ASSESSMENT OF THE IMPLEMENTATION OF INTERNAL QUALITY ASSURANCE IN COMMUNITY SECONDARY SCHOOLS IN TANZANIA: A CASE OF CURRICULUM IMPLEMENTATION IN KAHAMA TOWN COUNCIL

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A DISSERTATION SUBMITTED TO THE FACULTY OF EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR MASTER DEGREE OF EDUCATION IN CURRICULUM DESIGN AND DEVELOPMENT

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CERTIFICATION

The undersigned verify that she has read and hereby recommend for acceptance by the Open University of Tanzania a dissertation entitled **"Assessment of the Implementation of Internal Quality Assurance in Public Community Secondary Schools in Tanzania: A Case of Curriculum Implementation in Kahama Town Council''** in partial fulfilment of the requirements for the degree of Master of Education of the Open University of Tanzania.

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Date:

DECLARATION

I Flora D. Kitosi declare that the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Education in Curriculum Design and Development

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Signature

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Date

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All glory and honor to the Almighty God for continued grace and favor. Without him I would not have reached this far, it's only God who given me strength, good health and ability to accomplish this study.

I would like to take this opportunity to thank my supervisor Dr. Mary Ogondiek for her direction and diligently scholarly advice from the beginning to end of this study. Also special thanks to the respondents for their cooperation during gathering data appropriate for this dissertation.

Special thanks to my children Adam, Teddy and Angel for being patient and pray for me for the whole time of my study. Salutations to Mr. Kaijuko, E., Aljabri and Hilda Mushi as like as to all friends who achieved to show up their contribution for the sake of supporting me in one way or another.

ABSTRACT

The main purpose of this study was to assess the implementation of internal quality assurance in Tanzania secondary schools. Specifically, the study aimed to explore stakeholders' perceptions of IQA in public secondary schools, to assess the role of IQA in public community secondary school and identify challenges facing implementation of IQA in public secondary schools. The study was conducted at Kahama town council, where mixed method approach (quantitative and qualitative data) and Descriptive research design were employed. The sample involved district quality assurers, heads of community secondary schools, community secondary schools' teachers and students in Kahama town council who were 13390 in total. Questionnaires and interviews were used for data collection. The findings indicate that, stakeholders have good perceptions regarding internal quality assurance. The challenges facing implementation of IQA in public secondary schools are: internal quality assurer have no enough knowledge concerning IQA, lack of guideline for conducting IQA, lack of IQA stationeries, lack of motivation to internal quality assurance, linkage of internal IQA to decision making and funding is not clear, lack of training human resources (lack of seminar), lack of commitment in doing the IQA, teachers and students lack enough awareness on IQA, and poor feedback delivery. The study recommends that the government and shareholders must take measures to wards elimination of challenges facing IQA, therefore effective instruction delivery and quality education.

Key words: Internal quality assurance, quality assurance, community

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LIST OF ABBREVIATIONS

BSTEQAF   Basic, Secondary and Teacher Education Quality Assurance Framework

CEO   Chief Executive Officers

ESDP   Education Sector Development Programmes

ESR   Educational for Self-Reliance

IQA   Internal Quality Assurance

MoEVT   Ministry of Education and Vocational Training

SBMC   School-Based Management Committee's

SEDP   Secondary Education Development Programme

SDGs   Sustainable Development Goals

SMTs   School Management Teams

SQAD   Schools Quality Assurance Division

SQAOs   School Qualiy Assurance Officers

TQM   Total Quality Managements

URT   United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter provides background information and rationale of the study on assessment of the implementation of internal quality assurance in public community secondary schools, a case of instructional delivery process as part of curriculum implementation. Specifically, the chapter comprises of the following sub-sections: the background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study and lastly working definition of major terms used.

1.2 Background to the Problem

Internal quality assurance is not a new phenomenon; it started in developed countries on large-scale manufacturing as a way of keeping truck of production (Allais, (2009)). This process was triggered by the awareness that manufacturing industries needed quality products as well as to see quality professional has developed dramatically, so that to know if whole area of work in itself developed on issues of education policy around the idea of quality as related systems of processes and organizations.

According to Pawarinyanon *et al* (2015), educational quality assurance was considered the combination of assurance concept and the idea of educational quality together implying granting quality in education scheme. Gertrude et al., (2015)

argued that education system can bring quality assurance through internal quality assurance indictors which are concerned with sign and activities that indicate quality and improve internal school performance particularly the methods and processes of teaching and learning. Interface quality assurance indicator involve accountability to public and stakeholder expectation in terms of education quality and future quality assurance are currently, total quality management is believed to be powerful tools in enhancing quality education and increasing school effective. Educational quality assurance such as quality assurance system is the practical application of quality assurance concepts for explicit guidelines that are congruent with the characteristics of educational organizations (Otera, 2015).

In Tanzanian context, quality assurance in secondary education sub-sector needs much emphasis. This is because secondary educational sub-sector is expected to have positive impact on socio economic development of any country. Moreover, the sector is considered as a viable source of people in the labour market, but also is a feasible bridge between primary education and higher or tertiary education (HakiElimu, 2007 & Jidamva, 2012). It is from this significance Tanzania like other developing countries since independence has commitment towards provision of quality secondary education to her people (Nyerere, 1967). This is evident through different educational policies and educational programmes invented, including: Educational for Self-Reliance (ESR) policy in 1967; Musoma Resolution 1974; Education Sector Development Programmes (ESDP) 2007/2008-2016/2017; Secondary Education Development Programme (SEDP); Tanzania Development Vision 2025; The Education and Training Policies of 1995 and 2014. All these

policy documents have overtime revealed Tanzanian commitment to provision of education at large and secondary education in particular.

For instance, with ESR emphasized expansion of secondary education which was relevant to the socio-economic and political development of that exact time, where the call was building a socialist and self-reliant nation. Musoma resolution on the other hand called for expansion of secondary education with emphasis on diversification of secondary education into biases. The 1995 ETP, ESDP 2008-2017 which resulted into SEPT as sister programme to PEDP (20042009) and (2010-2016) called for expansion of secondary education, and it was due to such enormous efforts Tanzania has experienced massive construction of secondary schools at community levels. This massive and tremendous effort led to establishment of secondary schools in each ward of the country. Scholars, regard this achievement as one of the successful achievements that Tanzania reached as compared to other African counties (URT, 2018).

However, literature evidence on the fact route towards trying to achieve aspirations provision of secondary education in Tanzania has not been smooth, as there are a number of drawbacks impeding provision of secondary education in the country (Jidamva, 2012, URT, 2014; URT, 2018; Sigalla, 2013). It is evident from literature that, success in all of the above initiatives is more marked in terms of widening access to secondary education; however, there is enough literature supporting the fact that there is little success in terms of quality of secondary education. This claim is clearly shown by low achievement of secondary students in their national exams

particularly in their form four exams (Sigalla, 2013; URT, 2014; URT, 2018; Jidamva, 2012). For instance, Jidamva (2012) is of the view that in Tanzania while there is increasing number of secondary schools and students' enrolment, student's achievement deteriorates, as it evident that a number of students finish secondary education with low competencies, shortage of life skills and generally poor performance. This has resulted into people condemning government's initiatives of widening access to secondary school education, as it seems to have taken priority over quality (HakiElimu, 2007 as cited by Jidamva, 2012).

Sigalla (2013) found that there are abundant factors behind failure of students in secondary schools, including factors related to: inconformity between number of teachers and students, poor quality of textbooks, school administrative related factors (Sigalla 2013). There are several challenges, which face the Basic Education Sector including secondary education especially about curriculum, pedagogy and the school learning environment (URT, 2018). Moreover, the ESDP document indicates several challenges constraining development of education at large including secondary education sub sector, and the main challenge being poor outcomes as reflected in by poor pass rate in the national exams (pg. 3). Other studies reveal that teaching in secondary schools is poor as teachers are de-motivated and poorly trained (Wedwood 2007, Komba & Nkumbi, 2008 as cited by Jidamva, 2012; Lupimo, 2014). This leads to comment made by Sumra and Rajani (2006) that, attempt to improve quality of secondary education in Tanzania have seemed to slow down, and thus calling for research on challenges impeding quality of education in secondary sub-sector.

This is happening while issues related to provision of quality education is now given high priority internationally and locally. For instance, the Sustainable Development Goals (SDGs2030) particularly Goal 4 on education, one of its targets is to ensure that by 2030, all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning results. Moreover, this goes opposite with one of the ESDP objectives which call for quality education, which is a kind of education that offer learners at all levels of education (i.e. including secondary education) with relevant knowledge, competencies, skills, abilities to enhance their personal wellbeing and become active workers and experts.

It should be realized that this gap between initiatives taken to invest in secondary education with nakedly evidence on deterioration of quality of secondary education is happening while there are systems and mechanisms proven to ensure provision of quality education in the country, i.e. departments of Quality Assurance (formally the schools inspectorate department), the ministry of education and educational officials at regional, districts and ward levels and lastly school based internal quality assurance mechanisms.

The Schools Quality Assurance Division (SQAD), previously referred as the Government Act 25 of 1978 established School Inspectorate Division under the Ministry of Education and Vocational Training (MoEVT) is responsible for ensuring provision of quality education in schools and colleges. Apart from the fact that this important organ has continues to visit secondary schools for inspection and monitoring the quality of educational provision, still it evident that schools are not

doing well. Jidamva (2012) asserts that school inspection is rare and teachers lack feedback of their classroom practices, and this is particularly a serious problem in community secondary schools in rural areas. It should be noted that, SQAD act as part of External Quality Assurance (EQA) mechanism. Europian Commission (2018) views external mechanism of quality assurance as something that includes national or regional school evaluations and/or largescale student assessments. This involve assessing quality of education using external monitoring bodies, and the SQAD in this context is regarded as an External Quality Assurance organ, involved in a   process of assessing the quality and/or performance of school services done by the inspectors, who are not directly involved in the school being inspected, it from this attribute that make the school inspection an external scheme of educational evaluation (Lupimo, 2014).

It should also be noted that much research has been conducted with regard to the role of the school inspection as EQA mechanism in promoting education in Tanzania, including secondary education. In addition, it is evident from the literature and research studies that procedures and mechanism on how school inspections are supposed to be conducted is at least documented (Lupimo, 2014 & John, 2017).

However, apart from the prominence and dominance of school inspection (EQA mechanism), it has proved to be inadequate in monitoring quality of education (Kasanda, 2015. John, 2017 & Lupimo, 2014). As a result, there is growing literature evidence on the growing emphasis of IQA as one important mechanism and approach of assuring provision of quality education (Daguang, Zuoxu, Fan, &

Yanjie, 2016; European Commission, 2018). These co-authors show how IQA is now used as a tool in enhancing teaching and learning, and this approach to quality assurance is highly established and well known in higher learning institutions globally, but also in Africa and in Tanzania. IQA involves school self-evaluation and teacher appraisal support teachers to take collective accountability for student learning (European Commission, 2018).

Recently, in Tanzanian secondary schools there is a practice where IQA committee is made of the head of school, academic master/mistress and other appointees (teachers) who are responsible of overseeing quality assurance related matters in schools. However, IQA in lower educational levels including secondary schools, the approach is not well known among educational practitioners to the level of not being useful in improving quality of education, predominantly secondary education curriculum. This is what motivates this research that attempt to assess the implementation of IQA in Tanzania.

1.3 Statement of the Problem

Provision of quality education at all educational levels including secondary education is global desire as it stipulated by SDG number 4. Likewise, Tanzania is committed towards achieving this noble goal of provision of quality secondary education. However, regardless all the efforts being taken to ensure access to quality secondary education it is evident that this desire remains unrealised, quality secondary education remains unfulfilled, this clearly witnessed by mass failure of students in their form four exams (Lupimo, 2014, Sigalla, 2013; Sumra and Rajani,

2006). It is also evident that, these mass failure plus the fact that student's complete secondary education with limited skills and competencies, are concomitant with several factors which are curriculum related (for instance: inadequacy of Teaching and Learning materials, pedagogical challenges, assessment related factors (Jidamva, 2012 & Sigalla, 2013). All these are happening while there are mechanisms of quality assurance (including EQA and IQA mechanisms).

However, there are abundant of researches and other literature evidence on how EQA mechanism operates in Tanzanian school system, little is done on the role and implementation of IQA in schools, particularly on how this approach of quality control monitor and supervise different aspects of secondary education curriculum. This is what justifies the need of this study that wants to assess the implementation of internal quality assurance in Tanzania secondary schools.

1.4 General Objective and Specific Objectives

This study was guided by the objectives as indicated below, where there is one general objective and three specific objectives.

1.4.1 General Objective

The general objective of this study was to assess the role of internal quality assurance in curriculum implementation in secondary schools in Kahama Town Council.

1.4.2 Specific Objectives

i) To explore stakeholders' perceptions of IQA in public secondary schools

ii) To assess the role of IQA to effective Instructional delivery in public community secondary school.

iii) To identify challenges facing implementation of IQA in public secondary schools

1.5 Research Questions

i) What are stakeholders' perceptions about IQA in public secondary schools in Kahama Town Council?

ii) How effective is the implementation IQA in promoting instructional delivery in public community secondary school in Kahama Town Council?

iii) What challenges face the implementation of IQA in public secondary schools in Kahama Town Council?

1.6 Significance of the Study

This study was worth conducted as its results are expected to provide insight to policy and decision makers pertaining the role and challenges of IQA in public community secondary schools, which are taken as second hand schools, as their quality and the quality of products, are questionable. Secondly, the findings of this study may contribute knowledge to teachers, head of schools, school quality assurers, and other education officials about matters related IQA in public community secondary schools. Thirdly, this study is useful to educational administrators because it is expected to provide them with information about how implementation of IQA play role in improving the quality of public community secondary school. Moreover, the findings of this study have significant impact on

other similar research studies to be carried out in the area of IQA in connection to implementation of secondary education curriculum, particularly instructional delivery processes.

1.7 Scope and delimitation of the Study

The study focused on assessing the implementation of IQA in Tanzania secondary schools, with specific focus on assessing the implementation of IQA in public community secondary schools in Kahama Town Council. Moreover, the study confined itself on the influence of implementing IQA on instructional delivery as part of secondary education curriculum implementation.

1.8 Definitions of Terms

1.8.1 Quality Assurance

According to Basic, Secondary and Teacher Education Quality Assurance Framework (BSTEQAF) (2017), Quality assurance is a planned and systematic appraisal of a programme to determine maintenance and promotion of acceptable standards. It aims to build the confidence of people in the education system by ensuring that, education is provided within acceptable standards and that, learners acquire the predetermined learning outcome.

1.8.2 Internal School Quality Assurance

According BSTEQAF (2017) internal school quality assurance is a process done at school level by head of school to monitor, assess, evaluate and report agreed standards for all aspects of school life to ensure that acceptable standards are

achieved and maintained. In the context of this study, IQA implies a mechanism and process of monitoring, evaluating and reporting all aspects related to school welfare and wellbeing as per standards guidelines and a special committee does this.

1.8.3 Internal Quality Assurers

According to Kotirde, & Yunos (2014) internal quality assurers are educational supervisors within the school, including people like principals, vice-principals and heads of departments who are involved in internal quality assurance**.** In fact, schools as institutions are expected to have a mechanism and guideline for school self-evaluation. In such a context, at school levels school administrators and staff need to reach a consensus on how the goals, criteria and procedures for the evaluation done and obtained (European Commission, 2018).

1.8.4 External School Quality Assurance

According to BSTEQAF (2017), external school quality assurance is the process done by the school quality assurance officers (SQAOs) to help schools to trace a trajectory towards excellence and improved quality. In the context of this study, EQA refers to the school inspections processes conducted by quality assurance from SQAD, and this form of quality assurance involve Occasional school visits.

