

**THE CONTRIBUTION OF SCHOOL QUALITY ASSURANCE PRACTICES
ON SECONDARY SCHOOLS' ACADEMIC ACHIEVEMENTS IN ILALA
MUNICIPALITY**

PHILBERT SIMON PAULO

**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE MASTER DEGREE OF EDUCATION IN
QUALITY MANAGEMENT.**

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CERTIFICATION

The undersigned certifies that she has read and here by recommends for acceptance by the Open University of Tanzania a dissertation entitled, **The Contribution of School Quality Assurance Practices on Secondary Schools` Academic Achievement in Municipality**. In fulfillment of the requirements for the award of Degree of Master of Education in Quality Management (MEDQM).

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Dr. Coletha C. Ngirwa

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DECLARATION

I **Philbert Simon Paulo**, 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 **Master Degree of Education in Quality Management**

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Philbert Simon Paulo

.....

Date

DEDICATION

To my wife Flora, my children: Trevis and Titus. Your inspiration and love contributed a lot to my success. You all radiated love to me as I worked round the clock. That was enough energizer. May God bless you.

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ABSTRACT

This study investigated the contribution of school quality assurance practices on secondary schools' academic achievement in Ilala Municipality. The objectives of this study were: to examine the school quality assurance practices in secondary schools; to assess the influence of school quality assurance practices on school academic achievement and to determine productive school quality assurance practices for schools' academic achievement. The study adopted descriptive survey research design. The sample size was 250 teachers, 6 heads of schools, 6 academic coordinators and 5 SQAOs. The findings revealed that the common school quality assurance practices in secondary schools were: advise teachers on how to deal with instructional materials; they encourage teachers on working hard and assist teachers on how to improvise teaching and learning materials. Moreover, the school academic performances raised due to the school quality assurance practices. Also, this study established productive school quality assurance practices-based on workshop during follow up inspection; changes of negative attitude towards school quality assurance practices, improvement of school management and administration in daily operations; effective implementation of feedback and reports. It is recommended that education stakeholders including the Ministry of Education, Science and Technology should take position to strengthen the school quality assurance department as it ensures quality education provision.

Keywords: School Quality Assurance Practices, Academic Achievements.

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LIST OF ABBREVIATIONS ACRONYMS

DED	District Executive Director
FGD	Focus Group Discussion
MEST	Minister of Education Science and Technology
MOEC	Ministry of Education and Culture
MOEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
OFSTED	Office for Standard in Education
SQAP	School Quality Assurance Practices
SPSS	Statistical Package for Social Science
SQAD	School Quality Assurance Department
SQAOs	School Quality Assurance Officers
SQAP	School Quality Assurance procedures

CHAPTER ONE

1.0 INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

School quality assurance is an indispensable aspect that involves visiting individuals, classrooms, interviewing a particular teacher or examining schools' documents. School quality assurance involves the measurement and testing of educational activities in school systems for the purpose of improving the standards and quality of education programs offered. School quality assurance practices are vital service in all schools which can be used to ensure improvement of academic achievement in schools. The contribution of school quality assurance however depends on how it is conducted, and to what extent the recommendations by school quality assurance officers are used as a tool to improve school performance. This chapter presents salient concepts, background to the study, statement of the problem, general and specific objectives of the study, research questions, scope of the study, significance of the study, limitations of the study, operational definition of key terms, organization of the research report and conceptual framework.

1.2 Background to the Study

In education arena, school quality assurance is not a new practice in most of the countries in the world. It has been in practice for decades. Some countries such as England, Sweden, and the Netherlands prefer calling it "school inspection" rather than "school quality assurance". And the education officers responsible for inspection in schools called "the school inspectors". Other countries like Tanzania,

Kenya, Uganda, Nigeria etc had moved from inspection approach to quality assurance. The term “School Inspectors” has also changed to become “the School Quality Assurance Officers (SQAOs)” in Tanzania (MOEVT, 2017), “Quality Assurance and Standards Officers (QASOs)” in Kenya, (Wanjiru, 2014). In this study, therefore, terms like school quality assurance, SQAOs, school inspection, school inspectors, supervision and supervisors will be used interchangeably as they are closely linked to this study.

School inspection in developed countries was first introduced in France by Napoleon’s regime since 1801 (Grauwe, 2007). In England started in 1839 and it was operated under the direction of Her Majest’s Chief Inspector (Wilcox, 2000). Since that time school inspection developed in size in many other countries in Europe and later on, the European countries applied it to their colonies (Machumu, 2012). In America, the services started in the 1880s (Wilcox, 2000). The school inspection services were perceived to be a means of improving teaching through classroom visitation and observation (Chapman, 2001b; Matthew & Smith, 1995).

Almost all developing countries expanded the school quality assurance services after independence (Haule, 2012). School inspection, especially in developing countries is a legacy of the colonial era (Machumu, 2012). In Tanzania, in particular, school inspection services date back since the German colonial period (1903-1925) followed by the British colonial period (1919-1961) (Kambuga& Dadi, 2015). In these phases, inspection practices mirrored the system of evaluation of their colonial masters. In those days the education principles emphasized hardworking though, school inspectors had given a little mandate to monitor teaching and learning activities in

schools (MOEVT, 2015). However, after its independence in 1961, the Government of Tanzania formalized and established several Policies; Laws and Acts gearing at supporting and monitoring the provision of education (Kambuga& Dadi, 2015). The most important Act is the Education Act No 25 of 1978 as amended by the Act No. 10 of the Education and Training Policy of 1995 which led to the establishment of School Inspectorate Division (MOEVT, 2015) and since 2016 the same was known as School Quality Assurance Department (SQAD). School inspectors had given full mandate to supervise education. They were able to suspend teachers from teaching, to promote or demote or transfer teachers according to their observations (JMT, 2006). Similarly, Aiyepuku (1987) stressed that the key function of inspection is to assess the state of teaching and learning with the aim of improving educational standards. School inspectors focused to support and empower teachers to fulfill their responsibilities (JMT, 2006). Later on, changes were made in the inspectorate system to improve productivity. If observation during school inspection process is not effectively communicated to all stakeholders and if feedback and follow up is lacking and there is no implementation of school inspectors' recommendations, then school inspection will be a waste of time and resource. There are established performance indicators for quality education which are checked by both school quality assurance officers and school supervisors (internal school quality assurance). Schools where most of the performance indicators are attained are the schools which also perform well academically. School quality assurance officers use the inspection findings to grade schools and to improve performance by providing guidance and support to teachers. In Tanzania SQAOS perform both functions (inspection and supervisors) but school authority deals with supervision (Machumu, 2012).

School supervision is a continuous process of providing guidance and support to teachers in order to improve the provision of education. In Tanzania supervision in secondary schools is conducted by heads of schools, deputy heads of schools, academic coordinators and heads of departments. In secondary schools, school quality assurance is conducted by the region inspectorate office. The directorate of school quality assurance in Tanzania which was established in 1978 is the organ in charge of school inspection (MOEVT, 2015).

Inspection and supervision are sometimes used interchangeably; however, they have slightly different interpretations. According to Aiyepku (1987) inspection is not so much on judging teachers but on assessing teaching and identifying educational problems with teachers in order to help them to find solutions to the problems. However, Colin (2001) argues that inspection involves observing work in schools, collecting evidence from a variety of other sources and reporting judgment. For him inspection therefore involves making judgment about the significance and worth of what is observed, collected and reported. However, Supervision can also be described as the exercise of general super-in-tendence over the activities of functionaries in an establishment. This involves a system of mobilizing staff through the provision of guidance, advice, encouragement and motivation in the discharge of their duties (Whawo, 1995; Institute of Education University of Ibadan, 1981). Supervision involves an in-house helping relationship in which the supervisor constantly and continuously guides and assists the teachers to meet set targets while school inspection involves a cooperative relationship whereby the SQAOS come to school from outside to check and ensure that set targets are being met by both

teachers and in-house supervisors (Olagboye, 2004). The school of thought on supervision and inspection by Aiyepku (1987), Whamo, (1995) and Olagboye (2004) show that School inspection identifies the shortcomings in the school setting and either passes judgment or provides remedial guidance and support to stakeholders.

All stakeholders (school authorities, parents, students, school supervisors and SQAOs) support quality education. School inspectors work hard towards reducing the shortcomings in the school setting. Where the shortcomings are kept to a minimum, academic achievement and performance will be maintained. School inspection aims to produce graduates who are self-reliant and who will contribute to national development and the economic welfare of the people in line with the roles of Tanzanian school quality assurance officers as per MOEVT (2014) requirements which are:

- To inspect all schools and write reports with a purpose of advising the commissioner for education on matters which require decision making for improvement.
- To inspect and advise owners, managers, school boards or committees and teacher on good implementation of school development plans.
- To initiate and conduct educational research and disseminate information for the purpose of improving teaching standards in schools.
- To act a link between the school, other institutions and the ministry.
- To take part in book writing, book review, and production and handsets and articles for various academic subjects.

- To pursue personal profession and teacher academic development.
- To conduct in-service training for teachers and carry out supervisory visits to improve the quality of teaching in schools.

School inspection process is vital means for monitoring the delivery of education according to stipulated curriculum and set standards. It also ensures efficiency and quality delivery in education. The efficiency and effective delivery of education under the decentralized and liberalized education system as stipulated in the education and training policy document requires closer monitoring of schools as well as having adequate feedback mechanisms between school inspectors and education agencies, managers and administration at zonal, regional and district levels (MOEC, 1995).

MOEVT (2009) established that the school inspectorate is a department within the Ministry of Education Science and Technology headed by the chief inspector of school (CIS) who is also the director of the department. The CIS is directly reporting to the commissioner of education. The CIS is supported by four sections in the department namely Management, Basic Education Secondary Education and Teachers Education. Each of these four sections is headed by a head of section. In this context, the school quality assurance practices quality assurance practices focused on secondary schools. The duties and responsibilities of school inspectorate at secondary and teacher education at regional level are:

- i. To ensure effective inspection of secondary schools and teacher training colleges and their adherence;

- ii. To set policy, aims, objective and standards of education;
- iii. To write progress reports on every subject taught in secondary schools and teacher training college;
- iv. To prepare and implement action plans of their section;
- v. To compile secondary and teacher education statistics;
- vi. To prepare monthly, quarterly, mid-year and annual progress reports concerning secondary and teacher education in the region;
- vii. To prepare annual budget of secondary and teacher education section to be incorporated in the budget for the region;
- viii. To conduct and analyze surveys and other educational researcher;
- ix. To analyze national examination result concerning secondary schools and teacher training colleges;
- x. To review books intended for use in secondary school and teacher training colleges;
- xi. To organize, recommend and facilitate in-service training for secondary school teachers and tutors in teacher training colleges;
- xii. To accomplish any other tasks assigned to them by the chief Regional School Quality Assurance Officers (MOEVT 2009).

