

**THE CONTRIBUTION OF QUALITY ASSURANCE AND CONTROL ON
STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY
SCHOOLS IN MISSENYI DISTRICT, KAGERA REGION, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
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CERTIFICATION

The undersigned certifies that she has read and hereby recommends for acceptance by the Open University of Tanzania (OUT) a dissertation titled: ***“The Contribution of Quality Assurance and Control on Students’ Academic Performance in Public Secondary Schools in Missenyi District, Kagera Region, Tanzania”*** in partial fulfillment of the requirements for the Masters of Education in Administration, Planning and Policy Studies (MED-APPS) of the Open University of Tanzania.

.....

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.....

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I, **Diocles Phillymon**, do hereby declare that this is my own original work and that it has not been presented by anybody else and will not be presented to any other University for a similar or any other degree award.

.....

Signature

.....

Date

DEDICATION

I dedicate this work to my beloved parents Pelagia Phillymon, my late father Phillymon Kaiza and Aaron Robert Lukyaa who devoted their scarce resources for building academic foundation of my life. Certainly without their moral, material and financial support I would not have reached this stage. God bless them.

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ABSTRACT

This study examined the contribution of quality assurance and control on students' academic performance in public secondary schools in Missenyi District, Kagera Region, Tanzania. Specific objectives of the study were as follows; to determine the level to which quality assurance and control is conducted; to find out the effects of quality assurance supervision styles on students' academic performance; to determine strategies used by quality assurance and control officers to supervise teachers on students' academic performance and to examine the challenges facing quality assurance and control practices in public secondary schools. The study was guided by three theories namely; the institutional theory, labour market theory and scientific management theory in school setting. The study used mixed research approach and concurrent triangulation descriptive research design. Purposive and simple random sampling techniques were used in selecting 113 participants. Questionnaire and structured interviews were used to collect data which were validated by a pilot study and analyzed descriptively using frequencies and percentages. The findings revealed that quality assurance and control officers mostly visited secondary schools once per term that led to poor academic performance. Furthermore, inadequate funds, transport and communication problem and inadequate human resources limited effective schools inspection. The study recommends that quality assurance and control officers should visit secondary schools regularly to improve students' academic performance. Also other researchers should study at other places and educational levels for comparison of the results.

Keywords: Quality assurance and control and students' academic performance.

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LIST OF ABBREVIATIONS AND ACRONYMS

OECD	Organization for Economic Co-operation and Development
URT	United Republic of Tanzania
CSEE	Certificate of Secondary Education Examination
KCSE	Kenya Certificate of Secondary Education
ETP	Education and Training Policy
BRN	Big Results Now
CAG	Controller and Auditor General
DEB	District Education Board
BEST	Basic Education Statistics in Tanzania
DEO	District Education Officer
SST	Secondary School Teacher
UPE	Universal Primary Education
DSSQACOs	District Secondary School Quality Assurance and Control Officers
MoEST	Ministry of Education, Science and Technology
MoEVT	Ministry of Education and Vocational Training
SEDP	Secondary Education Development Plan
UNESCO	United Nations Educational, Scientific and Cultural Organization
NECTA	National Examination Council of Tanzania
NGOs	Non-Governmental Organizations
WEO	Ward Educational Officers
DSEO	District Secondary Educational Officer
H/M	Head Masters / Mistresses
UNICEF	United Nations Children's Fund

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

In this chapter, background to the problem, statement of the problem, purpose of the study, research objectives, research questions, and significance of the study are presented. In addition; limitations and delimitation of the study, operational definitions of key terms as used in the study and organization of the study are presented.

1.2 Background to the Study

Quality education primarily depends on teachers, schools structure, management and their capacity to improve the teaching and learning process. It is widely recognized that quality of teachers and teaching lies at the heart of all schooling systems that intends to offer quality education (Duff, Hegarty & Hussey 2000). The adoption of quality assurance and control in education as an emerging policy perspective in the contemporary world emanated at the World Conference on Education for all nations led by UNESCO in Jomtien, Thailand, in 1990. Representatives of the international community agreed that all countries should pay greater attention towards improving all aspects achievement of recognized and measurable learning outcomes in schools, especially in literacy, numeracy and essential life skills (UNESCO, 2002).

According to OECD (2012), in Europe, the presence of quality assurance and control towards quality education has been important in building the nation economically, socially, technologically, financially and well standards of living of their citizens. In its context, some key areas to be worked up on by the education agencies (authorities)

so as to overcome students' failures when schooling with reference to policies through upper secondary schools are specified. They include: eliminating grade repetition, avoid early tracking and defer students selection to upper secondary, manage school choice to avoid segregation and increased inequalities. Others are to make funding strategies responsive to students' and schools' needs, and design equivalent upper secondary education pathways to ensure completion with good performance.

The roles and significance of quality assurance and control are far better concepts to be applied in the context of Africa. This is particularly on East African nations where the demand for secondary school education has been increasing rapidly, under different governance regimes in the respective countries, whereby the motto has focused on primary and secondary education to be free. However, most of politicians have used it as the pathway to win the elections leading to constraints on the provision of quality secondary education in respective regions due to limited resources in public secondary schools in terms of good teachers, quality and control officers as well as good management and leadership of these schools. This has resulted into excess demand of it and questioning about the roles of the education quality officers from the public.

For instance in Uganda, Sammons and Day (2011) have put forward that about 85% of secondary school graduates achieved below standard while 15% achieved the required standard scores by 2014. Otieno (2012) observed that the quest for the provision of quality education continues to be a matter of concern to both consumers and providers of the education service in Kenya and other developing countries at large due to massive failure or undesired performance of the secondary schools.

Thus, the issue of quality assurance control in Tanzania has become a matter of concern for the Government, educational institutions and other stakeholders in order to meet expectations of the society. Fasasi and Oyeniran, (2014) examined quality assurance and control from two different perspectives. The first is from the internal criteria of the system such as profile expiration and the external criteria, which are the fitness and relevance on education to its environment. Under the quality assurance and control, the educational enterprise involves development of human intellect, technical skills, character and effective citizenship.

Controller and Auditor General (2008) reported about the academic performance of the education sector on the challenges facing educational agencies in the country. It asserted that the increasing number of secondary schools surpasses the capacity of the school inspectorate as one of the important tool for the Government with the mission to notice and ensure the quality of good performance in the schools. Therefore, this made it impossible for the School Inspectorate to conduct its duties in an efficient and effective way. There have earlier been indications showing that the school inspection was not as efficient and effective as intended. Measures have also been taken to improve the situation. However, when it comes to students' performance in secondary school, the results are still insufficient.

Mosha (2004) observed that the teaching force is the foundation of quality education at all levels of education. The community secondary schools were established by collaboration between the Government and the local community initiatives. These schools were operated and managed by both Government and local community. Furthermore, Mosha (2004) found out that inefficiencies at school level were common

and resulted from lack of effective teacher management and supervision. These inefficiencies translate into perverse teacher deployment, dropouts and repetitions among students.

There is a serious scarcity of standard inputs, which includes; low textbook/student ratios across schools and subject areas, which persistently affected much of the public secondary schools in their performance when compared with private owned secondary schools. This has been so regardless of the strategies initiated by the Ministry of Education, Science and Technology. For instance, the Ministry of Education and Vocational Training MoEVT (2010) identified strategies taken by the Government of Tanzania to enhance access and equity in education sector through Secondary Education Development Plan (SEDP) I and II. These programs aimed at improving participation and performance in all levels of education through provision of resources for improving quality education to its schools. This is so because still the problem of poor students' academic performance still persists apart from all initiated strategies. Therefore, issues of quality assurance and control should be given emphasis so as to attain good students' academic performance as would be no better results in public schools if the quality assurance officers cannot work upon their strategies and styles used to inspect schools.

Some measures including Secondary Education Development Plan (SEDP) and Big Results Now (BRN) for secondary schools were implemented to address and redress the problem of poor performance in Tanzania secondary education but the problem still persist especially in public secondary schools. Before the introduction of the two aforementioned programs, the Government had embarked on sector reform programs

education being one of them. In essence, such reforms aimed at redressing problems that most sectors were facing following the 1980s and 1990s economic crises. This reform called for interventions to save public schools through SEDP I and II.

In Missenyi District data shows that from 2016 to 2018, students' academic performance in public secondary schools had been poor than in private owned regardless the fact that the District has the total number of 22 public secondary and five (5) private schools. Table 1.1 presents results performance in Missenyi District from 2016 to-2018.

Table 1.1: Certificate of Secondary Education Examination (CSEE)-Results Performance in Missenyi District (2016-2018)

Year	SCHOOL CATEGORY											
	PRIVATE SEC. SCHOOLS						PUBLIC SEC.SCHOOLS					
	Overall divisions					Total	Overall divisions					Total
	I	II	III	IV	O		I	II	III	IV	O	
2016	31	163	128	111	5	438	1	30	115	423	148	717
2017	20	135	107	95	12	369	9	58	140	645	310	1162
2018	32	123	126	123	8	412	8	53	142	708	421	1332
Total	83	421	361	329	25	1219	18	141	397	1776	879	3211

Source: Basic Education Statistics in Tanzania (BEST), (2016-2018).

From the Table 1.1 the school candidates who sat for the national examinations in private secondary schools, in the past three years 2016, 2017 and 2018 were 1219 from five private schools. Students who passed with division I- III were 865 (70.96%) and those with division IV-0 were 354(29.04%). In public secondary schools, out of 3211 candidates who sat for the same national examinations in the same years from 22 secondary schools, students with overall division I-III were 556 (17.32%) and those

with division IV – 0 were 2655 (82.68%). Therefore, in comparison, total number of students who scored division four and zero were 2655 (82.68%) in public secondary schools was far greater than the number of students who scored division four and zero 354 (29.04%) from the private secondary schools. Therefore, the statistical data indicate that there was mass failure among students from public secondary schools who completed Certificate of Secondary Education Examination in Missenyi District in those three years, which limited them to go for higher studies.

According to Firmina (2015), public secondary schools had not been performing well in national examination results one year after another. There has been several calls on the educational officers and authorities on how to make the educational system more vibrant in the quality of its education after several mass failures in secondary schools especially the government built secondary schools.

For instance, MoEVT (2015) signified that the academic performance was still poor where the ratio of performance in secondary education had not yielded the desired objectives of 70% for secondary education candidates to score division I to III despite the initiatives made by the Government of Tanzania along with the community in intensifying secondary schools which extended to ward level, lowering education costs to improve the education systems.

Furthermore, UNICEF (2016 & 2017) pointed out that, the efforts of Government of Tanzania has been on improving education particularly students' academic performance through proper education policy, distribution and equalization of educational opportunities through the expansion of systems at all levels, such that the

Tanzania development vision of 2025 envisages the total elimination of literacy by 2025.

Fasasi and Oyeniran (2014) have pointed out that, if school administration is unable to organize various resources towards the expected targets, education quality purpose may not be met.

On the other hand, Jidamva, (2012) has asserted that despite some achievements in Tanzania on secondary school education, there were also some indicators that accelerated poor national examinations results such as; incompetency of some teachers, shortage of teaching-learning tools, family related issues and love affairs among students themselves and teachers. If quality assurance and control were undertaken critically, it would have been discover that there were many indicators and factors which needed to be incorporated to improve academic performance such as; knowledge, skills of students and school performance.

Therefore, in line of such bottlenecks, this study aimed at assessing the contribution of quality assurance and control on students' academic performance in public secondary in Missenyi District, Kagera Region. More specifically the study aimed at determining the extent to which quality assurance and control is conducted in secondary schools, find out whether quality assurance supervision styles affects students' academic performance, determine how strategies used by quality assurance officers to supervise teachers affects students' academic performance and examine the challenges facing quality assurance and control in secondary schools in Missenyi District.

1.3 Statement of the Problem

The academic performance of students in secondary schools in Missenyi District has been deteriorating yearly. The results of National form IV examinations from 2015 to 2017 showed that about 12.2%, 50.7% and 49.9% students scored division zero (UNICEF, 2017). The high failure rate has resulted into little number of students continuing with advanced level secondary education. Despite the efforts made by the Government of Tanzania, and community in expanding secondary schools, which extended to ward level and lowering education expenses to improve the education systems, the academic performance is still poor. The ratio of performance in secondary education has not yielded the desired objectives of 70% of secondary education candidates to score division I to III (MoEVT, 2015).

According to Lyimo (2015) on addressing the challenges and identifying areas of weakness on students' academic performance, quality assurance and control were suggested to be the best mechanisms to identify out the various hindrances against academic performance among secondary school students, based in Tanzania. Sumra and Katabaro (2014), on the declining quality of education, the researchers discussed that quality assurance and control can allow redesigning and improvement performance of both students and teachers on general working and learning environment, and school developments.

This goal cannot be attained unless there is a well-established and effective management and administrative machinery of which according to study is quality assurance and control. Thus, this study attempted to make further learning by

assessing out the contribution of quality assurance and control in public schools on students' academic performance, in Missenyi District in Kagera Region, Tanzania.

The study came to an interest of researcher due to ongoing poor academic performance in public secondary schools in Missenyi District despite the various measures that have undertaken by the governmental authorized units and non-governmental institutions under the Ministry of Education, Science and Technology (MoEST). Therefore, if this trend of poor performance continues, the Tanzania development vision of 2025, which envisages the total elimination of illiteracy by 2025, will not be achieved. Hence, failure to achieve the global development goal that insists on Education for all.

1.4 Purpose of the Study

The purpose of this study was to examine the contribution of quality assurance and control on students' academic performance in public secondary schools in Missenyi District, Kagera Region.

1.5 Specific Objectives

The specific objectives of this study were to:

- (i) Determine the level to which quality assurance and control is conducted in public secondary schools in Missenyi District;
- (ii) Find out whether quality assurance supervision styles affect students' academic performance in Missenyi public secondary schools;
- (iii) Determine strategies that were used by quality assurance and control officers to supervise teachers on students' academic performance in Missenyi District;

- (iv) Examine the challenges facing quality assurance and control practices in public secondary schools in Missenyi District.

1.6 Research Questions

The following were research questions that guided the study:

- (i) How regular were the quality assurance and control assessments conducted in public secondary schools in Missenyi District?
- (ii) How did the quality assurance supervision styles affect students' academic performance in Missenyi public secondary schools?
- (iii) How did the strategies used by quality assurance and control officers to supervise teachers affected students' academic performance in Missenyi District?
- (iv) What were the challenges facing quality assurance and control practices in public secondary schools in Missenyi district?

1.7 Significance of the Study

The findings of the study will be significant in the following manner;

- (i) The study is expected to provide the information on the views of the teachers on the contribution of quality assurance and control on students' academic performance in public secondary schools;
- (ii) Information and views from teachers and other respondents involved in the study would provide useful data for the Ministry of Education, Science and technology (MoEST) in coming up with guidelines that could be useful in strengthening quality assurance and control in secondary schools;

- (iii) The study is also significant in that it might help teachers understand the roles of quality assurance officers hence work harmoniously to strengthen students' academic performance;
- (iv) It may also be useful to school administration; on how to involve students, parents and all stakeholders both planners and policy makers in decisions making to improve schools performance; and
- (v) The information obtained from the study would also provide useful literature to other scholars who may wish to explore the area further.

1.8 Limitations and Delimitation of the Study

1.8.1 Limitations of the Study

Researcher encountered distances from one school to the next while collecting data due to geographical position of Missenyi, poor awareness of some of respondents about the topic under study. Furthermore, time for collecting data was interrupted by other duties, such as; school administration, classroom teaching and other daily routine. To counter check these hindrances, the researcher spent more time to create smooth communication with respondents when visiting them, and clarifying the intention of study to the respondents. Despite of the inadequate of funds, a researcher ensured that data were collected without bias and affecting findings. Furthermore, since a research was conducted in researchers' place of residence, the expenditure was minimized to ensure smooth accomplishment of findings.

1.8.2 Delimitation of the Study

The study was delimited to Missenyi District. It involved educational stakeholders such as; teachers, school administration, District secondary educational officer

(DSEO), Ward educational officers (WEO), Head master/ mistress (HM), Secondary school teachers (SST) and District secondary school, quality assurance and control officers (DSSQACO). Findings of the study can equally be applicable in public secondary schools with similar context. The study delimited itself to explore the contribution of quality assurance and control on students' academic performance in public secondary schools in Missenyi District and did not look at other legal and policy issues and their contribution to academic performance.

1.9 Definitions of Operational Terms

Quality Assurance: Refers to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the progress of public secondary schools education so as to influence better implementation of education plans and objectives, which can results to good scores, and grades of students in their examinations.

Quality Control: Refers to a set of procedures intended to ensure that teaching and learning processes in public secondary schools delivers the expected good students' scores and grades in their examinations.

Quality Assurance and Control Officer: Refers to the person appointed by the Regional education authority as a manager and administrative controller of public secondary school and being responsible for its management and administration.

Public Secondary School: Refers to as a school from form one to form six (i-vi) which is wholly owned by the government and being responsible for the results of students under its leadership determined by the government.

Academic Performance: Refers to the scores and grades per subject that a student achieves in the form two, four and six results.

Quality Education: Refers to the processes through which trained teacher use students centered teaching approaches in a well-managed class room to facilitate effective teaching and learning to students for the acquisition of secondary education.

1.10 Organization of the Study

The study is organized around five chapters. Chapter one is an introduction and background to the study while chapter two reviews relevant literature related to the study. Chapter three is a research methodology where research approach design, sample and sampling techniques as well as data collection methods are explained. Chapter four presents, analyzed and discusses data collected from the study using various research methods techniques. Chapter five has the summary, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter highlights issues related to the contribution of quality assurance in school and students' academic performance. It reviews theoretical literature and empirical literature related to the topic. In theoretical reviews; institutional, labour and scientific management theories are discussed. The empirical literature covers the following; quality assurance and control in schools, quality assurance supervision styles and students' academic performance, strategies used by quality assurance officers and students' academic performance and challenges facing quality assurance and control practices in schools. Lastly the literature summary and gap and conceptual framework are presented.

2.2 Theoretical Literature Review

This study was guided by three theories namely; the institutional theory, labour market theory and scientific management theory.

2.2.1 Institutional Theory

According to Amenta and Ramsey (2009) institutional theory assert that the behavior and rational choices approaches are the most influential ones for the development of new institutional-ism. Institutional theory is the model on the deeper and more salient aspects of social system. It considers the processes by which structures, including schemes, rules, norms and routine, become established as authoritative guidelines for social behavior. Different components of institutional theory explain how those

elements are created, diffused, adopted over space and time. It explains how the elements can fall apart from their existence. Institutional theory asserts that the institutional environment can strongly influence the development of formal structures in organization, more often than the market force, innovative structures that improve technical efficiency in early adopting organization are legitimized in the environment.

Additionally, Zucker (2010) asserted that, revolutions of behaviorism and rational choice theory led to the emergence of new institutionalization approach to the study of institutions' concepts. The theory opines that that individual of a particular geographical area act autonomously because their actions are based on their social psychological traits or on the rational computation of their personal utility. Such rational reasoning to what they want to do or not are largely determined by the two assumptions of rational and social psychological manipulation. The people or society at certain geographical area may regard themselves with informal conventions as well as formal rules and structures. They pay attentions to the way in which institutions represents values and power relationships, and they study not just the impact of institutions upon behavior, but the interactions between individual and institutions.

The theory of institutions incorporates two basic elements in relation to this study subject matter. Firstly, the term institutions can be regarded as public schools, or the board or structure with functions and structural arrangement of management structure. From this study the structure can be referred to as a nation or particular institutions, which are responsible for particular role in the society, say quality assurance and control, and also it includes responsible ministries. Again, institution theory in this study is related to the concepts of psychology and behavioral pattern of human being

at a particular area, say, a particular public secondary school. The two elements above can be practically applied to the subject matter of the study due to changing economic patterns and career perceptions.