1.8.5 Curriculum Implementation

Is the translation of written curriculum into classroom practice that includes the provision of organized assistance to ensure that the most powerful instructional strategies are actually delivered at the classroom level?

1.8.6 Instructional Delivery Processes

Refers to the teaching processes, including: pedagogy (teaching and learning approaches), use of T/L materials and use of T/L aids.

1.8.7 Community Secondary Schools

Refers to secondary which were build and are managed closely by the communities, these schools are commonly known as ward secondary schools.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter presents review of various literatures both theoretical and empirical related to quality assurance at large and internal quality assurance in curriculum implementation in particular. The chapter further explains; theoretical stance/framework, review of literatures as per objectives, empirical review of related literature, the research gap and the conceptual framework.

2.2 Theoretical Framework

There are different theories, which guide issues related to quality assurance in educational context. This study was guided by three theories, to mention: instructional supervision theory, constructivist theory of learning, and Crosby's theory as founded by Vygotsky and Philip Crosby.

2.2.1 Instructional Supervision Theories

Instructional supervision theories is a group of six different but related theories developed and evolved over time through different periods as proposed by Tesema (2014) this being from 1620-to date. These theories were developed with the purpose of improving instruction and the quality of education (Schwartz, 1987). Instructional supervision theories include: Inspection theory (1620-1850); Inspection Instructional Theory (1850-1910); Scientific and bureaucratic theory (1910-1930);

Human Relation and Democratic theory (1930-1950); Bureaucratic, Scientific, Clinical, Human Relation, Human Resources and Democratic theory (1950-1975); Human Relation and Democratic theory (1930-1950); Scientific, Clinical, Human Relation, Human Resources and Collaborative/Collegial theory (1975-1985) and lastly Scientific, Clinical, Human Relation and Collaborative/Collegial theory/Mentor (1985-to date).

All these theories intended to improve instruction and improving quality of education at large, and the role of supervision being instructed to different people. However, each of the above-mentioned theories had its purpose/focus relation to named goal of humanizing instruction. It is evident from these theories that with time their focus kept changing from mere focusing on monitoring rules and looking for absences and this task being instructed to principles and central office supervisor. However, with time later theories focused on improving instructions, its efficiency, increased teachers' satisfaction, expanding students' understanding of classroom events and creating learning communities. Later theories entrusted the role of supervision of instruction and improving quality of education to wide range of educational stakeholders including; school-based supervisors, peers/coaches/mentors, principals and central office supervisors. Later theories call for democratic and collegial ways of supervising and monitoring quality education.

The present study adopted these theories as they are relevant to it; the study is all about assessing implementation of IQA in secondary schools. Moreover, theories are relevant in managing this study because they all call for supervision of instruction as means towards improving quality of instruction in particularly and education at

large. Moreover, the last three theories recognize school-based supervisors as important component of supervision of instruction this is in line with IQA structures in the current school supervision or quality assurance system, which regards IQA as team of staff amongst staff members, who form a team at school or college level (Bishangirwa, 2017).

2.2.2 Crosby's Theory

Philip Crosby is one of the pioneers of the Total Quality Managements (TQM) theory consisting of 14 steps for an organization to follow in building an effective quality programme. The fourteen steps, among these steps there are those, which are in line with focus of the present study on IQA. For instance these steps involve: First, the requirement for managements to be committed to quality (management stands on quality); secondly creating quality enhancement teams (with representatives from all workgroups and functions); thirdly, measure processes to determine current and potential quality issues; calculate the cost of (poor) quality; raise quality awareness of all employees; monitor progress of quality improvement; train supervisors in quality improvement; encourage employees to create their own quality improvement goals; recognize participants' effort; encourage employee communication with administration about obstacles to quality and lastly do it all over again implying that quality development is an endless process.

In the context of this study, the theory is appropriate to the current study as mostly of the elements mentioned by the theory are also advocated by IQA for instance: call for management to be committed to matters related quality; creation quality

improvement teams which is related IQA teams formed in schools, raising awareness of all employees regarding quality issues; monitor progress of quality improvement; support employees to create their own quality improvement goals; appreciate participants' effort and encourage employee communication with the management so as to improve quality to mention few , these are issues which clearly stated in IQA guidelines.

2.2.3 Constructivist Theory of Learning

Constructivist theory of learning it refers to the theory of learning, developing pedagogy and designing curriculum and instruction. It is associated with the way people make sense of their experience which necessities the shift from inherited to new perception due to environment change and experience (Taber, 2011).

In the context of this study, the named theory is relevant as teams designed for IQA are provided with opportunity to rethink of their performance as institutions rather than depending on external assessments and supervisions. Buying ideas from teaching and learning, constructivist theory emphasizes for the process to be more cantered at the schools as it considers T/L to be focused on the learner.

2.3 Theoretical Review of Literature

2.3.1 The Concept of Quality Assurance World Wide

Quality assurance is not a new phenomenon; it started in developed countries particularly originating from large-scale manufacturing industries as a way of keeping truck of production. This process was triggered by the awareness that

manufacturing industries needed quality products as well as mass or bulk production. Stephen (2009) informs that during the second half of the 1920's internal quality assurance started to be regarded as a professional process in organizations. Since the introduction of quality assurance practices, the quality profession has developed dramatically.

From this background, it is also evident that quality assurance issues is global phenomenon, as there different literature evidence supporting a move and concern of a human kind in different sectors taking about quality. Manufacturing industries, health services, armies, all regard quality as a cornerstone in their services delivery and product production. An education sector has also moved in the same direction of being unease with issues rated to quality in provision of education as services in different countries globally. Ayeni (2012) considers the need for quality education as a global quest that has necessitated adoption of quality assurance and application of quality systems so as to maintain standards of educational provision worldwide. Ayeni (2012) further asserts that the adoption of quality assurance in education is an emerging policy perspective in the contemporary world emanated at the World Conference on Education for All led by UNESCO at Thailand in 1990. It was from this world conference where member countries agreed to put commitments towards improving the quality of education (UNESCO, 2002 as cited by Ayeni, 2012).

Moreover, global efforts towards assuring provision of quality education are also marked in the second World Conference on Education for All led by UNESCO at Dakar-Senegal in 1990. The Dakar framework regards quality as the heart of

educational provision. On the other hand, Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs), particularly SDG-4 about education call for nations to assure provision of quality education (Tahir, n.d).

It is from these efforts different nations have developed quality assurance systems for different levels of tutoring, for instance; Pakistan developed criteria as benchmarks to guide in assessing quality of education in the country (Tahir, n.d). The guideline considers quality education as meaningful, relevant and responsive to the needs of the individuals and the society as a whole.

From the definition it evident that for education to meet standards of quality education needs to encompass all elements that make it meaningful, relevant and empowering. According to Tahir, these elements includes learners, school environment, and curriculum, processes, learning materials and learning outcomes. In fact, these plays roles as benchmarks of quality assurance revealing how important quality assurance in education is. Ayeni (2010) claims that quality assurance, is one of the most critical tasks facing every nation's educational institutions, so that the societal demands for improved education service delivery would achieve the best learning outcomes that enhance the quality of life of the citizenry (Daguang, Zuoxu, Fan, & Yanjie, 2016; European Commission, 2018). These co-authors are also add that quality assurance (QA) as a tool in enhancing teaching and learning, and this approach to quality assurance is highly established and well known in higher learning institutions globally.

2.3.2 The Concept of Quality Assurance in Africa

African countries as part of the globe have shown initiative towards provision of quality education at all levels including secondary education. For instance on study which examined the effectiveness of school-community partnership in ensuring quality instructional management, resource inputs, process and students' learning outcomes asserted that sustainable quality assurance in secondary education as best practice in the management and utilization of human and material resources, facilities, finance, and development of positive corporate culture and strategic supervision of teaching and learning activities for the realization of the set goals in schools (Ayeni, 2012). Sustainable quality assurance in an educational institution is also made possible when every member of the institution contributes his/her share to the quality process. When all these are taken into consideration in quality, assurance processes a complete well-formed education and production of quality students will be certain. Ayeni (2012) further indicates the school principals, teachers' and students' role in quality assurance. On top of that Abolade (2007) identified the main components of school quality assurance process as follows: systematic monitoring and observation of the core activities of a school especially teaching and learning; collection and storage of data from monitoring activities; analysis and evaluation of data collected to make decisions about maintaining, modifying, accepting or rejecting program particularly on curriculum issues, teachers' instructional styles, students' abilities, needs and behaviours as well as textbooks, organizational structure or personnel; implementation of necessary remedial action to improve teachers' pedagogical practices and students' learning outcomes; and lastly providing feed-back to all

stakeholders affected by the program in order to ensure quality with public accountability and consistent review of performance and evaluation procedures, to bring about continuous improvement in teaching and learning processes in schools.

2.3.3 Quality Assurance in Tanzania

Tanzania like other countries of the world at large and Africa in particular has over time committed towards provision of quality education to all of her citizens. For instance, the mission statement of the education and training policy is to improve the quality of education and training by putting in place structures and procedures that will enable the country to get educated Tanzanians who are ready to continue learning in order to add value in achieving national development goals (URT, 2014). It is evident from this policy statement quality is a paramount and corner stone of the Tanzanian educational system, by this significance importance, there are literature evidence on efforts the country has continued to take in order to assure quality of education.

There are vast of literature about quality of education at large and secondary education in particularly (Jidamva, 2012, URT, 2014; URT, 2018; Sigalla, 2013). Most of these literature sources indicate that apart from the fact that Tanzania is committed towards assuring provision of quality education. It is evident that, there is little accomplishment in terms of quality of secondary education. This claim is clearly shown by low achievement of secondary students in their national exams particularly in their form four exams (Sigalla, 2013; URT, 2014; URT, 2018; Jidamva, 2012). Sumra and Rajani (2006) adds that an attempt to improve quality of

secondary education in Tanzania have appeared to slow down, and thus calling for research on challenges impeding quality of education in secondary sub-sector.

Moreover, apart from the fact that the concept quality education is common but the concept QA particularly in education systems seem to be in its infancy stages as it was preceded by other concepts which coined almost the same thing for instance, school inspection and instructional supervision (These theories were developed with the purpose of improving instruction and the quality of education (Schwartz, 1987). However, Currently the Schools Quality Assurance Division (SQAD), formerly referred as School Inspectorate Division under the Ministry of Education and Vocational Training (MoEVT) is an organ established by the Government Act 25 of 1978 is responsible for ensuring provision of quality education in schools and colleges. However, it is also evident that inadequacy of services provided the SQAD jeopardize assurance of quality in education (Jidamva, 2012; URT, 2018). Quality assurance structures in Tanzania falls in two categories external and internal mechanisms of quality assurance. External quality assurance implying something that includes national or regional school evaluations and/or large-scale student assessments (Europian Commission, 2018). Supporting this Lupimo (2014) further reveals that external quality assurance assess quality of education using external monitoring bodies, this involves assessing the quality of school services done by the inspectors. It is also clear that have been done regarding the external quality assurance mechanisms (Lupimo, 2014 & John, 2017).

2.4 Empirical Studies

The present study is also grounded on critical review of other related empirical literatures. The review was done by looking into: Empirical studies from outside Tanzania and empirical studies from Tanzania. Msabila & Nalaila (2013) considers empirical literature review as a form of review based on the source of information obtained through actual observation by other person in the form of research or through witnessing the occurrence. It gives out the empirical studies where the researchers expect to find the gap.

2.4.1 Regional Empirical Studies

There are several researchers outside Tanzania who have conducted studies related to the presents study; these studies are as presented below:

A study conducted in Nigeria by, Ayeni (2012) examined principal, teacher and student's tasks in the attainment of quality education in secondary schools. The study also examined the effectiveness of school-community partnership in ensuring quality instructional management, resource inputs, process and students' learning outcomes. The paper concluded that improving the quality of teaching and learning in secondary schools there is need for principals, teachers and community partnership. Sustainable quality assurance in an educational institution is also made possible when every member of the institution contributes his/her quota to the quality process (Sahara & Superman, 2002 as cited in Ayeni, 2012).

Moreover, another study from Nigerian context by Kotirde & Bin (2014), aimed at assessing the general roles of school supervisors in improving teaching quality and

effectiveness of school's supervisions. 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. Hence, the study calls for supervisors to seek for genuine cooperation and concern, positive and acceptable disposition amid the teachers and their subordinates.

A study by Onuma & Okpalanza (2017) assessed the quality assurance practices in secondary schools in Enugu State Nigeria. This was a quantitative study, which employed a descriptive survey design. The findings of the study revealed among others that: provision of infrastructural facilities, recruitment of qualified teachers, secondary school curriculum implementation and effective leadership management are quality assurance practices in secondary schools in Enugu State. Based on these findings, some recommendations were made among which are: that methods of recruitment of teachers should be on merit basis not on quota system, which was filled by unqualified teachers. Secondly, government, its agencies and other private bodies should be involved in improving staff welfare in secondary schools.

Ayeni & Ibukuu (2013) in their study examined the School-Based Management Committee's (SBMC) involvement and effectiveness in school governance, curriculum implementation and students' learning outcomes in Nigerian secondary schools. It was concluded that a conceptual model of inter-relatedness be adopted to strengthen the operational capacity of SBMCs for effective service delivery and quality learning outcomes in secondary schools.

Ali & Harahsheh (2013) in Jordan did a study, which aimed at identifying the role of the educational supervisor in curriculum development from the point of view of the teachers from secondary schools in the Education Directorate of Mafraq- district in Jordan and the role of the educational supervisor in curriculum development. A study employed a sample 97 teachers. The findings revealed several roles for supervisor in the development of educational curricula.

2.4.3 Empirical Studies in Tanzania

A study by Kabati (2017) in Shinyanga with a focus on assessing the effectiveness of School Inspectors in assuring the Quality of Primary Education. Specifically, the study aimed to identify the role of school inspectors in controlling the quality of primary education, to explore perceptions of primary school teachers towards school inspection/inspectors, identify the challenges that hamper effective school inspection, and to suggest ways, which inspectors could use to improve the quality of primary education. The study used a sample of 70 respondents including teachers, school head teachers, school inspectors and 1 District Educational Officer. The findings indicated that school inspection plays a potential role towards improving teaching and learning. Teachers declared that, the advice and feedback given through inspection reports and recommendations are valuable in making improvements in schoolwork performance. The study findings revealed that making follow-ups might enhance the implementation of the inspection and work efficiency of teachers.

Furthermore, a study done by Kasanda (2015) on the role of secondary school inspection in raising school standards in Tanzania taking a case of Kibaha District. The study aimed to explore the views of teachers on the importance of school

inspectorate in raising the school standard by assessing the ways teachers describe school inspectorate and examining the relationship between the teachers and school inspectors in the District. This employed a study sample of 44 respondents. The finding revealed that: teachers considered inspectorate as importance in raising the school standards. However, teachers condemned behaviour of some of the school inspectors, but also some teachers were not pleased with the fact that inspectors did not provide feedback on their inspection. The study ended up calling for the need school inspection acting from bottom-up instead of changing acting from top down.

A study by Sigalla (2013) as found in the Internal Journal of Learning and Development that investigated on factors hindering quality of education in secondary schools in Mbeya region. The study aimed at investigating factors, which hinder attainment of quality education in Tanzania, particularly in secondary schools. Similarly, a study by Mollel (2015) on the study explored quality of education practices in Tanzania, using community secondary schools in Arusha District council as a case study. The study intended to: to examine the indicators of quality education in Arusha District Council community secondary schools; examine how schools have been working to attain quality of education among community secondary schools in Arusha District Council, and find out what should be done by the schools to attain quality education in Arusha District Council community secondary schools. The study employed a mixed research design; the study employed a sample of 83 respondents. The findings indicated that the community and teachers were aware of the indicators of quality education such as textbooks, nutrition and infrastructure. The findings further indicated hindered realization of

quality education, these involved: deficiency of science laboratory and science textbooks, furthermore, the study recommended on the strategies that could improve the quality of education.