In this study therefore, the contribution of school quality assurance practices on schools' academic achievement was examined.

1.3 Statement of the Problem

School quality assurance is important tool in the development and ensuring of quality education in secondary schools in Tanzania. The main objective of establishing the

school quality assurance organ by the government of Tanzania was to render effective provision of quality education through involving the community members within the given community boundaries. The functions of school quality assurance organ were to inspect all schools and write reports with a purpose of advising the commissioner of education on matters which require decision making for improvement. The SQAOs inspect and advise owners, managers, school boards or committees and teachers on good implementation of school development plans. They initiate and conduct educational research and disseminate information for the purpose of improving teaching standards in schools. They act as a link between the school, other institutions and the ministry. They take part in book writing, book review, and production and handsets and articles for various academic subjects. They pursue personal profession and teacher academic development as well as conduct in-service training for teachers and carry out supervisory visits to improve the quality of teaching in schools (MOEVT, 2014).

Despite the authorities which was delegated by the Minister of Education Science Technology (MEST) to the School Quality Assurance Department on governing and provision quality education in Tanzania secondary schools, still the school quality assurance Organ has not succeeded to meeting the objectives of provision of quality education. For example, one of the functions of the school quality assurance organ is to supervise and control the school budget and other activities related with fund like supervision of different schools' project such as school building like classes, library, dormitory and laboratory. However; the fund which has been allocated by the government and other education stakeholders such as the community member's

contribution has been used improperly by the school administrators and sometimes directly by the members of the school boards. This has resulted in poor infrastructure within the public secondary schools; hence hinder the provision of quality education (Machumu, 2012). Similarly, the schools` academic achievement has been poor in form two and form four national examination results, despite the presence of school quality assurance practices. This study therefore assessed the contribution of school quality assurance practices on schools` academic achievements in Ilala Municipality.

1.4 Objectives of the Study

1.4.1 General Objective

The overall objective of this study is to investigate the contribution of school quality assurance practices on secondary schools` academic achievement in enhancing quality of education in secondary schools.

1.4.2 Specific Objectives

This study comprised the following specific objectives:

- i. To examine the school quality assurance practices in secondary schools in Ilala Municipality.
- ii. To assess the influence of school quality assurance practices on secondary schools` academic achievement in Ilala Municipality.
- iii. To determine productive school quality assurance practices on secondary schools` academic achievement in Ilala Municipality.

1.5 Research Questions

The study will answer the following research questions;

- i. Do school inspection procedures take place in secondary schools in Ilala Municipality?
- ii. Is there any relationship between school inspection procedures and the school academic achievement in Ilala Municipality?
- iv. Are school inspection procedures productive on school's academic performance?

1.6 Scope of the Study

The study was confined to the area of the study which is Ilala Municipality. It is located in Dar es Salaam region. Ilala Municipality was selected because it has many secondary schools. So, the researcher expected to collect enough data which could help the researcher to attain intended goal. Although school academic achievement depends on a number of factors such as; Education policy of the country, political, economic, social and cultural factor), this study focused only on school quality assurance practices on school academic achievements. Since the target study population was large, the whole population could not be involved in the study. Therefore, a representative sample of the targeted population was used.

1.7 Significance of the Study

The contribution of school quality assurance practices on secondary school's academic achievement is significant in a number of ways;

- i. Practically, this study may make education information available that will be useful to school leaders, and managers in running schools basing on the required standards set by the government. We also expect teachers to use information from this study to improve their teaching and learning process.
- ii. Theoretically, this study may add value to the existing theory of programme of school inspection. The assumptions of this theory states that the underlying mechanisms are expected to lead to school development/improvement. The mechanism described include: setting expectations, accepting feedback, regular visit, actions of stakeholders and sanctions and rewards. The findings of this study may improve the school quality assurance officer's performance as well as school's performance.
- iii. On policy- wise, the findings of this study may generate education information which the government may use in policy formulation, practicum improvement and school development at large. Government educational policies can be guided by school development planning and even the national evaluation of the education processes and activities.

1.8 Limitation of the Study

It was projected that the study would be limited to the following factors; first, due to bureaucracies in most of the government offices, and in secondary schools might prohibit the researcher from collecting important information for this study despite the research permits that the researcher had. In order to make the study possible, the researcher made now and then follows up, depending on the appointment given. In most cases, public secondary schools have their timetable which is not well fixed in

such a way that they cannot be available at work place on time you need them. Therefore, the researcher was patient and waited for them to come. Secondly, some heads of school delayed the process of collecting information because of their fixed timetable. In addressing these challenges, the researcher was tolerant and had to wait the appointment given.

1.9 Operational Definition of Key Terms

The following terms are defined according to how they were applied in this study;

Quality assurance: Is an effort put forward to ensure that the quality of the educational process is maintained to meet the set standard of education. In this study the concept means examination and evaluation the quality of education provided and other activities in school setting.

Practice: Is to do a particular thing, often regularly in order to improve skills at it. In this study the concept means regular supervision of all activities in a school setting.

Achievement: Is the success and finishing well: the act or process of finishing something successfully. In this study the concept means running the school successfully basing on standards set.

Supervision: Means watch over an activity or task being done by someone and ensure that it is performed correctly. In this study the concept means SQAOs, heads of schools, teachers and students perform their duties effectively.

Academic achievement: It refers to the process of attaining academic successfully. In this study, the concept is rooted from the procedures of running the school successfully for academic excellence.

1.10 Organization of the Research Report

The study assessed the contribution school quality assurance practices on secondary schools` academic achievements in Ilala city Municipality. Secondary data such as documentary report from SQAOs were compiled and primary data that were collected from questionnaire, interview and FGD were compiled too. The study is organized in five chapters and each chapter is further subdivided into a number of sections as it is described below.

Chapter one is the introduction to the study with a focus on background to the study, statement of the research problem, objectives of the study, research questions, scope of the study, significance of the study, limitations of the study, operational definition of key terms of the study and organization of the research. Chapter Two entails the literature review which gives insights of the theories of education as well as evidence, research gap and conceptual framework. Chapter Three consists of research methodology with a focus on study research philosophy, study design, location of the study, target population, sample and sampling technique, data collection methods and instruments, piloting, validity and reliability of instruments, validity of instruments, data analysis techniques and ethical consideration. Chapter Four comprises of data analysis, presentation and interpretation as well as discussion of the findings of the study. Finally, in chapter five concurs the summary of the findings, conclusions and recommendations.

CHAPTER TWO

2.0. LITERATURE REVIEW

2.1 Introduction

This chapter presents the review of the related literature on the contribution of school quality assurance practices on secondary schools' academic achievement. The collected materials will be organized under the broad two titles namely; Theoretical literature review and Empirical literature review on the contribution of school quality assurance practices on secondary schools' academic achievement.

The Tanzania Development Vision 2025 accords high priority to the education sector which is considered to be pivotal in bringing about social and economic transformation as described in the vision statement. In this vision education is treated as a strategic agent for mindset transformation and for the creation of a well-educated nation. Sufficiently equipped with the knowledge, skills and competences needed to solve the development challenges which face the nation, the education system should be restructured and transformed qualitatively with a focus on promoting creativity and problem-solving skills to cope with the political, social, cultural, economic and technological development challenges at national and international levels (United Republic of Tanzania, 2000).

Thus, the education system in Tanzania, including secondary education plays a critical role in the development of the nation through continuous production of knowledge creative and problem-solving graduates. In response to this situation the

government through its Ministry of Education Science and Technology seeks to provide quality education and vocational skills to all Tanzanians. This is indicated in the Secondary Education Development Programmer (URT, 2010).

Formative evaluation and summative evaluation of our education system have shown that not all of the students have met the standards set by the National Education Vision in Tanzania. Uwezo in Tanzania (2010) has observed the short comings of this thrust as provided below;

For standard three students seven out of every ten children could not read basic Kiswahili, nine out of every ten children could not read basic English and Eight out of every ten children could not do basic Mathematics. For primary school leavers one in every five children could not read standard two levels Kiswahili half the children could not read basic English at all and seven out of every ten could only do standard two levels Mathematics.

Therefore, despite the enormous advances in education sector made by investing trillions of moneys each year the vast majority of children in Tanzania were not learning effectively (Uwezo Tanzania, 2010).

The above shortcoming elaborated had persisted despite the school quality assurance practices provided in our schools. The researcher felt that one effective way to address the noted shortcomings was effective school quality assurance practices and supervision.

2.2 Theoretical Literature

2.2.1 The Concept of Supervision

The word “Supervision” refers to the act of taking charge of people and being responsible for making sure that they do their work (Longman Dictionary of contemporary English 2000). In the education context, supervision refers to the task normally assigned to an official responsible for making sure that teachers do their work effectively in accordance to set of educational standards (Olagboye, 2004).

Harris (1996) defines supervision as a function of operations that focus on instruction and teaching especially on the need for change. Supervision therefore is used to describe those activities that are primally and directly concerned with studying and improving the conditions that surround the learning and growth of pupils and teachers. In the same light, Ogunu (2000, p. 108) defines educational supervision as “the art of overseeing the activities of teachers and other educational workers in a school system to ensure that they conform to generally accepted principles and practice of education.”

Supervision involves a system of mobilizing staff through the provision of guidance, advice, encouragement and motivation in the discharge of their duties (Whano, 1995; institute of Education University of Ibadan 1981). Supervisors in a school setting can be the principal, vice principal, heads of department or subject head/ coordinator. In the United State and many British Common wealth countries, the principal or head of school is core organizer as an instructional supervisor (Harris, 1996).