2.2.2 Labor Market Theory

According to Krynska (2015) labor market theory is the scientific contribution attempting to explain the functioning of the main characteristics and differences to other markets as well as the causes for unemployment. According to the neo- classical economic view, labor markets performance in the same way than every other market for goods and services does. The theory states that at certain level of remuneration the labour will compete to offer the services as per the availability of the labour that compete to get in the system at particular place. Wai, (2018) noted that the theory further contemplate that when the demand reach it's optimal point, the remuneration will start to fall while the competition is still existing at the same rate or even higher.

It reaches a point when the remuneration goes down but people still compete for saturated or narrowed vacancies chances. The trending unbalanced between graduates and labor market demand will go on until a point when the labor market demand reaches to a point of pure saturation. Then labor market demand will then turn to be problem that the country will still continue to produce graduates whom cannot be employed and most probably will turn a lot of its graduates into self-conflict dilemma.

The theory is applicable to this subject matter through the various ways such that, when there is a good quality assurance and control in public schools, there is a possibility to generate people or secondary school graduates who are competent and

creative. When the labor market demand is at pure diffusion point, then it is time for roles players namely; graduates at all levels to be responsible units in creating self-employment opportunities rather than being dependents. The concepts could be more practical since many youth will be forced to engage into education fields without any further support to brighten up their future despite the talents and hobbies they have.

2.2.3 Scientific Management Theory

School inspection as external evaluation in education has a long history in the world and it can be traced back to the 18th century in European countries (Grauwe, 2007). School inspection is an organ of quality assurance in education, gained its strengths in connection to the introduction of scientific management theories. Scientific management is concerned with how to manage work, teaching/training and organizations more efficiently.

Scientific management theory was developed by Fredrick Taylor, an American engineer, in his book, “The Principles of Scientific Management (1911)”. This theory is sometimes known as Taylor system of management. It is the theory of management that analyses and synthesizes workflow process in improving labor productivity (Hoyle & Wallace, 2005; Wertheim, 2007). Taylor believed that decision based upon tradition and rules of thumb should be replaced by precise procedures developed after careful study of an individual at work. The main argument was that human beings by their nature, and in this case, workers, are lazy and dislike work especially when working in groups. Workers as human beings will deliberately plan to do as little as they safely can. Also, because they have little desire for responsibility they would prefer to be directed (Hoyle & Wallace, 2005; Wertheim, 2007).

The scientific management concept was carried over to school supervision/inspection when teachers were viewed as the key implementers of the highly refined curriculum and teaching system (Sergiovanni & Starratt, 2007; Hoyle & Wallace, 2005). Classroom supervision and observation were introduced as approaches for teacher' evaluation together with performance appraisal scheme based on specific targets (Hoyle & Wallace, 2005). The idea behind the introduction of close supervision practice was to ensure that teachers were teaching the way they were supposed to teach and they carefully followed the approved teaching protocol and guidelines (Sergiovanni & Starratt, 2007). For example, they were needed to prepare the schemes of work extracted from the syllabus and prepare the lesson plans that followed the scheme of work.

This theory is related with this study in such way that, any managerial tactics, strategic and operational activity in an institution let say, public schools need to involve the strategic and standard procedures. Procedures which aim at improving the quality of education delivery while impacting those secondary students with knowledge which later on result in high performance, high understanding and even high ability for self-reliance life.

2.3 Empirical Literature Review

The empirical literature review analyses the previous researches related to this study. The empirical literature section carries the subject matter in the context of the objectives developed in chapter one, namely:- the level at which quality assurance and control is conducted in secondary schools, how quality assurance supervision styles affects students' academic performance in secondary schools, how strategies used by

quality assurance officers affects students' academic performance and the challenges facing quality assurance and control practices in secondary schools with respect to students' academic performance and it is presented in a style that every objective is discussed starting from the rest of the world to the available studies in Tanzania as follows:

2.3.1 Quality Assurance and Control in Schools and Students' Academic Performance

European Commission (2018) declared that quality assurance and control involves the systematic review of educational programs and processes to maintain and improve their quality, equity and efficiency. It also involves the design of quality assurance mechanisms; tools, processes and actors that varies across national contexts. Their common objective is to improve teaching and learning with the definitive goal to support the best outcomes for learners. It further assert that quality assurance approaches can include mechanisms that are external and internal to schools. External mechanisms may include national or regional school evaluations or large-scale students' assessments. Internal mechanisms may include school self-evaluation, staff appraisal and classroom-based student assessments.

These mechanisms have different but complementary purposes. Also putting into account of importance of external evaluation, schools and external institutions and actors may work together to define strategies and alternatives for school improvement. For example, in Croatia, school self-evaluation was initiated 15 years ago, but their opinion is that it was not really effective until external evaluation was introduced (European Commission, 2018).

Furthermore, the European Commission (2018) in the research of quality assurance for school development, highlighted that quality assurance and control practices are implemented across a number of countries in European countries such as; Poland, Iceland, France, Italy, Croatia, among others which have created frameworks that integrate some combination of internal and external quality assurance mechanisms that include; inspectorates, national student assessments, school self-evaluation and teacher appraisal. All these mechanisms generate data on the overall performance of systems as well as the quality of schools and of the teacher workforce, as measured against learning outcomes and standards defined in National Qualification Frameworks. Sighting an example, Poland as a European country has a system of “pedagogical supervision”, as referred to in the 2009 Regulation of the Ministry of Education, which was more amended in 2013. In this country external evaluation is carried out by regional inspectorates and consists of two aspects: (1) evaluating school quality, and (2) checking compliance with legislation. With regards to this, a school is assessed over 5 days according to 9 standards; including core curriculum implementation, parents as school partners, students’ activity and social development.

School inspectors analyse academic documentation, students, parents meet the teaching staff and other representatives that cooperate with school like school board, and observe lessons and conclusions that are discussed with staff before the school receives an official report, which is later published online. All these are by the government aim to promote students’ academic performance and ensuring sustainable education among generations as well as equipping schools accountability upon their low performance in various sets of examinations.

Kebaso (2012) did a study on the influence of quality assurance and standard officers' practices on students' performance in Kenya. The study results showed that there was a positive relationship between quality assurance officer's supervisory practices and students' performance. The study further indicated that quality assurance officers were more occupied in several other duties that affected their effective service delivery. Mollel (2015) on the study titled quality education practices in Tanzania argued that the level of quality assurance can be generally stated to be unsatisfactory due to poor performance.

However, in some regions there is also high level of quality assurance, which can be determined by high academic performance and student performance from those regions. The study recommended that level of quality assurance and control is generally poor because the education sector fails to contribute to social and cultural enhancement, national pride, community solidarity and individual fulfillment of his/her potentials. In this study, the findings imply that if the practices in the course of inspection process are not worked upon immediately by the quality assurance and control officers may bring related results in Missenyi District.

Also Lupimo (2014) conducted a study about the role of school inspection in improving academic performance in community secondary schools in Bariadi Tanzania. The findings revealed that school inspection was not effective in improving academic performance since first of all it was not done regularly since only one school among four schools was inspected once, from 2008 to 2014. Secondly, the school that was inspected, the recommendations were not worked upon effectively. Therefore, from that scenario, most of teachers viewed school inspections negatively something

that brought negative attitude from the teachers leading to low implementation of the teaching and learning processes if at all inspections are done in other schools and eventually affecting the students' academic performance.

Therefore, with regard to the above quality assurance and control practices, school inspectors work as advisers to direct teachers on teaching, good behaviors and administration procedures and rules through their direct contact reports, training and counseling that build the relationship among teachers and school inspectors. Meanwhile; common suggestions, opinions and directives of school inspectors therefore have great meaning in educational stakeholders especially in secondary schools (Kasanda, 2015).

2.3.2 Quality Assurance Supervision Styles and Students' Academic Performance

Supervision of teaching and learning processes is an important factor for school academic performance. Through supervision styles used by the educational officers, the heads of schools and other delegated personnel can be aware of what is going on in the classrooms, teachers' teaching methods or pedagogy and content used in relation to the educational policy, curriculum, lesson plans, syllabus and schemes of work which in turn affects students' academic performance.

European Commission (2018) is of the view that quality assurance and quality assurance officers in many European nations have practiced control with different Quality assurance supervision styles upon their implications to the development and growth of education sector in the nation. This is done so as to promote excellence in students academic in various schools, for example, countries like Iceland school self-

evaluation and examinations, Italy in the school self-evaluation report, the former Yugoslav Republic of Macedonia at the school rankings, Spain through partial results published, Portugal through results of national assessments, and Slovakia through performance indicators rather than school evaluation.

Also Mandell (2006) did a research on the principal's perspective in investigating the effect of supervision on teachers' professional growth in U.S.A. The study sample consisted of 10 high school principals in western Pennsylvania in the United States of America (U.S.A). The study used descriptive analysis methodology and depended on a semi-structured, open-ended interview format comprising of 11 questions. The principals interviewed felt that supervision could affect teacher's professional growth, but the degree of impact was dependent on the supervision model employed. The schools in this study employed two supervisory models: Walk-through and differentiated. The walk-through model consisted of observations made during short, unscheduled visits to the classroom. The differentiated model required that the teacher select what they would be evaluated on and how they would be evaluated. Most principals in this study felt that the walk-through model was the most effective method of helping teachers focus on instruction and improve their skills, their major consideration being the amount of time required to pursue this model effectively. The study recommended that supervision procedures and practices respect the individual differences in teachers and recognize the complex nature of teaching which would not bring greater impacts on students' academic excellence.

Ayeni (2012) did an assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo State, with a view to providing information on the

utilization of principals' supervision roles in enhancing quality assurance in secondary schools. The study employed the descriptive survey design. The target population comprised of principals and teachers in secondary schools in Ondo State and 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 in terms of supervision by many principals in secondary schools.

Additionally, Kotirde and Jailani (2014) carried out study on the supervisor's role and styles for improving the quality of teaching and learning in Nigerian secondary school educational system. The study reviewed some literature reviews on some issues related to supervision in Nigerian context, emphasizing professional profiles and roles in educational system, specifically in quality improvement of secondary schools and also highlighting the concepts of supervision, differences between supervision and inspection, quality assurance and quality management as well as quality in teaching and learning.

The study found out that secondary school systems in Nigeria were unpleasant and concluded that they were of poor quality with reference to students pass rates being low. However, poor quality education was linked to the copious problems harassing the system, such as; poor schools supervision styles used by quality assurance and control officers, frequent changes in policies, inadequate funding, inadequate facilities, and low morale of staff which in turn had great effects to the school operations and management leading to low performance of students academically. So

there was a great need for the entire system to team up so as to acknowledge for dynamism of education and adaptation of some related changes in schools system.

Therefore, it suggested that supervisors as catalysts should facilitate the implementation of the various sets of roles which will improve the teaching-learning situation in the input-process. This was geared towards an effective, viable, vibrant and qualitative educational system. Hence, the supervisor must seek for genuine cooperation and concern, positive and acceptable disposition among the teachers and their subordinates.

Similarly in Tanzania, Mwesiga (2018) did a study about the effectiveness of heads of schools in supervising teachers' teaching activities in secondary schools in Kagera region, Tanzania. The study employed convergent parallel design from mixed research approach. The sample size comprised of 32 schools, 32 heads of schools, 32 academic masters/mistress and 310 teachers. The findings revealed that academic masters had no influence on teachers teaching commitment as the study showed that head of departments despite of their significance on the subjects they lead, still did not supervise teachers' teaching activities. The study revealed that heads of schools were overwhelmed with many responsibilities out and inside schools, which limited their time.

Therefore, the study recommended that head of schools need to recognize the importance of heads of departments in secondary school and delegate them power of supervising teachers works on their subjects and stipulate their roles to enhance effective supervision at the school level, develop strong techniques and skills as styles

to manage effectively headship roles especially supervision of teaching activities in their schools by utilizing effective supervisory strategies that works well in their schools and Ministry of Education. It also argued that top leaders in education should give full mandate to heads of school to deal with teachers who fail to observe teaching profession without distraction and long process as this would increase accountability to head teachers to deal with teachers upright and not delegate power or responsibility to head of departments in supervisory roles of supervising teachers teaching activities.

Also, Machibya (2017) conducted a research on school management factors affecting students' academic performance in community secondary schools in Ludewa District Council, Tanzania. The study found out that poor academic performance in community secondary schools was mainly influenced by school management factors including unequal distribution of school working staff, both teaching and non teaching, poor planning, organizing, and controlling by school management which led to poor supervision in teaching and learning activities.

It was further noted that poor academic performance of students in community secondary school was contributed by unavailability of quality sufficient teaching and non-teaching staff in schools. The researcher suggested that school management should ensure availability of school-based plans to conduct in-service training for teaching staff, to conduct clinical supervision style of the schools learning and teaching activities as well as the authority responsible for education to ensure sufficient and quality teaching and non-teaching staffs were allocated proportionally to the areas to achieve effective supervision styles for better performance generally in the school settings.

Msoffe (2017) examined the impact of leadership styles on students' academic performance in public secondary schools in Mwanga District in Tanzania. The study specifically examined the leadership styles used by heads of schools in public secondary schools with the purpose of determining the specific leadership style perceived by heads of schools to have positive impact on students' academic performance and it was conducted in 5 public secondary schools with 45 participants involved in the study. Data collection was done using questionnaire, interviews and documentary reviews. The findings revealed that school heads from the selected public secondary schools used different leadership styles to manage school resources.

It was found out that democratic leadership was the most preferred style while autocratic and *laissez-faire* was less preferred by school heads. Into the bargain, democratic leadership style was found to have positive impact on students' academic performance whereas the autocratic and *laissez-faire* had negative impact on students' academic performance. From the research findings, the study recommended that, the government and all other education stakeholders should recognize a strong need to create an effective school leadership which is able to enhance students' academic performance.

Additionally, Massawe (2014) did an assessment of leadership practices at school level in community secondary schools in Kinondoni Municipality in Tanzania. The study employed a case study design to assess leadership practices of heads of schools as a factor affecting students' academic performance in community secondary schools. The major findings were that heads of schools in sampled community secondary schools failed to articulate and involve teachers and students in realizing the school

goals and mission. Furthermore, they failed to supervise teaching and learning activities effectively and as a result they were gradually losing their symbolic traits because of being withdrawn from teaching and curriculum related responsibilities.

Therefore, the study recommended that; (i) Heads of schools should closely supervise curriculum implementation in the schools they administer, and design ways and mechanisms for monitoring teachers and students' attendance as well as the fulfillment of their tasks. (ii) The heads of schools were supposed to adopt collaborative structure and leadership styles which provide a room for stakeholders to participate in decision making about school wide issues, and (iii) to make sure that they get enough time to involve themselves in teaching activities by delegating some powers or responsibilities to be done by other staff so as to enhance positive symbolic traits in order to improve students' academic performance.

2.3.3 Quality Assurance and Control Strategies to Supervise Teachers and Students' Academic Performance

For any secondary schools to attain the highest level of performance, the ministry of education of any nation through its educational agencies responsible for assuring and controlling quality education delivery to students should set up acceptable and effective strategies that can comply with the objectives and policies for good performance.

To supplement the above statement, Learmouth (2000) in his book titled "inspection. What's in it for school?" insisted that regular school visits as strategies should be employed by quality controllers. The recommendations asserted that during school

inspection school, inspectors have to visit classrooms and observe how the teaching takes place and since teaching and learning are the teacher's main function, the school inspectors' main function is to inspect what takes place in the school, and also what takes place in the classroom mainly. As per this study, it is argued by that it is meaningless for school inspectors to visit schools without observing what is going on inside the classroom setting, inspectors have to ensure that teachers are doing a right job and that the pupils are receiving what they ought to acquire as learning experiences.

Therefore, it is the responsibility of all those in charge of education to ensure that students are provided with the best education and hence school inspection should be a source of information on how successfully this objective should be achieved. On the other hand, this study suggests that during visits, a good relationship between the inspectors and the teachers leads to a well-motivated and efficient work. Therefore, mutual trust is a key to teamwork and efficiency that can result into school quality improvement.

Furthermore, Nzoka and Orodho (2014) conducted a study on how effective were strategies being employed by school managers in secondary schools in North District, Embu County, Kenya. The study sought to analyze the strategies school managers apply to improve academic performance of students in schools under free day secondary school education. It was established that school managers used various strategies to improve students' academic performance. The strategies included inconsistent monitoring of instructional processes and student assessment, subsidizing government funding through free day secondary education using income generating

activities and uncoordinated guidance and counselling program. Despite these efforts, the expected improved students' academic performance was not realized due to the fact that most school managers had not undergone management skills training. Hence, since managers who are conversant with management practices would be more worthwhile partners of the government of Kenya in the implementation of policy, it was recommended that school managers should undergo intensive leadership training on all aspects of school management for enhanced students' academic performance to be realized.

Additionally, Nyagosia (2011) did a research on the determinants of differentials Kenya certificate of secondary education performance and school effectiveness in Kiambu and Nyeri Counties in Kenya. The purpose of this study was to determine the relationship between school effectiveness and academic performance in public secondary schools of Kiambu and Nyeri Counties, Kenya. The specific objective for the study was to establish the strategies being employed by public secondary schools to improve students' academic performance.

The study recommended that in order to improve academic performance, school principals from low performing schools should adopt the strategies being employed by effective schools performing highly by improving on their instructional supervision, observing prudent time utilization and syllabus coverage, provision of adequate teaching and learning and involvement of parents in students' discipline, instructional leadership, focus on school mission, safety and orderliness of schools, expectations for success, home-school relations, and opportunity to learn for students.

Masao (2017) did a research on the assessment of secondary schools' head teachers' effective supervision in teaching and learning process in Kinondoni Municipality, Tanzania. The study employed both quantitative and qualitative research approaches in which descriptive research design was used. Four secondary schools, 2 high and 2 low performing schools from Kinondoni District in Dar es Salaam region were purposely selected to form sample schools. The study found out that the low performing schools used ineffective strategies to supervise academic activities, which resulted into low performance to students when compared with high performing schools. Therefore, the study recommended that the Government in collaboration with department of secondary schools education at Ministry of Education, Science and Technology (MoEST) should provide guideline for heads of schools effectiveness.

Njiu (2016) did a study on the contribution of heads of schools on students' performance in the National form four examinations in Moshi Rural District, Tanzania. The study came as a result of massive failures in Form Four National Examinations. The findings revealed that there was a big relationship between the students' performance and school heads' level of education, how they played their roles, their initiatives in running the schools and how they dealt with various challenges in their responsibilities.

Therefore, the study suggested the strategy for further studies in its recommendations that heads of schools with diploma should go for further studies and new appointments should strictly consider teachers with higher level of education and experience than diploma who are initiative and able to create environment for good performance of students and tackle challenges that face them.

2.3.4 Challenges Facing Quality Assurance and Control Practices in Schools

In implementing the contribution of quality assurance and control in any institution, various challenges hinder real practices of what is intended. For that sense, quality of education is declining now and then due to a number of various aspects. A study by Horsolman (2002), in South Africa found out that quality assurance practices in secondary schools face a lot of challenges which include; short time, frames and notices, unavailability of transport and shortage of assessment tools hence this accelerates poor students' academic performances.

In Kenya, some of school inspection is inadequate and, consequently, it does not meet the needs of schools, teachers, and heads of schools, students, and parents due to under staffing of inspectors, heavy workloads and time constraint. Also, there is a lack of sufficient time for adequate and meaningful inspection of school (Kasanda, 2015).

Inadequate of clear policy of identifying suitable candidates to be recruited for school inspection leads to having unsuitable personnel in the inspectorate and consequently, puts the integrity of some officials into question. Also Githagui, (2001) observes, some inspectors were highly incompetent and were unable to apply desired practices of school inspection. Some cannot distinguish between effective and ineffective schools.

Moreover, he argued that, School inspection, especially in rural areas, has been frustrated by the lack of essential facilities, such as; office accommodation, clerical services and support staff for school inspectors, funds, equipment, and stationery. Recurrent shortage of stationery and inadequate secretarial services also made it

difficult for the inspectors to prepare meaningful reports. This may directly affects students' academic performances in Missenyi District if at all were encountered.