Bishangirwa (2017) did a study to examine the teachers and student's participation in curriculum management in secondary schools in Dar es Salaam. Specifically, one of the objectives of the study was to assess the modalities of involvement of teachers and students and determine the challenges faced in managing curriculum. The study found that heads of schools relying but also, they employ varieties of inspection strategies and administrative monitoring including participatory approaches. There are different modalities for teachers to participation in curriculum management including classroom management, counselling, motivating and inspiring students, inviting and engaging parents in management and addressing student's problems. This study recommends contingency curriculum management with inclination to participatory approaches for effective participation of teachers and students. Consequently, the efforts to train teachers on their curriculum managerial roles are Crucial.

Lastly but not least is a study conducted by Lupimo (2014) with the aim of examining the role of school inspection in improving academic performance in community secondary schools in Tanzania using sampled public schools in Bariadi District as a case study. The study mainly focused to examining school inspections carried from 2008 – 2014. Specifically, the study assessed the teachers' perception on school inspection activity, explored how the recommendations in inspection

reports are implemented by schools and other authorities and to examine the challenges that inspectors face in the whole process of inspection. The study used a sample of 107 respondents obtained through purposive and simple random techniques. The findings revealed that, school inspection is not effective in improving academic performance, as only one school out of the four sampled schools was inspected once, since 2008 to 2014. It was also found inspectors recommendations were not worked upon effectively. Moreover, most of teachers viewed school inspection negatively and but also it was found that there were many challenges that inspectors face. It was academic performance in community secondary schools are very poor. The study calls for school inspection to be improved since it is the authority that is supposed to ensure that there is high education quality in Tanzania.

2.5 Research Gap

It is evident from the empirical studies from both local and international contexts are informative to the present study, as they are associated to quality assurance matters in schools. However, there those, which focused in looking issues of quality assurance in primary schools, for those which payed, focus on quality assurance in secondary schools, they almost all talk of school inspection at large with less focus on IQA. Moreover, it evident from the above empirical studies that there marked methodological gaps, for instance the above reviewed studies they were conducted in several different counties for Jordan and Nigeria which might have different political, social, cultural and economic contexts. However, even those local studies conducted in Tanzania were conducted in other regions/districts and not Kahama

town council. This justifies the need of this study that will assess the implementation of IQA in community secondary schools in Kahama council.

2.6 Conceptual Framework

A conceptual framework is a model of presentation, which shows the relationship of the variables graphically, or diagrammatically (Orodho, 2004). In the context of this study on assessment of the implementation of internal quality assurance in public community secondary schools, the study adopts the Stufflebean Model of evaluation commonly known as CIPP model.

CIPP is an acronym of the following words: Context, Input, Process and Product. Stufflebean formally developed the model early in 1971. The CIPP model is framework for guiding evaluations of programs, products, institutions and systems.

In the context of this study, the model will guide the assessment of the implementation of internal quality assurance in public community secondary schools. In this model, one stage undergoes self-evaluation of its concerns before proceeding to the next one and at the end, the wholesome evaluation is conducted. The product is greatly influenced by the context, input and the process, thus if one of these three elements encounters some problems, its impacts affect the product and the whole system. The researcher opts to adopt this model because the nature of the study itself is an evaluative.

The Context

In context assessment goals, priorities and outcomes are identified (Stufflebean, 2003). Context evaluation can be done before, during, or even after the program, project or other improvement efforts (Stufflebean, 2000). In this study, the context comprised of variables such as policies and guidelines for quality assurance; ETP (1995), ETP (2014). All these contextual factors influence the enactment of IQA in community secondary schools.

Input

In the context of this study, input evaluation involved assessing who and what is involved in school IQA (the Human resources, tools, other resources and guidelines). Here the study will be checking on the adequacy and suitability of inputs factors.

The process

Process evaluation refers to a mediating stage between the context, input and the product. This evaluation involves implementation and documentation of the process, including changes in the plan as well as key omissions or poor execution of certain procedures (Stufflebean2000). In this regard, the process variables in this study will involve assessment of implementation of the entire IQA process including methodology and the procedures used in carrying the activity. Therefore, there is a need to careful assess this variable so as help to know exactly how the IQA implementation in community secondary schools.

The product

Product evaluation was conducted purposely so as to measure, interpret and judge an institution's achievement. Product evaluation involves assessment of both intended and unintended outcomes, positive and negative outcomes, short term and long-term outcomes (Stufflebean 2000). In the context of this study, the product therefore involved the outcomes and impact associated with implementation of IQA in secondary involving improved teaching/learning climates, improved physical school environment and improved schools' performance.

Context	Input	Process	Product/out come
-Education policies, guidelines & programs. -School regulation and rules. -School time table	-Availa-bility & Quality Resources -Secon-dary school curriculu m -School managem ents (Team for IQA)	-IQA process When is it done? -How is carried out?	-Pupils moral outlook. ☐ Increased schools' accounta bility. ☐ Improved School's performa nce

Impact

Improved Quality of Secondary education in community secondary schools

Figure 1: Conceptual Model

Source**:** Adopted from Sufflebeam (1971)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

On this chapter, the research procedures and methods that were used to reach the objectives of this study are presented. Specifically, the chapter presents the research approach, the study area, the target population, the sample and the sampling techniques of the study. It also includes; the descriptions of the methods that were used to gather data and procedures for data analysis, validity and reliability as parallel as ethical considerations are highlighted.

3.2 Research Approaches

This study employed a mixed method approach where both qualitative and quantitative approaches were used simultaneously during data collection, analysis and presentation. The decision of using the mixed approach because the researcher wants to cross-validate data/findings from both approaches (Creswell, 2003).

The quantitative approach was used in gathering information through questionnaires. According to Kothari (2004, p.54) quantitative approach encompasses the generation of data in numerical form. This method enabled the researcher to obtain detailed quantifiable information regarding defendants' views and opinions associated with assessment on internal quality assurance on curriculum implementation in public school. Questionnaire was used to DSQA, head of schools, members of the IQA committee at a school level, teachers and students.

Apart from quantitative, qualitative approach facilitated gathering of direct opinions of participants so as to complement the qualitative approach. Qualitative approach is a kind or form of research, which occurs in the natural setting in the direct and primary source (Terre, Durhein and painter 2006). Qualitative data were collected from DQA and head of schools to obtain comprehensive information regarding SIQA.

3.3 Research Design

According to Kothari (2004), research design is the arrangement of condition for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. Out of many different available research designs, this study employed a case study research design to assess the implementation of IQA in community secondary schools. A case study research design was used because the researcher aimed at investigating the problem or phenomenon in depth, within its real state (Yin, 2009). Thus, since IQA is a new phenomenon ever since there were changes from school inspections to quality assurance with new guidelines and procedure a case study design remained the best option, as it works with new and uncharted phenomenon. Moreover, case study was mostly for the purpose tapping qualitative information; however, it is also apparent that it can be used with quantitative approach.

Moreover, a case study design was supplemented by a simple descriptive research design. Descriptive research design was also used because it is a design with ability to collect quantitative findings related to important principle of knowledge and solution to significant problem (kerlinger, 1969).

3.4. Area of the Study

This study was conducted at Kahama Town Council. The main reason for selecting this study area is due to its proximity and financial ability. It involves six public secondary schools such as Nyasubi, Nyashimbi, Kishimba, Kinaga Nyihogo and Mwendakulima public community secondary schools. The map of the study area is presented below.
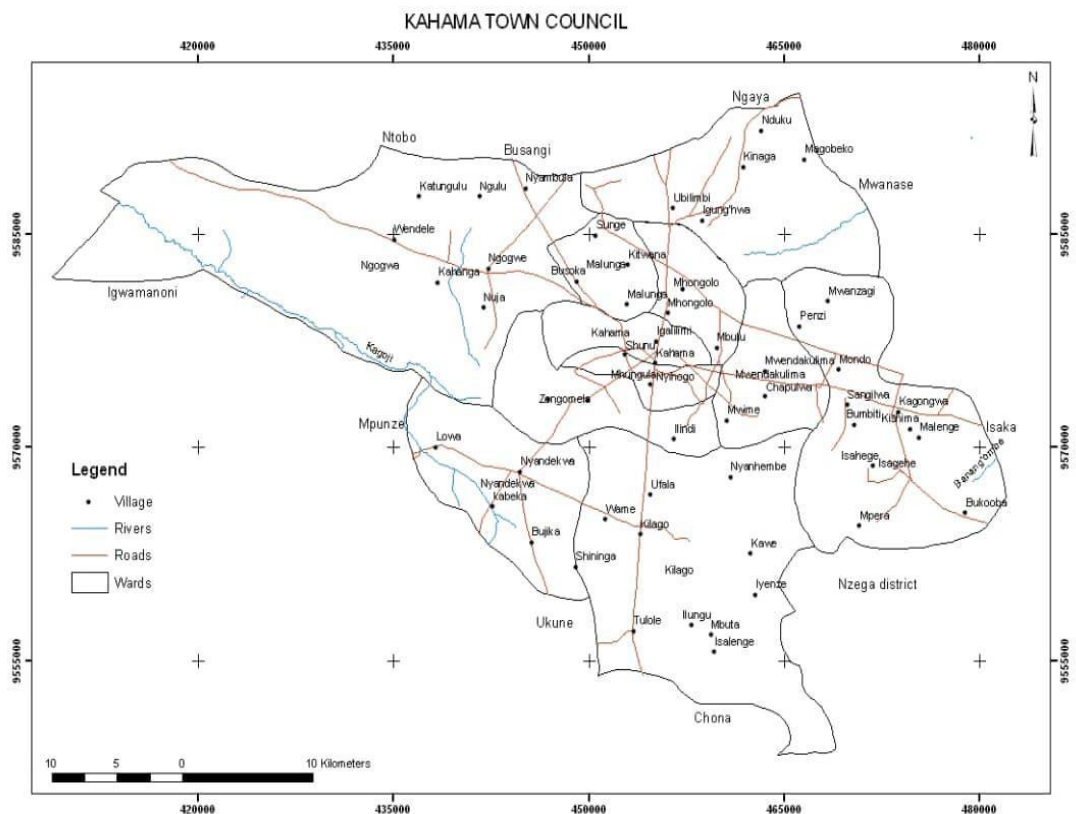
Figure 2: Kahama Town Council Map

Source: Kahama Urban Planning Office

3.5 Population, Sample Size and Sampling Techniques

3.5.1 Target Population

Target population refers to the total number of units in the area or field of study, a population is the universe of units from which the sample is to be selected. The target population tangled in this study were all district quality assurers who were 6, heads of community secondary schools who were 16, internal school quality assurers who were 58, community secondary schools' teachers in Kahama town council who were 474, and students who were 12836, in total a population is 13390.

3.5.2 Sample Size

Kothari (2004) defined sample size as the quantity of items to be designated from the universe to constitute a sample. A sample needs to be optimum in the sense that it fulfils the requirement of efficiency, representativeness, reliability and flexibility (Kothari, 2004). Because it is not possible to include all district quality assurers, heads of community secondary schools, members of the IQA committee at a school level, community secondary schools' teachers and students, for that case the representative sample was obtained. So, the Yamane (1967) formula was used to obtain the required sample of as shown below. Yamane formula is-

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

Whereby, n is sample size, N is total number of respondents (all district quality assurers, heads of community secondary schools, members of the IQA committee at

a school level, community secondary schools' teachers and students) which is 13390

and e is sampling error which is 10%.

$$n = \frac{13390}{1+13390(0.1)^2} = 99.52 \approx 100$$

Therefore, 100 respondents were included in this study as sample size involving five

categories. Each category is determined by the input they are expected to provide in

answering the research questions and thus reaching the research objectives as

articulated in chapter one. For instance:

i. District Quality assurers were involved as they are coming from the department of quality assurance, which is responsible for quality assurance at the district level. Moreover, these are also officers responsible for providing guidance to schools on how to implement IQA.

ii. Heads of schools were involved in this study because they are the chief executive officers (CEO) at the school level responsible for each of the activities taking place at the school. According to the QA guideline, HoSs are responsible for supervising the IQA committee; therefore, by nature of their position they are expected to provide useful information as to how IQA is implemented in their respective schools. The HoS shall oversee proper implementation of the curriculum, policies, and directives in collaboration with School Management Teams (SMTs).

iii. Members of the IQA committee at a school level, this being a team appointed amongst staff members according the IQA guideline to oversee issues related to quality assurance at a school level. They were involved in this study because they are the one who should be with the role of carrying out IQA activities. The internal SQA Team monitor and evaluate the process of curriculum implementation and assessment to continuously inform concerned actors on alternative quality practices (Basic, Secondary & teacher Education Quality Assurance Framework (BSTEQAF) (2017).

iv. Teachers make the fourth group to be engaged in this study, they are selected because IQA among of its role is evaluating teachers' roles and activities. Therefore, it obvious that they may have feelings on how IQA is implemented in their respective schools.

Teachers are responsible for classroom teaching, assessment, and evaluation for professional growth through consistent reflection and action on their classroom practices (BSTEQAF, 2017).

v. Students were involved in this study because they are the first consumers/customers of the educational processes taking place at the school level. According the SQA framework students' voices are considered in IQA.

The sample size of respondents with their respective percentages is well shown on Table 1 below.

Table 1: Sample Size

S/N	Respondents	Number of respondents	Percentage of respondents
1	District quality assurers	5	5
2	Heads of community secondary schools	5	5
3	Internal school quality assurers	15	15
4	Community secondary schools' teachers	25	25
5	Students	50	50
Total		**100**	**100**

Source: Researcher, (2021)

3.5.3 Sampling Techniques

In this study, the researcher used three sampling techniques, namely: purposeful, stratified random sampling and simple random sampling techniques. The concept sampling techniques refers to a range of methods that enable a researcher to reduce the amount of data he or she needs to collect by considering only data from a sub group rather than all causes or element (Saunders, 2005).

Simple random sampling technique was used to obtain students and teachers; this method was chosen because it avoids biases and gives each of the units in the

population an equal chance of being selected. Lottery method was used whereby the names of elements of the population are listed and numbered because on selecting respondents was quite impossible to take all teaching staff to answer questionnaires but lottery method helped to sample each teacher of appropriate secondary school.

Purposive sampling was used to obtain District Quality Assurers, HoSs & the internal SQA Team/committee; the researcher used such a method because is believed to be reliable for getting people who are well informed on the phenomenon under study (Kombo & Tromp, 2006). The goal of purposive sampling is to sample participants in strategic way such as that those sampled are relevant to research questions that was posed (Bryman, 2008, p.19). Purposive was used to obtain key informants including; heads of schools, District Quality Assurers, members of the SIQA-team.

3.5 Data Collection Methods and Instruments

Basing on the fact that, this study uses mixed approach, therefore the study employed multiple methods of data collection including questionnaires, and interviews. According to Kothari (2004), research methods refer to all methods that are used by the researcher in conducting research.

3.5.1 Questionnaires

The study used self-administered questionnaires to collect data from district quality assurers, HoSs, school internal quality assurer, secondary school teachers and students. Questionnaires are selected questions design to collect information from

respondents. Questionnaires are best option to be used to the two named groups of respondents because the method has the ability to collect data from large segments of the sample. Moreover, according to Kidler (1981) questionnaire are lack of advantageous in term of economy, lack of interview bias and the possibility of anonymity" (p.7). This study employed both closed and open-ended questions targeting to collect qualitative and quantitative information respectively.

3.5.2 Interviews

This study employed semi-structured to collect data from District Quality Assurers, and HoSs. The researcher opts to use this method because it allows direct communication with the research participants and has the ability to get in-depth information from defendants. Interview technique was used because of its ability to collect more and in-depth information. Kothari (2004) adds that, interview allows flexibility as there is an opportunity to restructure the questions. Mtahabwa (2010) on the other conceives interview as a method that involve a face-to face conversation between the interviewee for collecting information or data.