2.2.2 The Concept of School Quality Assurance Practices (Inspection)

School quality assurance practice is a pivotal concept in most organization of the world. Quality assurance practice is used interchangeably with inspection. In order to get insight of this concept the word inspection will be used instead of quality assurance. Etymologically “inspection” is from the Latin word “inspicere” meaning to look closely. The Longman Dictionary of Contemporary English (2000) defines the verb ‘inspect’ as; “An official visit to a building or organization to check that everything is satisfactory of that rules are obeyed.” The international Encyclopedia of education (1994) defines inspection as a “a careful narrow, or critical examination or survey of what is happening in a particular situation at a particular point in time.” These three definitions above give us two things about inspection Firstly it is an organizational phenomenon. Such as organization may be financial (e.g. banks), educational (e.g. schools or colleges) or religious (e.g. churches).

In this study, the focus is on inspection in the educational system. Secondly, it is designed to ensure that all the various segments of an organization are constantly and consistently tailored towards its set goals by complying with the requisite standards and means. This is to ensure that there is always an agreement between the structure of the organization and its strategy through regular and critical evaluation of its performance vis-à-vis its objectives.

“In the guidelines for Federal Inspectors of schools in Nigeria inspection is seen as a leadership function that is primary concerned with the improvement of instruction at

all intents and purposes.” Federal Ministry of Education (1990) cited in Omoregie (2004); Dodd (1962) cited Ogunu (2001.p.116).

Conceptualizes inspection as “that specific process whereby a school is examined and evaluated as a place of learning in such a way that advice is given in a report for its improvement.”

Dodd introduces the idea of “improvement” into the concept of inspection. In this regard, Aiyepku (1987, p.13) says “inspection means assessing the state of teaching and learning with the aim of improving educational standard.”

The Tanzania concept of inspection accommodates the three concepts from the Nigeria Federal Ministry of Education. Since school inspectors are expected to lead teachers to improve their teaching strategies (Giwa 2005), since school inspectors examine and evaluate all the activities in the school setting and Aiyepku (1987, p.13) “since school inspectors are expected to assess the teaching strategies and provide support and guidance to teachers for improvement.” According to Olagboye (2004, p.218), “the purpose and function of school inspector or school quality assurance officer is:

- i. To keep teachers abreast of new trends in the teaching methodology of the various subject with curriculum.
- ii. To inspect all schools and colleges below tertiary level and ensure that they are being run according to the national policy and objective;

- iii. To ascertain that schools are functioning optimally and that public funds are being judiciously expended in this connection;
- iv. To assess and report on the efficiency of the teaching – learning process in the school and colleges.
- v. To assess and report on the efficiency and effectiveness of teachers in the schools and colleges.
- vi. To advise on maximum utilization of available scarce educational resources.
- vii. To supply the Ministry of Education with current information, including statistics on education standards problems and potentialities of the schools and colleges inspected.
- viii. To inspect schools and colleges with the purpose of recommending them to the government for approval or accreditation and recognition for external examinations (Olagboye, p. 218).
- ix. To examine the accounts and records that is required to be kept by schools and colleges in accordance with relevant Education Law and Regulation.
- x. To offer professional assistance and guidance to teachers and school heads on how best improve teaching–learning process as well as class and school level environments.”

In Tanzania the review of the first secondary Development plan (SEDP) and an analysis of the existing challenges exposed the following issues which undermined the education quality and which were targeted in the second secondary Education Development Program (MOEVT, 2006). The challenges include:

- i. Poor performance in secondary education examinations with most students getting marginal pass of division IV or failing completely.
- ii. Inequalities in learning environments among different schools resulting in equalities of learning outcomes with girls doing poorly in both participation rates and pass rates especially in science and mathematics subject.
- iii. Community Secondary schools are doing consistently poorly due to insufficient infrastructure including many construction projects that started under SEPD but were not completed.
- iv. Lack of or non-use of laboratories in most schools resulting in students doing the science subjects theoretically and most of them doing badly, which in turn has resulted in an avoidance syndrome with most students enrolling in social science/arts subject rather than natural sciences.
- v. Poor teaching approaches in the classroom as it is teacher-centered with students relying heavily on the teacher and old notes.
- vi. Classroom time not being used effectively for mental engagement of the students.
- vii. Limited school management skills of some heads of schools affecting daily running academic performance and financial management of school leading to low transition rates (hardly 30%) from ordinary to advanced level secondary Education due to limited from 5 places (MOEVT, 2006).

Basing on mentioned challenges above, it is obvious that there is need of school quality assurance practices to overcome these challenges so as to improve schools' academic achievement.

Teachers' Opinion about School Quality Assurance Officers Visits

The recent data from Higher Education Programme (HEP) researcher highlighted the level of dissatisfaction of teachers on the contribution of school quality assurance officers. In Guinea, for example, teachers, when asked for their opinion about the utility of different source of professional support, placed visits by the different categories of SQAOS at the bottom of the list. Highest was personal reading, followed by teachers' pedagogical meetings, discussion with colleagues, supported by the principal, model lessons and in services training, and lowest was visits by school quality assurance (Martin & Tangoe 1993, p.2004). When compared to Guinea, the situation was only slight better in Madhya Pradesh India, where 55% of teachers thought that school quality assurance officers were of little benefit and only 8% considered them to be of very much help. Headmasters and colleagues were seen as to be of very much help by 22 and 24% respectively (Govinda and Varghese, 1993, p. 160). In Puebla, in Mexico only about 10% of teachers considered that they received strong pedagogical support from inspectors (Schmelkes et al., 1996 P. 85). The most confident school quality assurance as a form of valuable consultancy (OFSTED, 1994, p. 44). "In over half of the confident schools, staff were disappointed that there was not adequate opportunity for discussion with inspectors after lessons" and they deplored in particular the "lack of professional dialogue between teacher and inspectors" (OFSTED, 1994, p. 26).

2.2.3 Programme theory of school inspection

A number of theories have been put in place to describe how school inspection procedures are potential in raising the quality of education in schools. This study was

guided by the programme theory of school inspection pioneered by Ehren et al. (2013). It highlights the underlying mechanisms which are expected to lead to school development/improvement. The mechanisms of which Ehren et al. (2013) describe include:

- i. Setting expectations i.e. about what a ‘good school’ should look like and how it is to operate. This is done by the quality frameworks which define quality assurance standards and criteria for a good education. It is assumed that if schools are given criteria about the standards of performance expected then they will attempt to meet those standards because every school aspires for positive result.
- ii. Accepting feedback i.e. schools perceiving, accepting and using quality assurance feedback for developing the quality of their work. It is assumed that if SQAOs give trustworthy feedback on the weakness and strengths of the schools, then schools will feel obliged to work with them within given time frames because they are comfortable with constructed advice. However, the feedback provided by the SQAOs does not necessarily lead to the desired results; but rather how it is communicated. Friendly communication between the SQAOs and teachers raises the chances of the acceptance of the feedback given, but when SQAOs use harsh language in giving instructions degrades teachers’ dignity hence makes a teacher discouraged (Matete, 2009).
- iii. Regular visits i.e. when SQAOs visit schools regularly then schools will improve because the regular visits exert pressure on teachers to work hard. A regular visit to schools is an essential part of school quality assurance to collect information

about the quality of the school, check compliance to legislation and/or evaluate the quality of students' work (e.g. through observations, interviews and document analysis).

- iv. Actions of stakeholders which may influence development processes in schools by (a) creating external pressure on schools to fulfil the inspection criteria and/or (b) by providing support for schools. To stimulate such processes, many inspectorates ensure to communicate inspections standards, procedures and reports to stakeholders such as parents, education policymakers or school boards. The findings of school quality assurance are published to stakeholders a role in school improvement. The expectation is that parents, more than any other stakeholders, will use this information to evaluate the quality of their children's schools. If a school does not meet their expectations for quality, it is assumed that parents will address the school administrators or school heads about possible improvements. Parents can also participate in school improvement by choosing schools that offer higher educational quality or transferring their child to a school with better quality assurance results (Ehren et al., 2013).
- v. Sanctions and rewards i.e. schools may receive a threaten penalty for failing or award for outstanding achievement then they will be motivated to improve performance. Schools will work hard to avoid penalties or other sanctions the SQAOs may impose. Schools that are evaluated as 'failing' may receive additional support, but also often face punitive consequences, such as sanctions or interventions. Sanctions may include the public reporting of school status or restructuring, merging of schools, reconstitution or even closure. SQAOs may increase their monitoring of these schools via specific improvement plans which

the schools are required to implement. Consequences of school inspections can also include rewards for high performing schools, financial bonuses or the opportunity to take over another school (Ehren et al., 2013).

The programme theory of school inspection entails necessary principles through which school inspection process considers during the inspection. More often, SQAOs interact with schools. Due to that close proximity, schools improve academically due to setting expectations, acceptance of feedback, regular visits, actions of stakeholders and sanctions and rewards provided by SQAOs. For the purpose of this study, the school quality assurance practices contribute to the secondary school academic achievements.

2.3 Empirical Literature Review

2.3.1 School Quality Assurance Practices

The quality assurance practices refer to the correct or usual way of carrying on an inspection in schools. Thus, it should be noted that school quality assurance involves a series of interrelated procedures. Many authors like (Kambuga, 2015; Ehren, Altrichter, McNamara & O'Hara (2013); Matete (2009); Obiweluzor, Momoh & Ogbonnaya (2013); OFSTED (2016); Wilcox (2000) maintained that formal school quality assurance services are carried out in three stages namely: pre-school visit procedure/preparation, during school visit and post- post-inspection arrangements.

(i) Pre-school Visit/Preparation

Before carrying out quality assurance in a school, the Chief School Officer has to inform the school about the process and procedures of quality assurance through a

telephone or written letter to set up inspection arrangements. The letter may indicate the number of SQAOs expected to visit the school together with the number of the days of their stay in a particular school. Heads of schools have to make relevant arrangements for the quality assurance together with providing necessary information needed which may include: syllabuses, schemes of work, lesson plans, timetables, subject log-book and school calendar, records of library use and readership, allocation of duties and responsibilities, income and expenditure, reports of bursaries to poor children, individual teachers time tables, etc.

(ii) During School Visit

During school inspection, SQAOs often pay attention to various aspects including classroom observations, the school organization, pupils' evaluation and; professional management of teachers:

Classroom observation: this is among the core roles in assessing the effectiveness of the school (MoEST, 2017). School quality assurance officers are to ensure that teachers are doing their job and that pupils are receiving what they are supposed to acquire as learning experiences (Matete, 2009). SQAOs are advised to spend as much time as possible observing what is happening in the classroom, and determine whether learners are learning as a result of the teaching, assessing teachers' scheme of work, lesson plans, and lesson notes, teaching materials and teaching presentation, talk with teachers. SQAOs have to examine pupils' work, talk with pupils about their work, gauging both their understanding and their engagement in learning, and obtain pupils' perceptions of the typical quality of teaching in a range of subjects. Reviewing and assessing the attainment and progress of pupils. SQAOs must ensure

that they observe pupils in a range of situations outside normal lessons to evaluate other aspects of personal development, behaviour and welfare.