In Tanzania there are number of challenges facing Inspectorate department, which hinder its effectiveness in quality assurance and control. The Ministry of Education and Vocational (2008) founded out that in the department of school inspectorate, there were inadequate personnel, lack of transport, inadequate office space; equipment and housing were some of the challenges that school inspectorate face in Tanzania. Such challenges created a condition that a school is inspected about once in every two years. According to URT (2008), there were very few inspections that had been done each year from 2004/05 up to 2008/09.

Furthermore, Lupimo (2014) conducted a study about the role of school inspection in improving academic performance in community secondary schools in Bariadi Tanzania and the study adopted a descriptive case study design. The researcher recommended that school inspection was not effective in improving students' academic performance due to many challenges that inspectors faced like; lack of the authority to punish teachers who fail to adhere to the way they should teach, transport problems, fewness of inspectors as compared to the number of schools and poor budget. All these made school inspection not deliver as it was supposed. It was concluded that school inspection had not improved academic performance because it was not done at all and that when done its recommendations were not worked upon such that schools continued to perform poorly, thus, academic performance in community secondary schools were very poor.

Concurrent to this experience from reports and past studies have shown limited school inspectorate studies in Tanzania also contribute to poor quality education. Kasanda (2015) did a research about the roles of secondary school inspection in raising school standards in Tanzania in Kibaha District.

The study recommended that the problems or challenges facing inspectors in Kibaha District were lack of funds to conduct regular visits and to follow up on their feedback to schools, the limited number of inspectors, and the lack of transport, as the district had only one vehicle, which was being used for inspection and other office chores. For this sense it is difficult for inspectors to pursue their intended goals and objective per year. Something that causes teachers lacks pedagogical advises hence accelerates students' inadequate academic performances.

Mkumbo (2011) assessed the understanding and improvement in quality of education in secondary schools in Tanzania. The study established that the secondary schools in Tanzania were facing a lot of problems that lowered the quality of education in schools. These included the schools going for many years uninspected and lack of teacher professional development hence students' failures and this was proved through massive failure in the 2010 form four examinations.

This means that if schools remained with out being inspected as well as not improving the teachers' skills in terms of training for a long period in Missenyi District, still students' academic performance would be poor something that the study will look at it in a serious manner.

2.4 Literature Summary and Gap

This section captures the literature reviews concepts based on key knowledge, controversies in literature, main research gap and the actual gap the study addressed as follows:

2.4.1 Literature Summary

The surveyed literature review on school quality assurance and control and students' academic performance in public secondary schools revealed that quality assurance and control aptitude are important elements in enabling schools to satisfy the students' needs. In a number of nations Worldwide, the policy of quality assurance and control has been in line with the reforms of education centralization and decentralization that mainly on teaching and learning processes that leads to better performance of the learners.

In Tanzania reforms like Secondary Education Development Plans I and II (SEDEP I & II), Education and Training Policy (ETP) to mention a few were adopted with the target of improving access to and the quality of education and the provision of secondary education in Tanzania is managed under the Ministry of Education, Science and Technology. Studies that have been conducted globally as well as in Tanzania, acknowledge the effects, successes and failures of quality assurance and control unit involvement in various aspects of schools management and administration towards the achievement of good students' academic performance. To start with the quality assurance and control practices in secondary schools towards students' academic performance acknowledged the practices of quality assurance and control in many

nations with some improvement but still revealed poor students' academic performance and the failure of some schools.

The Literature reviewed has identified the following issues; the supervisors' role and styles for improving the quality of teaching and learning, the effectiveness of heads of schools in supervising teachers' teaching activities in school management, factors affecting students' academic performance in community secondary schools, the impact of leadership styles on students' academic performance in public secondary schools, and the assessment of leadership practices at school level in community secondary schools.

Furthermore, various literature reviews indicated the strategies related to quality assurance and students academic performance in secondary schools including; regular school visits as strategies that should be employed by quality controllers. Also, subsidizing government funding through free day secondary education using income generating activities and uncoordinated guidance and counseling program influenced good performance.

However, other studies indicate that secondary education performance and school effectiveness results from the use of good teaching and learning strategies adopted by the heads of schools. More so the literature suggests that, good quality assurance strategies deployed by leaders leads to good academic performance in secondary schools. Nevertheless, the literature shows or recognizes the complex nature of teaching, which would not bring greater impacts on students' academic excellence.

Moreover, most of the studies conducted substantiate challenges for better performance to include; inadequate personnel, lack of transport, inadequate office space, equipment and housing that school inspectorate face which create a condition that a school is inspected about once in every two years leading to the constraints to education service delivery to the learners and eventually making them to perform poor academically.

2.4.2 Literature Gap

From the above literature, it was noted that quality assurance and control is an essential element when discussing the improvement of the quality of learning and teaching processes. Furthermore, quality assurance and control assist students' academic performance and is determined by a number of factors in relation to the level of quality assurance and control in the nation. Studies conducted in other nations and Tanzania observed among other things, the reasons for poor students' academic performance in secondary schools.

They examined apart from others, influence of school leadership styles, leadership practices in schools, school boards and management, teachers' retention and management decisions, perception on teachers critical thinking in schools as well as secondary education development plans in education all towards students' academic performance achievement in schools. However, it was still not clearly known in particular the contribution of quality assurance and control on improving students' academic performance in public secondary schools in Missenyi district.

Therefore, this study attempted to fill the following gaps; To determine the level to which quality assurance and control was conducted in public secondary schools, to

find out whether quality assurance supervision styles affected students' academic performance in public secondary schools, to determine strategies that were used by quality assurance and control officers to supervise teachers on students' academic performance and examine the challenges that faced quality assurance and control practices in public secondary schools in Missenyi District.

2.5 Conceptual Framework

The conceptual framework refers to the researchers map on how the particular variables in the study are connected with each other. Thus, it identified the variables required that is independent attributes that accelerates students' performance such as; the level of quality assurance and control, quality assurance supervision styles, strategies and challenges that faces the quality assurance and control practices as defined at every objective and dependent variables, that is, students' academic performance, which can be either good or bad, as elaborated in Figure 2.1.

From Figure 2.1, the independent variables were the level of quality assurance and control which is, high, moderate and low, supervision styles which include, table assessments, whole school inspection, results assessments and special school visits, administration school inspection, networks in school premises, compiled academic reports assessment, Headmasters'/Mistress' meetings, notice checking style), Others include quality assurance strategies which had several variables like informative inspection, rewards for performance, training and retraining of supervisors, morale boasting, foreign and inter-state exchange, disciplinary action against unprofessional conducts, transfer of heads of schools or teachers, improved selection criteria for supervisors); and challenges facing quality assurance and control practices included (

inadequate budgetary allocation and tools, lack of definite staff development policies, inability to retain well qualified and experienced officers, inadequacies in requisite skills, inadequate legal provisional for inspection enforcement, lack of cooperation, poor working conditions, and forgery of reports).

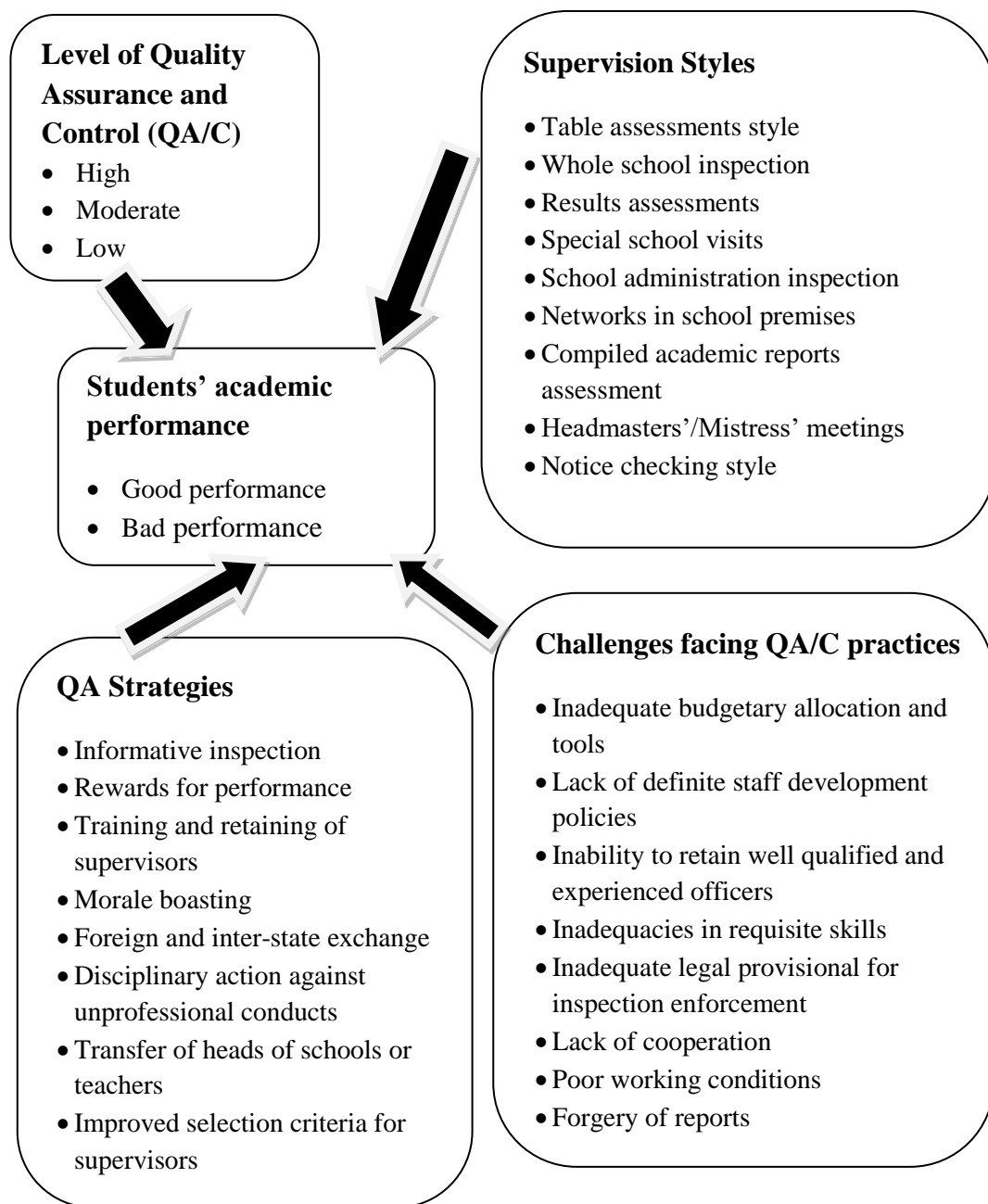


Figure 2.1: Research Conceptual Framework

Source: Researcher's conceptualization (2019)

The dependent variable is the outcome caused by the independent variables i.e. students' academic performance affected. Therefore, according to this model, the two variables shown interrelation in a way that they determine factors that lead to either poor (bad) or good academic performance in Missenyi District.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the methods and procedures that were used for data collection and analysis of the objectives of the study. The chapter describes research approach and design, target population and sampling procedures. In addition the chapter presents data collection methods or instruments and procedures, data analysis procedures and ethical considerations for this study.

3.2 Research Approach

The study employed mixed research approach both qualitative and quantitative approaches. According to Creswell (2003) mixed approach is an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks. The core assumption of this form of inquiry is that the combination of qualitative and quantitative approaches provides a more complete understanding of a research problem than either one approach alone.

Quantitative research is an approach for testing objective theories by examining the relationship among variables. Such variables, in turn, can be measured, typically by instruments, so that data are analyzed using statistical procedures (Creswell, 2003). Quantitative research approach was employed since the study was based on numbers or generation of numbers. Furthermore, qualitative approach was used, since what was studied happened in the real world (Creswell 2003). Qualitative research is an

approach for exploring and understanding the meaning of individuals or groups explaining social or human problem.

Furthermore, Creswell & Clark (2011) have indicated that, one approach alone cannot answer all the questions that might emerge in the course of researching a topic so in order to facilitate a more comprehensive study, researchers should have access to all available research tools. Therefore, mixed approach was used to describe their everyday experiences relating to their participation in the decision making, management and administration influence of quality assurance and control on students' academic performance in public secondary schools in Missenyi District.

3.3 Research Design

This study employed a concurrent triangulation descriptive research design. According to Burns and Grove (2003) descriptive research design is used to provide a picture of situation as it naturally happens. It may be used to justify current practice, make judgment and also develop theories. In addition to that, concurrent triangulation descriptive research design was used due to the fact that it involves the collection and analysis of both qualitative data and quantitative data at the same time.

The design enabled the researcher to know the current level, supervision styles, strategies and challenges of quality assurance and control with respect to students' academic performance. For the purpose of this study, the design was used to examine the contribution of quality assurance and control on students' academic performance in public secondary schools in Missenyi District, Kagera region.

3.4 Study Location

The study was conducted in Missenyi District in Kagera Region. This study was confined to Missenyi District particularly covering some of public secondary schools found in Missenyi District. The study area is bordered by various districts and one country; such that in the northern part is bordered by Uganda, to the eastern part is bordered by Bukoba rural District, southern part is bordered by Karagwe District and to the western part is bordered by Kyerwa. The District has a total of 27 Secondary schools, among which 22 were owned by Government while 5 schools were privately owned (URT, 2018).

Table 3.1: Council / Municipal Arrangement for the Best Performance in Form Four 2018 Examinations

Council/ Municipal	No. of Schools	Performance grades							GPA	Position Nation wise		Region Position		
		I	II	III	IV	Students with I-IV					2017		2018	No.
						No.	%							
Bukoba (Urban)	31	321	389	414	883	2007	88	27	3.4	5	2	1		
Bihara Mulo	20	103	193	271	625	1192	88	169	3.6	15	15	2		
Ngara	28	45	227	355	794	1421	82	306	3.8	46	48	3		
Karagwe	26	62	265	397	1129	1853	84	360	3.8	101	55	4		
Bukoba (Rural)	36	109	321	430	1194	2054	77	603	3.9	67	73	5		
Kywerwa	25	41	178	316	835	1370	81	327	3.9	100	79	6		
Muleba	48	102	394	673	1871	3040	80	748	3.9	89	88	7		
Missenyi	27	40	179	275	847	1341	74	472	4.0	70	122	8		

Source: National Examination Council of Tanzania (NECTA) – 2018

The area of the study was chosen due to the fact that despite of secondary schools performing poorly academically in other districts of Kagera Region and other parts of

the country, also Missenyi District is also vulnerable to poor students' academic performance. For example, according to NECTA on the Council/ Municipal arrangement for the best performance in form four 2018 exams, in Kagera Region, out of 8 districts, Missenyi District was the last as shown in the Table 3.1.

Table 3.1 summarizes the 2018 form four examination performance of eight districts of Kagera Region. According to Table 3.1, Missenyi District was the last in the 2018 form four National examination as compared to 2017 and persisted to decline in academic performance from 70 position in 2017 to 122 position in 2018 out of 197 Councils/Municipals in the country regardless of plenty human resources available that is to say teachers and district education administrators to supervise the implementation of teaching and learning processes in schools. Therefore, the researcher saw the need to conduct a study at this District level on the contribution of quality assurance and control on public secondary school students' academic performance.

3.5 Target Population

The population considered for this study were: - District Secondary Education officers (DSEO), Headmasters/ Headmistress (HM), District quality assurance officers and public secondary schools teachers in Missenyi District. According to the secondary school statistics and logistics office of Missenyi District (2019), the District has 1 Secondary Education Officer (DSEO), 22 Headmasters/ Headmistress (HM) for public secondary schools, 2 District quality assurance officers, 20 Ward Education Officers and 432 public secondary school teachers yielding a total of 477 targeted population.

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

In this study, simple random sampling and purposive sampling were used to select sample size from the targeted population under the study. Such sample involved Headmasters/ Headmistress, district secondary education officer, ward education officers, district secondary school quality assurance officers, and secondary schools teachers.

3.6.1.1 Simple Random Sampling

The researcher used this technique to generate data from public secondary schools on the contribution of quality assurance and control towards students' academic performance in public secondary school in Missenyi District. This method reduced and prevented biased data by exercising direct control over the choice of units.

The study employed random sampling technique to select schools and teachers as follows;

Basing on the difference in the number of teachers that each secondary school had, 146 secondary school teachers were put into two categories of schools of which 8 schools were in category A and 3 schools in category B out of 11 secondary schools were sampled (13 teachers from each school of category A and 14 teachers from each school of category B). To get the required number of teachers from every category of schools, researcher used pieces of papers with numbers and others without numbers according to the number required, and then all respondents were allowed to pick one paper (Kothari, 2004). So those who picked a paper with

numbers were included in the study as a sample. Again, due to similar reasons mentioned earlier in this sample, secondary schools were obtained through this method whereby 11 secondary schools were selected. To get 11 secondary schools, researcher listed all schools alphabetically then all schools with odd number were selected as a sample from 22 secondary schools existing in Missenyi District. Among 11 secondary schools 10 were O' level secondary schools and 1 A' level secondary school. 10 O' levels secondary schools were obtained using simple random method while 1 A' levels secondary school was purposely selected.

3.6.1.2 Purposive Sampling

The researcher used this purposive sampling technique to sample 1 District Education Officer (DSEO), 2 District Secondary School Quality Assurance and Control Officers (DSSQACO), 11 Ward Education Officers, and 11 Headmasters/Mistresses from selected secondary schools. These respondents were selected purposely by virtue of their positions and roles.

3.6.3 Sample Size

Sample refers to the selected elements (people or objects) chosen for participating in study. Ary, Jacobs, and Razavieh (2010) pointed out that, since it is not possible to deal with the whole population in a research, there is a need to identify a portion of the population called a sample. A sample represents actual characteristics of the whole population. Determination of adequate sample size depends on the nature of the population of interest for the study (Cohen, Manion and Morrison, 2005). In the present study, the selection of the sample considered different factors such as; the information required, the purpose of the study and the time frame.

According to Daniel (1999), the following formula and calculations was used to determine the sample size.

$$\text{Formula: } n = \frac{N Z^2 p(1-p)}{(N-1) d^2 + Z^2 p^2}$$

Whereby,

N = Entire population

Z= Standard normal deviate (1.96)

p= Estimate characteristics of target population (0.5 is used)

d= Width (0.06)

n= Sample size of target population

So, N=477, Z=1.96, p=0.5, d=0.06 and n=needed sample size

$$\begin{aligned} \text{Then, } n &= \frac{477 \times 1.96^2 \times 0.5(1-0.5)}{(477-1) \times 0.06^2 + 1.96^2 \times 0.5^2} \\ &= \frac{477 \times 3.8416 \times 0.25}{476 \times 0.0036 + 3.8416 \times 0.25} \\ &= \frac{458.1108}{2.674} \end{aligned}$$

$$n = 171.320418848 \approx 171$$

Therefore, n=171

From the formula above, the calculated sample size was 171, and the researcher administered the instruments to the expected respondents. However, the returning rate was from 113 (66.10%) of the expected sample size. The research data were collected from different categories of respondents involved in the study whereby 146 respondents were teachers, 11 ward education officers, 2 district secondary education quality assurance and control officers, 1 district secondary education officer and 11

were heads of schools. The use of data from 113 participants in data collection rather than the calculated number of 171 did not harm the validity and reliability of the findings collected. Below is a sample size used in data collection and data analysis as shown in Table 3.2.

Table 3.2: Sample Size

Category of Respondents	Target Population	Sample size
District Secondary Educational Officer (DSEO)	1	1
Ward Educational Officers (WEO)	11	11
Head master/ mistress (HM)	11	11
Secondary school teachers (SST)	432	88
District Secondary School Quality Assurance and Control Officers (DSSQACO)	2	2
Total	455	113

Source: Field Data, 2019

3.7 Data Collection Methods

Creswell (2008) discourage the use of only one method in gathering information by pointing out that there is no single self-satisfying technique, since there is a great possibility of distorting the reality of what the researcher intends to study. With that regard, in obtaining adequate and reliable data for this study, the researcher applied two research methods for data collection namely; questionnaire and interviews. Thus multiple techniques served as a means for crosschecking the authenticity of information as discussed below.