3.8. Data Analysis Procedure

In trying to make sense from the data collected, analysis of data was done immediately after the collection. Quantitative data, were sorted, coded, summarized and analyzed by using Microsoft Excel computer software's. Descriptive analysis (Frequency and percentage) were used to analyze first, second, and third objective. Thereafter the findings were presented by using graphs and tables.

Qualitative data were analyzed through content analysis. Content analysis method was employed to analyse collected data from interview and questionnaire. Thereafter, data were organized under various themes according to objectives and scrutinized.

3.10 Ethical considerations

Since research as an activity is based on a series of decisions and involves people as subjects and objects of research, ethical considerations become inevitable.   This is because the work of research should guide by code of ethics" (Saunders, 2005). Ethics refers to the appropriateness of behavior in relation to the rights of those who become the subject of your work or affected by it.   Researcher in the present study expects adhere to such ethical issues by doing the following: Explaining to the participants the purpose of the study, asking participants to take part in the study on their free will (informed consent), protecting research participants from any kind of harm resulting from research process (this was be achieved by assuring privacy and making sure that their identities remains unknown). Also, the researcher got the research permit from relevant authorities.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter presents the findings based on data obtained from the field the case of Kahama town council. Section one concentrates on the demographic and background features of the respondents in relation to implementation of internal quality assurance. While section two based on findings that are in line with specific objectives of the study which were: to explore stakeholders' perceptions of IQA in public secondary schools, to assess the role of IQA to effective instructional delivery in public community secondary school and to identify challenges facing implementation of IQA in public secondary schools.

The data obtained were encoded in Microsoft Excel for analysis and interpretation and presented in bar chart, frequencies and percentage table for findings elaboration as fine as clarification.

4.2 Demographic characteristics of Respondents

This part provides the features of the studied respondents at Kahama town council. Description of features based on the age, gender and level of education.

4.2.1 Age of Respondents

Age of respondents was amid the variable convoluted in this study. Out of 100 respondents involved in this study 42 (42%) were with age of 12 to 17 years, 8(8%)

with age 18 to 23 years, 2(2%) with age 24 to 29 years, 26(26%) with age 30 to 35 years, 10(10%) with age 36 to 41 years, 7 (7%) with age 42 to 47 years, 4(4%) with age 48 to 53, 1 (1%) with age 54 to 59 years and no one (0%) with age 6 to 11 years, and 60 years and above. This means that majority of respondents involved in this study were at age 12 to 17 years. The results are well summarized on Figure 3 under.
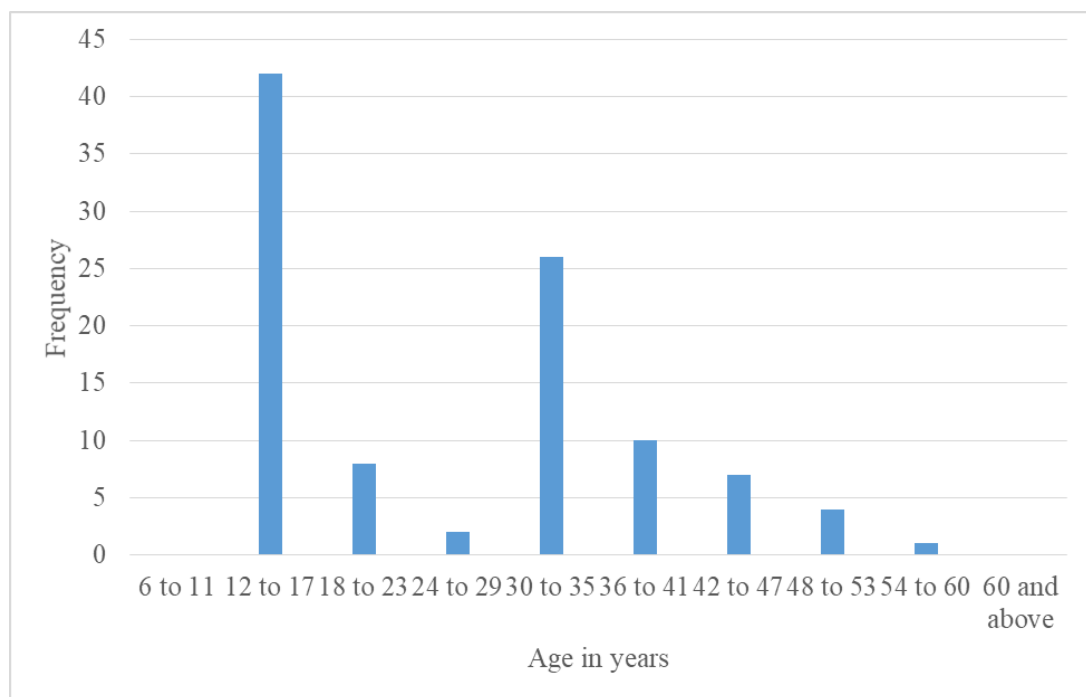
Figure 3: Age of Respondents Source: Researcher, (2021)

4.2.2 Gender of Respondents

In link with determining the gender of defendants the output indicate that out of 100 respondents

58 (58%) were females and 42 (42%) were males. This implies that most of the females in Kahama town council were more included in the study than males. This

also shows that females in Kahama town council are more involved in issues regarding internal quality assurance than males. Figure 4 under present the results.
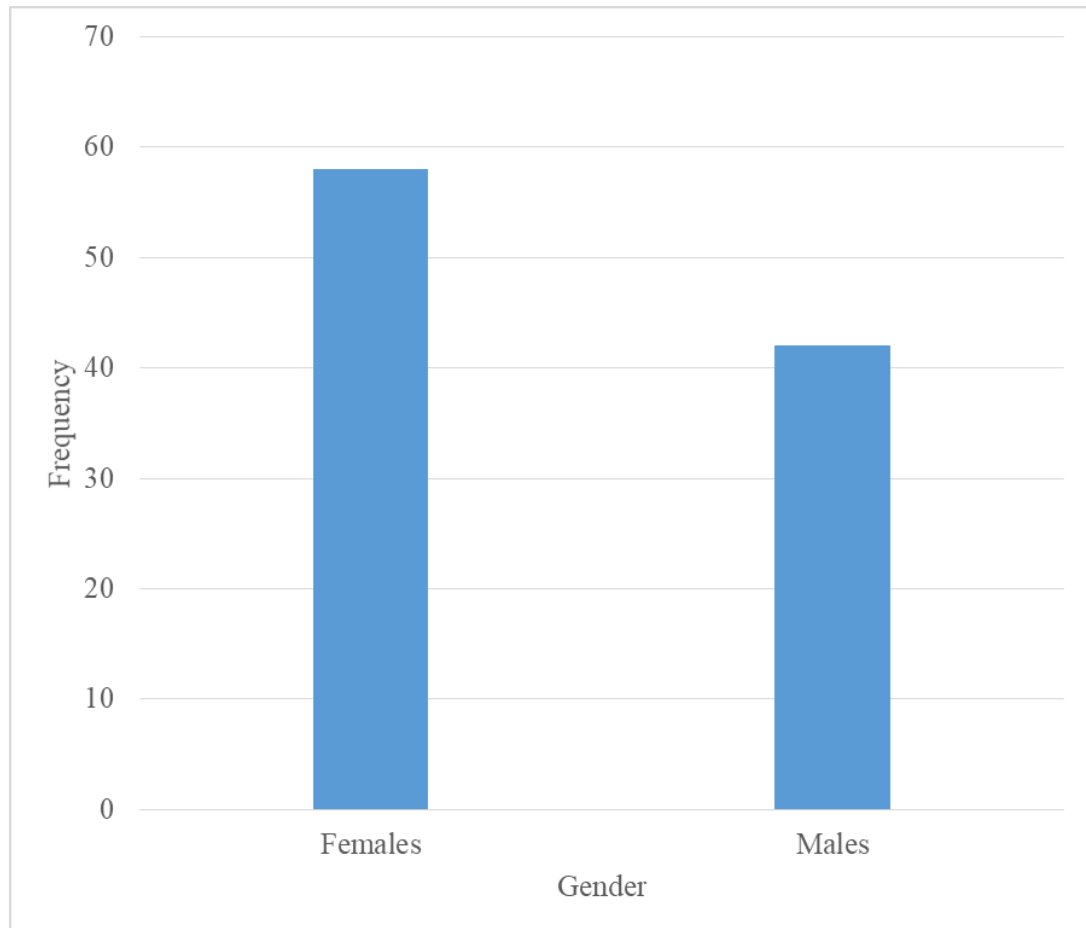
Figure 4: Gender of Respondents

Source: Researcher, (2021)

4.2.3 Education Level

The findings expose that out of 100 respondents, form one were 10(10%), form two 25 (25%), form three were 7(7%), form four were 8(8%), diploma were 18 (18%), first degree were 26(26%), higher degree were 6(6%) and 0(0%) were having

certificate level of education. This imply that majority of respondents involved in this study were in first-degree level of education.

This means that numerous respondents involved in the study has good understanding concerning education matters. Proportionality of education level of the respondents in Kahama town council are well illustrated on Figure 5 beneath.
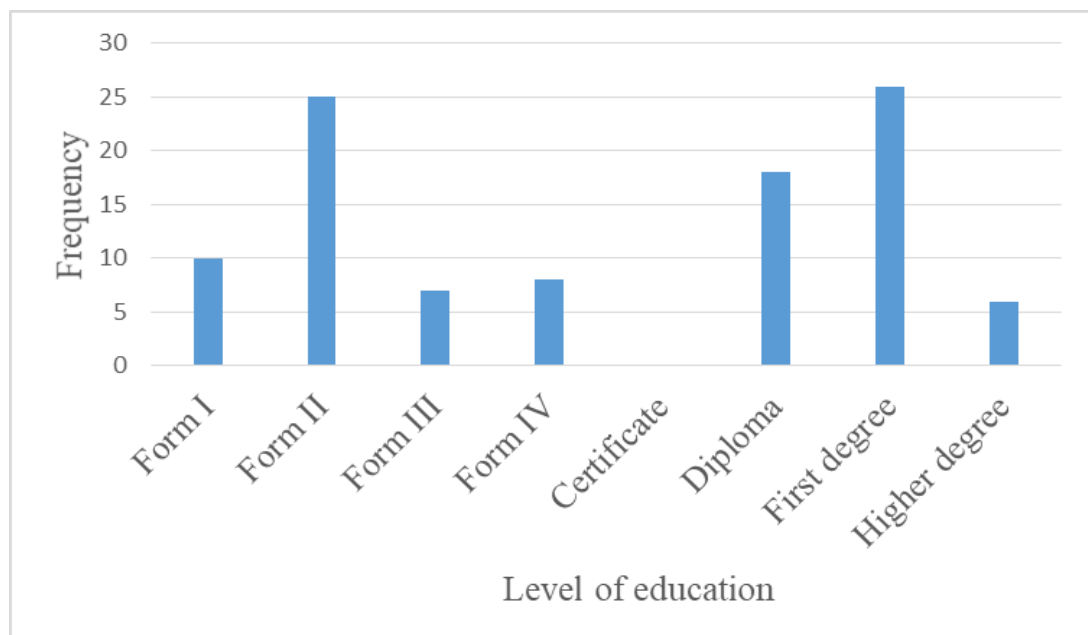
Figure 5: Level of Education

Source: Researcher, (2021)

4.3 Stakeholders'' Perceptions of IQA in Public Secondary Schools

The first objective of the study was to explore stakeholders' perceptions of IQA in public secondary schools. In line with exploring stakeholders' perceptions of IQA in public secondary schools, the following variables were involved: IQA has made improvement in teaching and learning process in public secondary schools which made students meet their needs and expectations toward quality education is highly

growing compared to before, no need of EQA since IQA is enough, IQA has improved teachers code of conduct in teaching and learning process, teachers selected to be part of IQA has enough knowledge concerning quality assurance and IQA is very effective and has control to make sure quality education achieved within the school.

A 5-point likert scale as well as Frequency and percentage were used to explore stakeholders (district quality assurer's, head teacher's, members of the IQA committee at a school level, and teacher's) perceptions of IQA in public secondary schools basing on variables identified through close-ended questions. Frequency and percentage enabled to determine proportionality of respondents perceptions on the variables therefore are in position to decide whether stakeholders have good or bad perceptions regarding IQA in secondary schools. Apart from that, results from open-ended questions, interview and students were provided.

Stakeholders'' perceptions of IQA in public secondary schools were grouped into; district quality assurer's who were 5, head teacher's who were 5, members of the IQA committee at a school level who were 15, teacher's who were 25, as like as overall perceptions. There after 50 student's observation on the improvement of teacher's performance in teaching and learning process in Kahama town council public secondary schools were also given, as described under:

District quality assurer's perceptions of IQA in public secondary schools expose that, on variable: IQA has made improvement in teaching and learning process in public secondary schools which made students meet their needs and expectations

toward quality education is highly growing compared to before, 3(60%) said "Agree", 1(20%) "Neutral", 1(20%) "Disagree" and 0(0%) said "Strongly agree", and "Strongly disagree". No need of EQA since IQA is enough, 4(80%) said "Disagree", 1(20%) "Strongly disagree" and zero (0%) said "Neutral", "Agree" and "Strongly agree". IQA has improved teachers code of conduct in teaching and learning process, 4(80%) said, "Agree", 1(20%) "Neutral" and no one (0%) said "Disagree", "Strongly agree", and "Strongly disagree". Teachers selected to be part of IQA has enough knowledge concerning quality assurance, 2(40%) "Agree", 3(60%) said "Disagree", and 0(0%) said "Strongly disagree", "Neutral", and "Strongly agree". IQA is very effective and has control to make sure quality education is achieved within the school, 1(20%) "Agree", 3(60%) "Disagree", 1(20%) "Neutral", and 0(0%) said "Strongly disagree", and "Strongly agree". Table 2 below summarizes the results.

Table 2: District Quality Assurer's Perceptions of IQA in Public Secondary Schools

No	Variables	SD		D		N		A		SA	
1	IQA has made improvement in teaching and learning process in secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before	0	0	1	20	1	20	3	60	0	0
2	No need of EQA since IQA is enough	1	20	4	80	0	0	0	0	0	0
3	IQA has improved teachers code of conduct in teaching and learning process	0	0	0	0	1	20	4	80	0	0
4	Teachers selected to be part of IQA has enough knowledge concerning quality assurance	0	0	3	60	2	40	0	0	0	0
5	IQA is very effective and has control to make sure quality education is achieved within the school	0	0	3	60	1	20	1	20	0	0

Source: Researcher, (2021)

Head teachers observation on the variables indicate that, on variable: IQA has made improvement in teaching and learning process in public secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before, 2(40%) said "Agree", 2(40%) "Neutral", 1(20%) "Disagree" and 0(0%) said "Strongly agree", and "Strongly disagree". No need of EQA since IQA is enough, 5(100%) said

"Disagree", and 0(0%) "Strongly disagree", "Neutral", "Agree" and "Strongly agree". IQA has improved teachers code of conduct in teaching and learning

process, 3(60%) said "Agree", 1(20%) "Disagree" 1(20%) "Neutral" and no one (0%) said "Strongly agree", and "Strongly disagree". Teachers selected to be part of IQA has enough knowledge concerning quality assurance, 2(40%) "Agree", 2(40%) said "Disagree", 1(20%) "Neutral", and 0(0%) said "Strongly disagree", and "Strongly agree". IQA is very effective and has control to make sure quality education is achieved within the school, 1(20%) "Agree", 4(80%) said "Disagree", and 0(0%) said "Neutral", "Strongly disagree", and "Strongly agree". Table 3 under summarizes the results.