The school organization, particular in Tanzania, SQAOs inspect the length of school day, and class periods, size of classes, student-teacher ratio, relative location of classrooms, number of classrooms, pupils enrolment, general school attendance, class journals, subjects logbooks, various school rules and regulations, school uniforms, availability of food in school, teaching and learning materials, desks, toilets/latrines; they also assess incomes and expenditures of the school both from the government and from the school projects.

Pupils' evaluation: issues related to pupils' admissions, attendance, health and sanitation, examinations, progress reports, grading, co-curricular activities, pupils' records, punctuality, truancy, repetition rate, promotion rate from one grade to another and the transition rate from primary to secondary education are also pertinent to the school inspectors.

Professional management of teachers: SQAOs assess professional and academic teachers' development together with their qualifications, personality, regularity in classrooms and salaries. Furthermore, they also communicate policies to teachers; provide professional support to teachers in the form of demonstrations and workshops. They propose the required in-service training programmes that teachers need to improve the quality of education. The required training can guide teachers to improve curriculum implementation in schools.

(iii) After School Visit

School quality assurance officers have the responsibility of providing quality assurance feedback to school teachers, heads of schools, school boards, Education Officers, Chief School Quality Assurance Officer. They are accountable for their reports, trustworthiness of their findings and recommendations, follow-ups on school inspections and to the schools they inspected.

2.3.2 Implementation of School Quality Assurance Recommendations

School quality assurance recommendations are not usually immediately implemented. The Observation in Scotland and Spain demonstrates the delay in implementing the recommendations. Nearly a year after the school quality assurance “only a third of the recommendations could be said to have been at least substantially implemented. It appears that some types of recommendations were more likely to be implemented than others; for example, those concerned with management/administrative procedures and the production of school documentation. In contrast, recommendations involving issues of assessment, curriculum delivery and evaluation, and teaching and learning appear, at best, to have been only partially implemented. Recommendations which implicitly assume some consequent change in the practice of teachers are likely to be among the most difficult to accomplish in the short term (Gray and Wilcox, 1995, p. 14). The authors relate the lack of implementation at least in part to the scarcity of professional support afforded to schools.

Schools support services, which were mostly provided by the local authorities, have indeed suffered under these some reforms. In other words, this whole reform process “has proved an excellent framework for identifying a school’s weaknesses, but does not address in any detail how to put them right” (OECD, 1995, p. 62).

Approaches adopted by Scotland (Macgregor, 1995, p. 100-101) and Spain (OECD, 1995, p.118-120), among others, demand that inspectors and schools work together to rise standards and integrate follow up visits by in the inspection process. The SIP should conform more to the image of a friendly adviser than outside evaluator.

In Tanzania, the general public is in favor of school inspection (Eisemon, 1992, p. 201). This result from the realization, that inspection and support of staff play a crucial role monitoring and enhancing the teaching process, However, school quality assurance consist of irregular and brief school visits mainly to fulfill the administrative duty therefore its influence on teaching is minimized. Even where school quality assurance visits are efficient conducted their impact will take time in improving the academic achievement of the schools due to the inadequate implementation of SQAOS recommendations. On the other hand, it is true that regular school inspection do improve teacher’s motivation and teacher’s attendance. The positive influence of school quality assurance however should not result from restrictions on teacher autonomy by ensuring compliance with ministry policies relating to instruction and thus discouraging creativity. The opposite might well be true; “strategies and practices that are effective in boosting student’s performance are not necessary the one that confirm to ministry policies” (Eisemon et al, 1992, p.

201). This is not to say that school quality assurance process and support to staff should promote non-compliance with ministry policies. The right conclusion that is drawn by school quality assurance officers should have as an overarching objective of teacher development. According to Lyons and Pritchard (1976, p. 15), “Effective inspection appears to us to involve not only observation and assessment not only looking at teacher’s but looking at education problem with teachers and helping to point the way to their solution”

This is to be implemented properly it should involve a fundamental change in altitude not only on side of the SQAOS but also of all actors involved in managing the education system. SQAP and support services do not exist in a vacuum. The nature of their environment is important from at least two points of view its development and its power structure. The first point is obvious; the influence for improvement that an inspectorate can exist is strongly conditioned by the circumstances in which teachers teach and students learn. If for instance where physical school environments are poor, with inadequate buildings and a lack of essential books and teaching equipment; if there is a high wastage rate of students and high students/teacher ratio and the schools work in two or more shifts; if the pay and states of teachers are low with little financial incentives for professional improvement and responsibility; and if many of the teachers are untrained or undertrained and the head is merely a bureaucrat, the effort of any inspector to improve the quality of the work are likely to be severely handicapped” (Lyons & Pritchard, 1976, p. 16).

In other words, improving school quality assurance is not any more of a panacea than improving any other single factor which plays a role in the complex process of teaching and learning. Improving school quality should be part of a comprehensive programme which amongst other things, ensures that at least a minimum of resources is available to schools and to SQAOS. The issue of relation of authorities in the education system is also important in implementing inspectors' recommendations (Carron, 1994; Swartz, (p. 37-54).

2.3.3 Limitations of Internal School Quality Assurance

In Secondary School, the headmaster cannot easily give subject- related support to all teachers. However, they can be assisted in that aspect by assigning the supervision functions to senior teacher's or subject coordinators. Evidence from researcher conducted in Malaysia and Morocco shows that the assigned staff for different reasons such as friendship and maintaining social relations, seldom plays that role efficiently (Caillods et al., 1997). This observation does not imply that in school supervision and support is impossible. It rather shows that it cannot be taken for granted and more precisely than school quality assurance process and support remain in most cases necessary to strengthen the impact of school-based strategies.

vi. Many school heads will need to receive specific mentoring training in order to offer useful supervision and support to their teachers. Such that training already takes place in several countries. A programme in Lesotho combines this with teacher in- service training where by the school heads are assigned the specific task to mentor one of the untrained persons taking part in a parallel programme, (Ehren et al., 2013). Various manuals for school staff, focusing on, or including

supervision have been produced, for example by the common wealth secretariat (1993), in the Maldives (1995). The successful combination between school inspection and school-based strategies for supervision and support, would serve as model for directing system and/ or for restructuring existing ones and /or for developing appropriate models for qualitative improvements in education.

2.3.4 Effective School Quality Assurance Practices and School Academic Achievement

Effective school quality assurance practices are seen as one key to the complex issues of improving the quality of educational attainment. The twin responsibilities of quality control and quality improvement are undertaken by inspectorates and supervision service (Young, 1981).

Firstly, it is assumed that SQAOs actually do assist the improvements in the quality performance of the students by systematically monitoring the instructional processes in schools, guiding teachers to achieve higher standards of teaching and evaluating objectively the teaching –learning processes. In so doing, SQAOs help in maintaining as well as upgrading performance standards. They contribute through teachers rather than upon students.

Second rationale is that school quality assurance officers constitute a conduct between the administration at the central political level entrusted with formulating educational policies and those actors at the local level charged with implementing “official” policy decisions. The argument is that the SQAOs act as “eyes” and

“hears” of the system and communicate from one to the other. By monitoring the perceptions of local administrators, teachers and the community at large about significant policy issues and their implementations and feeding these perceptions back to the central administration they serve as links between them, providing a crucial linkage.

Third rationale is that SQAOS and supervision undertaken as agent of educational administration routine administration tasks and roles, such as routinely monitoring the supply of resources, monitoring their effective use, determining the supply and availability of teachers and determining their career growth. In other words, they monitor not only quality control but also the supply and utilization of fiscal and material resources and determine the career progression of teachers. The overall arguments are that effective SQAP is one of the major keys to the issues of improving the quality of educational management, delivery and achievement because of the decisive control exerted by SQAOS over educational systems.

El Diario (1988) reveals that school inspection is more likely to contribute on schools' academic achievement as it provides a clear vision and sense of direction for the school focuses. The attention of teachers on what is important and do not let them get diverted and sidetracked with initiatives that will have little impact on the work of students. School quality assurance practice ensures that teachers know what is going on in their classroom has a clear view of the teachers and school. SQAOS will achieve the above success through systematic programme of monitoring and evaluation. The SQAOS clarity of thought sense of purpose and knowledge of what is

going on means that they can get the best out of heads of school and teachers which is the key to influencing work in the classroom and to raising the standard achieved by students. In general school quality assurance officers have positive contributions to the school system where SQAOS and teachers work together in addressing the existing challenges in the school system.

2.4 Conceptual Framework

It refers to the conceptual status of procedures to be followed during the study and their relationship to each other. That is the relationship between the dependent variables and independent variables. For the purpose of this study, the independent variable is the contribution of school quality assurance practices while dependent variable is school academic achievement. School quality assurance practices include monitoring, evaluating, assessing the quality of teaching and learning activities, advising and supporting teachers to improve teaching skills necessary for learning improvement. School quality assurance is conducted in different ways including panel school visit, follow up visit, special visit/ investigative visit, advisory visit and informal visit. School academic improves as result of school quality assurance practices. For improving school academic achievement, provided report and feedback help teachers and the school leaders to know their weakness and to polish up their strength in teaching. On the same note, feedback from the school quality assurance team helps to facilitate credibility, acceptability, implementation and that builds the teachers, and school leaders' confidence, commitment to what must be done after inspection process so as to improve the school academic achievement.