3.7.1 Questionnaires Method

This study employed a combination of both open-ended for alternative information and close-ended questions for quantitative information in the questionnaires. Thus, the participants were able to select alternative responses, on the one hand, while at the same time giving them freedom to respond to some questions. Questionnaires were administered to all respondents. Questionnaires covered all aspects of the study and managements strategies. The use of questionnaires helped the researcher to increase the reliability of data, maintain confidentiality and reduce the elements of bias that could creep in during the data collection process. Furthermore, open questions were administered for qualitative approach to seeking views, opinion, ideas and different perception on the contribution of quality assurance and control in education.

3.7.2 Interview Method

This study employed semi-structured interview for data collection. The semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data. In order to allow the researcher to develop a keen understanding of the topic of interest necessary for developing relevant and meaningful data, semi-structured questions were provided to the respondents. Cohen (2007) argued that semi-structured interview is much more flexible but focused than unstructured and indispensable in the study because the researcher will probe deeper into participants' views on the impacts of conflicts. Moreover, the semi-structured interview enabled the researcher to raise the issues and matters that might not be included in prior prepared schedule by changing order

of the questions, omit questions or vary the wording of question depends on what happen in interview (Lodico, 2006). The researcher used face to face interview to probe district secondary education officer, Headmasters/ Headmistress, ward educational officers and districts secondary school quality assurance and control officers. The information obtained from the interviews solicited clearly the contribution of quality assurance in students' academic performance. The interview sessions ranged from 20-30 minutes.

3.8 Validity and Reliability of Research Instruments

3.8.1 Reliability of Research Instruments

Joppe (2000) asserts that data reliability refers to the data collected by an independent collector and if the same data is administered by another person will yield the same results. This means that the instrument should produce the same results when applied more than once to the same individual. In this study, the reliability of research instruments was insured by pilot testing the tools of data collection in one secondary school which was not involved in the actual study especially to teachers who occupied the largest percentage in the study with the same characteristics that other educational quality assurance and control officers have and lengthening the instruments by constructing a reasonable number of questions.

Also the researcher used clear and simple language that the respondents could be able to respond to the questions according to their knowledge level with the use of close questionnaires and semi-structured interviews in order to encourage consistence and relevance of data to the objectives of the study. The researcher made

sure that the respondents selected for the pilot test had the same characteristics with the respondents that were interviewed in the study.

3.8.2 Validity of Research Instruments

According to Kimberlin (2008), validity of research instruments is the extent to which the research instrument brings the expected or intended outcomes. The validity of research instruments were ensured by being checked by experts in the field including the supervisor before pilot testing and some items of the instruments were removed while some restructured and reconstructed after the pilot. Also data were collected in English because all respondents mastered English language as well as being a medium of exchange in fulfilling their daily responsibilities.

3.9 Methods of Data Analysis

The data obtained from the respondents by the researcher through the questionnaires were treated quantitatively and analyzed using the Statistical Package for Social Sciences (SPSS) version 22 to generate descriptive statistics (frequencies and percentages).

Qualitative data that were obtained through face-to-face interview were coded then transferred into a summary spreadsheet by tabulating them. These were put into tallies to establish frequencies, which were converted to percentages of the total number. Responses from the open-ended questions were recorded and in determining the frequencies of every response, the numbers with same answers were converted to percentages. In doing so, the researcher thoroughly and repeatedly read all written

responses of each respondent underlined the main ideas and then extracted. The core meaning and the general and specific ideas communicated by respondents were examined thoroughly while similar statements were grouped and combined with key themes of the study.

3.10 Logistical and Ethical Issues

The researcher requested for research clearance from the Directorate of Postgraduate Studies of the Open University of Tanzania (OUT), Kagera Regional Administrative Secretary (RAS), Missenyi District Administrative Secretary (DAS), Ward Education Officers (WEO) and school administrations before data collection.

To ensure confidentiality, the researcher withheld the information that were obtained confidentiality and those information were used for academic purpose only. Additionally, respondents were informed about the objectives of the study, the way in which it was to be conducted and the significance of the study something that allowed every respondent to participate in the study willingly and all the questionnaires filled by the respondents were numbered instead of writing names for secrecy between the researcher and respondents.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter present analyse and discuss data regarding the contribution of quality assurance and control on students' academic performance in public secondary schools effects in Missenyi District. The presentation is arranged in line with the specific objectives that guided the study which were to:

- (i) Determine the level to which quality assurance and control is conducted in public secondary schools in Missenyi District;
- (ii) Find out whether quality assurance supervision styles affect students' academic performance in Missenyi public secondary schools;
- (iii) Determine how strategies used by quality assurance and control officers to supervise teachers affect students' academic performance in Missenyi District; and
- (iv) Examine the challenges facing quality assurance and control practices in public secondary schools in Missenyi District.

The data collected on each study objective was analyzed using Statistical Package for Social Sciences (SPSS) version 16.0 and excel programs for descriptive statistics quantitative and qualitative data were analyzed through content based analysis. The results and discussions presented were based on 113 respondents.

Descriptive statistics of the findings (frequencies and percentages) have been displayed in tables and figures. This chapter further gives a discussion of findings and where possible, a comparison with similar studies done has been employed.

4.2 General and Demographic Information

This section presents the general information and demographic characteristics of respondents as follows:

4.2.1 General information

Out of the 171 respondents involved in the study, 139 completed and returned the questionnaires and twenty six questionnaires were abandoned because of incomplete data leading to a sample of 113, yielding a 66.10% return rate.

4.2.2 Demographic Characteristics of Respondents

This section presents the demographic information of the respondents namely; district secondary school officers, ward education officers, district secondary school quality assurance and control officers, Headmasters or Headmistress and secondary school teachers. The demographic information of the respondents based on their age, gender, professional training and experience in teaching, education level and duration in the current station.

Table 4.1: Distribution of Respondents (N = 113)

Category of Respondents	Male	Female	Total	Percentages
District Secondary Education Officer	0	1	1	1
Ward Education Officers	10	1	11	10
District Secondary School Quality Assurance and Control Officers	2	0	2	2
Headmasters/ Headmistress	9	2	11	10
Secondary School Teachers	51	37	88	78
Total	72	41	113	100

Source: Research Data, 2019

4.2.3 Age and Sex of Respondents

The respondents' data collected based on age and sex were crucial for acquiring data on the contribution of quality assurance and control on students' academic performance in public secondary schools in Missenyi District. Subsequently, information pertaining to age and sex of respondents were elicited and summarized in Table 4.2.

Table 4.2: Distribution of Respondents of the Study by Age and Sex

Variable	Category/ interval	Frequency	Percentage
Age	51-60	16	14
	41-50	24	21
	31-40	42	37
	21-30	31	27
Total		113	100
Sex	M	72	64
	F	41	36
Total		113	100

Source: Field data, 2019

Table 4.2 illustrates that, all respondents (100%) were above 18 years in a sense that their views, perceptions and awareness concerning to the topic were genuine and fact. Gender issue in this finding was considered in such that 64% were male and 36% were female so as to get cross-cutting views from different respondents and both sex.

4.2.4 Category of Respondents

The study indicated that the distribution of category of respondents involved in this study. It comprised of different categories of respondents from various education

stakeholders. This technique intended to acquire views and perceptions from different respondents so as to get the reality of the issue being investigated. Below are the figures showing different categories of respondents that participated in this study validating the contribution of quality assurance and control on students' academic performance in public secondary schools in Missenyi District, Kagera Region. The data pertaining to respondents involved are as shown in Table 4.3.

Table 4.3: The Distribution of Category of Respondents (N=113)

Category of Respondents	Frequency	Percentage (%)
District Secondary Educational Officers (DSEO)	1	1
Ward Educational Officers (WEO)	11	10
District Secondary School Quality Assurance and Control Officers (DSSQACO)	2	2
Head master/ Mistress (HM)	11	10
Secondary school teachers (SST)	88	78
Total	113	100

Source: Field Data, 2019

Table 4.3 illustrates the category of respondents involved in this study. All respondents involved in the study were chosen strategically due to their virtual positions, their educational awareness and working experiences in education sector in Missenyi District. Therefore, the data acquired from them were anticipated to represent real situation on the contribution of quality assurance and control on students' academic performances in public secondary school in Missenyi District. Their views, opinions, advice and ideas about the contribution of quality assurance and control on students' academic performance in Missenyi District center as a

solution to problem of poor academic among students in public secondary schools in the area of study.

4.2.5 Working Experience of Respondents

All respondents interviewed had different working experiences. Their different working experience helped researcher to acquire different views, ideas, opinions, styles used and strategies in the process of implementation and emphasizing quality education in public secondary school in Missenyi District. Their level of working experience were rated into different aspects as shown in Table 4.4.

Table 4.4: Respondents in Terms of their Working Experiences (N=113)

Working experience	Frequency	Percentages
0-3 Yrs	21	19
4-6 Yrs	19	17
7-9 Yrs	39	35
Above 10 Yrs	34	30
Total	113	100

Source: Field Data, 2019

The results in Table 4.4, indicates that, large proportion of respondents were above 4 years (81%) in working experiences. This indicates that 92 respondents (81%) had good experiences, which implied that, their views and opinions revealed the real situation persisting in public secondary schools found in Missenyi District. Concurrent to this, their advice intended to implement quality education since all of them were education stakeholders and supervisors of education within Missenyi District.

4.2.6 Education Level of Respondents

The study involved respondents with different levels of education background. Their difference in level of education helped the researcher to acquire different views, advice and strategies on how to improve and acquire quality education in Missenyi District. Their education backgrounds were tabulated in Figure 4.1.

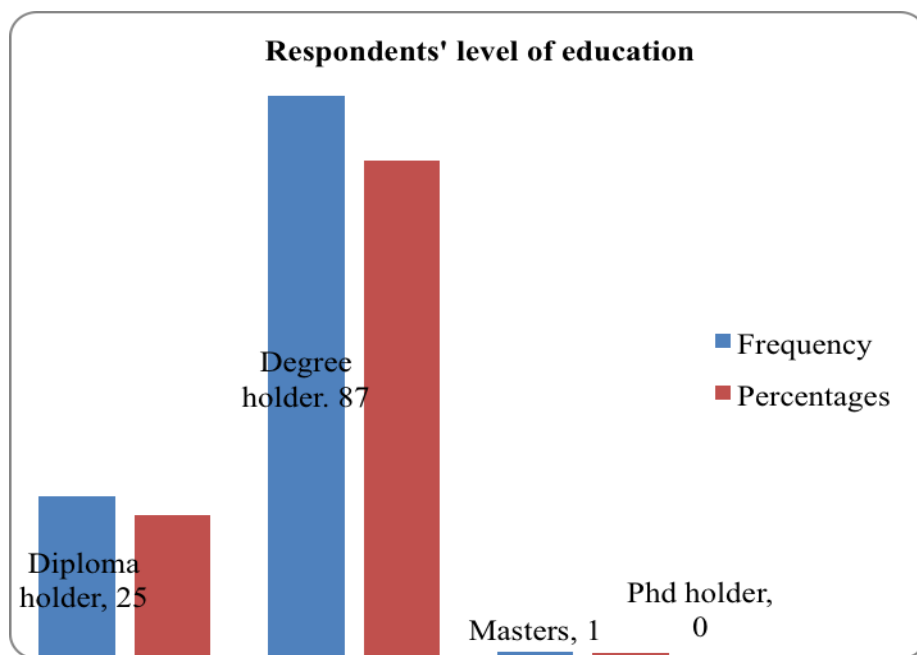


Figure 4.1: Distribution of Respondents' Level of Education (N=113)

Figure 4.1, showed that the study involved respondents with different levels of education. This is from diploma holders to masters' level.

4.3 Discussion of Findings

This section presents and discusses the findings based on the study objectives.

4.3.1 Quality Assurance and Control in Public Secondary Schools and Students' Academic Performance in Missenyi District

The first objective sought to determine the level to which quality assurance and control was conducted in public secondary school in Missenyi District, Tanzania.

The aim was to determine the frequencies of conducting inspection and supervision of education by educational officers in public secondary schools for better students' academic performances in Missenyi District. The questionnaires were supplied to different respondents. Researcher acquired different views from respondents under the study when responding to the questionnaires supplied to them. To them, quality assurance and control officers were viewed as key supporters and implementers of education policies, curriculum, programs, as well as education directives towards quality education to the students' academic performance in Missenyi District.

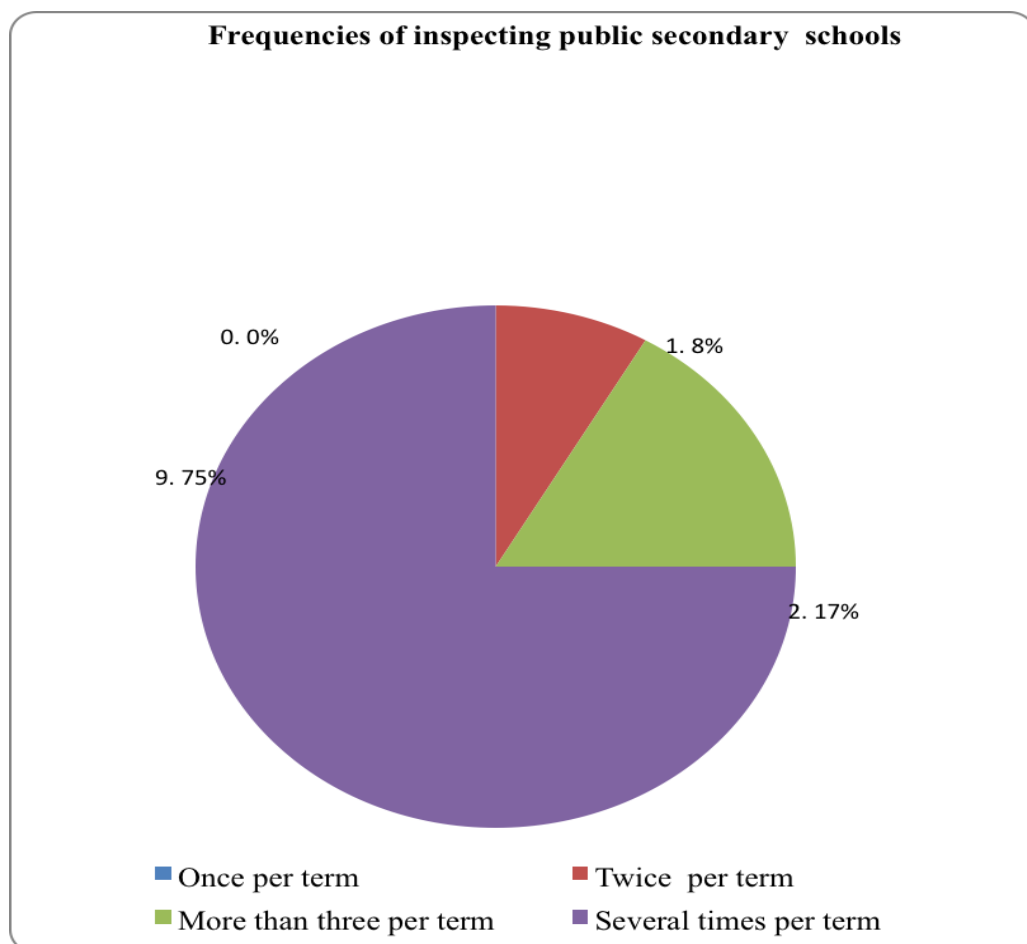


Figure 4.2: Responses of Respondents on how Many Times do Officer Visit Public Secondary Schools

Source: Field data, 2019

The questionnaires required the respondents to rate the extent to which quality assurance officers do visit and inspect public secondary schools and their significance to the students' academic performance. The responses from respondents were depicted as shown in Figure 4.2.

Figure 4.2 shows the rates of responses in responding to the frequencies of attendance of quality assurance officers in public secondary schools when inspecting and supervising educational activities with regards to teaching and learning processes. From Figure 4.2, majority or 75% agreed and clarified clearly that they do normally inspect public secondary schools, hence helping teachers in implementing education parameters, listening and advising students for academic success.

Therefore, the findings indicate the presences of schools inspectors (DSEO, DSSQACO, WEO, H/Ms and SST) help schools in running and implementing education policies and curriculum expected timely and annually. The findings were in line with the previous study of Marecho (2012) about the factors influencing the role of quality assurance and standards officers in primary school Kitui county Kenya who established that the numbers of quality assurance and standards officers were too small compared to the many schools they were allocated to supervise. They were therefore not able to supervise every school frequently.

Additionally, Ndiso (2013) in central division, Machakos District, Kenya, revealed that the presence of quality assurance and control officers and stated that they only visit schools once per term.

Furthermore, school quality assurance officers and district secondary school officers when asked whether they were aware that schools are to be inspected they responded positively and they added that “they do it several times as time allows”. These responses indicated that as leaders and supervisors of education in Missenyi District, they were playing their own role of making sure that quality education were provided in their District and teachers were advised and instructed to relay on government policies, regulations, programs and strategies in order for students to acquire quality education.

Their inspection helped teachers to be updated with current strategies and plans needed to be implemented by government due the changes of curriculum and technologies. The findings moreover support the previous research conducted by Kambuga and Dadi (2015) that inspection and supervision have long been and still was a major tool used by the Ministry of Education, Science and Technology (MoEST) to improve the standards and quality of education with the purpose of enhancing professional support to teachers to improve the quality of teaching and learning at all levels of education.

Heads of schools were asked to determine the extent to which time spent by quality assurance and control officers in inspecting and supervising public secondary schools towards increasing students’ academic performances.

The question was;

how many times do quality assurance and control officers supervise you and your teaching staffs in the mode of teaching and learning practices for better students’ academic performance per term? Their responses are summarized in Figure 4.3

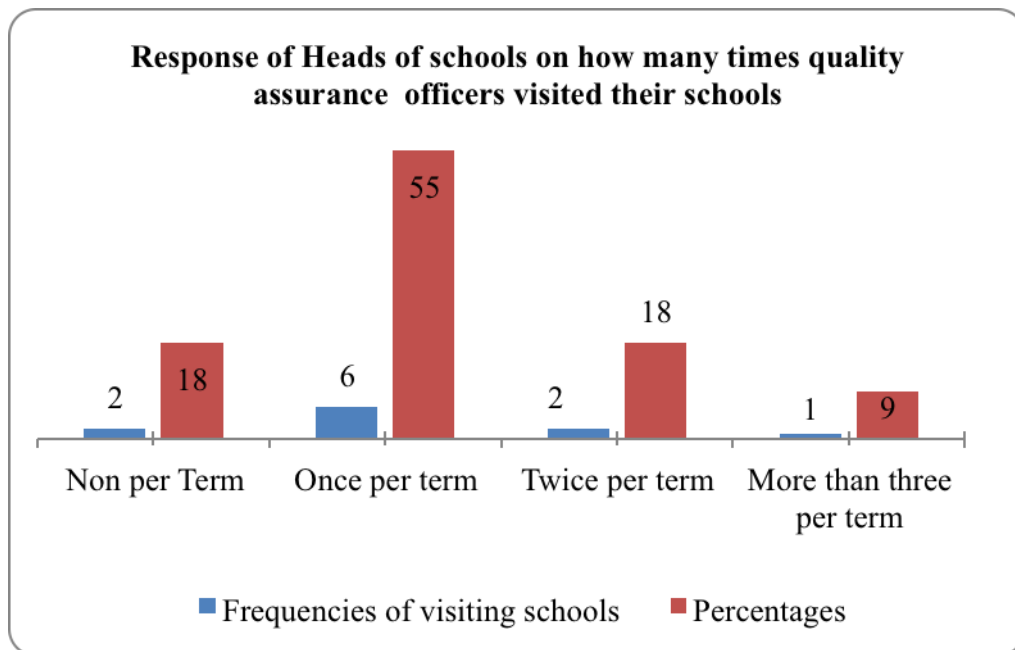


Figure 4.3: Responses of Heads of Schools on How many Times Quality Assurance and Control Officers Visited their Schools

Source: Field Data, 2019

Figure 4.3 concur with quality assurance officers' responses. The rates of responses of heads of schools signified that quality and control officers do inspect their schools. That correlation in responses verifies that information collected from head of schools and quality and control officers were mutually integrated in signifying the reality of data collected. From the figure above, majority of head of schools 6 out of 11 sampled in public secondary schools equal to 55% clarified clearly that they were visited once per term.