Table 3: Head Teacher's Perceptions of IQA in Public Secondary Schools

No	Variables	SD		D		N		A		SA	
1	IQA has made improvement in teaching and learning process in secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before	0	0	1	20	2	40	2	40	0	0
2	No need of EQA since IQA is enough	0	0	5	100	0	0	0	0	0	0
3	IQA has improved teachers code of conduct in teaching and learning process	0	0	1	20	1	20	3	60	0	0
4	Teachers selected to be part of IQA has enough knowledge concerning quality assurance	0	0	2	40	1	20	2	40	0	0
5	IQA is very effective and has control to make sure quality education is achieved within the school.	0	0	4	80	1	20	0	0	0	0

Source: Researcher, (2021)

Members of the IQA committee at a school level opinion on the variables indicate that, on variable: IQA has made improvement in teaching and learning process in public secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before, 7(46.7%) said "Agree", 4(26.7%) "Neutral", 4(26.7%) "Disagree" and 0(0%) said "Strongly agree", and "Strongly disagree". No need of EQA since IQA is enough, 9(60%) said "Disagree", 6(40%) "Neutral" and 0(0%) "Strongly disagree", "Neutral", "Agree" and "Strongly agree". IQA has improved teachers code of conduct in teaching and learning process, 8(53.3%) said "Agree", 5(33.3%) "Disagree" 2(13.3%) "Neutral" and no one (0%) said "Strongly agree", and "Strongly disagree". Teachers selected to be part of IQA has enough knowledge concerning quality assurance, 5(33.3%) "Agree", 10(66.7%) said "Disagree", and 0(0%) "Neutral", "Strongly disagree", and "Strongly agree". IQA is very effective and has control to make sure quality education is achieved within the school, 2(13.33%) "Agree", 11(73.3%) said "Disagree", 2(13.3%) "Neutral" and 0(0%) said "Strongly disagree", and "Strongly agree". The results are well shortened under.

Table 4: IQA Committee Perceptions on IQA in Public Secondary Schools

No	Variables	SD		D		N		A		SA	
1	IQA has made improvement in teaching and learning process in secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before	0	0	4	26.7	4	26.7	7	46.7	0	0
2	No need of EQA since IQA is enough	0	0	9	60	6	40	0	0	0	0
3	IQA has improved teachers code of conduct in teaching and learning process	0	0	5	33.3	2	13.3	8	53.3	0	0
4	Teachers selected to be part of IQA has enough knowledge concerning quality assurance	0	0	10	66.7	5	33.3	0	0	0	0
5	IQA is very effective and has control to make sure quality education is achieved within the school	0	0	11	73.3	2	13.3	2	13.3	0	0

Source: Researcher, (2021)

Teachers perceptions of IQA in public secondary schools expose that, on variable, : IQA has made improvement in teaching and learning process in public secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before, 16(64%) said "Agree", 5(20%) "Disagree", 4(16%) "Neutral", and 0(0%) said "Strongly agree", and "Strongly

disagree". No need of EQA since IQA is enough, 18(72%) said "Disagree", 7(28%) "Strongly disagree", and 0(0%) said "Neutral", "Agree" and "Strongly agree". IQA has improved teachers code of conduct in teaching and learning process, 11(44%) said "Agree", 8(32%) "Neutral", 6(24%) "Disagree" and no one (0%) said "Strongly agree", and "Strongly disagree". Teachers selected to be part of IQA has enough knowledge concerning quality assurance, 6(24%) "Agree", 19(76%) said "Disagree", and 0(0%) said "Strongly disagree", "Neutral", and "Strongly agree". IQA is very effective and has control to make sure quality education is achieved within the school, 2(8%) "Agree", 22(88%) said "Disagree", 1(4%) "Neutral", and 0(0%) said "Strongly disagree", and "Strongly agree". Table 5 summarizes the results.

Table 5: Teachers Perceptions of IQA in Public Secondary Schools

No	Variables	SD		D		N		A		SA	
1	IQA has made improvement in teaching and learning process in secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before	0	0	5	20	4	16	16	64	0	0
2	No need of EQA since IQA is enough	7	28	18	72	0	0	0	0	0	0
3	IQA has improved teachers code of conduct in teaching and learning process	0	0	6	24	8	32	11	44	0	0
4	Teachers selected to be part of IQA has enough knowledge concerning quality assurance	0	0	19	76	6	24	0	0	0	0
5	IQA is very effective and has control to make sure quality education is achieved within the school.	0	0	22	88	1	4	2	8	0	0

Source: Researcher, (2021)

In general perceptions of respondents (district quality assurer's, head teacher's, members of the IQA committee at a school level, and teacher's) of IQA in public secondary schools expose that, on variable: IQA has made improvement in teaching and learning process in public secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before, 28(56%) said "Agree", 11(22%) "Disagree", 11(22%) "Neutral", and 0(0%) said "Strongly agree", and "Strongly disagree". No need of EQA since IQA is enough, 36(72%) said "Disagree", 8(16%) "Strongly disagree", and 6(12%)

"Neutral", and 0(0%) said "Agree" and "Strongly agree". IQA has improved teachers code of conduct in teaching and learning process, 26(52%) said "Agree", 12(24%) "Neutral", 12(24%) "Disagree" and no one (0%) said "Strongly agree", and "Strongly disagree". Teachers selected to be part of IQA has enough knowledge concerning quality assurance, 15(30%) "Agree", 34(68%) said "Disagree", 1(2%) "Neutral" and 0(0%) said "Strongly disagree", and "Strongly agree". IQA is very effective and has control to make sure quality education is achieved within the school, 6(12%) "Agree", 40(80%) said "Disagree", 4(8%) "Neutral", and 0(0%) said "Strongly disagree", and "Strongly agree". The outputs are summarized on table 6 below.

Table 6: General Opinion of Respondents (District Quality Assurer's, Head Teachers, Members of the IQA Committee at a School Level, and Teachers) of IQA in Public Secondary Schools

NO	Variables	SD		D		N		A		SA	
1	IQA has made improvement in teaching and learning process in secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before	0	0	11	22	11	22	28	56	0	0
2	No need of EQA since IQA is enough	8	16	36	72	6	12	0	0	0	0
3	IQA has improved teachers code of conduct in teaching and learning process	0	0	12	24	12	24	26	52	0	0
4	Teachers selected to be part of IQA has enough knowledge concerning quality assurance	0	0	34	68	1	2	18	36	0	0
5	IQA is very effective and has control to make sure quality education is achieved within the school.	0	0	40	80	4	8	6	12	0	0

Source: Researcher, (2021)

In summary the findings indicate that, respondents have good perceptions regarding internal quality assurance since more than 50% of respondents agree and strongly agree on almost all variables that aimed to measure the perception of respondents regarding IQA, except on variable: no need of EQA since IQA, teachers selected to be part of IQA has enough knowledge concerning quality assurance and IQA is very

effective and has control to make sure quality education is achieved within the schools, which has been disagreed and strongly disagreed by more than 50%. Apart from close-ended questions, results given above, open-ended questions and interview results are described. Respondents revealed that, they had good perceptions regarding IQA but the way was conducted did not satisfy them, because some of SIQA have been writing report without even attending the class for assessment, and they have no enough understanding concerning quality assurance. One respondents said "IQA is good and when effectively monitored, practical guideline are given it will improve instructional delivery in schools....". Therefore, government should provide seminars concerning IQA to create awareness to stake holders, generate guidelines to build trust among stakeholders on IQA, and make instructional delivery effective therefore reaching quality education.

When 50 students were asked on the improvement of teacher's performance in teaching and learning process towards reaching quality education in Kahama town council community secondary schools, 27 (54%) said "Yes" while 23(46) said "No". 54% of students selected "Yes", this imply that teacher's performance in teaching and learning process towards toward quality education is improving moderately. Also, students have good perceptions concerning internal quality assurance.

4.4 The Role of IQA to Effective Instructional Delivery in Public Community Secondary Schools

To assess the role of IQA to effective instructional delivery in public community secondary school was among the objectives involved in this study. To explore the

role of IQA to effective instructional delivery, the role: instructional delivery supervision and provision of suggestion to improve instruction delivering, taking, assessing and providing reports on students views regarding instructional delivery processes, ensure school time table is effectively followed, revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions, suggesting good methodology for instruction delivery, assessment of quality of examination and tests given, providing actionable feedback, performing self-student assessment and peer feedback, were involved.

Respondent's (district quality assurer's, head teacher's, members of the IQA committee at a school level, and teacher's) observations were collected on role of IQA to effective instructional delivery in public community secondary school grounding on the variables identified. Frequency and percentage existed to analyze on the role of IQA to effective instructional delivery in public community secondary schools. Also output from open-ended questions, interview and students observation on quality of instruction delivery were specified.

District quality assurer's observation on the role, instructional delivery supervision and provision of suggestion to improve instruction delivering, 4(80%) "Agree", 1(20%) "Strongly agree", and 0(0%) said "Neutral", "Disagree", and "Strongly disagree". Taking, assessing and providing reports on students views regarding instructional delivery processes, 3(60%) "Agree", 1(20%) "Strongly agree", 1(20%) "Neutral" and 0(0%) said "Disagree", and "Strongly disagree". Ensure school time table is effectively followed, 4(80%) "Agree", 1(20%) Neutral and 0(0%) "Strongly

agree", "Disagree" and "Strongly disagree". Revisiting teacher's notes, scheme of work, lesson notes, log book and providing suggestions, 2(40%) "Agree", 2(40%) "Disagree", 1(20%) "Strongly disagree", and 0(0%) said "Neutral", "Agree", and "Strongly disagree". Suggesting effective methodologies for instruction delivery, 3(60%) "Agree", 1(20%) "Neutral", 1(20%) "Disagree" and 0(0%) "Strongly Agree" and "Strongly Disagree". Assessment of quality of examination and tests given, 3(60%) "Disagree", 1(20%) "Agree", 1(20%) "Neutral" and 0(20%) said "Strongly agree", and "Strongly disagree". Providing actionable feedback, 4(80%) "Agree", 1(20%) "Neutral", and 0(0%) said "Strongly agree", "Disagree", and "Strongly disagree". Performing self-student assessment and peer feedback, 3(60%) "Agree", 1(20%) "Strongly agree", 1(20%) "Neutral" and 0(0%) said "Disagree", and "Strongly disagree". The findings are potted on table 7 under.

Table 7: District Quality Assurer's Observation on the Role of IQA to Effective Instructional Delivery in Public Community Secondary Schools

NO	Role	SD		D		N		A		SA	
1	Instructional deliver supervision and provision of suggestion to impro instruction delivering	0	0	0	0	0	0	4	80	1	20
2	Taking, assessing and providing reports on students views regarding instructional delivery processes	0	0	0	0	1	20	3	60	1	20
3	Ensure school time table is effectively followed	0	0	0	0	1	20	4	80	0	0
4	Revisiting teachers notes, scheme of work, lesson notes, log book and providi suggestions	1	20	2	40	0	0	2	40	0	0
5	Suggesting good methodology for instruction delivery	0	0	1	20	1	20	3	60	0	0
6	Assessment of quality examination and tests given	0	0	3	60	1	20	1	20	0	0
7	Providing actionable feedback	0	0	0	0	1	20	4	80	0	0
8	Performing self-stud assessment and peer feedback	0	0	0	0	1	20	3	60	1	20

Source: Researcher, (2021)

Head teacher's observation on the role, instructional delivery supervision and provision of suggestion to improve instruction delivering, 5(100%) "Agree", and 0(0%) said "Strongly agree", "Neutral", "Disagree", and "Strongly disagree". Taking, assessing and providing reports on students views regarding instructional delivery processes, 4(80%) "Agree", 1(20%) "Strongly agree", and 0(0%) said "Neutral", "Disagree", and "Strongly disagree". Ensure school time table is effectively followed, 4(80%) "Agree", 1(20%) "Strongly disagree", and 0(0%) said Neutral, "Strongly agree", "Disagree", and "Strongly disagree". Revisiting teacher's notes, scheme of work, lesson notes, log book and providing suggestions, 3(60%) "Agree", 1(20%) "Disagree", 1(20%) "Strongly disagree", and 0(20%) said "Neutral", "Agree", and "Strongly disagree". Suggesting effective methodologies for instruction delivery, 4(80%) "Agree", 1(20%) "Neutral", and 0(0%) said "Disagree", "Strongly agree", and "Strongly disagree". Assessment of quality of examination and tests given, 2(80%) "Disagree", 2(40%) "Agree", 1(20%) "Neutral" and 0(0%) said "Strongly agree", and "Strongly disagree". Providing actionable feedback, 4(80%) "Agree", 1(20%) "Strongly agree", and 0(0%) said "Neutral", "Disagree", and "Strongly disagree". Performing self-student assessment and peer feedback, 3(60%) "Agree", 1(20%) "Strongly agree", 1 (20%) "Neutral" and 0(0%) said "Disagree", and "Strongly disagree". Table 8 summarizes the output.

Table 8: Head Teacher's Observation on the Role of IQA to Effective

Instructional Delivery in Public Community Secondary Schools

NO	Role	SD		D		N		A		SA	
1	Instructional delivery supervision and provision of suggestion to improve instruction delivering	0	0	0	0	0	0	5	100	0	0
2	Taking, assessing and providing reports on students views regarding instructional delivery processes,	0	0	0	0	0	0	4	80	1	20
3	Ensure school time table is effectively followed	1	20	0	0	0	0	4	80	0	0
4	Revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions	1	20	1	20	0	0	3	60	0	0
5	Suggesting good methodology for instruction delivery	0	0	0	0	1	20	4	80	0	0
6	Assessment of quality of examination and tests given	0	0	2	40	1	20	2	40	0	0
7	Providing actionable feedback	0	0	0	0	0	0	4	80	1	20
8	Performing self-student assessment and peer feedback	0	0	0	0	1	20	3	60	1	20

Source: Researcher, (2021)

Members of the IQA committee at a school level perception on the role, instructional delivery supervision and provision of suggestion to improve instruction delivering, 9(60%) "Agree", 6(40%) "Strongly agree", and 0(0%) said "Neutral", "Disagree", and "Strongly disagree". Taking, assessing and providing reports on students views regarding instructional delivery processes, 12(80%) "Agree", 3(20%) "Strongly agree", and 0(0%) said "Disagree", "Neutral" and "Strongly disagree". Ensure school time table is effectively followed, 8(53.3%) "Agree", 3(20%) "Disagree", 4(26.7%) "Neutral", and 0(0%) "Strongly agree", "Neutral", and "Strongly disagree". Revisiting teacher's notes, scheme of work, lesson notes, log book and providing suggestions, 9(60%) "Agree", 3(20%) "Disagree", 3(20%) "Strongly disagree", and 0(0%) said "Neutral", "Agree", and "Strongly disagree". Suggesting effective methodologies for instruction delivery, 12(80%) "Agree", 2(13.3%) "Disagree", 1(6.7%) "Neutral", and 0(0%) said "Strongly agree", and "Strongly disagree". Assessment of quality of examination and tests given, 4(80%)

"Disagree", 10(66.7%) "Agree", 1(6.7%) "Neutral" and 0(0%) said "Strongly agree", and "Strongly disagree". Providing actionable feedback, 13(80%) "Agree", 2(13.3%) "Neutral", and 0(0%) said "Strongly agree", "Disagree", and "Strongly disagree. Performing self-student assessment and peer feedback, 13(80%) "Agree", 1(13.3%) "Strongly agree", 1(13.3%) "Neutral" and 0(0%) said "Disagree", and "Strongly disagree". Table 9 shorten the findings.