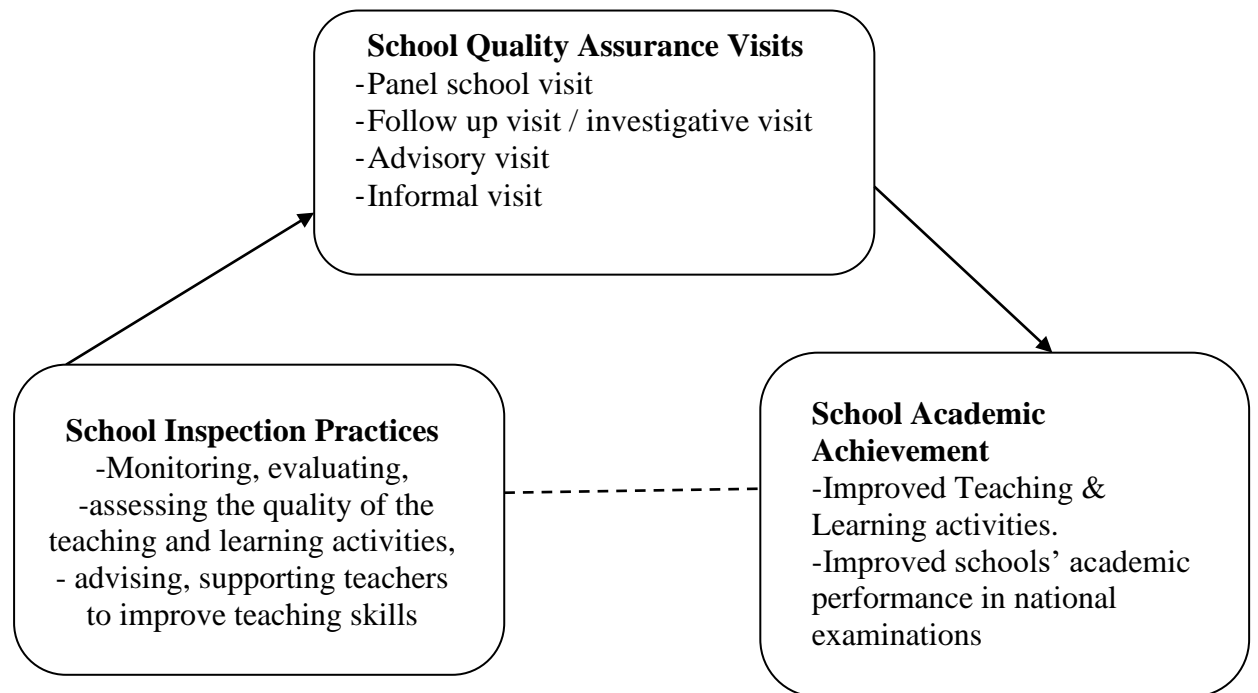


Figure 1.1: Conceptual Framework

Source: Adapted from Kagoso (2020).

2.5 Research Gap

From the empirical studies reviewed such as Carron, (1994); Ehren et al. (2013); Grauwe, (2007); Harris, (1996), portray the relevancy on school quality assurance practices in secondary schools. It is increasingly becoming apparent that no studies conducted to investigate the contribution of school quality assurance on secondary schools' academic achievement in Ilala Municipality. This study therefore, attempted to bridge this knowledge gap by identifying key schools' quality assurance practices used to enhance academic achievements in secondary schools.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research philosophy, research approach, research design, sampling and sampling techniques, research methods, data collection, data analysis and ethical considerations.

3.2 Research Philosophy

The researcher of this study believes in pragmatism or mixed- method as a research philosophy by assuming that the most important determinant of the epistemology, ontology and axiology one adopts is the research question – one may be more appropriate than the other for answering particular questions. As Walker (cited in Darlington and Scott, 2002, p.120) stipulates that “certain questions simply cannot be answered by quantitative methods, while others cannot be answered by qualitative ones”. It implies that pragmatists believe the use of more than one way when striving to reach the research purpose. Mixed-method design fit this study since both quantitative and qualitative methods were employed. The study employed a mixed methods approach. With this approach, the elements of qualitative and quantitative methods will be combined in a single study for the purposes of breadth and depth of understanding and corroboration (Johnson, Onwuegbuzie & Turner, 2007). The researcher chose mixed methods approach because it gave him an opportunity of collecting, analyzing, integrating the findings and drawing inferences using both qualitative and quantitative methods in a single study (Tashakkori & Creswell,

2007). In addition, the concurrent triangulation was employed for the purpose of seeking convergence and corroboration of results from different methods on the same phenomenon (Greene, Caracelli & Graham, 1989).

3.3 Research Design

Trochim (2006) holds that “the research design refers to all the overall strategy that researcher chooses to integrate the different components of the study in a coherent and logical way, thereby, ensuring you will effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data. Note that any research problem determines the type of design one should use, not the other way around!” The study intended to use a survey design with the aim of establishing the contribution of school quality assurance practices on secondary schools’ academic achievement. A survey design was used in collecting data by interviewing, administering a questionnaire, Focus Group Discussion, and literature review to a sample of individuals (Kothari, 2004) then; the researcher summarizes, presents and interprets information for the purpose of clarification (Borg & Gall, 1989). The choice of the survey research design based on the fact that the variables in the study cannot be actively manipulated and that the participants cannot be randomly assigned to treatment conditions.

Inclusively, both quantitative and qualitative methods were employed during the same timeframe and with equal weight. Being pragmatist, equal weighting was considered as Morse (1991) starts that the theoretical drive or worldview used to guide a study determines its weighting such as a pragmatic worldview calls for either

equal or unequal weighting, depending on the research question. To have best understanding of the research problem, the collection and analysis of quantitative and qualitative data will be carried out separately albeit concurrently (Creswell & Plano – Clark, 2011). The two data sets merge and triangulate, typically by bringing the separate results together during the interpretation (Creswell, 1999). In this case, the comparison of quantitative results with qualitative findings was made easily. Thus, the valid and well substantiated conclusion about each research question was drawn whether school quality assurance practices take place in secondary schools, whether the school quality assurance practices having influence on the school academic achievement and whether school quality assurance practices are productive on school's academic performance.

3.4 Location of the Study

The study was conducted in Dar es Salaam region particularly in Ilala Municipality. Ilala Municipality is bordered to the north by Kinondoni district and Ubungo district, to the east by Indian Ocean and Kigamboni district and south by Temeke district, to the South West by Coast region. Ilala Municipality is at Latitude 6.824S and Longitude 39.249E. (https://en.wikipedia.org/wiki/Ilala_District). Ilala Municipality was selected because of its accessibility to the researcher. The study area simplified the whole process of data collection since the area had many old and new government schools as well as availability of school quality assurance offices. Also, the selected allocation was very helpful for the researcher to do the best research due to the limited of fund and time.

3.5 Target Population

Targeted population also known as universe population is a group of elements such individuals, objects or items from sample are taken for measurement. A population refers to the group of individuals from which sample are taken for measurement. A population should have at least one thing in common (Kombo et al, 2006). However, a sample is a subset of people, items, or events from a large population that you collect and analyze to make inferences. The target population of the study comprised teachers (n = 2204), heads of schools (n = 60), school quality assurance officers (SQAOs) (n=10) and academic coordinators (n=60) that make total of 2334 respondents. It was from this population that sample of the study was drawn from deep investigation on the contribution of school quality assurance practices on secondary schools' academic achievement in Ilala Municipality.

Based on Ilala Municipal Council Socio-Economic Profile, 2019. It is from this population that sample of the study was drawn from deep investigation on the contribution of school quality assurance practices on secondary schools' academic achievements in Ilala Municipality. As someone can observe that the sample of 50 informants were selected on the basis of the fact that they were able to provide experience on factors that hinder academic achievement in Ilala Municipality ordinary secondary schools; then were selected randomly and purposely, hence, the sampling technique applied in this study was simple random and purposeful sampling techniques.

3.6 Sample Size and Sampling Techniques

Sampling is the act, process or technique of selecting a suitable smaller size of population of a representative part of a population for the purpose of determining characteristics of the whole population. A good sample is one that is demonstrative of the population from which it was designated (Alston & Bowles, 2003). Justifying the use of a sample, Kothari (2004) argued that samples are used in research because it is often impossible and almost always inconvenient due to financial restraints and time influences to study the entire population. This study consequently, used two sampling techniques: purposive and simple random sampling. This strategy helped to engage focuses who were more accessible due to their geographic location.

3.6.1 Sampling Techniques

In this study, two sampling techniques were applied (i.e. simple random sampling and purposive sampling). It was with this reason that the researcher used simple random sampling and purposive sampling techniques because of preference will be made to quantitative and qualitative methods respectively (Alston & Bowles, 2003).

3.6.2 Sample Size

The study used an optimum sample size which satisfied the requirements of representativeness. The use of optimum sample size was empowered by Denscombe (2007) who holds that with a large sample, the researcher was more assured that all aspects of relevance to the research questions will be covered and included in the findings. While a sample size of heads of schools, academic coordinators and SQAOs was purposively obtained. The researcher used simple random sampling for

the categories to determine, the respondents among the teachers. Gay (1996), states that for descriptive research a sample of 10-20% of population is sufficient for reliable findings. The researcher used 250 teachers (11%) who participated in the study. Using simple random sampling 100 teachers were from urban secondary schools and 150 teachers from rural secondary schools. A sample size of teachers was randomly determined by using Slovin's formula (1960):

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

Table 3. 1 Target population (N) and Sample size (n)

Target Population	Population	Sample	Percentage (%)	Sampling technique
Heads of schools in Public secondary schools	60	6	10	Purposive sampling
Teachers	2204	250	11	Random sampling
SQA Officers	10	5	50	Purposive sampling
Academic coordinators	60	6	10	Purposive sampling
Total	2334	267	11	

Source: Researcher, (2021).

From Table 3.1 the study involved a total of 267 respondents that is; 6 heads of schools, 250 teachers, 5 SQA Officers and 6 Academic coordinators.

3.6.3 Simple Random Sampling

Simple random sampling is supported by Gray (2004) when contends that the chances of a sample being representative are higher through random election than if the sample is purposive. Therefore, based on this ground, a simple random sampling technique was used to select representative teachers who participated in this study. So far, to obtain the sample of teachers, their names were written on separate pieces of a paper, were stirred in a hat and then were picked randomly. This technique of obtaining a random sample is supported by Kalof, Dan and Dietz (2008, p.42) when he says “putting everyone’s name into a hat and pulling out names is one way of drawing a random sample.” Rationale of employing simple random sampling technique is that it saves time and minimizes biasness in getting data from informants and therefore avoids discrimination.

3.6.4 Purposive Sampling

A purposive sampling technique was employed to select informants that have full knowledge on the problem of the study. Thus, the in – depth information were gathered from the intended group. Thus, purposive sampling technique was used to select sixty (60) heads of secondary schools, ten (10) SQAOs as well as sixty (60) academic coordinators.