This indicates that at least every school was visited so as to make head of schools remember various rules and regulation and policies based on education sector. Therefore, the findings indicated that during school visit by school inspectors

(DSEO, DSSQACO and WEO), help schools in solving and eradicating various contradictions and challenges existing in various public secondary schools existing in Missenyi District.

The findings were in line with previous study of Ndiso (2013) that DSSQACO guides the teachers in planning effectively to ensure that time management was observed by every teacher in the entire school. The length of instruction periods should be correctly followed to enable the teachers to complete the syllabus in the set date by the school. Kambuga and Dadi (2015) insisted that inspection and supervision have long been and still was a major tool used by the Ministry of Education, Science and Technology (MoEST) to improve the standards and quality of education with the purpose of enhancing professional support to teachers to improve the quality of teaching and learning at all levels of education.

In connection to inspection and supervision of quality assurance officers in public secondary schools, head of schools also do perform supervisory roles at their stations or schools. When asked; how many times do they inspect their teachers in implementing teaching and learning toward students' academic performance? Their views indicated that teachers were inspected regularly by their head of schools in different times depending on the effectiveness of head of schools and their team. Figure 4.4 is the summary about the heads of schools on how many times they inspected their teachers.

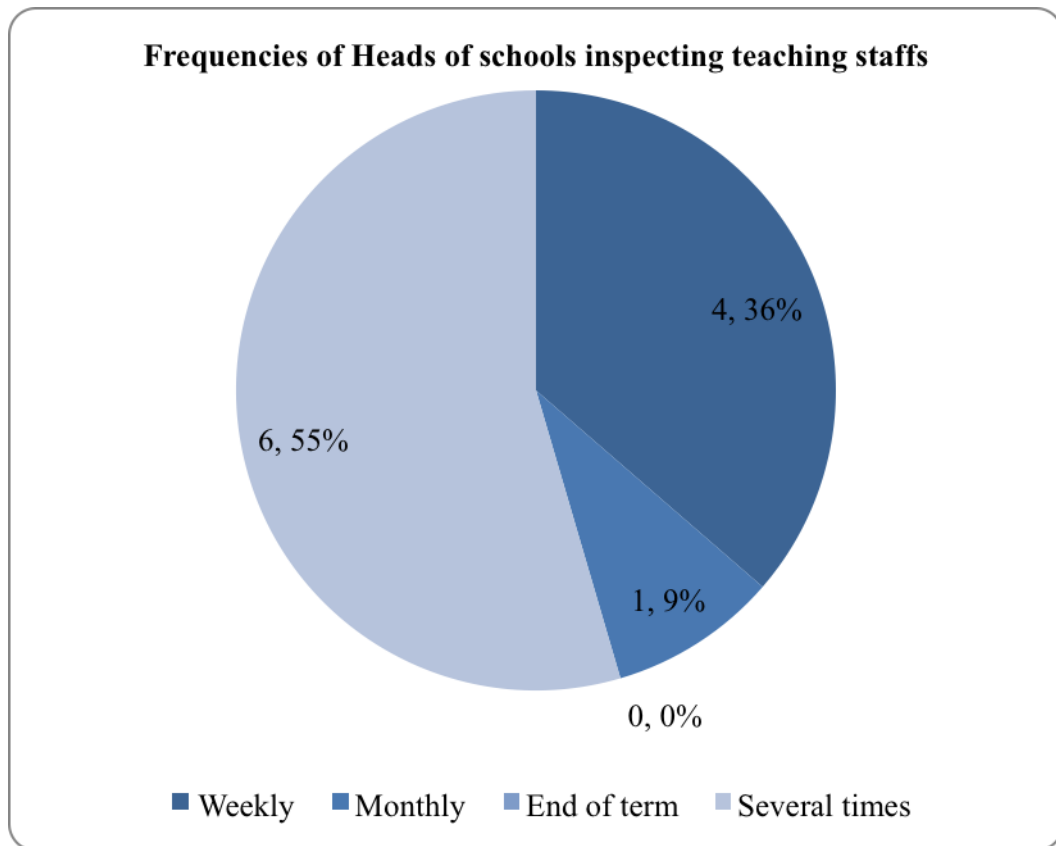


Figure 4.4: Frequencies of Heads of Schools Inspection of Teaching Staffs

Source: Field Data, 2019

Figure 4.4, revealed that large portion of head of schools was inspected their teachers b 55%. According to them, inspecting them several times were due to their supervisory roles of making sure that all education curricula were implemented and teachers were the implementers. The findings further revealed that heads of schools inspected their teachers aiming at cross-checking the effectiveness of every teacher according to teaching load that they had. This kind of inspection triggered and influenced teachers to responds to their duties or hence helping students for their academic improvements. Concurrent to this, inspection and supervision performed by heads of schools were the one, which encouraged pursuing education objectives, and implementation of curriculum as intended by Government. The findings

moreover were supported by the previous research conducted by Kambuga and Dadi (2015) on school inspection in Tanzania as a motor for education quality assert that inspectors had three major roles; these were inspection role, advisory role and development role.

In the inspection role, the school inspectors played the following activities, i.e. monitoring, assessing and evaluating the quality of school instruction, school organization and management and school environment. With regards to an advisory role, the school inspectors were expected to disseminate information on accepted practices and innovation, curriculum implementation and reviews, identifying training needs and organize programs close to school training (School-based, ward or cluster based) and advice on establishing new schools. As far as development is concerned, the schools inspectors were expected to initiate, encourage and support school projects of the development nature in schools.

To archive this objectives, Head Teachers (N=11) when interviewed to express *on how many times the quality assurance and control officers visited their schools?* their responses varied from one schools to the next. Their responses were noted and clarified clearly according to their views, opinion and ideas. For instance;

Head master from one of the schools used for data collection said that:

It is rare we get inspectors at our school, but we always receive ward education officers while performing our duties. It is rare to get any quality assurance officer from the District for inspection and when they arrive at schools in most cases, they conduct a general inspection, looking on various issues especially teaching and learning, infrastructure and general environment (Field Data, 2019).

Moreover, head master from another school commented that:

Yes, they do come. It is because my school is near to the District education offices, I do receive them several times for deferent purposes such as looking infrastructures, ways of teaching and learning, performance of students, issue of finances and sometimes my school act like a role model to other schools when they obtain visitors from at national level (Field Data, 2019).

Also, another head master from the schools used in data collection argued that:

At my school, I do receive officers from the District at different times. Sometimes I receive DSEO and DDSSQACO with the same purpose of inspecting and instructing or advising some of the education issues which require implementation. DSEO do come to school with her team basically looking on teaching and learning activities specifically for students, and students' academic performances. While quality assurance and control officers at different times come to school observing infrastructures, financial issues, implementation of curriculum, teachers' behaviors and at times conducting various government instruction (Field Data, 2019).

From the above findings, all the respondents agreed with the role and the contribution of quality assurance and control on students' academic performance in Missenyi District. Their roles played a great function in disseminating various regulation, laws, policies and reforms to the teachers for the implementation at schools so as to improve students' academic performances.

The observation was also seen in John (2017) who did a research on the effectiveness of school inspectors in assuring the quality education in Shinyanga District. In his research emphasized that school inspection is an evaluative mechanism, which is directed at school records (academic and financial), school buildings and other teaching facilities, teachers skills of teaching, the management and tone of the school, the school's health and welfare facilities. Also to ensure that students were

learning in conducive school environment, to advise and support teachers so as to enhance their efficiency and effectiveness through quality control careful observation and evaluation of the school.

Furthermore, in connection to other contribution of quality assurance and control for improving schools' performance, Lupimo (2014) conducted a study about the role of school inspection in improving academic performance in community secondary schools in Bariadi Tanzania and concluded that, school inspection played a potential role in the improvement of teaching and learning thus contributing much in improving students' academic performance.

With regards to this, when ward education officers were asked basing on the issue of attendances as quality assurance and control officers to inspect their Ward secondary schools specifically public ones, their views were as follow:

Ward Education Officer 1 Commented that:

Most of schools were visited for inspection and each visiting had its own purposes, sometimes I did often inspect my allocated school just observing students performances and teaching and learning processes. In most cases visiting went directly to those schools with poor performances so as to advise and instruct them what to do (Field Data, 20 19).

Ward Education Officer 2 Said that:

Our general roles as ward education officers' includes schools inspection, for that sense schools were inspected by different officer at different time aiming at improving quality of education for students. In our district schools were inspected by DSEO and DDSSQACO at different times with the same purposes of making sure schools were performing better in all parameters of education such as; environment, teaching and learning, infrastructure and finance (Field Data, 2019).

Ward Education Officer 3 commented that:

In our District, those schools which were in accessible areas were visited frequently compared to those in remote areas. This was due to accessibility of the areas where schools were located, for example during rain seasons some of the schools were not inspected due to challenges of transport. But all in all schools were visited by officers at different times as the finances allow (Field Data, 2019).

For more detail, when teachers were asked whether quality assurance officers did visit their schools, most of the teachers responded positively that they did receive officers from the District to their schools for different purposes. But most of them when they reach at school, they were interested to observe performance of students and teaching and learning process. The data were collected from the teachers' responses on the questionnaire supplied to them which intend to know how many times the quality assurance officers did visit their schools?. Their responses are presented in Figure 4.5.

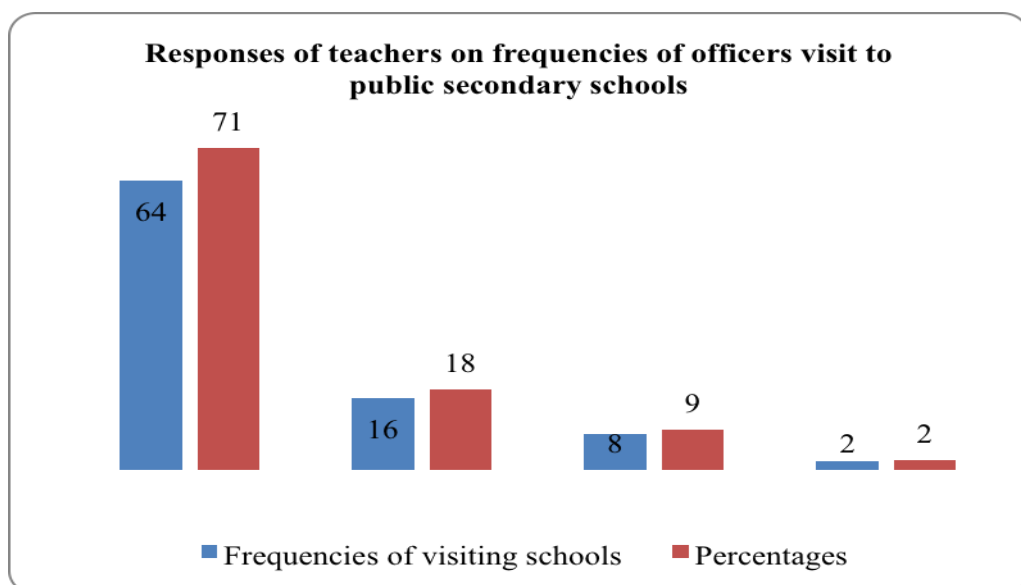


Figure 4.5: Responses of Teachers on Frequencies of Officers' Visit to Public Secondary Schools

Source: Field Data, 2019

Looking at Figure 4.5, majority of respondents 64 (71%) accepted and realized that had been visited by the quality assurance and control officers for the inspection and advise so as to improving students' academic performance. According to Kairu (2010), the district education officer in charge indicated that each school was expected to be visited at least once per term. The same findings revealed by John (2017) in his question which intended to understand how many inspectors had visited public schools in Shinyanga District, he founded out that in most cases school inspectors visited schools once or twice in five academic years. In connection to this, when teachers were asked to specify how many times did officers visited their school for improving academic performances, their views and responses were as follows:

Teacher from school 1 commented that:

It was once per term that officers did visit their schools and such visit helped them in improving teaching and learning techniques because their advice and instruction concerning teaching methodology stimulated good performance to their students (Field Data, 2019).

Teacher from school 2 said that:

Always it was twice or thrice per term for quality assurance and control officers to visit their schools. Sometimes it was like a surprise to them without information we see them at our school, something which shake us and make us fear about them since they found us sometimes not prepared enough or have covered what was expected to be covered per specific time or period. So such visiting helped them to regain and acquire various teaching techniques from them which increased students' academic performance. (Field Data, 2019).

In general when all respondents (N= 113) were asked to outline how many times did quality assurance and control visited their schools for improving students' academic performances, their responses were as tabulated in Figure 4.6.

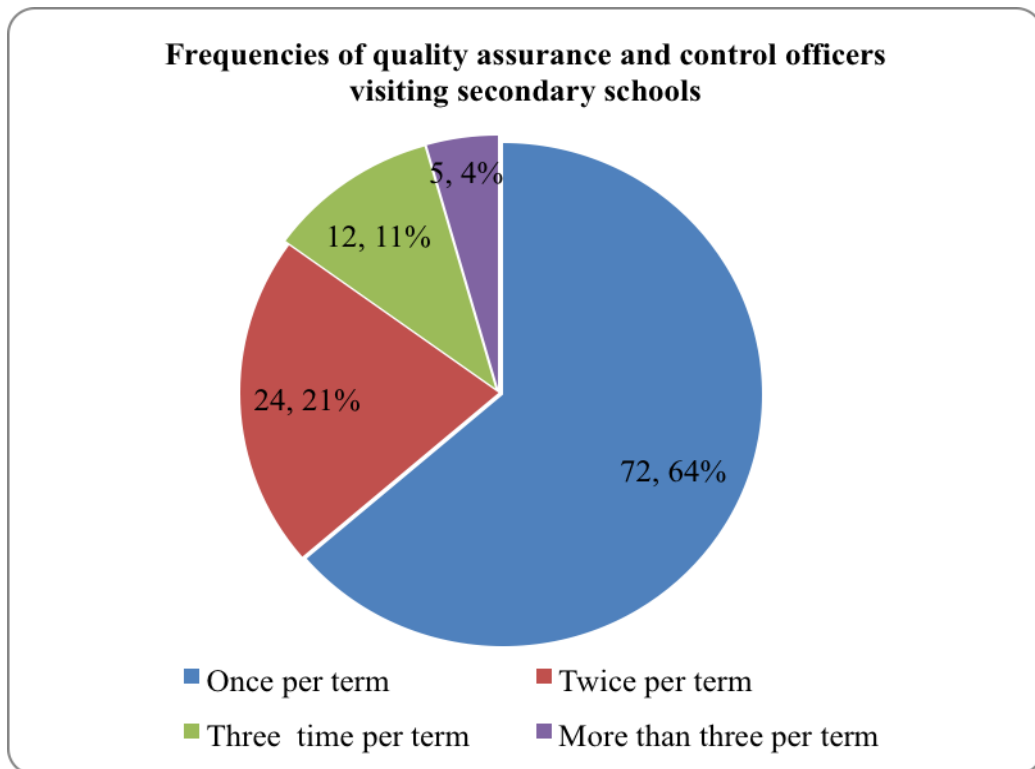


Figure 4.6: Responses of Teachers on the Frequencies of Quality Assurance and Control Officers Visit to their Schools

Source: Field Data, 2019

From Figure 4.6, it was found out that majority of the respondents (64%) indicated that the quality assurance officer visited their schools at least once per term in each schools. According to the study by Kairu (2010) on the challenges facing quality assurance and standards officers in supervising implementation of primary school curriculum in Gatanga District, Kenya to the District education officers in charge for schools indicated that each school was expected to be visited at least once per term. Similar findings were revealed by John (2017) that in most cases school inspectors visited schools once or twice in every five academic years.

In summary, the rate of schools inspection per every inspector in a year and days to be used in inspection were according to inspectors' regulation which stipulates to

what extent they were supposed to carry out their supervisory role in schools per year. Basing on URT (2008), the school inspection, for example, for the secondary schools, had to be conducted for three to five days depending on the size of the school. In zones, school inspection should be done at least once a year. Each school inspector are expected to inspect at least thirty (30) schools in every financial year. School inspectors for secondary school were required to inspect two subjects of their specialization every year.

4.3.2 Effects of Quality Assurance Supervision Styles on Students' Academic Performances in Public Secondary Schools

The second objective sought to find out the types of supervision styles used by quality assurance officers in improving students' academic performance in public secondary schools in Missenyi District. The aim was to find out whether these styles helped teachers in improving students' academic performances. In a summary, responses were analyzed and summarized to show various styles used by quality assurance officers in supervision education for students' academic performances. Table 4.5 summarized findings.

Table 4.5: Summary of Styles Used by Quality Assurance and Control Officers in Supervising Secondary Schools (N=113)

Question	Responses on style used by quality assurance officers
What are the styles used by you as quality assurance officers in supervising teachers for students' academic performance in Missenyi District?	General school inspection or Whole school inspection.
	Follow up system.
	School self-evaluation.
	Administration school inspection.
	Complied academic report assessment.
	Class assessment.
	Specific subject assessment form.

Source: Field data, 2019

Table 4.5 shows the summary of various styles used by the educational quality assurance officers in secondary schools towards improving students' academic performances in public secondary schools in Missenyi District. All these styles actually make teachers and head of schools in Missenyi District innovative and change drastically as officers preceded in advising, and instructing teachers various techniques for helping students for academic performances. Also such styles helped teachers in acquiring various professional teaching and teaching methodologies.

In connection to this, when teachers were supplied with questionnaires to analyse various styles used by supervisors in helping students academic performances. Their views were analyzed and summarized in Figure 4.7.

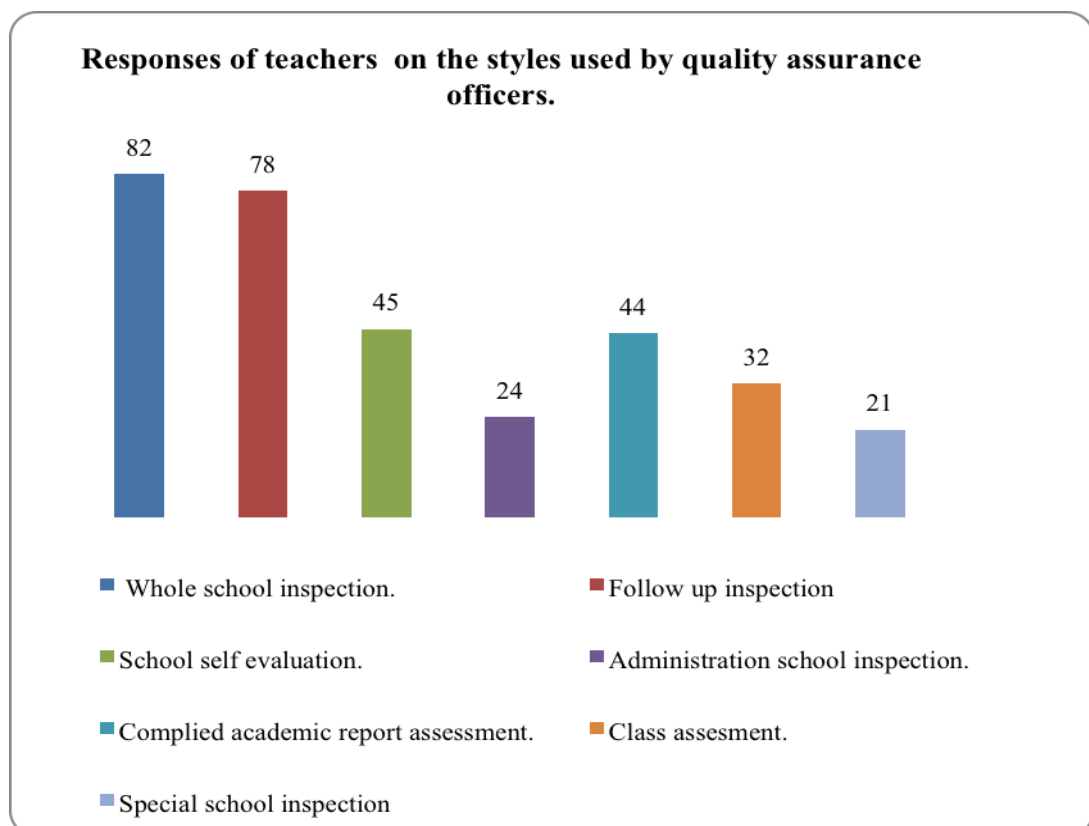


Figure 4.7: Responses of Teachers on Styles used by Quality Assurance Officers

Source: Field Data, 2019

Figure 4.7 summarizes most styles used by quality assurance officers in supervising education in Missenyi District. Looking at Figure 4.7, it seems that the common styles analyzed by teachers were whole school inspection and follow-up inspection. It showed that other styles like school administration inspection, special school visits tables assessment style to mention a few were not used frequently by quality assurance and control officers in Missenyi District when carrying out inspection in such schools.