Table 9: Members of IQA at School Level Observation on the Role of IQA to Effective Instructional Delivery in Public Community Secondary Schools

NO	Role	SD		D		N		A		SA	
1	Instructional delivery supervision and provision of suggestion to improve instruction delivering	0	0	0	0	0	0	9	60	6	40
2	Taking, assessing and providing reports on students views regarding instructional delivery processes	0	0	0	0	0	0	12	80	3	20
3	Ensure school time table is effectively followed	0	0	3	20	4	26.7	8	53.3	0	0
4	Revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions	3	20	3	20	0	0	9	60	0	0
5	Suggesting good methodology for instruction delivery	0	0	2	13.3	1	6.7	12	80	0	0
6	Assessment of quality of examination and tests given	0	0	4	26.7	1	6.7	10	66.7	0	0
7	Providing actionable feedback	0	0	0	0	2	13.3	13	86.7	0	0
8	Performing self-student and assessment peer feedback	0	0	0	0	1	6.7	13	86.7	1	6.7

Source: Researcher, (2021)

Teachers perceptions on the role, instructional delivery supervision and provision of suggestion to improve instruction delivering, 18(72%) "Agree", 7(28%) "Strongly agree", and 0(0%) said "Neutral", "Disagree", and "Strongly disagree". Taking, assessing and providing reports on students views regarding instructional delivery

processes, 12(48%) "Agree", 3(12%) "Strongly agree", 10(40%) "Disagree" and 0(0%) said "Neutral" and "Strongly disagree". Ensure school time table is effectively followed, 6(24%) "Disagree", 4(16%) "Neutral", 15(60%) "Agree", and 0(0%) "Strongly agree", "Neutral", and "Strongly disagree". Revisiting teacher's notes, scheme of work, lesson notes, log book and providing suggestions, 19(76%) "Agree", 5(20%) "Disagree", 1(4%) "Strongly disagree", and 0(0%) said "Neutral", "Agree", and "Strongly disagree". Suggesting effective methodologies for instruction delivery, 17(68%) "Agree", 6(24%) "Disagree", 2(8%) "Neutral", and 0(0%) said "Strongly agree", and "Strongly disagree". Assessment of quality of examination and tests given, 12(48%) "Disagree", 12(48%) "Agree", 1(4%) "Neutral" and 0(0%) said "Strongly agree", and "Strongly disagree". Providing actionable feedback, 20(80%) "Agree", 5(20%) "Neutral", and 0(0%) said "Strongly agree", "Disagree", and "Strongly disagree. Performing self-student assessment and peer feedback, 16(64%) "Agree", 4(16%) "Strongly agree", 5(20%) "Neutral" and 0(0%) said "Disagree", and "Strongly disagree". Table 10 under present these findings.

Table 10: Teachers Observation on the Role of IQA to Effective Instructional Delivery in Public Community Secondary Schools

No	Role	SD		D		N		A		SA	
1	Instructional delivery supervision and provision of suggestion to improve instruction delivering	0	0	0	0	0	0	18	72	7	28
2	Taking, assessing and providing reports on students views regarding instructional delivery processes	0	0	10	40	0	0	12	48	3	12
3	Ensure school time table is effectively followed	0	0	6	24	4	16	15	60	0	0
4	Revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions	1	4	5	20	0	0	19	76	0	0
5	Suggesting good methodology for instruction delivery	0	0	6	24	2	8	17	68	0	0
6	Assessment of quality of examination and tests given	0	0	12	48	1	4	12	48	0	0
7	Providing actionable feedback	0	0	0	0	5	20	20	80	0	0
8	Performing self-study assessment and peer feedback	0	0	0	0	5	20	16	64	4	16

Source: Researcher, (2021)

In wide range respondents observation of the IQA committee at a school level on the role, instructional delivery supervision and provision of suggestion to improve

instruction delivering, 36(72%) "Agree", 14(28%) "Strongly agree", and 0(0%) said "Neutral", "Disagree", and "Strongly disagree". Taking, assessing and providing reports on students views regarding instructional delivery processes, 31(62%) "Agree", 8(16%) "Strongly agree", 10(20%) "Disagree", 1(2%) "Neutral" and 0(0%) said "Strongly disagree". Ensure school time table is effectively followed, 31(62%) "Agree", 9(18%) "Neutral", 9(18%) "Disagree", 1(2%) "Strongly disagree" and 0(0%) "Strongly agree. Revisiting teacher's notes, scheme of work, lesson notes, log book and providing suggestions, 33(66%) "Agree", 11(22%) "Disagree", 5(10%) "Strongly disagree", 1(2%) "Strongly agree" and 0(0%) said "Neutral". Suggesting effective methodologies for instruction delivery, 32(64%) "Agree", 10(20%) "Disagree", 8(16%) "Neutral", and 0(0%) said "Strongly agree", and "Strongly disagree". Assessment of quality of examination and tests given, 21(42%) "Disagree", 25(50%) "Agree", 4(8%) "Neutral" and 0(0%) said "Strongly agree", and "Strongly disagree". Providing actionable feedback, 41(82%) "Agree", 6(12%) "Neutral", 2(4%) "Disagree", 1(2%) "Strongly agree" and 0(0%) said "Strongly disagree". Performing self-student assessment and peer feedback, 33(66%) "Agree", 6(12%) "Strongly agree", 1(2%) "Disagree", 10 (20%) "Neutral" and 0(0%) said "Disagree", and "Strongly disagree". The outputs are summarized on table 11 under.

Table 11: General Observation on the Role of IQA to Effective Instructional Delivery in Public Community Secondary Schools

No	Role	SD		D		N		A		SA	
1	Instructional delivery supervision and provision of suggestion to improve instruction delivering	0	0	0	0	0	0	56	72	14	28
2	Taking, assessing and providing reports on students views regarding instructional delivery processes	0	0	10	20	0	0	31	62	8	16
3	Ensure school time table is effectively followed	1	2	9	18	9	18	31	62	0	0
4	Revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions	5	10	11	22	0	0	33	66	1	2
5	Suggesting good methodology for instruction delivery	0	0	10	20	8	16	32	64	0	0
6	Assessment of quality of examination and tests given	0	0	21	42	4	8	25	50	0	0
7	Providing actionable feedback	0	0	2	4	6	12	41	82	1	2
8	Performing self-student assessment and peer feedback	0	0	1	2	10	20	33	66	6	12

Source: Researcher, (2021)

In summary the results show that, instructional delivery supervision and provision of suggestion to improve instruction delivering, taking, assessing and providing reports on students views regarding instructional delivery processes, ensure school time table is effectively followed, revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions, suggesting good methodology for instruction delivery, assessment of quality of examination and tests given, providing actionable feedback and performing self-student assessment and peer feedback, are the role of SIQA to effective instructional delivery in public community secondary school in Kahama town council. This is because respondents agree and strongly agree on the role by more than 50%.

Results from open ended questions and interview show that, the other roles for IQA to effective instructional delivery in public community secondary school in Kahama town council are: to promote friendly environment for instructional delivery to teachers and students, creating a room for students and teachers to give their views concerning teaching and learning process so that they can incorporate to all and put them into practice, accountability to fulfilling their duties, make sure teaching and learning materials are available to enable smooth teaching and learning processes as like as make follow-ups of comments given on instructional delivery.

And when students were asked on the role to be practiced by teachers when they assess their fellow teacher(s) for effective instructional delivery at this school, they said that: they should make sure that we are given chance to ask question during instructional delivery because it has been a tendency for some teachers to be hash or

don't attend the question(s) when asked, to ensure examination are being conducted regularly to enable us be competent, we should be fairly involved to give opinions and be considered regarding teaching and learning process, teachers should "......participate us during teaching and learning process and not be as a main source of information.........", to ensure we do practical for all subtopic that require practical, they should make sure we have free periods in a time table for we to ask questions teachers in areas that we did not understand well.

4.5 Challenges Facing Implementation of IQA in Public Secondary Schools

To identify the challenges facing implementation of IQA in public secondary schools seven variables were involved: internal quality assurer have no enough knowledge concerning IQA, lack of time used for dealing with internal quality assurance, lack of guideline for conducting IQA, lack of IQA stationeries, lack of motivation to internal quality assurance, linkage of internal IQA to decision making and funding is not clear and lack of training human resources (lack of seminar) were involved.

District Quality assurers observation on the challenges facing implementation of IQA in public secondary schools show that on variable: internal quality assurer have no enough knowledge concerning IQA, 4(80%) said "Agree", 1(20%) "Strongly agree", 0(0%) said "Neutral", "Disagree", and "Strongly disagree". Lack of time used for dealing with internal quality assurance, 2(40%) said "Agree", 2(40%) "Disagree", 1(20%) "Neutral" and 0(0%) said "Strongly agree" and "Strongly disagree". Lack of guideline for conducting IQA, 4(80%)

"Agree", 1(20%) "Neutral", and 0(0%) said "Disagree", "Strongly agree" and "Strongly disagree". On challenge, lack of IQA stationeries, 3(60%) "Agree", 2(40%) "Strongly agree", 0(0%) "Strongly disagree", "Disagree" and "Neutral". Lack of motivation to internal quality assurance, 4(80%) "Agree", 1(20%) "Strongly agree", 0(0%) "Strongly disagree", "Neutral" and "Disagree". Linkage of internal IQA to decision making and funding is not clear, 2(40%) "Agree", 3(60%) "Strongly agree", 0(0%) "Strongly disagree", "Neutral" and "Disagree". And on, lack of training human resources (lack of seminar), 2(40%) "Agree", 2(40%) "Strongly agree", 1(20%) "Neutral", 0(0%) "Disagree", and "Strongly disagree". Table 12 below summarizes the results.

Table 12: District Quality Assurer's Observation on the Challenges Facing Implementation of IQA in Public Secondary Schools

NO	Challenges	SD		D		N		A		SA	
1	Internal quality assurer have no enough knowledge concerning IQA	0	0	0	0	0	0	4	80	1	20
2	Lack of time used for dealing with internal quality assurance	0	0	2	40	1	20	2	40	0	0
3	Lack of guideline for conducting IQA	0	0	0	0	1	20	4	80	0	0
4	Lack of IQA stationeries	0	0	0	0	0	0	3	60	2	40
5	Lack of motivation to internal quality assurance	0	0	0	0	0	0	4	80	1	20
6	Linkage of internal IQA to decision making and funding is not clear and	0	0	0	0	0	0	2	40	3	60
7	Lack of training human resources (lack of seminar	0	0	0	0	1	20	2	40	2	40

Source: Researcher, (2021)

Head teacher's thoughts on the challenges facing implementation of IQA in public secondary schools show that on challenge: internal quality assurers have no enough knowledge concerning IQA, 3(60%) said "Agree", 1(20%) "Strongly agree", 1(20%) "Neutral", 0(0%) said "Disagree", and "Strongly disagree". Lack of time used for dealing with internal quality assurance, 2(40%) said "Agree", 3(60%)

"Disagree", and 0(0%) "Neutral" said "Strongly agree", and "Strongly disagree". Lack of guideline for conducting IQA, 3(60%) "Agree", 1(20%) "Disagree", 1(20%) "Neutral", and 0(0%) said "Strongly agree" and "Strongly disagree". On challenge, lack of IQA stationaries, 3(60%) "Agree", 1(20%) "Strongly agree", 1(20%) "Disagree", 0(0%) "Strongly disagree", and "Neutral". Lack of motivation to internal quality assurance, 3(60%) "Agree", 1(20%) "Strongly agree", 1(20%) "Disagree" and 0(0%) "Strongly disagree" and "Neutral". Linkage of internal IQA to decision making and funding is not clear, 4(80%) "Agree", 1(20%) "Strongly agree", 0(0%) "Strongly disagree", "Neutral" and "Strongly disagree". And on, lack of training human resources (lack of seminar), 3(60%) "Agree", 2(40%) "Strongly agree", 0(0%) "Neutral", "Disagree", and "Strongly disagree". Table 13 underneath summarizes the results.

Table 13: Head Teacher's Thoughts on the Challenges Facing Implementation of IQA in Public Secondary Schools

NO	Challenge	SA		D		N		A		SA	
1	Internal quality assurer have no enough knowledge concerning IQA	0	0	0	0	1	20	3	60	1	20
2	Lack of time used for dealing with internal quality assurance	0	0	3	60	0	0	2	40	0	0
3	Lack of guideline for conducting IQA	0	0	1	20	1	20	3	60	0	0
4	Lack of IQA stationaries	0	0	1	20	0	0	3	60	1	20
5	Lack of motivation to internal quality assurance	0	0	1	20	0	0	3	60	1	20
6	Linkage of internal IQA to decision making and funding is not clear and	0	0	0	0	0	0	4	80	1	20
7	Lack of training human resources (lack of seminar	0	0	0	0	0	0	3	60	2	40

Source: Researcher, (2021)

Members of the IQA committee at a school level perception on the challenges facing implementation of IQA in public secondary schools show that on challenge: internal quality assurer have no enough knowledge concerning IQA, 10(66.7%) said "Agree", 2(13.3%) "Strongly agree", 3(20%) "Neutral", 0(0%) said "Disagree", and "Strongly disagree". Lack of time used for dealing with internal quality assurance, 9(60%) said "Agree", 3(20%) "Disagree", 3(20%) "Neutral", and 0(%) said "Strongly agree", and "Strongly disagree". Lack of guideline for conducting IQA, 10(66.7%) "Agree", 2(13.3%) "Disagree", 3(20%) "Neutral", and 0(0%) said "Strongly agree" and "Strongly disagree". On challenge, lack of IQA stationeries, 12(%) "Agree", 2(13.3%) "Strongly agree", 1(6.7%) "Disagree", 0(0%) "Strongly disagree" and "Neutral". Lack of motivation to internal quality assurance, 13(86.7%) "Agree", 1(6.7%) "Strongly agree", 1(6.7%) "Disagree" and 0(0%) "Strongly disagree" and "Neutral". Linkage of internal IQA to decision making and funding is not clear, 13(86.7%) "Agree", 2(13.3%) "Strongly agree", 0(0%) "Strongly disagree", "Disagree" and "Neutral". And on, lack of training human resources (lack of seminar), 14(93.3%) "Agree", 1(6.7%) "Strongly agree", 0(0% "Neutral", "Disagree", and "Strongly disagree". Table 14 underneath summarizes the results.

Table 14: Members of the IQA Committee at a School Level Perceptions on the Challenges Facing Implementation of IQA in Public Secondary Schools

NO	Challenge	SD		D		N		A		SA	
1	Internal quality assurer have no enough knowledge concerning IQA	0	0	0	0	3	20	10	66.7	2	13.3
2	Lack of time used for dealing with internal quality assurance	0	0	3	20	3	20	9	60	0	0
3	Lack of guideline for conducting IQA	0	0	2	13.3	3	20	10	66.7	0	0
4	Lack of IQA stationeries	0	0	1	6.7	0	0	12	80	2	13.3
5	Lack of motivation to internal quality assurance	0	0	1	6.7	0	0	13	86.7	1	6.7
6	Linkage of internal IQA to decision making and funding is not clear and	0	0	0	0	0	0	13	86.7	2	13.3
7	Lack of training human resources (lack of seminar)	0	0	0	0	0	0	14	93.3	1	6.7

Source: Researcher, (2021)

Teacher's perceptions on the challenges facing implementation of IQA in public secondary schools show that on challenge: internal quality assurer have no enough knowledge concerning IQA, 20(80%) said "Agree", 1(4%) "Strongly agree", 2(8%)

"Disagree", 2(8%) "Neutral", 0(0%) said "Strongly disagree". Lack of time used for dealing with internal quality assurance, 16(64%) said "Agree", 8(32%) "Disagree", 1(4%) "Neutral", and 0(0%) said "Strongly agree", and "Strongly disagree". Lack of guideline for conducting IQA, 15(60%) "Agree", 6(24%) "Disagree", 4(16%) "Neutral", and 0 (0%) said "Strongly agree" and "Strongly disagree". On challenge, lack of IQA stationeries, 16(64%) "Agree", 5(20%) "Strongly agree", 4(16%) "Disagree", 0(0%) "Strongly disagree", and "Neutral". Lack of motivation to internal quality assurance, 17(68%) "Agree", 6(24%) "Strongly agree", 2(8%) "Disagree" and 0(0%) "Strongly disagree" and "Neutral". Linkage of internal IQA to decision making and funding is not clear, 18(72%) "Agree", 4(16%) "Strongly agree", 3(12%) "Disagree", 0(0%) "Strongly disagree" and "Neutral". And on, lack of training human resources (lack of seminar), 22(88%) "Agree", 3(12%) "Strongly agree", 0(0%) "Neutral", "Disagree", and "Strongly disagree". Table 15 underneath summarizes the results.