For the purpose of the study, heads of schools, academic coordinators and SQAOs have clear understanding on the existence issues related to contribution of school quality assurance practices on secondary schools' academic achievement thus are in the best position to inform whether school quality assurance practices take place in secondary schools, whether school quality assurance practices influence secondary schools' academic achievement, and whether school quality assurance practices are productive on secondary schools' academic achievement.

3.7 Data Collection Methods and Instruments

This study employed different methods during data collection such as questionnaire, interview, Focus Group Discussion, and documentary review. The researcher chose such range of data collection methods because it helped him to get both breadth and in – depth information. Most surveys were conducted using a questionnaire, but structured interviews may also be used (Gray, 2004). Thus, the current study employed a range of instruments such as documentary schedule, questionnaires and interview guides, and Focus Group Discussion. These instruments were carefully designed to solicit both breadth and in- depth information from the informants.

3.7.1 Questionnaires

Questionnaires were administered to heads of schools and academic coordinators. Questionnaire administration will be done as a way to solicit required information within a possible short period of time (Kothari, 2004). Thus, the questionnaires were used to collect data from heads of secondary schools and academic coordinators (n= 12) on whether school quality assurance practices have been taking place in

secondary schools enhanced academic achievement. Regarding to questionnaire items, the researcher used a five – point Likert scale. It required an individual participant to respond to a series of statements in questionnaire by indicating whether he/ she strongly agrees (SA), or agrees (A), or is uncertain (U), or disagrees (D), or strongly disagrees (SD). The interpretation of mean ranges is shown in Table 3.2 below.

Table 3. 2 Likert Scale, Coding and Interpretation

Scale	Coding	Mean Range	Interpretation
Strongly Agree	5	4.50 – 5.00	Very high
Agree	4	3.50 – 4.49	High
Uncertain	3	2.50 – 3.49	Moderate
Disagree	2	1.50 – 2.49	Low
Strongly Disagree	1	1.00 – 1.49	Very low

Source: Jamil (2012) as cited in Mohd et al. (2013).

3.7.2 Interview

Bogdan and Bicklen (1998) holds that the interview uses oral method to collect data between the interviewers and interviewees. Structured interview was employed by asking school quality assurance officers (n= 5). The researcher chose the interview method because it helped him to obtain more in – depth information which enabled the researcher to obtain even other methods would have to be used. The face – to – face interview is advantageous since it usually results in a relatively high response rate (Henn, Weinstein & Foard, 2006). Therefore, through interviews, the gathered in – depth information was to find out whether school quality assurance practices take

place in secondary schools as well as if school quality assurance practices having influence on secondary schools' academic achievement in Ilala Municipality.

3.7.3 Focus Group Discussion (FGD)

The study employed the focus group discussion (FGD). The focus group discussion is another nature of the interview that is used in collecting data for the investigations by involving around two hundred and fifty respondents specifically teachers who come to discuss a topic under the investigation. The question themes composed for the interview were used for the focus group discussion. The advantage of this method is that it allows those who cannot initiate discussion to contribute after observing the contribution of their fellows in the group. Again, the method can generate a lot of data in a shorter time possible than other methods like interview and questionnaire. FGD if not well handled, can result to chaos and lost direction in the discussion, thus, the researcher used assistant to help recording the discussion when the discussion was going on. The current researcher thus, played a role of the mediator to control the discussion as recommended by (Patton, 2009).

3.7.4 Documentary Review

This involves reviewing different documents that contained information on the contribution of school quality assurance practices on secondary schools' academic achievement. Thus, the documentary review remains a valuable research in its own right (Webb, Campbell, Schwarz & Sechrest, 1984). For the purpose of this study, the documentary review was used to enable the researcher collect data from different sources including six school inspection files, six inspection framework forms as well

as six national examination results/ files. These documents were reviewed for gathering information on whether or not; school quality assurance practices take place in secondary schools, and school quality assurance practices are productive on schools' academic performance.

3.8 Piloting, Validity and Reliability of Instruments

Validity and reliability are the major technical considerations in qualitative and quantitative research (Ellen, 2012). They are two factors which any quality research should reflect while designing a study to analyze results and judge the quality of the study. In most cases, these factors are ensured after carrying out a pilot study. Thus, it was essential for research findings to have validity and reliability.

3.8.1 Pilot Study

At the piloting stage, the instruments such as questionnaires, interview guides, and documentary schedule will be employed to a sample of individuals that are required to respond in the final data collection (Neville, 2005). A test-retest method was used as the instruments piloted twice to heads of schools, academic coordinators and one SQAQO (these were not involved in the main study). During piloting; questionnaires were administered to two heads of schools and two academic coordinators and one SQAQO was interviewed. Documentary review was done in one secondary school (this was not involved in the main study) especially when seeking the information concerning previous school quality assurance practices. Piloting helped in assessing whether the instruments (questionnaires, interview guides, FGD, and documentary schedule) were designed on the manners that elicit the required information from the

respondents. Identified weaknesses of instruments were omitted before the final form being prepared (Kothari, 2004). Also, piloting helped to ensure that items are understood by respondents and pitched at the appropriate level of complexity (Brace, 2004; Neville, 2005).

3.8.2 Validity

Validity is the accuracy and meaningfulness of inference which were based on research results (Mugendi and Mugendi 1999). The validity of research instruments was ensured by seeking involvement of experts in the field together with my supervisor to look for a consensus of judgment particularly during the preparation of research instruments. This technique of ensuring validity is grounded on Eisner (cited in Creswell, 2007) who suggests that consensual validation sought the opinion of others by that an agreement among competent others that the description, interpretation, evaluation and thematic of an educational situation are right. In addition, Kimberlin and Winterstein (2008) contend that because there is no statistical recommending or determine whether a measure adequately covers a content area or adequately represents a construct, content validity usually depends on the judgment of experts in the field. Thus, individuals with deep understanding in the field of teacher's professional to examine the school quality assurance practices on secondary schools' academic achievement, to assess the school quality assurance practices influence secondary schools' academic achievement, and to determine productive school quality assurance practices on secondary schools' academic achievement quality.

3.8.3 Reliability

Another method used was of more than one site; where the current researcher used to collect data using more than one site (Z secondary school, A secondary school and x secondary school). Site improves the reliability of data than if the study will rely on the single source for data collection. Lastly, the approach used varied sample where the class coordinators, the heads of the schools, teachers and SQAOs were involved to inform the study on the contribution of school quality assurance practices on secondary schools' academic achievement in Ilala Municipality.

According to Mulusa (1990), reliability is a measure of accuracy of the findings and suggests the truthfulness of the collected data whereas validity is the measure of acceptability that outcomes are likely to be adopted for similar cases or areas covering the same domains. The researcher used questionnaires method to test instrument reliability.

The reliability was the correlation between the scores of the two instruments. If the results were consistent over time the scores would be similar. The judgment was to ascertain the items in the instruments so as to make a judgment about the instrument reliability.

3.9 Data Analysis Techniques

Mhehe (2002) while quoting from Glesne and Peskiri (1992), explained that data analysis involves organizing what we have observed, heard and read, to make sense of the acquired knowledge. They maintain that, as one does so he/she categories,

synthesizes, search for patterns and interprets the data collected. During data analysis, quantitative data and qualitative data were treated differently as clearly put by Saunders, Lewis and Thornhill (2009) that although mixed methods research uses both quantitative and qualitative methods, quantitative data are analyzed quantitatively and qualitative data are analyzed qualitatively. Each research objective had both quantitative and qualitative elements. Quantitative data from each research objective was analyzed by using statistical package for social sciences (SPSS-version 16) through descriptive statistical (frequencies, percentages, mean and standard deviation) measures whereas qualitative data was analyzed by using thematic analysis approach. Thematic analysis is a method of identifying, analyzing and reporting patterns (or themes) within data (Braun & Clarke, 2006). Themes will emanate as categories established (Bree & Gallagher, 2016) by sorting out units of data using the research questions. Due to inaccessibility of coding specific software, coding was done manually by hand, working through hardcopies of the transcripts with pens and highlighters (Maguire & Delahunt, 2017). A thorough reading and re-reading of qualitative data resulted into three major themes for analysis: examine the school quality assurance practices in secondary schools, assess the school quality assurance practices influence on secondary schools' academic achievement, and determine productivity of school quality assurance practices on school's academic performance.

Finally, the analysis involved sorting and examining data assembled under specific themes. Themes were described and analyzed in the context of issues raised in the research questions and literature review. After analysis of all research objectives,

qualitative results were presented in text form whereas quantitative findings were presented in tabular form.

3.10 Ethical Considerations

Gray (2009) insists on the need of the researcher to observe the principle of ethics when conducting research. This is because there could be some danger the respondents may experience or harm if their views are known to their superiors. After getting the university clearance letter, research permits were obtained from relevant officials such as the office of the district executive director (DED). With such permit, the targeted population was easily reached. Then the researcher behaved logically, socialistically matured and honest towards respondents at the field. Again, the research topic to be studied was introduced to the participants, introduction of the purpose of inquiry and its benefits to the participants (informed consent). The data were collected confidentially to value and show respect to the respondents' dignity. Also, there was no any harm that was experienced by respondents either psychologically, mentally or physically whatever the participant failed to give expected cooperation.

CHAPTER FOUR

4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents and analyses the data collected and gathered from the sources which have been outlined in chapter three with a view to lay a basis for discussion based on data obtained from respondents. The analysis is concerned with the contribution of School quality assurance practices on secondary schools' academic achievement in Ilala Municipality.

The presentation, analysis and discussion dealt with in line with the conceptual framework that presented on chapter one based on the research questions. The aim of the study was to examine the contribution of school quality assurance practices on secondary schools' academic achievement in Ilala Municipality.

4.2 Questionnaire Return Rate

A sample of 12 was identified from the target population and was given questionnaires. Among them, the expected respondents were 6 academic coordinators and 6 head of schools.

From Table 4.1 it can be observed that the response rate of the questionnaires was good. Head of Schools had the highest return rate at 100 percent (%) and Academic

Coordinators had a return rate at 83 percent (%). The high return rate of the Head of Schools could be attributed by the willingness of the heads of schools to participate in the academic improvement in secondary schools in Ilala Municipality.