According to the findings, 82% and 78% out of 100% signify the evidence that the external quality assurance officers visited their schools for assessing what was being done by teachers to improve academic performance in Missenyi. These findings are in line with that of Learmonth (2000) and Wilcox (2000) who shared the common views 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. Some combination of both probably serves the purpose and does the job better in promoting school improvement than either alone.

Moreover, Kraft & Papay (2014) and Learmonth (2000) on school inspection, considered school inspection as external monitoring/evaluation as the mechanism to complement the internal procedures such as; self-evaluation and staff appraisal. To align with above figure, when the question in the secondary schools teachers' questionnaires was asked to the teachers to analyze various styles used by supervisors in helping students academic performances. Their views were analyzed and coordinated into various themes as follows.

Teacher from school 1 urged that:

Styles used by supervisors included; checking students notice, class journals, scheme of works, lesson plan and teachers lesson notice. Also insists on preparation of teaching media, advising teachers using various teaching methodologies and using participatory methods in teaching and learning process (Field Data, 2019).

Teacher from school 2 urged that:

The styles used by supervisors sometimes was not friendly to us, because they inflict fears to us especially when they founded that things were not well performed as expected. The issue of checking students notice, class journals, and schemes of work, lesson plan and teachers' lesson notice actually helped us to make self-evaluation on all areas with weaknesses. Such evaluation helps us in re-improving our teaching and learning strategies for students' academic performances (Field Data, 2019).

Teacher from school 3 urged that:

It was true that styles used by supervisors vary and it helped us for counter checking some of the issues which were lagging behind due to unawareness. Styles like checking students notice, class journals, and scheme of works, lesson plan and teachers' lesson notice were normal documents always used by teachers. But due to lack of awareness's on the importance of such documents created gap to the students' performance (Field Data, 2019).

On the other hand, the same question in the heads of schools questionnaire was asked to 11 heads of schools on which styles did quality assurance officers used in supervising students' academic performances? The following were the responses:

Headmaster from school 1 said that:

There were different styles used by them, but common ones involved; students' notice checking, inspecting teaching documents, observing class journals, teachers attendance list, logbooks, schemes of work and teachers lesson plans. Normally these documents were prepared by teachers and helped them or guided them during the whole processes of teaching and learning at school. So inspection styles intended to observe how such documents were well prepared and used by teachers in supporting students' academic performances (Field Data, 2019).

Also headmaster from school 2 commented that:

Different styles were used by supervisors so as counter check effectiveness of teaching and learning process. Such styles included; school self-evaluation, whole school inspection, follow up style, specific subject inspection, administration inspection and financial inspection style. All these styles were very beneficial to the teachers since they gave experiences on which parameters should be tacked while teaching and learning processes were in progress. Also they helped head of schools on the better ways to lead the school and techniques on how to cooperate with teachers for students' academic performances (Field Data, 2019).

Additionally, headmaster from school 3 argued that:

Most of the styles preferred by supervisors in supervising my school in Missenyi district included; whole school inspection which comprised of looking at school environment, school infrastructure, teaching and learning documents such as; class journals, teachers' well prepared teaching notice, students' notice, scheme of work, lesson plan, students table and chair, financial issues and laboratory instruments and chemicals. Such styles signify accountability of the school and its teachers available at my school (Field Data, 2019).

The above analysis from the heads of schools involved in study showed that several styles were used by quality assurance officers in supervising schools to ensure that students' academic performance were highly enhanced in Missenyi District. Looking at the outlined styles used by supervisors, the main aim was to make sure that intended educational goals were provided by teachers to the students and ensuring that quality and good performance to the students was achieved.

Therefore, such styles intended to observe accountability, effectiveness and efficiency of teachers in delivering and supervising education for students' academic performances. Also these styles used by supervisors helped teachers and headmasters to recognize where they were mistaken procedures in pursuing education goals,

objectives and policies hence changing for implementing what was required for students' academic performances in Missenyi District. According to John (2017) in his study on the effectiveness of school inspectors in assuring the quality of education in Shinyanga District, he found out that making follow-ups could enhance the implementation of the inspection and work efficiency of teachers. In response to this, Wasanga (2004) in studying the Kenya quality assurance in basic education in Kenya also argued that inspection of the educational institutions, the officers carried out various types of inspections such as; panel inspection subject-based inspections, were, advisory inspection involved, inspection of teachers, and inspection for the introduction of a new subject in the school curriculum.

Generally, when discussing the styles used by quality assurance and control officers, it was noted that they normally intended to observe various inspection formalities that applied so as to improve overall school academic performances to the students and counter checking effectiveness of administration in Missenyi District.

To support this argument, Wasanga (2004) on Kenya quality assurance in basic education in Kenya, argued that inspection of the educational institutions, the officers carried out various types of inspections which included: -Panel inspection that involved a full diagnostic and situational analysis of the institution to examine the strengths and weaknesses or limitations of the institutions while suggesting the type of involvement to be administered for the improvement of the educational standards. Subject-based inspections, as specialized inspections were carried out by the inspectors in their areas of subject specialization, educational institutions registration

inspection that were carried out upon the request of the District Education Board (DEB) for the purpose of registering new institutions.

Advisory inspection that involved one or more inspectors who visited a school and some aspects of the school visit was for purpose of giving advice accordingly. Inspection of teachers was assessed for the purpose of promotion, appraisal of competence, grading or re-grading and pre-service teachers and final teaching practice and inspection for the introduction of a new subject in the school curriculum usually was prompted by a schools request to the District quality assurance and standards to introduce a new subject which is being offered in the school for the first time.

4.3.3 Effects of the Strategies used by Quality Assurance and Control Officers to Supervise Teachers on Students' Academic Performance

The third objective aimed at determining the strategies used by quality assurance and control officers in supervising teachers so as to improve students' academic performances. Respondents especially secondary school teachers revealed such strategies in different ways when responding to the questionnaires which required them to mention and explain briefly when inspected by quality assurance and control officers in their schools. Most of them commented clearly that some of strategies employed by officers were good while others were not. For that case, some of the strategies demoralized teachers in performing their duties and created fear and inferiority complex while other strategies encouraged and raised morale of the teachers. In other words, Strategies applied involved positive or negative rewards,

which changed teachers' attitudes, and behaviors in implementing intended teaching and learning objectives. To begin with, teachers' views and opinions on various strategies used by quality assurance and control officers to supervise them on helping students' academic performances were analyzed and summarized in Table 4.6.

Table 4.6: The Strategies Used by Officers in Improving Students' Academic Performance

Question	Responses on strategies used by quality assurance officers in improving students' performances
What are the strategies used by officers in improving students' academic performance?	Providing rewards to the teachers who are performing better in their subject
	Recognition of presence of teachers
	Discouraging truancy
	Providing a hand of thanks for good performer
	Taking disciplinary action against unprofessional conducts.
	Warning to those reacting unfairly
	Acting seriously on unethical conducts
	Interviewing teachers
	Acting seriously on laziness and drinkers
	Interviewing students
	Reading academic documents

Source: Field Data, 2019

Table 4.6 shows analysis outlined by teachers showing various strategies, which were often used by quality assurance and control officer in inspecting and supervising schools in Missenyi District. All these strategies were very crucial and intended to improve education sector in teaching and learning processes so as to improve and promote students' academic performances in Missenyi District.

Parallel to this, when teachers were supplied with questionnaires to analyse various strategies used by supervisors in helping them for students' academic performances, their views were analyzed and summarized basically on looking at both negative and positive reinforcement as shown in Figure 4.8.

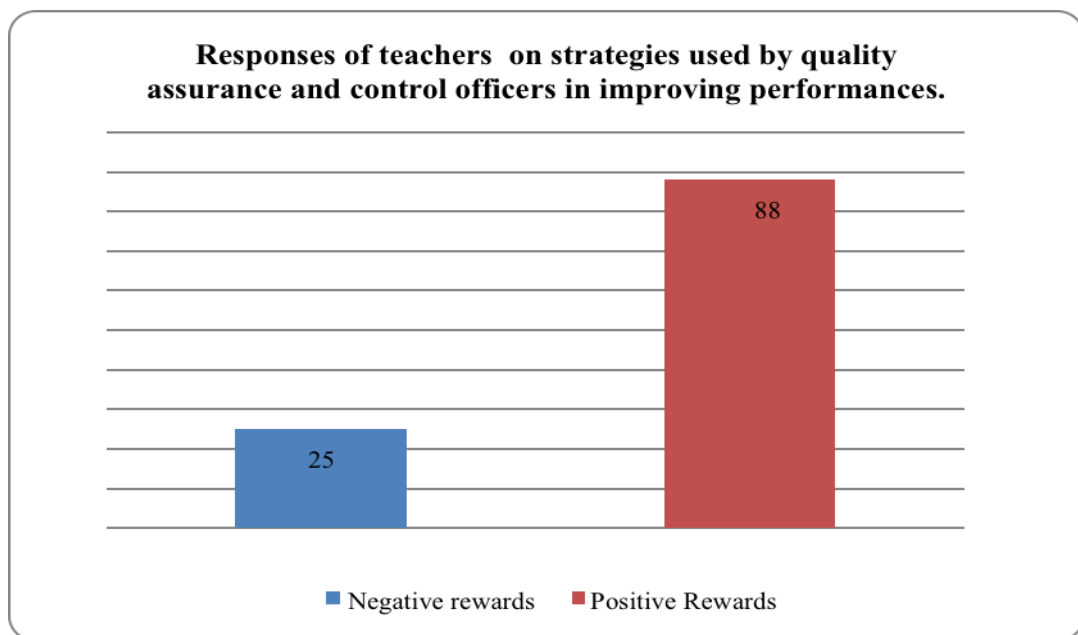


Figure 4.8: Responses of Teachers on Strategies used by Quality Assurance Officers in Improving Students' Performances

Source: Field Data, 2019

In consideration to the above figure, teachers responded in different ways as they outlined both positive and negative strategies deployed by officers. Their responses were as follows:

Teacher from school 1 said that:

Visiting of quality assurance and control officers was like a surprise all the time. I think their intention was that, they wanted to observe really what was going on at our schools. After inspection, they conducted staff meeting with teachers and gave what they observed during inspection. Through such meetings, they advise, instruct teachers and sometimes provide warning especially in areas where they founded things were not well implemented (Field Data, 2019).

Additionally, Teacher from school 2 commented that:

When they reached at school, they spent a lot of time in passing through various documents, observing environment and sometimes asking students on what was going on around their schools. After that, they reacted for all indiscipline actions founded that deteriorates students' academic performances, provide warning to the teachers who perform poorly in their specific subjects and sometimes promised to transfer some of teachers or heads of schools if the problem persisted (Field Data, 2019).

Also, Teacher from school 3 added that:

Quality assurance officers sometimes encourage or discourage teachers. They encourage them when observing that teachers were improving day to day, this was done through providing letters for appreciation, recognition of presence of teachers, positive rewards for good performers and providing hand of thanks for good job they are performing. Also they were discouraged after observing that teachers were not performing according to the teachers code of conduct, this is through discouraging all unethical conducts, poor performers, truancy, those who were indulging in bad relationship with students, acting seriously on laziness and drinkers and disciplinary action against unprofessional conducts (Field Data, 2019).

Parallel to this,

The same question was directed to head of schools and, their responses were noted as follows:

Headmaster from school 1 said that:

Normally the contribution of quality assurance officer was very crucial for students' performances. Their roles of supervising schools through their advice, warning, general instructions basing on government standing orders, counselling and guidance. All these strategies helped in changing teachers into positive manners and prepare teachers ready for improving students' academic performances (Field Data, 2019).

Furthermore, headmaster from school 2 commented that:

Visiting of quality assurance officers at their school helped me as head of school to run my school smoothly, since when advising

teachers sometimes they thought that it was my own techniques of supervising them that can boost students' academic performance. But when they got advice and being instructed from our leaders, they believed and start acting as they were instructed. For that sense their visiting gave us (me and my teaching staff) different experiences on how to prepare different files and making different documentations (Field Data, 2019).

Lastly but not the least, headmaster from school 3 outlined various strategies employed by officers as:

The common and very technical strategies which were preferred by quality assurance and control officers included; searching of areas with weakness, recognizing unavailable documents, comparing academic results, observing or recognizing teachers truancy and laziness, discovering weakness of administration and founded out that environment were not well cleaned and arranged plus poor academic performance of students. All these weak points triggered officers and alert them that there was a need of instructing teachers and supervising them for pursuing education goals (Field Data, 2019).

In connection to this, below is a summary of common strategies used and their rates per each strategy. Generally based on findings under the study all these strategies were being used though at different times and different stations or places. For that sense it showed that these strategies in Missenyi District were applied by quality assurance and control officers in supervising and inspecting their schools purposely for the students' academic performance. Looking at table 4.7, 35% for male and 66% for female respectively indicated high percentages on strategies like advice, guidance and counselling, discourages truancy and lazy teachers.

According to the respondents interviewed and examined in the study, it was revealed that these strategies were highly used by quality assurance and control officers when supervising teachers so as to implement their duties smoothly. Below were summary of rates on every strategies used by secondary school quality assurance and control

officers to supervise teachers for better attainment of students' academic performance in Missenyi District.

Table 4.7: Responses on the Strategies Deployed by Quality Assurance Officers to Supervise Teachers in Improving Academic Performance of Public Secondary Schools

The Common strategies used by quality assurance officers on students' academic performance	GENDER	Responses of rates per each strategies												Total %
		D S E O	%	D S S Q A O	%	W E O	%	H/Ms	%	T E A C H E R S	%	T O T A L	%	
Advice, Guidance and counseling	M	0	0	2	100	3	30	6	67	18	35	29	40	50
	F	1	100	0	0	1	100	1	50	24	65	27	66	
Disciplinary action against unprofessional conducts.	M	0	0	0	0	0	0	0	0	2	4	2	2.8	4
	F	0	0	0	0	0	0	0	0	2	5	2	5	
Warning, discourages truancy and laziness	M	0	0	0	0	3	30	2	22	16	31	21	29	27
	F	0	0	0	0	0	0	1	50	8	22	9	22	
Providing rewards to teachers for performing better in their subject	M	0	0	0	0	2	20	0	0	0	0	2	3	2
	F	0	0	0	0	0	0	0	0	0	0	0	0	
Comparing academic results of different years	M	0	0	0	0	2	20	1	11	15	29	18	25	19
	F	0	0	0	0	0	0	0	0	3	8	3	7	
SUMMARY OF RESULTS	M	0	0	2	100	10	100	9	100	51	100	72	100	100
	F	1	100	0	0	1	100	2	100	37	100	41	100	

Source: Field Data (2019)

Table 4.7, findings summarizes various strategies used by quality assurance and control officers to supervise teachers towards improving the students' academic performance in Missenyi District. Looking on the table above, it appeared that advice, guidance and counselling strategies (50%) were used by quality assurance in

various schools as common strategies to encourage and improve teachers morale and students' academic performances. Concurrent to this, the use of warning for disciplinary teachers and students discourages truancy and laziness (27%) also played great part in some schools. Generally, these two alternative strategies were commonly used by quality assurance and control officers in various public secondary schools in Missenyi District.

Although other strategies were applied in one way or another as analyzed above but it was in a rare case, that its why has low percentages of usage. These findings were in line with Chepkuto (2012) in his study on the contributions of quality assurance and standards to curriculum implementation in primary schools of Baringo District, Baringo County, Kenya, concerning with the strategies used by quality assurance and standards officers. He commented that “these officers were also able to offer the teachers' access to in-service training and various teachers support services. Furthermore, Chepkuto (2012) insisted on two roles with regards to strategies of quality assurance and control officers. These were; first, to act as administrative Inspectors with the purpose of ensuring that the educational systems work efficiently and the standards are maintained.

4.3.4 Challenges Facing Quality Assurance and Control Practices in Public Secondary Schools

The fourth objective sought to examine the challenges that inhibit quality assurance officers in implementing their duties in public secondary schools in Missenyi District. The intention of this objective was to examine what hinders and causes inefficiency of quality assurance and control officers in Missenyi District while planning and

restructuring a system that intends to improve students' academic performance in the District. Questionnaires were supplied to different respondents to examine the challenges that hindered quality assurance and control practices towards improving the education systems for better students' academic performance in Missenyi District. The question to teachers was: "What were the challenges they faced in relation to students' inspection and other school inspectors?" The findings from the 88 teachers (78%) outlined some of challenges that faced quality assurance officers in improving students' academic performance in Missenyi District. Their views on the challenges were summarized in Table 4.8.

Table 4.8: Challenges Facing Quality Assurance and Control Practices in Public Secondary Schools

Question	Teachers' Responses
What are the challenges do you face in relation to students' inspection and other school inspectors?	Understaffing of schools due to harsh treatment from the inspectors once they come to schools
	Absence of enough infrastructures to accommodates students and active laboratories
	Large number of students in the classes
	Absence of structured motivation to the teachers
	Problem of reliable transport
	Inadequate budgetary allocation of funds to supplement the class necessities
	Insufficient number of science subject teachers and lack of interests among students especially to science subjects like mathematics, physics and chemistry

Source: Field Data, 2019

The outlined data is a summary of some of challenges proposed by teachers towards improving students' academic performance as outlined in Table 4.8. All these challenges seem to be the hindrance in improving students' academic performance if are not solved in Missenyi District. When quality assurance officers visited the different schools while implementing their duties, they founded out that these challenges were negatively impacting on improving students' academic performances. In connection to this, teachers failed to acquire required results due to such challenges something that become a hindrance to the quality assurance officers in pursuing their intended objectives. These findings are in line with those of Kosgei (2014) who founded out that the quality assurance and standard face different challenges such as lack of transport, poor motivation and job dissatisfaction, lack of pre and in service training and lack of enough workers.

Additionally, these challenges were also highlighted by Kebaso (2012) noted that quality assurance officers faced with a problem of transport means whereby sometimes they used motor bikes to visit schools and at times walked. When teachers were asked about the challenges that hindered quality and control practices in implementing their duties of improving students' academic performance in Missenyi District. One of the teachers responded that;

District inspectors lacked good cooperation with teachers whereby in most of time they keep on blaming teachers that were not working properly. They acted as leaders by judging teachers, inflict fear and threat rather than advising them. This situation disappoints teachers and feels being treated badly (Field Data, 2019).

This idea concur with teachers' responses in Kebaso (2012) study that, the DSSQACOs kept on authoritarian style and overemphasizing on the shortcomings of

teachers rather than advising them, acting as bosses, generating conflicts of interest with no genuine reasons of doing and blamed for the performance on teachers.

They also reported that they perceived them negatively when they had negative attitude towards teachers when they gave threats and harassed teachers when they lacked follow up after supervision and stressed them on inspecting rather than advising. On the other hand, Mmbando and Hongoke (2010) in their study that school inspectors had tended to evaluate teachers based mainly, on their own perceptions of teacher performance.

