports in improving teaching at schools. Based on the key findings of the study as also expressed in the summary of the findings it can be concluded that secondary school teachers have positive perceptions on the quality assurance feedback reports that they facilitate their profession growth and improvement of the teaching and learning in secondary schools. The feedback reports play a great role in this and teachers need school quality assurance officers who assist them to solve different specific problems in teaching and learning hence teaching becomes effective at schools. Thus a good and strong positive relationship and cooperation between teachers and School Quality Assurance Officers (SQAOs) enable the visit feedback reports enhance pedagogical and other professional skills assistance useful for effective teaching. Despite the challenges that feedback reports encounter such as inedibility of some responses to

solve their challenges at the time, SQAOs work at their best to make sure that challenges that are out of their capability are taken to the respective authorities so as to be resolved. The study also found that making the use of regular seminars to teachers on different pedagogical and professional skills and making follow ups of implementation of feedback recommendations and advices could be a better approach helping to enhance the teaching improvement. Therefore teachers generally perceive the current school quality assurance feedback reports as essential tool in facilitating effective teaching in secondary schools.

6. Recommendations

The following recommendations are given in the light of the findings of this study;

- i. The external school quality assurance should increase frequency of regular school visits and follow-ups to ensure recommendations are implemented*

School quality assurance works carrying up the objective of improving the standards of education and learning outcomes in Tanzanian. And so in implementing that, they make school visits in times of their schedules to provide teachers with the assistance in teaching at schools. SQAOs should increase the visits to schools because teachers need close and strong assistance to make teaching effective. Kebaso [36], elaborates this, that teachers who miss strong assistance from the school quality assurers are not confident and they at times use inappropriate methods of teaching which might affect students' academic achievement and this would lead schools to register low performance.

These regular visits at schools enable the identification of strengths and weakness which occur in teaching then resolve them hence teaching improvement and finally better academic results of students. As in Nambassa [37], the study findings indicated that lack of supervisors and inadequate inspection brings about poor-quality teaching and learning in secondary school. The study concluded that, head of schools have to supervise the teachers so that to boost quality teaching and learning in secondary schools.

Ehren, M. C. & Visscher, A. J [38], on their study about The Relationships between School Inspections, School Characteristics and School Improvement, also show the significance of school visits on teaching and learning improvement. Their study results of ten case studies showed that all schools started to improve after a school visit. And the providing of feedback about weaknesses, the assessment of all these weak points as unsatisfactory, and the agreements between an inspector and the school regarding improvement activities appear to make some difference in stimulating school improvement.

Therefore, it is recommended that the government should set an abled and sufficient budget for the ministry of education science and technology that SQA are provide with enough fund to manage increase regular school visits and other activities. This is in line with the study of Mbwana, S. & Onyango [39], who recommend that the government should

disburse adequate funds to support Quality assurance activities in schools, recruit more quality assurers and offer regular training so as to enable them effectively perform all their activities which are required when they make visit schools.

- ii. Maintain strong and relationship between teachers and SQAOs for teaching effectiveness*

URT [12], highlights some school quality assurance core values. Among them include an integrity in all communications and processes so that outcomes can be trusted, also observing cooperation and partnership with schools, parents, communities and other stakeholders, with the aim of increasing participation and aspiration. It is recommended that teachers and school quality assurers should maintain good and strong cooperation and communication so as to work together to identify strength and challenges in teaching and learning and resolve them to enhance improvement in teaching. This is also supported by the study done by Matete [16] as she explained that, the improvement of teaching and learning in schools through school inspection needs good relationship between the teachers and school inspectors. This positive relationship between them enables them to work within the same objectives in education. This study finding also may be supported by the findings also that were identified by Michael & Marian [40] that a positive relation between teachers and school inspectors is very crucial to assist the acceptance of the challenges and the support from the school inspectors by teachers.

- iii. Provision of educative seminars and reading articles*

The close and strong cooperation and communication between teachers and QASOs in their visits play a great role in identifying some challenges in teaching and find ways out. In the process of discussing these challenges and sorting some solutions, it is the duty of a SQAo to enhance knowledge and skills to teachers on different things in teaching profession to develop their profession. Organization for Economic Cooperation and Development (OECD) [41], adapted definition from TALIS as professional development is defined as activities that develop an individual's skills, knowledge, expertise and other characteristics as a teacher. Teachers could develop also their skills from SQA assistance through their feedback reports as well as conducted seminars.

The study by Assefa [42], commended that, teachers expect a lot of professional support from educational administrators as they had great experience and better skill; and so they must be committed to help and support teachers rather reasoning of having many responsibilities. In Tanzania it is true that educational leaders have many responsibilities and making supervision as an extra duty while teachers need effective supervision. By having effective support profession growth will be achieve by the teachers and enhance students' academic performance.