Table 15: Teachers Perceptions on the Challenges Facing Implementation of IQA in Public Secondary Schools

NO	Challenge	SD		D		N		A		SA	
1	Internal quality assurer have no enough knowledge concerning IQA	0	0	2	8	2	8	20	80	1	4
2	Lack of time used for dealing with internal quality assurance	0	0	8	32	1	4	16	64	0	0
3	Lack of guideline for conducting IQA	0	0	6	24	4	16	15	60	0	0
4	Lack of IQA stationeries	0	0	4	16	0	0	16	64	5	20
5	Lack of motivation to internal quality assurance,	0	0	2	8	0	0	17	68	6	24
6	Linkage of internal IQA to decision making and funding is not clear and	0	0	3	12	0	0	18	72	4	16
7	Lack of training human resources (lack of seminar	0	0	0	0	0	0	22	88	3	12

Source: Researcher, (2021)

Overall district quality assurers, head teachers, members of the IQA committee at a school level and teachers perceptions on the challenges facing implementation of IQA in public secondary schools show that on challenge: internal quality assurer

have no enough knowledge concerning IQA, 37(74%) said "Agree", 5(10%) "Strongly agree", 2(4%) "Disagree", 6(12%) "Neutral", 0(0%) said "Strongly disagree". Lack of time used for dealing with internal quality assurance, 29(58%) said "Agree", 13(26%) "Disagree", 8(16%) "Neutral", and 0(0%) said "Strongly agree", and "Strongly disagree". Lack of guideline for conducting IQA, 32(64%) "Agree", 9(18%) "Disagree", 9(18%) "Neutral", and 0(0%) said "Strongly agree" and "Strongly disagree". On challenge, lack of IQA stationaries, 34(68%) "Agree", 10(20%) "Strongly agree", 5(10%) "Disagree", 1(2%) Neutral and 0(0%) "Strongly disagree". Lack of motivation to internal quality assurance, 37(74%) "Agree", 9(18%) "Strongly agree", 4(8%) "Disagree" and 0(0%) "Strongly disagree" and "Neutral". Linkage of internal IQA to decision making and funding is not clear, 37(74%) "Agree", 10(20%) "Strongly agree", 3(6%) "Disagree", 0(0%) "Strongly disagree" and "Neutral". And on, lack of training human resources (lack of seminar), 41(82%) "Agree", 8(16%) "Strongly agree", 1(2%) "Neutral", "Disagree", and "Strongly disagree". Table 16 below presents the findings.

Table 16:   Overall Respondents Perceptions on the Challenges Facing Implementation of IQA in Public Secondary Schools

NO	Challenge	SD		D		N		A		SA	
1	Internal quality assurer have no enough knowledge concerning IQA	0	0	2	4	6	12	37	74	5	10
2	Lack of time used for dealing with internal quality assurance	0	0	13	26	8	16	29	58	0	0
3	Lack of guideline for conducting IQA	0	0	9	18	9	18	32	64	0	0
4	Lack of IQA stationeries	0	0	5	10	1	2	34	68	10	20
5	Lack of motivation to internal quality assurance,	0	0	4	8	0	0	37	74	9	18
6	Linkage of internal IQA to decision making and funding is not clear and	0	0	3	6	0	0	37	74	10	20
7	Lack of training human resources (lack of seminar	0	0	0	0	1	2	41	82	8	16

Source: Researcher, (2021)

General respondents (district quality assurers, head teachers, members of the IQA committee at a school level and teachers perceptions) views summary on the challenges facing implementation of IQA in public secondary schools show that:

internal quality assurer have no enough knowledge concerning IQA, lack of guideline for conducting IQA, lack of IQA stationeries, lack of motivation to internal quality assurance, linkage of internal IQA to decision making and funding is not clear and lack of training human resources (lack of seminar), are the challenges facing implementation of IQA in public secondary schools in Kahama town council since respondents agree and strongly agree on the challenges by more than 50%. Where by disagreed on lack of time used for dealing with internal quality assurance.

Findings from open ended questions and interview on the challenges facing implementation of IQA in public secondary schools reveal that, lack of commitment in doing the IQA, teachers and students lack enough awareness on IQA, no resources for assessments, no fund given for doing that extra job, and poor feedback delivery. In parallel with this they suggested the ways to eliminate these challenges by saying that: teachers should be educated on SIQA, there should be regular seminar regarding SIQA, SIQA should give feedback in friendly manner to teachers and students to make instructional delivery efficient, to incorporate stake holders on SIQA so as to gain more experience, fixing school time table for IQA to perform their duty smoothly and SIQA should be enabled with fund for doing that extra activity.

Out of that, students views on the challenges hindering them to get quality education they revealed that, 40(80%) said lack of enough teaching and learning materials such as books, chairs, and table, 30(60%) said lack of science teachers, 28(56%) lack of

involvement in teaching and learning process, 8(16%) overtime delivering of results, 6(12%) teachers are using difficult language in teaching and learning process, 26(52%) truancy of we students, 28(56%) bad teaching methodology of some teachers, 15(30%) some teachers has no enough knowledge concerning subjects they used to teach, 18(36%) lack of food in school, 21(42%) lack of extra books, 26(52%) staying far from school, 30(60%) no extra teaching if you did not understand, 26(52%) some teachers are too harsh, 31(62%) school time table, 36(72%) school regulation and rules. Among the challenges identified: lack of enough teaching and learning materials such as books, chairs, and table, lack of science teachers, truancy of students, bad teaching methodology of some teachers, staying far from school, no extra teaching if you did not understand, some teachers are too harsh, school time table as well as school regulation and rules are the challenges facing students in Kahama town to get quality education. Since more that 50% of students identified the challenges.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

The findings basing on the study are discussed in this chapter. The discussion concentrated on the objectives: to explore stakeholders' perceptions of IQA in public secondary schools, to assess the role of IQA to effective instructional delivery in public community secondary school and to identify challenges facing implementation of IQA in public secondary schools.

5.2 Stakeholders'' Perceptions of IQA in Public Secondary Schools

The findings indicated that, respondents had good perceptions regarding internal quality assurance since more than 50% of respondents agree and strongly agree on almost all variables (IQA has made improvement in teaching and learning process in public secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before, IQA has improved teachers code of conduct in teaching and learning process) that aimed to measure the perception of respondents regarding IQA, except on variable: no need of EQA since IQA, teachers selected to be part of IQA has enough knowledge concerning quality assurance and IQA is very effective and has control to make sure quality education is achieved within the schools, which has been disagreed highly.

The concept, no need of EQA since IQA is enough, and IQA is very effective and has control to make sure quality education is achieved within the school, has been

discussed in this section since has been disagreed highly by respondents compared to other concepts.

No need of EQA since IQA is enough, IQA is appointed by the centre (school) under supervision of head of school to ensure that assessment of teaching and learning activities have been conducted in a consistent, safe and fair manner. In order to be approved as an IQA, the individual must provide confirmation to show that they meet the occupational competence criteria specified for the qualification(s), however this is not true in most of schools since most teachers has no enough knowledge concerning quality assurance which make the process to be not effective, and at the end efficiency, effectiveness of teaching and learning process as like as reaching quality education has been left in question. While, the IQA is responsible to administer the internal quality assurance process at the centre (schools). EQA will visit the centre to review the systems and procedures in place, interview teachers, IQAs and learners, sample assessments and internal quality assurance judgements and archives. Schools must provide access to premises, staff, learners, data, records, meetings and booklets as requested by the EQA. IQA cannot do some of the things that can be done by EQA, because EQA has knowledge concerning quality assurance, which can make quality assurance activities more effective. In addition, IQA has no mandate known by employer to enforce some of the things, has no training, no enough understanding concerning quality assurance. Therefore, removing EQA will make steps towards quality education and active instructional delivery process ineffective.

The results are similar to those of Lupimo, (2014) who stated that the aim of internal quality assurance process is to establish and maintain the quality of assessment for internally assessed and externally accredited learning programmes across all attributed programme; nationally recognized qualifications and apprenticeship standards, but if the policy guiding them is not clear make the quality assurer process ineffective. Also Otera, (2015), argued that when IQA has guidelines and mandate to perform assurance activities, it make teaching and learning process operative however EQA is important to recheck the quality of IQA to assure effective teaching and learning process.

IQA is very effective and has control to make sure quality education is achieved within the school. To ensure operative teaching and learning process in accordance with quality education requirements, internal quality assurers should be assisted in the development of quality control procedures and power to enforce some measures. Also we should provide support to make certain that selected internal quality assurers are practicing quality assurance in accordance with the guidelines. And they should be evaluated for consistency of their assurance to confirm they have the necessary experience and skills to carry out the instructional delivery processes effectively. But the present IQA is lacking many things among the mentioned to ensure effective instructional delivery. The results concur with Otera, (2015) who stated that IQA can produce significant results within Higher Education Institutions (HEIs); in particular, it can improve the effectiveness of teaching and learning, increase employability, and improve management, though internal quality assurance (IQA) is paid little attention to measuring the effectiveness of quality education.

Also, Newton (2015), on his study of IQA revealed that methods of evaluating IQA effectiveness have relied too heavily on instructional delivering forgetting curriculum and infrastructure of the surrounding which are very important in one way or another to ensure quality education.

5.3 The Role of IQA to Effective Instructional Delivery in Public Community Secondary Schools

The results show that instructional delivery supervision and provision of suggestion to improve instruction delivering, taking, assessing and providing reports on students views regarding instructional delivery processes, ensure school time table is effectively followed, revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions, suggesting good methodology for instruction delivery, assessment of quality of examination and tests given, providing actionable feedback, performing self-student assessment and peer feedback, to promote friendly environment for instructional delivery to teachers and students, creating a room for students and teachers to give their opinions concerning teaching and learning process so that they can integrate to all and put them into practice, accountability to fulfilling their duties, make sure teaching and learning materials are available to enable smooth teaching and learning processes and make follow-ups of comments given on instructional delivery, are the role of IQA to effective instructional delivery in public community secondary school in Kahama town council. This is because respondents agree and strongly agree on the variables through close-ended questions, and interview by more than 50%.

In this part instructional delivery supervision and provision of suggestion to improve instruction delivering and providing actionable feedback has been discussed because respondents have acknowledged it highly.

Instructional delivery supervision and provision of suggestion to improve instruction delivering, is very important toward instructional delivery. Supervision and suggestion on instructional delivery done by IQA are very important for ensuring the quality of teaching and learning processes as well as of outcomes. Mechanisms that include a focus on accountability typically include some kind of incentives to focus teachers' attention on performance during instructional delivering and raise the need to comfort all students succeed. At the same time, a focus on improvement ensures that data are used to identify needs, adjust school strategies, and motivate enhancements in instruction.

The findings concur with those of Kabati (2017) who stated that while there are concerns that IQA may inhibit development, innovation and demotivate staff, countries have taken a variety of approaches to moderate their impact and to place greater emphasis on improvement. For example, a number of countries highlighted the importance of moving away from quality assurance as supervision to a more open and suggestions. Kotirde & Bin (2014) argue that there is some evidence that strong teacher-to-teacher trust build a collective focus on improving instruction and learning. Therefore, IQA should create trust to teachers to make the process of quality assurance active hence effective instructional delivery.

Apart from that, internal quality assurers are responsible for providing actionable feedback for implementation, has been disagreed greatly by respondents. IQA have been involved in some instruction activities such as checking lesson plans, schemes of work and monitoring teacher's instructional delivery, classroom observation, checking of pupils' works, monitoring pupils' progress and giving actionable report. Achieve providing actionable report and when put in implementation make instructional delivery effective and steps towards quality education. Without actionable feedback, effectiveness and development in teaching and learning will be unsuccessful and slower efforts towards quality education. By reporting on teachers conduct of instructional delivery, will help improve teachers misconceptions in teaching and learning process.

The study by Akwu, (2015) revealed that to ensure effective instructional delivery principals to great extent accorded anticipated attention in monitoring teachers' attendance, preparation of lesson notes, adequacy of scheme of work, provision of instructional materials and provision of feedback to teachers and learners is significant. Also the study by Samoei (2014) revealed that in Kenya, apart from management supervision, IQA must check the teaching standards in reference to scheme of works, lesson notes, records of teacher's works, pupils' exercise books, also actual classroom visitation and feedback to enhance quality education.

Generally, the output show that, providing actionable feedback, instructional delivery supervision and provision of suggestion to improve instruction delivering are the role of IQA acknowledged highly by respondents in Kahama town council.

The other role of IQA in Kahama town council are, taking, assessing and providing reports on students views regarding instructional delivery processes, revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions, suggesting good methodology for instruction delivery, assessment of quality of examination and tests given, performing self-student assessment and peer feedback except ensure school time table is effectively followed. Therefore, the identified roles should be considered for implementation or development of guidelines.

5.4 To Identify Challenges Facing Implementation of IQA in Public Secondary Schools

The identified challenges facing implementation of IQA in public secondary schools in Kahama town council are: internal quality assurer have no enough knowledge concerning IQA, lack of guideline for conducting IQA, lack of IQA stationeries, lack of motivation to internal quality assurance, linkage of internal IQA to decision making and funding is not clear and lack of training human resources (lack of seminar), lack of commitment in doing the IQA, teachers and students lack of enough awareness on IQA, No fund given for doing that extra job, and poor feedback delivery are the challenges facing implementation of IQA in public secondary schools since respondents agree and strongly agree on the challenges by more than 50%.

Lack of motivation to internal quality assurance and lack of training human resources (lack of seminar) are discussed in this section. Starting with, lack of motivation to internal quality assurance.

It's clear that motivation is a reason or reasons for acting or behaving in a particular way. Therefore, lack of motivation to IQA decrease efforts towards doing quality assurance activities. However, this challenge may be addressed by engaging all teachers in a dialogue and tap into their individual and collective motivation to make learning better for students. IQA might start with teachers, who are stable and self-motivated, and focus on what is working well and what might be improved in a school. School management team recognition and motivation to IQA may increase efficient to quality insurance activities within the school. The findings are similar to those of Bishangirwa (2017) who stated that most essential of these inputs are the teachers that enable the teaching and learning processes for the achievement of educational goals and outcomes. Given adequate teachers' motivation enhance quality instructional delivery, quality output and quality assurance in the school systems. Wedwood et al., (2007) argue that, the factors that have an effect on educational quality are school features, environmental factors, and policy of management & practice. Maintaining capability is an important aspect for internal evaluation plus personal qualifications of executives, evaluation experience of executives and motivation with the evaluation of teachers.

Lack of training human resources (lack of seminar) was another challenge facing IQA in Kahama town council, when there is no training, IQA do not understand how to do their jobs and none of the goals are possible. It also, leads to low morale among IQA team, which results to turnover. A school with a reputation for high IQA turnover is also unpleasant to potential teacher to join. SMT has been criticized for putting much emphasize on increasing efficiency and ignore psychological and

social factors, thus treat human being as machines that could be motivated to work hard through economic incentives is un-appropriate. The results concur with, Sumra and Rajani (2006) who revealed that IQA training are crucial elements for the successful fulfillment of the mission of the school's and that there was a need to continue the exchange of experience among quality assurer for effective instructional delivery of teachers. Wedwood, et al., (2007) argue SMT believe on scientific selection, training and development of workers for each job. IQA as internal instructional delivery supervisors should be trained after being selected to perform their duties as required, teachers should be supervised effectively to ensure that teaching and learning process goes smoothly to meet education goals.