Table 4. 1 Questionnaire Return Rate

Respondents	Sample	Returned Questionnaires	Percent Return Rate
Academic coordinators	6	5	83.3
Head of Schools	6	6	100
Total	12	11	91.7

Source: *Researcher's findings (2021)*

These return rates were in line with Kothari's (1993) acceptable recommend response rate of 65%. As a result, the percentages for the response rate were considered significant enough to provide a basis of valid and reliable conclusion as advocated by Olembo (1992). The high rate of response shows that the Academic Coordinators and Head of Schools are fully aware of the Contribution of School Quality Assurance Practice on Secondary Schools' Academic Achievement. It portrayed the strong will in participating in the study on their perception towards Contribution of School Quality Assurance Practices on Secondary Schools' Academic Achievement. The high return rate was an indication that Academic Coordinators and Head of Schools were awake in education matters; hence appreciated the involvement in the study.

4.3 General and Demographic Information of Participants

The study targeted 6 heads of schools in Public secondary schools, 250 teachers, 5 SQAOs and 6 Academic Coordinators giving a total of 267 participants, all of whom participated in the research. Most questionnaires distributed to participants were returned. This section involves the distribution of participants by age, education level and working experience.

4.3.1 Distribution of Participants by Age

The age group category of participants fell under the following groups; below 21 years, 21-30 years, 31-40 years, 41-50 years and 51-60 years. Table 4.2 indicates age group categories for all participants including head of schools, teachers, SQAOs and academic coordinators.

Table 4. 2 Age Groups for Head of Schools, Teachers, SQA Officers and Academic Coordinators

Age groups	Heads of Schools		Teachers		SQA Officers		Academic Coordinators	
	F	%	F	%	F	%	F	%
Below 21 years	0	0	0	0	0	0	0	0
21-30 years	0	0	43	17.2	0	0	0	0
31-40 years	3	50	163	65.2	1	20	2	33.3
41-50 years	2	33.3	37	14.8	3	60	4	66.7
51-60 years	1	16.7	7	2.8	1	20	0	0
Total	6	100	250	100	5	100	6	100

Source: *Research findings (2021)*.

Table 4.2 shows that most of participants had above 31 years. This indicates that majority of the respondents were in mid age and above. This implies that most of participants were mature enough to an extent of giving expected information.

4.3.2 Distribution of Participants by Education Level

The education level of participants fell under the following categories; certificate, diploma, bachelor, master degree and other. Table 4.3 shows the distribution of education level of participants.

Table 4. 3 Education level for Head of Schools, Teachers, SQA Officers and Academic Coordinators

Education level	Heads of Schools		Teachers		SQA Officers		Academic Coordinators	
	F	%	F	%	F	%	F	%
Certificate	0	0	0	0	0	0	0	0
Diploma	0	0	20	8	0	0	0	0
Bachelor	4	66.7	224	89.6	2	40	6	10
Master degree	2	33.3	6	2.4	3	60	0	0
Others	0	0	0	0	0	0	0	0
Total	6	100	250	100	5	100	6	10

Source: *Research findings (2021)*.

Table 4.3 shows that majority of participants were trained to the level of bachelor degree while very few participants had master's degree level. This shows that participants have a wide knowledge on Contribution of School Quality Assurance Practices on Secondary Schools' Academic Achievements.

4.3.3 Distribution of Participants by Work Experience

The work experience of participants fell under the following categories; 1-5 years, 6-10 years, 11-15 years, 16-20 years and 20 years and above. Table 4.4 below indicates the work experience of participant.

Table 4. 4 The Work Experience of Participants

Work Experience	Heads of Schools		Teachers		SQA Officers		Academic Coordinators	
	F	%	F	%	F	%	F	%
1-5 years	0	0	49	19.6	2	40	4	66.7
6-10 years	4	66.7	114	45.6	1	20	1	16.7
11-15 years	2	33.3	59	23.6	1	20	1	16.7
16-20 years	0	0	17	6.8	1	20	0	0
Over 20 years	0	0	11	4.4	0	0	0	0
Total	6	100	250	100	5	100	6	100

Source: *Research findings (2021)*.

Table 4.4 indicates that a good number of participants had the work experience ranging from 1 to 15 years. Some teachers have the work experience of over 20 years. That is; majority of participants were able to give relevant information regarding The Contribution of School Quality Assurance Practices on Secondary Schools Academic Achievements.

4.4 School Quality Assurance Practices in Secondary Schools

The first research objective was to examine the school quality assurance practices in secondary schools in Ilala Municipality. To address this research objective, heads of schools (n=6) and academic coordinators (n= 6) were provided with questionnaires to fill. The questionnaire was in 5- point Likert scale ranging from 1-5 that is from strongly disagree to strongly agree. Table 4.5 below presents the results on school quality assurance practices in secondary schools in Ilala Municipality.

Table 4. 5 School Quality Assurance Practices in Secondary Schools

S/N	The school inspection procedures in public secondary schools	Mean	SD
1.	Official visitation by SQA Officers takes place at school.	3.2	1.6
2.	Official visitation by SQA Officers is done consecutively within four years.	2.5	1.0
3.	All areas are observed according to the self-evaluation form.	2.8	1.9
4.	Immediate feedback is provided by the SQA Officers.	2.4	2.2
5.	Areas with weakness are improved and implemented.	2.2	1.3
6.	SQA Officers are friendly to teachers.	2.7	0.9
	Overall views on school quality assurance practices in secondary schools	2.6	1.48

Source: Research findings (2021).

Table 4.5 shows general findings that school quality assurance practices in secondary schools is taking place at a high mean (M=2.6, SD= 1.48). The research results as shown in table 4.5 indicate that school quality assurance practices in secondary schools are at high mean because of the following; Official visitation by SQAOs (M=3.2, SD=1.6); official visitation is done consecutively within four years (M=2.5, SD=1.0); all areas are observed (M=2.8, SD=1.9); immediate feedback is provided (M= 2.4, SD= 2.2); weak areas are improved and implemented (M=2.2, SD= 1.3) as well as SQAOs are friendly to teachers (M=2.7, SD= 0.9). This implies that heads of schools and academic coordinators ensure that the school quality assurance practices take place in public secondary schools. During the focus group

discussions (FGDs), most teachers cemented that school inspection takes place in their schools. The SQAOs advised them on how to deal with instructional materials; they encouraged them to work hard. Sometimes they assisted them how to improvise teaching and learning materials. “According to me, the school inspection process has helped me a lot” (*Field Data in FGDs, 2021*).

This implies that teachers are aware with the school quality assurance practices that take place in secondary schools. An analysis of the documentary resources concerning with school quality assurance procedures shows that the school quality assurance is well scheduled. Before any quality assurance takes place, the heads of the targeted schools are informed about the type of quality assurance through letters or emails. Also, before inspection, all schools are asked to conduct internal inspection. School inspection process is guided by principles and professional code of conduct that all SQAOs are obliged to follow them. The SQAOs during the interview session one of the SQAOS said:

“School inspection is conducted according to the inspection annual plan; for example, the recent annual inspection plan started on July, 2020 to July 2021. Our target was to inspect 87 but we went beyond, 139 schools were inspected in Dar es Salaam region. This was general inspection whereby all areas were inspected.”
(Field Data, 2021).

This implies that school inspection is conducted in good manner and by following all school quality assurance guidelines.

4.5 School Quality Assurance Practices Having Influence on Secondary Schools'

Academic Achievement

The issue of school quality assurance practices on secondary school academic achievement was addressed. Thus, the second research objective was to examine the school quality assurance practices influence the secondary school academic achievement in Ilala Municipality. Heads of schools and academic coordinators responded to a given number of items in the questionnaires given to them. Table 4.6 presents the results on responses of the heads of the schools and academic coordinators regarding the influence of school quality assurance on secondary schools' academic achievement.

Table 4. 6 School quality assurance practices having influence on the secondary school academic achievement

School quality assurance practices having influence on the secondary school academic achievement		Mean	SD
1.	SQA Practices have contribution on academic achievement.	3.6	0.9
2.	There is relationship between the changes in grades and SQA practices.	1.2	1.7
3.	The SQA Officers have positive contribution on academic achievement.	3.7	0.8
4.	There is relationship between the school position in national examination and school quality assurance practices.	2.8	1.0
5.	Teaching and learning process improves due to school quality assurance recommendations.	2.4	0.9
6.	There is direct relationship between school quality assurance practices and improvement of school environment and surroundings.	2.6	0.9
Overall views on school quality assurance practices having influence on secondary schools' academic achievement		2.7	1.03

Source: *Research findings (2021).*

Table 4.6 shows general findings that there is strong relationship between school quality assurance practices and the secondary school academic achievement at a

high mean ($M= 2.7$, $SD= 1.03$). At a high mean, the same table indicates the areas that are part and parcel with school inspection and secondary school academic achievements. Such areas include: Contribution of SQA practices on academic achievement ($M=3.6$, $SD= 0.9$), the relationship between SQA practices and change in grades ($M= 1.2$, $SD= 1.7$), positive contribution of SQAOs on academic achievements ($M= 3.7$, $SD= 0.8$), the relationship between the school position in national examination and SQA practices ($M= 2.8$, $SD= 1.0$), teaching and learning improvement due to SQA practices ($M= 2.4$, $SD= 0.9$) and improvement of school environment and surroundings as a result of SQA practices ($M=2.6$, $SD= 0.9$).

This implies that the influence of school quality assurance practices such as classroom observation, school organization, pupils' evaluation and professional management of teachers lead to the academic achievements in secondary schools. The school quality assurance file showed that inspection grades of the school increased from weak to satisfactory while others remained constant. For example, school x was in grade D pre-inspection but the same school improved to grade C after being inspected. On the same note, the school ranks in the national examination for form two and form four have shown improvements. For example, school A had 97 division one in 2019, the same school had 161 division one in 2020. On the same note, the rate of division zero in the same school decreased from 12 in 2019 to 4 in 2020. Also, the SQAOs through inspection framework are required to be friendly to teachers and to observe professional code of conduct. During the focus group discussions (FGDs), most teachers urged that there were school quality assurance practices that influence secondary school academic achievement because most of

schools have improved in academic arena. Some teachers were not preparing schemes of work and lesson plans but during the school inspection, they were told the importance of scheming and lesson planning. After school quality assurance practices, teachers started preparing scheme and lesson plan. In addition to that, SQAOs were friendly to them so they were free to ask questions or seek advice from them.