Therefore, from this study it is recommended that, the government should encourage SQA to be preparing reading articles and conducting some seminars for teachers to facilitate professional development. This helps teachers in improving their skills in teaching and knowledge on their

profession so that they can improve their efficacy in teaching and manage them in facilitating the effective teaching for the desired outcome to the learners.

iv. Government and other stakeholders should resolve the admitted challenges in time so as to facilitate effective teaching

After school quality assurance visits teachers receive their verbal feedback reports that indicate their strengths also weaknesses observed. There are some teachers' and school challenges that SQAOs don't have direct and successful solutions within their capabilities rather they have to admit them to other authorities like Education officers or Executive directors. This situation makes teachers at school wait solutions of their challenges for so long so as to get improvement in their teaching. The finding like this was also confirmed by NAO, in Kasanda [43], who recommended that there was no routine of sending the school inspection' reports to the administrative district level.

Therefore is recommended that school quality assurance officers must make sure that they provide school quality assurance feedback reports to responsible and respective stakeholders in time. And stakeholders send back solutions to teachers' and schools' challenges admitted for administration/management, school facilities and teaching and learning in improving teaching hence better students' performance.

7. Suggestions for Further Research

Based on the study findings, further research is needed on the following;

- i. A similar study can be conducted in other regions in the country.
- ii. A similar study in private secondary schools and both public and private primary schools in any place in Tanzania to get the generalization of the findings.
- iii. Perceptions of secondary and primary schools teachers on Internal Quality Assurance (IQA) program in improving teaching.
- iv. To assess the role of the other stakeholders in resolving schools challenges admitted by school quality assurers.

Acknowledgements

Firstly, I would like thank the almighty God the creator of heaven and earth for the gift of grace, blessings and guidance upon me throughout the whole period in which this study was carried out. Again I also thank Him for the beautiful gift of my parents and my family He has granted me who nurtured me and supported my studies through prayers, encouragement and meeting my financial needs all the time. I would like extend my acknowledgment and thanks to my principal supervisor Dr. Eugenia Wandela, for the guidance and the tireless support which saw this work coming to a completion. I am really indebted to you Madame. I would farther wish to acknowledge the contributions made by my classmates at Jordan University College, who earnestly collaborated with me to bring this

work into completion. I will never forget you colleagues. Finally, I am particularly thankful to my lecturers Prof. Paul D. Mushi, Dr. Eugenia Wandela, Rev Dr. Lyamuya, Dr Noah Mtana, Prof. Daniel Mkude, Dr. Solomon Omer and Dr. Shadrack Mwakalinga for their precious dedication to support me from the beginning to the end of my master's studies. *God bless you all.*

References

- [1] Grauwe, A. (2007). Transforming School Supervision into a Tool for Quality. *International Review of Education* 53, 709-714.
- [2] Olayemi, G. (2001). *State of Education Sector in Nigeria*. The Educator, Pp. 20-30.
- [3] Bray, M. (2009). *Confronting the Shadow Education System: What Government Policies for What Private Tutoring?* Paris: UNESCO.
- [4] Ruga, T. W. (2017). Teachers' Perceptions on the Influence of Quality Assurance and Standards Officers' Supervisory Role on Pupils' Academic Improvement in Public Primary Schools in Kiambu County, Kenya. NAROK. Unpublished.
- [5] Haule, E. (2012). *The Perceptions of School teachers and leaders toward school inspection in Tanzania secondary schools. The case of Arusha Municipality*. A Thesis submitted to the University of Twente. Netherlands. Unpublished.
- [6] JMT. (2006). *Kiongozi cha Mkaguzi wa Shule*. Dar es Salaam: [School Inspector Guide Book] Wizara ya Elimu na Mafunzo ya Ufundi [Ministry of Education and Vocational Training].
- [7] Smith, A. (2006). British Colonial education Policy - Tanganyika: A Variation on the theme. *Pedagogica Historica: International Journal of the History of Education*. vl. 5, issue 2, 435-454.
- [8] URT. (2008). *Report on school inspection programme for secondary schools in Tanzania*. Dar es Salaam: Controller and Auditor General of The United Republic of Tanzania.
- [9] URT. (2009). *Handbook for school inspection*. 3rd Edn. Dar Es Salaam: Ministry of Education and Vocational Training.
- [10] URT. (2014). *Education for All (EFA) Report for Tanzania Mainland*. Dar Es Salaam: Ministry of Education and Vocational Training.
- [11] URT. (2006). *Education Sector Development Programme (ESD): Primary Education Development Programme II (2007-2011)*, Ministry of Education and Vocational Training, Dar Es Salaam.
- [12] URT. (2017). *School Quality Assurance Hand book*. Dar es Salaam: Ministry of Education Science and Technology.
- [13] Best, J., & Kahn, J. V. (2006). *Research in Education*. Boston: Allyn and Bacon.
- [14] Council, M. M. (2017, October 28). *Statistics*. Retrieved from Morogoro Municipal Council: <http://morogoromc.go.tz/statistics>
- [15] Kumar, R. (2011). *Research Methodology: A step by step guide for beginners- 3rd edition*. London: SAGE Publications Ltd.