The same question was asked to the heads of schools to examine the challenges that face them in interacting with quality assurance and control officers in the course of promoting better students' performance in Missenyi District. Their responses varies but had common allegation as those that hinders DSSQACOs in carrying out effective supervision in the area of study hence contribute into ineffectiveness of public secondary schools in students' academic performances. Their responses were as noted below:

Head of school from school 1 said that:

Quality assurance officers were hindered by time when inspecting and supervising schools. This has been observed because when they visited our school they normally used schedules which guide them on how many schools they were suppose to complete per days based on the time they spent at our school. For that case it became difficult to them staying long hours at a single station or school as a result they failed to deliver good message to our teachers rather than ending into complaining and blaming teachers that were not working. Such situation creates a gap between DSSQACOs and our teachers, something that demoralized teacher's effort in implementing school curriculum hence poor cooperation (Field Data, 2019).

Also, Headmasters from school 2 commented that:

Absence or inadequate of human resources and poor cooperation were some of challenges hindering quality assurance and control officers. In Missenyi District there was no correlation between number of schools and number of quality assurance officers. There was little number of Districts quality assurance and control officers for secondary schools that become difficult for them to visit frequently public secondary schools under their poor transport facilities and remoteness of some areas where schools were located. Also under unavoidable circumstances, DSSQACOs were not listening from teachers' advice and sometimes they used abusive languages a thing that demoralize teachers and affect them psychologically. They thought that those officers were not visiting schools for improving performance rather for creating fear to the teachers hence creates poor cooperation (Field Data, 2019).

Specifically when passing through head of schools' views on the challenges that hinder DSSQACO in Missenyi District it was not too different to those of other parts of Tanzania. The challenges pointed out by the majority of heads of schools were; the absence of transport facilities, inadequate human resource, inadequate fund allocation, inadequate personnel that were professional to all subjects when inspecting schools, poor communication, remoteness of some areas and absence of in-service training.

These findings were in line with studies by Ondicho (2004) and Wango (2009) on the challenges facing the education officers in implementing their duties in secondary schools whose findings pointed out many problems experienced by DSSQACOs including: inadequate funds, lack of transport and communication facilities, negative attitudes from teachers, inadequate professional training and delayed implementation of their recommendations. Ondicho (2004) also found out that teachers' positive attitudes towards inspection could be enhanced if supervisors developed a more friendly approach towards teachers.

The findings from Ward Education Officers conquer with headmasters' views when looking at the challenges that hindered them and other quality assurance and control officers in Missenyi District. Their views and opinions went direct on inadequate budgetary allocation of funds, inadequate human resource, remoteness of some areas where schools were found and absence of reliable transport that could help them reach every school on time and at their own schedule. Their views were summarized in Figure 4.9.

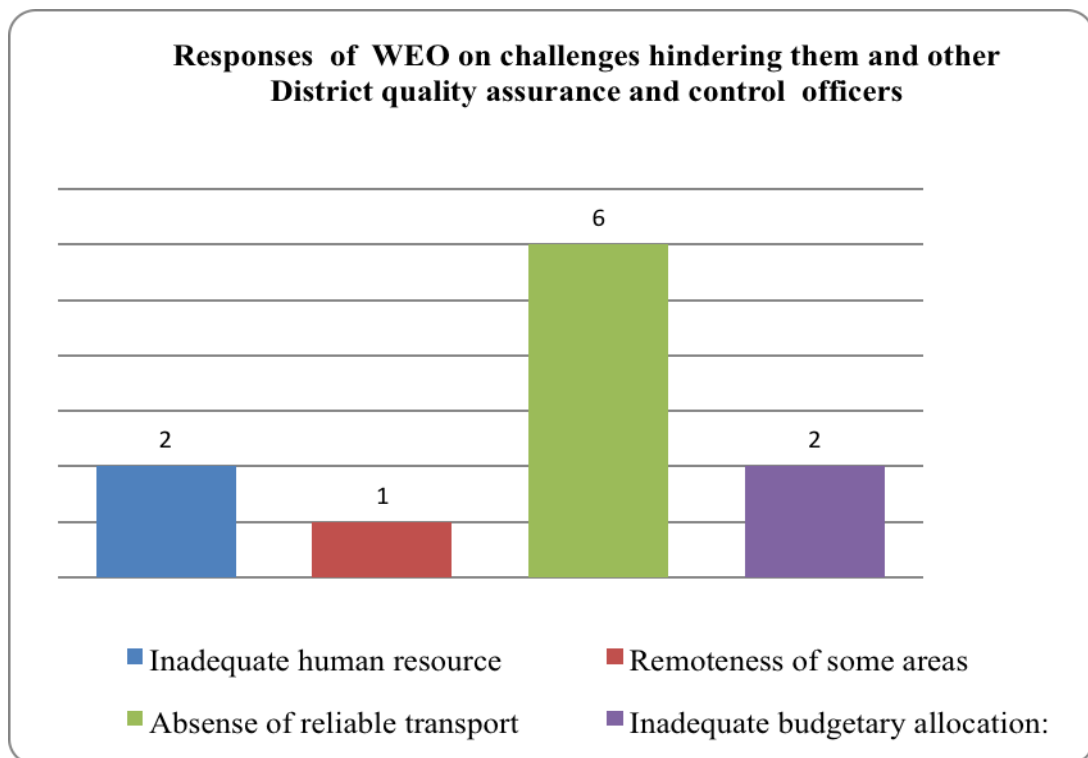


Figure 4.9: Responses of WEO on Challenges Hindering DSSQACOs

Source: Field Data, 2019

Findings in Figure 4.9 shows the findings revealed that despite of other challenges that face them and other District quality assurance and control officers highlighted in Figure 4.9, absence of reliable transport was a critical issue in Missenyi District. 6

respondents out of 11 WEOs pointed out that District quality assurance and control officers failed to visit their schools because of lack of vehicles and sometimes petrol. In connection to this, one of ward education officers when asked on the challenges that hinder them and other DSSQACOs, he commented that:

Most of the hindrances in education sector in different councils involved running facilities such as; transport facilities, human resources and fund. These three components were dependent all the time, the absence of one item weaken the progress as it supposed to be. Therefore we failed to pursue our objectives as intended due to the absence of one among three components (Field Data, 2019).

To support this, Kosgei (2014) the officers were not given good remuneration packages. Sometimes their salaries were lower than those of the officers they inspected in the field, (URT, 2008).

Concurrent to this, Chepkuto (2012) insisted that visiting required enough personnel and transport so as to reach as far as all districts where these schools were found. The same question was asked to the DSEO and DSSQACOs in their questionnaires to give their opinions on the challenges that hinder their implementation of their objectives in Missenyi District. Their views responses were analyzed in Table 4.9.

Table 4.9: Challenges Faced by Quality Assurance and Control Officers (DSEO and DSSQACOs)

Question	DSEO and DSSQACOs Responses
What are the challenges that you face in implementing your duties of supervising public secondary schools?	Inadequate human resource Remoteness of some areas Absence of reliable transport Inadequate budgetary allocation Poor communication with head of schools Inadequate cooperation with secondary school teachers

Source: Field Data, 2019

Looking on Table 4.9, the findings revealed that inadequate human resource, cooperation with teachers, remoteness, absence of reliable transport and inadequate budget were the main challenges that creates difficult environment for DSSQACOs to pursue their objectives in many secondary schools per term and sometimes per annum. The findings concur with the studies conducted by Ondicho (2004) and Wango, (2009) in assessing, pointed out many problems experienced by DSSQACOs including: inadequate funds, lack of transport and communication facilities, negative attitudes from teachers, inadequate professional training and delayed implementation of their recommendations.

To support this, when DSSQACOs were asked to outline challenges that hindered their practices in the implementation of their duties, one of them commented that;

Normally our department was hampered by reliable transport, absence of enough human resource, inadequate fund allocation, absence of trained personnel, remoteness of some areas, poor cooperation with teachers and lack of reliable communication with head of schools (Field Data, 2019).

The finding is in line with the study conducted by Wasanga (2004) who noted that the work of the DSSQACOs was hampered by inadequacies in requisite skills of the officers. This was mainly due to lack of a specific policy on recruitment and deployment of inspectors. There was also lack of a definite staff development policy. Although a number of DSSQACOs undergo some induction course when they were deployed to the inspectorate, others were never inducted at all.

Additionally, currently the absence of pre-service and in-service training is regarded as a hindrance in performing DSSQACOs in Missenyi District. This was observed by

DSSQACOs in their activities, for that case it become difficult for them to asses and provides equitable report to the teachers when advising them. This finding corresponds with that of Mmbando and Hongoke (2010) that in-service training opportunities for school inspectors on school inspection were lacking and inadequate due to financial constraints. In this case, training for inspectors to keep them abreast of developments in education, to improve their professional skills, and to enjoy the respect and esteem of the teaching profession were highly lacking.

The findings revealed that absence of human resources, absence of fund, absence of reliable transport, poor communication, lack of pre-service and in-service training, poor cooperation and remoteness of some areas were the main challenges that hinder DSSQACOs in Missenyi District working under objectives in improving students academic performances.

This finding corresponds with Kambuga and Dadi (2015) findings Furthermore, the findings overview on the changing of curriculum also acts as a hindrance on both quality assurance and control and teachers who were implementers of such curriculum. Always changes require training both officers and teachers as well. Therefore, due lack of training quality assurance and control is termed as an obstacle for both in implementation of education curriculum and in improving students' academic performance in Missenyi District.

These findings were in line with that of Mandukwini's (2016) study in South Africa who noted that it has been unfortunate that a teacher, as a key implementer of the

curriculum, has been often left aside and neglected in issues related to curriculum changes.

Also Mmbando and Hongoke (2010) in their study in Tanzania insisted that in-service training is important in creating awareness on the part of inspectors and teachers regarding their respective roles in inspection and in facilitating healthy human relations. Training and development of the school inspectors in a systematic basis is critical so that they are able to meet effectively the new challenges of education. Generally school quality assurance and control officers were of vital importance in any education system, they were key facilitators, supervisors and initiators of various issues related with education for the improvement of academic performance of students in secondary schools.

Concurrent to this Ehren and Visscher (2006) in the study titled “towards a theory on the impact of school inspections” from the British Journal of Educational Studies, argued that despite the fact that school quality assurance and control officers had no direct control over the teaching and learning processes but they provided potential information that can be employed by the teachers as education facilitators in improving education delivery to learners.

Furthermore, Kambuga and Dadi (2015) in their studies on the challenges of inspection in Tanzania and their possible ways, insisted that the school inspectors should encourage and promote schools to be child friendly, gender sensitive, safe and protective, community engaged, academically effective and health promoting.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of the study findings, conclusions, recommendations and suggestions for further studies.

5.2 Summary of the Study

The purpose of the study was to examine the contribution of quality assurance and control on students' academic performance due to ongoing poor students' academic performance for a number of years in public secondary schools in Missenyi District. The following four research objectives were formulated to guide the study: to determine the level to which quality assurance and control is conducted in public secondary schools; find out whether quality assurance supervision styles used affect students' academic performance; determine which strategies were used by quality assurance and control officers to supervise teachers on students' academic performance and examine the challenges facing quality assurance and control practices in public secondary schools.

The study used both qualitative and quantitative research methods. This study deployed descriptive research design in data collection. Furthermore, the researcher used questionnaires and semi- structured interview methods of data collection. The sample involved 113 respondents of which 88 were secondary school teachers, 2 were district secondary school quality assurance and control officers, 11 ward education officers, 11 headmasters / mistress and 1 district secondary education

officer. The data were analyzed using coordinated themes and tabulated frequencies and percentages.

The findings revealed that, quality assurance and control officers had great contribution in students' academic performance in Missenyi district such as increasing academic performances in many public schools as per their views, increasing teachers' morale, encouraging head of schools in administration in performing their duties, broadening awareness to the teachers on various government policy, rules, regulations and various programs, assist teachers in preparing academic documents like schemes of work, log books, lesson plans and encouraging effectiveness in performing duties in secondary schools.

5.3 Summary of Research Findings

Based on the objectives of the study, it is known that education is a liberating tool for both genders, and education is the only way that Tanzania will grasp the National and Millennium goals 2025. Therefore, analysis of the contribution of quality assurance and control in improving public secondary schools on students' academic performances in Missenyi District is important.

However, if the schools, government and non- government educational organizations do not provide awareness on the importance of quality assurance and control unit in the education sector towards good students' academic performance, public secondary schools will persist performing poorly as compared with private secondary schools thus making the attainment of 2025 Millennium goals a dream in Tanzania.

According to the data from respondents, different opinions, views and perceptions about the contribution of quality assurance and control officers on students' academic performance in Missenyi District have been discussed. The findings in this study intended to clarify different objectives from respondents basing on the objective of study as follows:

- (i) The study determined the level at which quality assurance and control was conducted in public secondary schools. The study concluded by analyzing the level at which quality assurance and control in public secondary schools that; the level of quality assurance and control by officers in charge to supervise schools was still low. This was observed when interviewing the respondents basing on how many times quality assurance and control officers visited their schools. The findings revealed that the quality assurance and control officers rarely inspected public secondary schools in Missenyi District and to them most of schools were inspected at least once per term.

The study findings further revealed that quality assurance and control officers especially DSSQACO inspected more frequently in schools which were located in urban areas than rural areas due to lack of communication and good transport, poor infrastructures in rural areas, and remoteness on some areas where some secondary schools were located and lack of enough allocated funds to facilitate the process of inspection something that contributed to the failure of the learners because in most cases schools always needed close contact with these officers.

- (ii) Additionally, the study discussed the effects of quality assurance supervision styles to students' academic performance in public secondary schools. When
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viewing the opinions from different respondents examined and interviewed on the styles used by quality assurance and control officers towards achieving good students' academic performance, the findings revealed various styles mostly employed by district education quality officers and their influences towards improving students' academic performances among public secondary schools in Missenyi District.

These included; the whole school inspection, follow up school inspection, table assessment, special school inspection, financial inspection and administration, management inspection, checking teachers lesson notice and students notice and interviewing the students on how they were taught, close supervision in classroom.

From the above styles, respondents argued that they benefited in management through the styles used by the education quality assurance officers though the students' academic performance generally persisted to poor especially in public secondary schools all over the district meaning that the styles suggested by the respondents were not fully implemented to bring better results to students.

- (iii) The study also explored other strategies used by quality assurance officers to supervise teachers that were helpful in ensuring better educational results to students.

Data from the findings suggested various strategies that were employed by district secondary school quality assurance and control officers such as; rewards for good performers, reinforcement for poor performers, and disciplinary action against unprofessional conducts, inductive seminars especially to selected teachers during

joint examinations like mock exams and sometimes where need be acting seriously on unethical conducts and checking and advising teaching and learning methodology and morale boosting through professional advice

The findings revealed that some strategies mostly used by the education officers in inspecting teachers on academic documents like; schemes of work, lesson plans, subject logbooks, students' academic results both terminal and annual results and other sets of examination results were not appropriate for schools to implement their duties and responsibilities with regards to teaching and learning something that did not change anything to students' academic performance hence public secondary schools remained to be the victims of failure for a number of years in the District.

This implied that the strategies used were implemented orally in offices than practically by the education officers in a way that they could not go to the actual fields (both in school offices and classrooms) where teaching and learning activities are conducted from

- (iv) Lastly but not the least, the study examined the challenges facing quality assurance and control practices in public secondary schools on students' academic performance.

The findings summarizes some of the challenges that were outlined and analyzed by District secondary school quality assurance and control officers under the study such as; absence of reliable transport as a key challenge facing DSSQACO in Missenyi District, absence of pre-service and in- service training, absence of adequate fund,

few human resources, and remoteness of some areas and lack of trained personnel. To teachers some of their challenges included; harassment and abusive languages during supervision that demoralized teachers' efforts, anxiety in presence of District quality assurance and control officers thus lowering their competence.

Teachers' strong agreement was that District quality assurance officers were only out to punish them instead of advising them on how to improve students' academic performance in their schools. Most of the head teachers indicated that teachers had negative attitude towards instructional supervision by some of the district educational quality assurance officers due to fear of being intimidated by the unfriendly supervisors. They also indicated that teachers were usually not prepared for lessons with the right professional documents and also the presence of these officers in class distract students' attention in class since they kept on looking at them thus failing to get the lessons concepts. Furthermore, teachers felt that district quality assurance and control officers' role in instructional supervision made no contribution to their works with regards to teaching and learning processes.

Therefore, teachers suggested the need to be educated on the roles of district secondary school quality assurance and control officers and teachers- DSSQACOs relationship to be reviewed in their professional development so as to change their attitude towards them.

Generally, the current status of quality assurance and control unit in the Ministry of Education, Science and Technology in Tanzania, need to be viewed critically due its roles and load of secondary schools to be supervised. In Missenyi District

particularly, the number of public secondary schools has increased in connection to the number of students enrolled. Therefore, it requires large number of trained personnel to supervise all schools properly in relation to the increased number of students. Also all education stakeholders need to be concerned with the challenges if we need high students' academic performances. Students' academic performance do not only relay on the contribution of quality assurance and control, but also requires multiple cooperation so as to solve a variety of challenges emanating from the increase in number of students against scarcity of infrastructures and deployment of teachers.

5.4 Conclusions

This study is summarized into four (4) main conclusions as follows:

- (i) Firstly, based on the findings that DSEO, DSSQACOs and sometimes WEOs visited public secondary schools rarely, it was concluded that most of public secondary schools were visited by quality assurance and control officers once per term and other schools took more than a term to be visited by quality assurance and control officers from the top levels of Missenyi District while the heads of schools most of them declared they could inspect their responsible schools at the end of every week to check how teachers were implementing their responsibilities regardless of not regularly inspected by the education inspectors on time.
 - (ii) Secondly, based on the findings revealed on the styles used by quality assurance and control officers in supervising education in Missenyi District, it is concluded that the styles used somehow were friendly to teachers and students for
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academic performances. Though some styles used by quality assurance and control officers were not perceived by teachers as expected while some of the teachers and headmasters respected the contribution of quality assurance and control towards students' academic performance in Missenyi District. The reason behind for their appreciation, is because it helped teachers and headmasters to use various teaching and learning techniques, implementation of schools goals and objectives, treating students' behaviors and learning environment, keeping and recording various academic documents and administration documents that were vital for the betterment of students' excellence.

(iii) Thirdly, based on the findings, various strategies used by quality assurance and control officers to supervise teachers in stabilizing teachers' behaviors and improving teaching and learning processes for improving students' academic performances in public secondary schools. It is also concluded that quality assurance officers used strategies like the use of advice, guidance and counselling, warning (in oral and written system), discouraging drinkers and laziness, rewards, prohibiting truancy and comparing results of the school for the current years with previous years between one school and others to check if schools were doing what the Government through the Ministry of Education, Science and Technology requires them to do.

(iv) Fourthly, the study examined the challenges that inhibited quality assurance and control officers' efforts towards the attainment of good students' academic performance in public secondary schools. Based on the findings of the study, it

is concluded that the challenges, which hindered the quality assurance and control practices in public secondary schools, they in turn contributed to poor students' academic performance. These included the absence of reliable transport, inadequate funds allocated, absence of enough human resources, poor infrastructures, and remoteness of some areas, absence of pre- service and in-service training and inadequate experienced and professional quality assurance and control officers. Others are; large numbers of students in one classroom, some students with low ability to read and write, English problem by students to absorb the lesson concepts clearly, lack of cooperation from parents and the use of harsh and abusive language by quality assurance and control officers to teachers which lowered their concentration to their duties fully.

5.5 Recommendations

Based on the findings of this study, some recommendations have been made for various stakeholders and for further research. These are provided in the subsequent sections:

5.5.1 Recommendations for Action

Based on the findings of this study, the following recommendations were made:

- (i) It is recommended that in order for quality assurance and control officers to acquire better students' academic performances in public secondary schools, they are required to visit these schools frequently from one school to another. Such system could help teachers and students being updated all the time on the policies, memorandum of understanding, curriculum, teaching and learning
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methodologies and over changing government issues hence curriculum activities will be implemented thoroughly something that will affect students performance.