Out of the discussed challenges, the other challenges facing implementation internal quality assurers are: internal quality assurer have no enough knowledge concerning IQA, lack of time used for dealing with internal quality assurance, lack of guideline for conducting IQA, lack of IQA stationeries as like as linkage of internal IQA to decision making and funding is not clear. Hence, government and stakeholders should find a way to solve the challenges to enable effective teaching and learning process.

CHAPTER SIX

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Introduction

This chapter provides the summary of the findings, conclusions and recommendation for the study.

6.2 Summary of the Findings

The general objective of the study was, to assess the implementation of internal quality assurance in Tanzanian secondary schools: a case of curriculum implementation in Kahama Town Council. Mixed method approach (quantitative and qualitative data) and Descriptive research design were employed. Population was considered total number of all district quality assurers, heads of community secondary schools, community secondary schools teachers and students in Kahama town council who were 13390 in total. From this population a sample size of 100 respondents were obtained using Yamane 1963 formula and involved for further studies. Purposeful, stratified and simple random sampling techniques were involved. Questionnaires and interviews were used for data collection, and in all objectives, quantitative data were analyzed using descriptive analysis technique specifically expending frequency and percentage and thematic analysis technique remained for qualitative data. Below is a summary of the results basing on specific objectives of the study.

6.2.1 Stakeholders' Perceptions of IQA in Public Secondary schools

To explore stakeholders' perceptions of IQA in public secondary schools five variables were involved which were: IQA has made improvement in teaching and learning process in public secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before, no need of EQA since IQA is enough, IQA has improved teachers code of conduct in teaching and learning process, teachers selected to be part of IQA has enough knowledge concerning quality assurance and IQA is very effective and has control to make sure quality education is achieved within the school.

Frequency and percentage were employed to assess defendants response on four variables basing on 5 Likert scale with scales 1=strongly disagree, 2=disagree, 3= I don't know, 4=agree and 5=strongly agree. The output show that more than 50% of the respondents selected "agree" and "strongly agree" on almost both variables except for variable, no need of EQA since IQA is enough, teachers selected to be part of IQA has enough knowledge concerning quality assurance and IQA is very effective and has control to make sure quality education is achieved within the school. This implies that stakeholders have good perceptions towards IQA.

In line link with that, when students were asked on the improvement of teacher's performance in teaching and learning process towards reaching quality education in Kahama public secondary schools they revealed that. 26 out of 50(52%) students selected "Agree", this implies that teacher's performance in teaching and learning process towards toward quality education is improving moderately.

6.2.2 The Role of IQA to Effective Instructional Delivery in Public Community Secondary Schools

In line with assessing the role of IQA to effective instructional delivery in public community secondary school, the roles: instructional delivery supervision and provision of suggestion to improve instruction delivering, taking, assessing and providing reports on students views regarding instructional delivery processes, ensure school time table is effectively followed, revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions, suggesting good methodology for instruction delivery, assessment of quality of examination and tests given, providing actionable feedback, performing self-student assessment and peer feedback were considered.

Frequency and percentage remained to assess the role of IQA to effective instructional delivery employing 5 Likert scales for close ended questions. The output from close ended question, open ended questions and interview show that, instructional delivery supervision and provision of suggestion to improve instruction delivering, taking, assessing and providing reports on students views regarding instructional delivery processes, revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions, suggesting good methodology for instruction delivery, assessment of quality of examination and tests given, providing actionable feedback, performing self-student assessment and peer feedback except ensure school time table is effectively followed, are the roles of IQA to effective instructional delivery. This is because more than 50% of respondents "agree" and "strongly agree" on the role.

6.2.3 Challenges Facing Implementation of IQA in Public Secondary Schools

Among the objective involved in this study was, to identify challenges facing implementation of IQA in public secondary schools. To identify challenges facing implementation of IQA in public secondary schools in Kahama district eight variables were involved, to mention: internal quality assurer have no enough knowledge concerning IQA, lack of time used for dealing with internal quality assurance, lack of guideline for conducting IQA, lack of IQA stationeries, lack of motivation to internal quality assurance, linkage of internal IQA to decision making and funding is not clear and lack of training human resources (lack of seminar).

More than 50% of respondents selected "agree" and "strongly agree" on both the variables under 5 Likert scales. Therefore, internal quality assurer have no enough knowledge concerning IQA, lack of time used for dealing with internal quality assurance, lack of guideline for conducting IQA, lack of IQA stationeries, lack of motivation to internal quality assurance, linkage of internal IQA to decision making and funding is not clear and lack of training human resources (lack of seminar) are the challenges facing implementation of IQA in public secondary schools.

Also, lack of enough teaching and learning materials such as books, chairs, and table, lack of science teachers, truancy of we students, bad teaching methodology of some teachers, staying far from school, no extra teaching if you did not understand, some teachers are too harsh, school time table as well as school regulation and rules are the challenges facing students in Kahama town to get quality education. Since more that 50% of students identified these challenges.

6.3 Conclusions

The following conclusions were made basing on the study objectives:

The output show that, stakeholders has good perceptions towards IQA. In line with assessing the role of IQA to effective instructional delivery in public community secondary school, instructional delivery supervision and provision of suggestion to improve instruction delivering, taking, assessing and providing reports on students views regarding instructional delivery processes, revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions, suggesting good methodology for instruction delivery, assessment of quality of examination and tests given, providing actionable feedback, performing self-student assessment and peer feedback except, ensure school time table is effectively followed, are the roles for effective instructional delivery. And at the end, the challenges facing implementation of IQA in public secondary schools at Kahama town council are; internal quality assurer have no enough knowledge concerning IQA, lack of time used for dealing with internal quality assurance, lack of guideline for conducting IQA, lack of IQA stationeries, lack of motivation to internal quality assurance, linkage of internal IQA to decision making and funding is not clear and lack of training human resources (lack of seminar).

6.4 Recommendations for Immediate and Further Research

6.4.1 Recommendations for Actions

Stakeholders has good perceptions towards IQA, although stakeholders has good perceptions towards IQA, but are not full satisfied the way IQA is run. Therefore,

government can revise and improve laws to permit effectiveness of IQA, therefore, satisfy stakeholder has and enable active instructional delivery.

The study identified various roles that can be practiced by IQA in secondary schools. The identified roles can be considered for implementation and development of guidelines for effective instructional delivery.

IQA has been facing many challenges during implementation of IQA in secondary schools. Government and stakeholders can take the measures towards elimination of challenges of IQA, which will help to improve instructional delivery and lead to quality education.

6.4.2 Recommendations for Future Research

The following are areas that were recommended for further studies,

This study was specifically done in Kahama town council. The proposed future researches may conduct the same study in the other town, district and regions.

The study specifically based on perceptions of stakeholders toward IQA, role of IQA and challenges facing IQA, future studies may consider factors for introduction of IQA to be more Realistic.

The further research may extend the sample size by employing small sampling error such as 5% or 1% in sample size calculation using Yamane 1963 formula, rather than using 10% included in this study. This will help to acquire many respondents

for the study and get more opinions from stakeholders. Also including small sampling error is one of the features for good sample.

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APPENDICES

APPENDIX I: QUESTIONNAIRE TO DISTRICT QUALITY ASSURER'S, HEAD TEACHER'S, MEMBERS OF THE IQA COMMITTEE, AND TEACHER'S

Dear participant, I am a Masters student at The Open University of Tanzania (OUT). I'm currently conducting a study on **The Assessment of the Implementation of School Internal Quality Assurance (SIQA)** with a focus on its effectiveness in promoting instruction in community secondary schools as a case study. The study is carried out for academic purposes and not otherwise. As one of the key stakeholders, I wish to obtain your experiences, opinions, and evaluation about it. I have prepared a few questions to guide out interview. Kindly respond to them as best as you can. I further wish to assure you that, your responses will be kept confidential and anonymous.

A: Personal Information

1. What is your status?   a) District quality assurer's ☐   b) Head teacher's ☐

c) Members of the IQA committee at a school level ☐   d) Teacher's

2. Gender (Tick one √): Male ☐   Female ☐

3. What is your age? .... (In Years)

4. What is your highest education level?

a) Certificate ☐ b) Diploma ☐ c) Degree ☐ d) Higher degree

☐

B: Stakeholder's' Perceptions of IQA in Secondary Schools

5. Using the scales given under, read the following variables and tick (☐) your answer to indicate level of your perceptions regarding the variables at Kahama district council, 1= strongly disagree, 2 = Disagree, 3 = Neutral, 4= Agree and 5 = strongly agree.

S/N	Variable	1	2	3	4	5
1	IQA has made improvement in teaching and learning process in secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before					
2	No need of EQA since IQA is enough					
3	IQA has improved teachers code of conduct in teaching and learning process					
4	Teachers selected to be part of IQA has enough knowledge concerning quality assurance					
5	IQA is very effective and has control to make sure quality education is achieved within the school.					
6	IQA has made improvement in teaching and learning process in secondary schools which made students meet their needs and expectations toward quality education is highly growing compared to before					
7	No need of EQA since IQA is enough					

6. Are you aware of SIQA Yes ☐ No ☐

If Yes what do you know about IQA?, Explain

....

....

....

7. From your experience, do you think the SIQA is something good in your school? If YES/NO give reasons.

i)...

ii)..

iii)..

iv)...

8. List , any guidelines involved in carrying out SIQA

i)...

ii)..

iii)..

iv)..

9. What is your recommendations regarding SIQA in this school?

i)...

ii)..

iii)..

iv)..

C: Role of IQA to Effective Instructional Delivery in Public Community Secondary School 10. Read the following Role of IQA to effective instructional

delivery in public community secondary school correctly and tick (☐) your answer to indicate level of applicability of the role of IQA to effective instructional delivery in public community secondary school   at Kahama district council using the following scales, 1= Strongly disagree, 2 = Disagree, 3 = Neutral,   4= Agree and 5 = Strongly agree.

No	Role	1	2	3	4	5
1	Instructional delivery supervision and provision of suggestion to improve instruction delivering					
2	Taking, assessing and providing reports on students views regarding instructional delivery processes,					
3	Ensure school time table is effectively followed					
4	Revisiting teachers notes, scheme of work, lesson notes, log book and providing suggestions					
5	Suggesting good methodology for instruction delivery					
6	Assessment of quality of examination and tests given					
7	Providing actionable feedback					
8	Performing self-student assessment and peer feedback					

11. Out of the mentioned what are the other roles of IQA to effective Instructional delivery in at this school?

i)..

ii)...

iii)...

iv)...

12. What is your suggestion regarding roles of IQA to effective   instructional delivery at this school ?

i)..

ii)...

iii)...

iv)..

D: Challenges Facing Implementation of IQA in Public Secondary Schools

13.   Using the scales given under, read the challenges that face implementation of IQA in public secondary schools carefully and tick (□) your answer to indicate level of acceptance on the challenges that face implementation of IQA in public secondary schools at Kahama town council, 1= Strongly disagree, 2 = Disagree, 3 = Neutral, 4= Agree and 5 = Strongly agree

S/N	Challenge	1	2	3	4	5
1	Internal quality assurer have no enough knowledge concerning IQA					
2	Lack of time used for dealing with internal quality assurance					
3	Lack of guideline for conducting IQA					
4	Lack of IQA stationaries					
5	Lack of motivation to internal quality assurance					
7	Linkage of internal IQA to decision making and funding is not clear and					

14.   Despite of the challenges given, what do you think are the other challenges that face implementation of IQA in public secondary schools at Kahama town council?

i)..

ii).. iii)

iv)..

15. What is your suggestion to minimize such challenges that face implementation of IQA in public secondary schools at Kahama district?

i)...

ii)...

iii)..

iv)...

THANK YOU FOR YOUR PARTICIPATION

APPENDIX I: QUESTIONNAIRE TO STUDENTS

Dear student, I am a Masters student at The Open University of Tanzania (OUT).

I'm currently conducting a study on **The Assessment of the Implementation of School Internal Quality Assurance (SIQA)** with a focus on its effectiveness in promoting instruction in community secondary schools as a case study. The study is carried out for academic purposes and not otherwise. As one of the key stakeholders, I wish to obtain your experiences, opinions, and evaluation about it. I have prepared a few questions to guide out interview. Kindly respond to them as best as you can. I further wish to assure you that, your responses will be kept confidential and anonymous.

A: Personal Information

1. Gender (Tick one √): Male ☐

Female 2. What is your age?

.... (In Years)

3. What is your highest education level?

a) Form I ☐ b) Form II c) Form III ☐ d) Form Four ☐

B: Stakeholder's' Perceptions of IQA in Secondary Schools

4. Is there any improvement of teacher's performance in teaching and learning day after day?

Yes ☐ No ☐ If Yes/No give reasons

i)..

ii)... iii)

....

iv)...

v)..

vi)..

5. Are the teachers in this school assessed by their fellow teachers during teaching and learning process? Yes ☐ No ☐

If Yes do you think that there is improvement in teaching and learning process? give reasons

i)..

ii)... iii)

....

iv)...

v)..

vi)..

6. What is your recommendations regarding teacher-to-teacher assessment during instructional delivery in this school?

i)..

ii)..

iii)..

iv).. iii)

....

iv)...

C: Role of IQA to Effective Instructional Delivery in Public Community Secondary School

7.	What do you think are the role to be practiced teacher when he/she is assessing their fellow teachers for effective Instructional delivery in at this school?

i)..

ii)...

iii)..

   iv)..

8.	What is your suggestion regarding roles to be played by teachers during assessing their fellow teachers to effective instructional delivery at this school ?

i)..

ii)..

iii)..

iv)..

D: Challenges Facing Implementation of IQA in Public Secondary Schools

9. Can you mention any challenges facing teachers when assessing their fellow teachers during teaching and learning process?

i)..

ii)..

iii)..

iv)...

10. What is your suggestion to minimize such challenges that face teachers when assessing their fellow teachers during teaching and learning process?

i)...

ii)...

iii)..

iv)...

v)..

vi)...

THANK YOU FOR YOUR PARTICIPATION

APPENDIX II: INTERVIEW GUIDE FOR A DQA AND HOS

Dear participant, I am a Masters student at The Open University of Tanzania (OUT). I'm currently conducting a study on **the assessment of the implementation of School Internal Quality Assurance (SIQA) with a focus on its effectiveness in promoting instruction in community secondary schools as a case study.** The study is carried out for academic purposes and not otherwise. As one of the key stakeholders, I wish to obtain your experiences, opinions, and evaluation about it. I have prepared a few questions to guide out interview. Kindly respond to them as best as you can. I further wish to assure you that, your responses will be kept confidential and anonymous.

1. What is your status?   a) District quality assurer's ▢   b) Head teacher   ▢

2. What do you know about SIQA? Explain

....

....

....

....

....

3. From your experience, do you think the SIQA is something good at a school level? If YES/NO give reasons.

i)..

ii)...

iii)..

iv)...

v)...

vi)...

4. As a DQA are you satisfied with the qualification school based IQA team in community secondary schools? Yes [ ]   No [ ]   If YES /No why? Give reasons

i)..

ii)...

iii)..

iv)..

v)...

vi)...

5. Do you think IQA promotes teaching in community secondary schools?

    Yes [ ]   No [ ]   If yes /No explain

....

....

.

....

....

6. Are you aware of the procedures/processes involved in carrying school based IQA?

    Yes [ ]   No [ ]

If YES, what are those procedures/processes?

i)..

ii)...

iii)...

iv)..

v)...

vi)...

7. Do you think the Presence of IQA teams in schools have assisted in improving

schools performance in different aspects/Areas? Yes ☐   No ☐

i)..

ii)..

iii)...

iv)..

v)...

vi)...

THANK YOU FOR YOUR PARTICIPATION