- [16] Matete, R. (2009). The impact of primary school inspection on teaching and learning in Tanzania: A Case study of Mbeya city district. Institute for Educational Research, Faculty of Education, University of Oslo. Unpublished.
- [17] Brimblecombe, N., Ormston, M., & Sha, M. (1995). Teachers' Perceptions of School Inspection: a stressful experience. *Cambridge Journal of Education*, 25: 1, DOI, 53-61.
- [18] UNESCO. (2010). World Data on Education. 7th edition. UNESCO.
- [19] Machumu, H. (2012). Secondary School teachers Attitude towards School Inspection. A case of Bunda District council in Tanzania. *Reportment of Education Foundation and Teaching management, Mzumbe university, Tanzania*. Unpublished.
- [20] Nolan, J., & Hoover, L. (2005). Teacher Supervision and Evaluation, Update edition: The Theory into Practice. New York: John Wiley & Sons, Inc.
- [21] John, K. (2017). *The Effectiveness of School Inspectors in Assuring The Quality of Primary Education In Shinyanga District*. Unpublished.
- [22] OFSTED. (2013). Annual Report 2012/2013: Schools. London: OFSTED.
- [23] Kosia, E. (2018). Effects of School Quality Assurance Communication Officers' Feedback in Improving Teaching and Learning in Arusha City Public Secondary Schools, Tanzania. *International Journal of Innovative Research and Development Vol 7 Issue 9*, Page 107-113.
- [24] MacBeath, D. (2006). School Inspection and Self-evaluation. Working with the New Relationship. London: Routledge.
- [25] Ayeni, A. J. (2012). Assessment of Principals' Supervisory Roles for Quality Assurance in Secondary Schools in Ondo State, Nigeria. *World Journal of Education Vol. 2, No. 1*, 62-69.
- [26] Fungilwa, A. C. (2021). Effectiveness of internal school quality assurance in teaching and learning among public secondary schools in Tanzania, a case of Njombe town council (Master's dissertation). Dodoma: University of Dodoma. Unpublished.
- [27] McKimm, J. (2009). Giving effective feedback. *Br J Hosp Med* 7 (3), 158-161.
- [28] William, T., Anuradha, P., & Branch Jr MD. (2002). Feedback and reflection: Teaching methods for clinical settings. *Acad Med* 77 (12), 1185-1188.
- [29] Oelmek (1999). *Unified Educational Low*. Nicosia: OELMEK.
- [30] Mwambapa, I. J. (2016). *The contribution of school inspection in improving teaching and learning in Tanzanian secondary schools: a case of Mbeya city*. Unpublished.
- [31] Bosch, K. (2006). Planning Classroom Management; A five step process to creating a positive learning environment. 2nd Edition. California: Corwin Press.
- [32] Waterhouse, L. (1990). *Class Management*. Stafford: Network Education Press LTD.
- [33] SCS (2008). Effective Teaching and Classroom Management: One and the same pedagogical approach. Save the Children Sweden.
- [34] Okai, A. U. (2010). *History methods*. Lagos: National Open University of Nigeria.
- [35] Musingafi, M. C., Mhute, I., Zebron, S., & Kaseke, K. E. (2015). Planning to Teach: Interrogating the Link among the Curricula, the Syllabi, Schemes and Lesson Plans in the Teaching Process. *Journal of Education and Practice Vol. 6, No. 9*, 54-59.
- [36] Kebaso, G. N. (2012). Influence of quality assurance and standard officers' practices on students' performance in Kenya certificate of secondary education in public schools. A case study of Masaba North District. University of Nairobi, Kenya. Unpublished.
- [37] Nambassa, M. K. (2003). The Impact of Classroom Supervision on the Quality of Teaching and Learning in Primary Schools in Wakiso District, Uganda. Kampala: Master's Thesis. Makerere University. Unpublished.
- [38] Ehren, M. C., & Visscher, A. J. (2008). The Relationships between School Inspections, School Characteristics and School Improvement. *British Journal of Educational Studies. Vol. 56, No. 2*, 205-227.
- [39] Mbwana, S., & Onyango, D. O. (2021). Perceived Influence of Financial Disbursement on School Quality Assurance in Nyamagana District, Tanzania. *East African Journal of Education and Social Sciences Vol. 2, No. 2*, pp. 1-6.
- [40] Michael, O., & Marian, S. (1995). Teachers' Perceptions of School Inspection: A Stressful Experience. *Cambridge Journal of Education*, 24 (1), 53-61.
- [41] OECD. (2008). Creating Effective Teaching and Learning Environments: First Results from TALIS.
- [42] Assefa, E. B. (2014). The practices and challenges of instructional supervision: in Sossa zone primary schools. Unpublished.
- [43] Kasanda, O. K. (2015). The Role of Secondary School Inspection in Raising School Standards in Tanzania: A Case of Kibaha District. Unpublished.
- [44] Lupimo, F. M. (2014). *The Role of School Inspection in Improving Academic Performance in Community Secondary Schools in Tanzania: A Case Study of Bariadi District*. Unpublished.