- (ii) The styles used actually were the ones that were required although not used consecutively and interchangeably in a single secondary school. It is therefore recommended that these styles must be applied interchangeably at a few intervals of time and allowing teachers discussions, opinions, advises, their suggestions and getting required feedback at expected term so as to implement what have been observed at that term as far as teaching and learning processes are concerned. This will enable teachers and schools generally to change their performance academically.
 - (iii) Additionally, it is recommended that in acquiring the intended educational goals and objectives, quality assurance and control department in the education sector must fulfil what is required with reference to its core functions, duties and responsibilities. So, in order to have improved and better students' academic performance, teachers' strategies of teaching and learning must be improved by this department.
 - (iv) It is recommended that the government in collaboration with Non- Government Organization (NGO) should re-establish pre-service and in-service trainings which existed before as another strategy to equip teachers in minds with what should be done in their field of profession of teaching for achieving better students, academic excellence.
 - (v) It is recommended that in order to make sure that quality assurance and control officers are implementing their goals and objectives, the government and all
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educational stakeholders must remove or reduces all challenges that hinder them by increasing number of human resources in the quality assurance and control department due to the increase in number of students, schools and teachers, increasing enough funds for day to day running of the offices services and ensuring that there is reliable transport and establishing quality assurance and control offices in every district than basing on zone offices for effective and close supervision of secondary schools.

5.5.2 Recommendations for Further Research

Based on scope and limitations of study, the following areas were suggested for further studies:

- (i) This study was confined to Missenyi District area. Therefore, it is recommended that a similar study in other areas in Tanzania could be conducted. This is important for comparative analysis, on how quality assurance and control officers' participation in educational matters affects students' academic performance in secondary schools. The findings for further studies may generalize the findings of the current study.
 - (ii) The present study focused on the styles and strategies to supervise teachers employed by quality assurance and control officers towards attaining better students' academic performance in public secondary schools. There might be other factors that influence students' academic performance like remunerations with allowances to inspectors for their commitment and teachers' perceptions to inspectors. Therefore, it is recommended to carry out research on other factors and establish their real impact on students' academic performance.
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- (iii) Moreover, it is recommended that a similar study could be conducted to examine the contribution of quality assurance and control on students' academic performance at other levels of education such as primary education and college and university levels in the same district or elsewhere. This may allow comparison of the results from different levels of education.
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APPENDICES

Appendix I: Questionnaire Guide for Public Secondary School Teachers (SST)

My name is **Diocles Phillymon**, a postgraduate student at the Open University of Tanzania, pursuing Masters of Education in Administration, Planning and Policy Studies (M.ED.APPS) degree. I am carrying out a study on **“The contribution of quality assurance and control on students’ academic performance in public secondary schools in Missenyi District, Kagera Region”**. The Researcher respectfully requests you to respond positively to the questions below by providing clear and complete answers which will help in writing research report.

Thank you in advance for a positive consideration

A: DEMOGRAPHIC DATA OF RESPONDENTS

Please do not write your name in this guide;

Please put tick [✓] where appropriate or fill in the required information on the space provided.

1. What is your gender? Male [] Female []

Age (a) 21-30 Years [] (b) 31-40 Years [] (c) 41-50 Years [] (d) 51-60 Years []

2. Education Level

(a) Diploma [] (b) Degree [] (c) Masters [] (d) PhD []

3. Working Experience

(a) 3 Yrs. [] (b) 4-6 yrs. [] (c) 7-9 yrs. [] (d) Above 10 yrs. []

B: THE CONTRIBUTION OF QUALITY ASSURANCE AND CONTROL ON STUDENTS' ACADEMIC PERFORMANCES.

Select the most correct answer from the given alternatives of each question;

1. Have you been visited by quality assurance and control officers at any given time?

(a) Yes (b) No ().

2. If yes, how frequent have you been visited by the quality assurance and control officers in a term?

(a) Once a term (b) Twice a term ()

(c) Three times a term. ((d) More than three times a term

C: Answer the following questions in the space provided below

3. Does the supervision styles used by quality assurance and control officers in their visits to support you in teaching and learning activities affects students' academic performance? Briefly support your answer.

.....

4. According to your experience, how do the quality assurance and control officers supervise you to enhance students' academic performance? Briefly explain your answer.

.....

5. Do inspectors observe teachers when they are teaching in classes? Give a brief reason for your answer.

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6. Do students change behavior in terms of academic performance because of the strategies used once inspection is conducted frequently? Why?

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7. What are the challenges do you face in relation to students' inspection and other school inspectors?

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.....

8. What is your general view of the contribution of quality Assurance and Control officers in assisting you in implementing your duty?

.....
.....
.....

Appendix II: A Questionnaire for Heads of Public Secondary Schools (H/M)

My name is **Diocles Phillymon**, a postgraduate student at the Open University of Tanzania, pursuing Masters of Education in Administration, Planning and Policy Studies (M.ED.APPS) degree. I am carrying out a study on **“The contribution of quality assurance and control on students’ academic performance in public secondary schools in Missenyi District, Kagera Region”**. The Researcher respectfully requests you to respond positively to the questions below by providing clear and complete answers which will help in writing research report.

Thank you in advance for a positive consideration

A: DEMOGRAPHIC DATA OF RESPONDENTS

PLEASE DON'T WRITE YOUR NAME IN THIS GUIDE

Please put tick [☒] where appropriate or fill in the required information on the space provided.

1) What is your gender? Male [☐] Female [☐]

2) Age a) 21-30 Years [☐] b) 31-40 Years [☐] c) 41-50 Years [☐] d) 51-60 Years [☐]

3) Education Level

a) Diploma [☐] b) Degree [☐] c) Masters [☐] d) PhD [☐]

4) Working Experience

a) 3 yrs. [☐] b) 4-6 yrs. [☐] c) 7-9 yrs. [☐] d) Above 10 yrs. [☐]

B: THE CONTRIBUTION OF INSPECTORS TO THE STUDENTS' ACADEMIC PERFORMANCE

Answer the following questions in the space provided below;

1. How many times do quality assurance and control officers supervise you and your teaching staffs in the mode of teaching and learning practices for better students' academic performance per term?

.....

2. How many times do you always inspect your teaching staffs in the mode of teaching and learning practices for better students' academic performance per term?

.....

.....

3. Mention any styles that do quality assurance and control officers always use to supervise the teaching and learning activities at your school in order to improve students' academic performance

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4. Do the supervisory styles mention above when enhancing proper teaching and learning activities achieve better performance of students in different sets of examinations? With a brief reason, explain how performance changes

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5. Which strategies do quality assurance officers always use when inspecting your teachers in the course of teaching and learning activities implementation? (Mention them down)

.....

6. When you were appointed as a school head, did the Regional or District quality assurance and control officers organize an induction seminar for you? How did the seminar help you to improve the performance of the students?

.....

7. In your opinions, how best quality assurance and control strategies help you and your teachers on students' academic performances?

.....

8. Which are the problems that you face in interacting with quality assurance and control officers in the course of promoting better students' performance?

.....

Appendix III: Interview/Questionnaire Guide to Ward Education Officers (WEO)

My name is **Diocles Phillymon** a post graduate student at the Open University of Tanzania, pursuing Masters of Education in Administration, Planning and Policy Studies (M.ED.APPS) degree. I am carrying out a study on **“The contribution of quality assurance and control on students’ academic performance in public secondary schools in Misenyi District, Kagera Region”**. The Researcher respectfully requests you to respond positively to the questions below by providing clear and complete answers which will help in writing research report.

Thank you in advance for a positive consideration

PLEASE DON'T WRITE YOUR NAME IN THIS GUIDE

A: DEMOGRAPHIC DATA OF RESPONDENTS

Please put tick [✓] where appropriate or fill in the required information on the space provided.

1) What is your gender? Male [] Female []

2) Age (a) 21-30 Years [] (b) 31-40 Years [] (c) 41-50 Years [] (d) 51-60 Years []

3) Education Level

(a) Diploma [] (b) Degree [] (c) Masters [] (d) PhD []

4) Working Experience

(a) 3 yrs. [] (b) 4-6 yrs. [] (c) 7-9 yrs. [] (d) Above 10 yrs. []

B: THE RESPONSES OF WEO ON INSPECTION TO THE STUDENTS' ACADEMIC PERFORMANCE.

Answer the following questions in the space provided below;

1. How many times as quality assurance and control officer do you visit schools in your ward per term to improve students' academic performance?

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.....

2. Suggest the styles used by you as an educational assurance and control officer in your Ward to inspect schools. Why such styles with reference to students' academic performance?

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3. When you were appointed as ward education officer, did the quality assurance and control officers organize an induction seminar for you? To support your answer, in which areas a seminar was successful for you to change the performance of the students with reference to the previous results in schools as per your Ward allocated.

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.....

4. In performing your roles as a quality and control officer towards students' academic performance, which tactics do you normally apply to supervise

teachers?(mention them). Briefly explain how such tactics mentioned above by you are effective to promote better students' academic performance?

[illegible]

5. In your opinions, which challenges that faces you and other District quality assurance and control officers in interacting with schools in your ward when inspecting them?

A series of horizontal dotted lines for writing.

Appendix IV: Interview Guide for District Secondary School Quality

Assurance and Control Officers (DSSQACOs)

My name is **Diocles Phillymon**, a postgraduate student at the Open University of Tanzania, pursuing Masters of Education in Administration, Planning and Policy Studies (M.ED.APPS) degree. I am carrying out a study on **“The contribution of quality assurance and control on students’ academic performance in public secondary schools in Misenyi District, Kagera Region”**. The Researcher respectfully requests you to respond positively to the questions below by providing clear and complete answers which will help in writing research report.

Thank you in advance for a positive consideration.

A: DEMOGRAPHIC DATA

Please put tick [✓] where appropriate or fill in the required information on the space provided.

1. What is your gender? Male [] Female []

2. Age

21-30 Years	
31-40 Years	
41-50 Years	
51-60 Years	
61+ Years	

1. Education Level

Diploma [] b) Degree [] c) Master [] d) PhD [] e) other,
specify.....

B: THE RESPONSES OF SCHOOL INSPECTORS ON STUDENTS' ACADEMIC PERFORMANCE.

Select the most correct answer from the given alternatives of the given questions

1. How many times do you visit your schools per term?

(a) Once a term (b) Twice a term ()

c) Three times a term d) More than three times a term

C: Answer the following questions in the space provided below

2. What are the supervision styles used by you in helping teachers for academic improvements?

.....
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.....

3. While performing your roles as a quality and control officer towards students' academic performance, which tactics do you normally apply to supervise teachers when there is high or poor performance? (Mention them all). Briefly explain how such tactics mentioned above by you are effective to promote better students' academic performance?

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4. What are the challenges do you face while implementing your roles? (outline in the space provided)

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Appendix V: Interview Guide for District Education Officer (DEO)

My name is **Diocles Phillymon**, a postgraduate student at the Open University of Tanzania, pursuing Masters of Education in Administration, Planning and Policy Studies (M.ED.APPS) degree. I am carrying out a study on **“The contribution of quality assurance and control on students’ academic performance in public secondary schools in Misenyi District, Kagera Region”**.The Researcher respectfully requests you to respond positively to the questions below by providing clear and complete answers which will help in writing research report.

Thank you in advance for a positive consideration.

A: DEMOGRAPHIC DATA

Please put tick [☒] where appropriate or fill in the required information on the space provided.

1. What is your gender? Male [☐] Female [☐]

2. Age

21-30 Years	
31-40 Years	
41-50 Years	
51-60 Years	
61+ Years	

3. Education Level.

a) Diploma [☐] b) Degree [☐] c) Master [☐] d) PhD [☐] e) other, specify.....

B: THE RESPONSES OF SCHOOL INSPECTORS ON STUDENTS' ACADEMIC PERFORMANCE

Answer the following questions in the space provided below;

1. Are you aware that schools are to be inspected? If yes, how many times schools are to be inspected per term? (Give your answer in the space provided)

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2. Which styles of inspection do you prefer mostly when following up the implementation of the education curriculum towards the attainment of better students' academic performance? (Mention them in the space provided).

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3. Do the chosen styles have an impact towards good students' academic performance? If yes,how? (Give a brief answer in the space provided).

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4. Which strategies do you always use before, during and after inspection in supervising the teaching and learning activities in schools in order to achieve good students' academic performance?

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5. What are the most challenges of quality assurance and control practices that hinders you in the course of inspecting your secondary schools?

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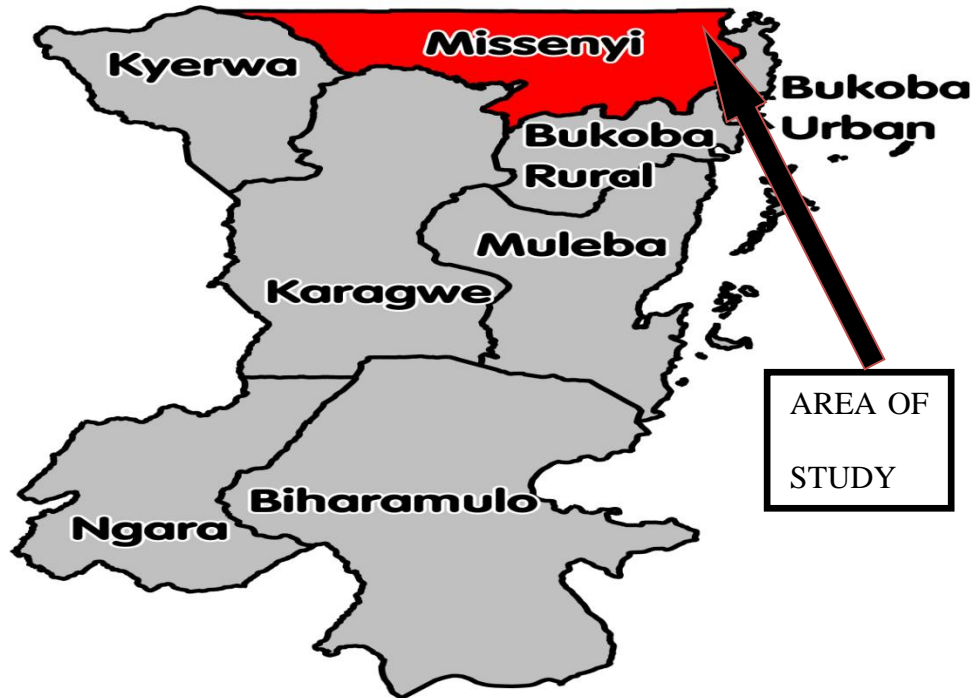
6. What is your general view on the contribution of quality assurance and control officers in assisting you in implementing your duty and eventually leads to better students' academic performance?

.....

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.....

Appendix VI: Map of Missenyi District

Key



Missenyi District (Area of study)



Other Districts

Appendix VII: Research Clearance Letters

THE OPEN UNIVERSITY OF TANZANIA
DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409 Fax: 255-22-2668759 Dar es
Salaam, Tanzania,
<http://www.out.ac.tz>



Tel: 255-22-2666752/2668445 ext.2101
Fax: 255-22-2668759,
E-mail: dpes@out.ac.tz

20/09/2019

Regional Administrative Secretary,
Kagera Region,
P.O. Box 299,
Bukoba, Kagera.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an act of the Parliament no. 17 of 1992. The act became operational on the 1st March 1993 by public notes No. 55 in the official Gazette. Act number 7 of 1992 has now been replaced by the Open University of Tanzania charter which is in line the university act of 2005. The charter became operational on 1st January 2007. One of the mission objectives of the university is to generate and apply knowledge through research. For this reason staff and students undertake research activities from time to time. To facilitate the research function, the vice chancellor of the Open University of Tanzania was empowered to issue a research clearance to both staff and students of the university on behalf of the government of Tanzania and the Tanzania Commission of Science and Technology.

The purpose of this letter is to introduce to you **Diocles Phillymon; Reg # PG 201610246** who is a Master student at the Open University of Tanzania. By this letter **Diocles Phillymon**, has been granted clearance to conduct research in the country. The title of his research is **"The Contribution of Quality Assurance and Control on Students' Academic Performance in Public Secondary Schools in Missenyi District, Kagera, Tanzania"**. The research will be conducted in Missenyi District. The period which this permission has been granted is from 23/09/ 2019 to 25/11/2019.

In case you need any further information, please contact:
The Deputy Vice Chancellor (Academic); The Open University of Tanzania; P.O. Box 23409; Dar Es Salaam. Tel: 022-2-2668820.

We thank you in advance for your cooperation and facilitation of this research activity.
Yours sincerely,

Prof Hossea Rwegoshora

For: VICE CHANCELLOR

THE OPEN UNIVERSITY OF TANZANIA

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA

MKOA WA KAGERA

Anwani ya Simu: "REGCOM"
Simu ya ndomo: (028) 2220215-18
Fax No. (028) 2222333-41
(028) 2271356
E-mail: ras.kagera@tamisemi.go.tz
Tovuti: www.kagera.go.tz



OFISI YA MKUU WA MKOA,
S. L. P. 299,
BUKOBWA - KAGERA.
TANZANIA.

Unapojika tafadhali taje:

Kumb. Na. DA.194/228/01/M/76

25 Septemba, 2019

Mkurugenzi Mtendaji,
Halmashauri ya Wilaya ya Missenyi,
S.L.P. 38,
MISSENYI.

YAH: UTAMBULISHO WA NDG. DIOCLES PHILLYMON

Tafadhali rejea mada tajwa hapo juu.

2. Ndg. Diocles Phillymon ni Mwanafunzi wa Chuo Kikuu Huria Tanzania (OUT) ambaye anafanya utafiti wa kielimu kati ya Mwezi Septemba na Novemba 2019.

3. Unaombwa kumpatia msaada kadri ya mahitaji na utaratibu

Asante kwa ushirikiano.

Fidelis Apolinary
Kny: **KATIBU TAWALA MKOA**
KAGERA

Nakala: ✓ Diocles Phillymon,
S.L.P. 23409,
DAR ES SALAAM.

HALMASHAURI YA WILAYA YA MISSENYI
Barua zote zitumwe kwa Mkurugenzi Mtendaji

Simu: 0732-983531
 Faksi: 0732-983450

Idara ya Elimu Sekondari,
 S.L.P. 38,
KYAKA.



Unapojibu tafadhali taja:

Kumb. Na.KGR/MSY/E:1/14/VOL.IV/37

30/09/2019.

Wakuu wa Shule,
 Shule za Sekondari

HALMASHAURI YA WILAYA YA MISSENYI

**YAH: UTAMBULISHO WA NDUGU DIOCLES PHILLYMON ANAYEFANYA UTAFITI
 KWA KIELIMU**

Tafadhali husika na mada tajwa hapo juu.

Ndugu Mtajwa hapo ni Mwafunzi wa Chuo Kikuu Huria Tanzania (OUT) anafanya utafiti wa kielimu. Utafiti huu atafanya kuanzia Mwezi Septemba hadi Novemba 2019

Unaombwa Umpokee na kumpatia ushirikano ili aweze kukusanya taarifa zitakazowezesha kupata Takwimu sahihi kwa ajili ya utafiti huo. Pia matokeo ya utafiti huo yanaweza kusaidia Halmashauri yetu, jamii na Taifa kwa ujumla.

Nawatakia utekelezaji mwema.

MKURUGENZI MTENDAJI
 HALMASHAURI YA WILAYA MISSENYI

Saverina J.Misinde,
 Kny: Mkurugenzi Mtendaji (W),
HALMASHAURI YA WILAYA YA MISSENYI.

Appendix VIII: Plagiarism Report

<p>Turnitin Originality Report</p> <p>Processed on: 13-Nov-2020 2:05 PM SAST ID: 1444892018 Word Count: 29797 Submitted: 1</p> <p>THE CONTRIBUTION OF QUALITY ASSURANCE AND CONTROL ON STUDENTS' ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN MISSENYI DISTRICT, KAGERA REGION, TANZANIA By Diocles Phillymon</p>	
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