This implies that teachers have realized that the school quality assurance practices influence academic performance exists in secondary schools. When asked about the school quality assurance practices having influence on secondary school academic achievements, one of the SQAOs had this to say:

“There is a big relationship because school inspection is regarded as an extra eye. Feedback and reports facilitate the schools to improve academically. Despite feedback and recommendations given to schools and authorities failed to improve due to shortage of funds and other resources. The report from the inspection team alerts the school leaders and the government where improvement needed. In making sure that academic improvement is maintained, SQAOs involve parents, community and other stakeholders in different issues pertaining academic achievements” (Field Data, 2021).

This implies that in order academic achievements to be obtained the school quality assurance practices based on classroom observation, school organization, pupils' evaluation and professional management of teachers must be maintained.

From the findings above it is apparent that school quality assurance practices has influence on secondary schools' academic achievements.

4.6 Productivity of School Quality Assurance Practices on Secondary Schools' Academic Achievements

The third research objective was to determine productivity of school quality assurance practices on secondary school academic achievement in Ilala Municipality. Heads of the schools gave out their responses on every item in the questionnaire regarding the productivity of school quality assurance practices on secondary school academic achievements. Table 4.7 below indicates the response from the heads of schools on the productivity of school quality assurance practices on secondary school achievements in secondary schools.

Table 4. 7 Productivity of School Inspection Procedures on School's Academic Achievements

S/N	Productivity of school inspection procedures on school's academic achievements	Mean	SD
1.	The school performance improves because of school quality assurance practices	3.7	1.3
2.	Subject (s) workshop takes place during follow up inspection	2.2	1.6
3.	Negative attitude of teachers towards school quality assurance changes	1.8	1.2
4.	School management and administration improves in daily operations due to school quality assurance practices.	3.2	1.8
5.	The report provided by SQAOs is implemented effectively at your school	1.9	1.3
6.	Subsidies grant provided by government is properly utilized at your school	3.8	1.2
	Overall views on Productivity of school quality assurance practices on school's academic achievements	2.8	1.4

Source: Research findings (2021).

From table 4.7, the general findings reveal that school quality assurance practices are productive on secondary school academic achievements at a high mean ($M= 2.8$, $SD= 1.4$). The same table shows that the productivity of school quality assurance practices on secondary school academic achievement is realized by investigating areas such as school performance improvement ($M= 3.7$, $SD= 1.3$); subject (s)

workshop during follow up inspection (M= 2.2, SD= 1.6); Changes of negative attitude towards school quality assurance practices (M= 1.8, SD= 1.2), improvement of school management and administration in daily operations (M= 3.2, SD= 1.8); effective implementation of feedback and reports (M=1.9, SD= 1.2); and proper utilization of subsidies grants (M=3.8, SD= 1.2). This implies that school quality assurance is productive on secondary school achievements in secondary schools. During focused group discussion, one of the teachers said:

“School inspection is productive because many schools have been improving in different areas such as pedagogical issues, infrastructure, furniture, etc. On the case of school grades and performance, there is great change on that area. Addition to that some strategies were revised to improve the student performance. Among those strategies are initiating school camps and food program at schools” (FGDs, 2021).

This implies that teachers understand that school quality assurance practices are productive because it enhances secondary school academic achievements. During the interview session with SQAOs, one of them said:

“Yes, it is productive. Through feedback and reports, the schools know where to improve. During the school inspection, many things are observed such as teaching and learning materials, classroom presentation, students` works, internal and external examinations etc. Through advice and recommendations, schools have been showing improvement in academics” (Field Data, 2021).

This implies that SQAOs understand that school quality assurance practices are productive because it enables secondary schools to improve academically through feedback and recommendation provided.

Table 4. 8 Secondary School Academic Performance trend in Form Four Examinations from the year 2017 to 2020

SCHOOL	DIVISION	RESULTS			
		2017	2018	2019	2020
SCHOOL A	DIVISION I	20 (07.84%)	69 (23.63%)	97 (33.45%)	161 (54.58%)
	DIVISION II	87 (34.11%)	107 (36.64%)	84 (28.97%)	68 (23.05%)
	DIVISION III	62 (24.31%)	59 (20.21%)	46 (15.86%)	23 (7.80%)
	DIVISION IV	77 (30.20%)	45 (15.41%)	51 (17.59%)	39 (13.22%)
	DIVISION 0	9 (03.53%)	12 (04.11%)	12 (04.14%)	4 (1.36%)
TOTAL		255 (100%)	292 (100%)	290 (100%)	295 (100%)
SCHOOL B	DIVISION I	-	-	2 (0.85%)	1(0.45%)
	DIVISION II	2 (2.41%)	10 (7.69%)	12 (5.13%)	15 (6.82%)
	DIVISION III	5 (06.02%)	15 (11.54%)	22 (9.40%)	28 (12.73%)
	DIVISION IV	44 (53.01%)	57 (43.85%)	120 (51.28%)	138 (62.73%)
	DIVISION 0	32 (38.55%)	48 (36.92%)	78 (33.33%)	38 (17.27%)
TOTAL		83 (100%)	130 (100%)	234 (100%)	220 (100%)
SCHOOL C	DIVISION I	-	-	-	2 (0.93%)
	DIVISION II	2 (2.02%)	2 (1.94%)	1(0.56%)	13 (6.05%)
	DIVISION III	5 (5.05%)	11 (10.68%)	7 (3.95%)	14 (6.51%)
	DIVISION IV	47 (47.47%)	45 (43.69%)	74 (41.81%)	130 (60.46%)
	DIVISION 0	45 (45.45%)	45(43.69%)	95 (53.67%)	56 (26.05%)
TOTAL		99 (100%)	103 (100%)	177 (100%)	215 (100%)
SCHOOL D	DIVISION I	-	1 (0.53%)	2 (0.84%)	5 (1.67%)
	DIVISION II	5 (4.63%)	16 (8.47%)	26 (10.97%)	44 (14.67%)
	DIVISION III	20 (18.52%)	31 (16.40%)	35 (14.77%)	37 (12.33%)
	DIVISION IV	46 (42.59%)	102 (53.97%)	134 (56.54%)	164 (54.67%)
	DIVISION 0	37 (34.26%)	39 (20.63%)	40 (16.88%)	50 (16.67%)
TOTAL		108 (100%)	189 (100%)	237 (100%)	300 (100%)

Source: NECTA-CSEE Results (2017-2020)

Table 4.8 above shows the extract reviewed documents that school academic achievements were related to the school quality assurance practices. It was revealed that in 2017 school academic achievement was poor because school quality

assurance practices were not effective. The school heads and academic coordinators believed that the poor school academic performance was related to the poor implementation of SQAOs' recommendations given during the basic inspection.

However, as schools started effective implementation of SQAOs' recommendations there was improvement in academic performance from one year to another. Example in the year 2018, school A improved in Division I by 15.79% as compared to the previous year 2017. Furthermore, there was a decline of Division 0 by 2.78% in the year 2020 as compared in the year 2019.

It was also revealed that the urban schools improved more academically than outskirts schools due to regular visits of SQAOs in urban schools. Example school A and D improved a lot academically because they had a great chance of being visited frequently by SQAOs. It was noted that the inspected secondary schools had the greatest chance in National Examination performance. This showed that there was a direct correlation between frequency of school quality assurance visits and academic achievement.

On the other hand, school B and C did not show great improvement because the school quality assurance practices were not effective due to lack of regular visits by SQAOs. The reason was lack of fund, inadequate of manpower and transport constraints. The findings entail that secondary schools are likely to perform better in form two and form four national examinations if school quality assurance practices will be maintained in secondary schools. The outskirts secondary schools should be

given priority of quality assurance practices so as to improve the academic performance.

From the findings above, the school quality assurance practices enable secondary schools' performance to raise due to regular visits conducted by SQAOs.

4.7 Discussion of the Findings

The first objective was to examine the school quality assurance practices in secondary schools in Ilala Municipality. In this study, it is realized that the school quality assurance practices take place in secondary schools by observing the following areas; official visitation by SQAOs, official visitation being conducted consecutively within four years, all areas were observed, immediate provision of feedback, weak areas being improved and implemented, and SQAOs being friendly to teachers. The study findings are in line with OFSTED (1995) assertion that school quality assurance services are done to raise standards of achievement by students, changing the quality of educational, increasing the efficiency of the financial, raising self-esteem and increasing transparency and accountability in schools. Similarly, as Wang and Li (2010) observed that quality assurance in schools is carried out to enforce accountability and school improvement.

Furthermore, the study established that all areas were observed during the inspection. This finding is supported by Kambuga (2015) who contends that during school inspection, SQAOs often pay attention to various aspects including classroom observations, the school organization, pupils' evaluation and; professional

management of teachers. On the issue of immediate feedback, the findings show that feedback was given on time. The findings agreed with those of Kambuga, et al. (2015) who noted that SQAOs provide inspection feedback to all education stakeholders such as educational administrators, school owners, teachers, parents etc. This ensures that corrective and developmental measures are taken by relevant authorities.

The findings established that SQAOs are friendly to teachers. The results agree with Ndiso (2013) that improvement of schools relies on the growth of SQAOs input and teachers` willingness to improve on curriculum implementation.

The second research objective was to assess the school quality assurance practices having influence on secondary school academic achievement. In this study, it is discovered that there is great influence on school quality assurance practices on secondary schools academic achievement by observing the following areas; contribution of SQA process on academic achievements, the relationship between the changes in grades and SQA practices, contribution of the SQAOs, the relationship between school position in national examination and school quality assurance practices, improvement of teaching and learning process, and relationship between school quality assurance practices and school environment and surroundings improvement. The findings revealed a high relationship between school inspection and secondary school academic achievement. The findings agreed with those of Liwael (2015) who established that regularly inspected schools perform better academically also there is a correlation between the frequency of inspection and

academic achievement. Similar literature shows that school quality assurance practices are operating in terms of providing professional support to teachers and improving the core educational processes that directly influence the quality of teaching and learning, which in turn improves the quality of education at large (Ehren & Vischer, 2008).

Basing on the contribution of the SQAQO; Kambunga (2015) states that school quality assurance officers through constructive inspection feedback/ reports help schools and teachers identify areas for improvement and build the teachers confidence, commitment and teaching skills.

The third research objective was to determine the productive of school quality assurance practices on schools` academic achievements in Ilala Municipality. The study findings show that school inspection is productive on secondary schools` academic achievement. The productivity of school quality assurance practices was realized from the following areas; school performance improvement, subject workshop during follow up inspection, change of negative attitude towards school quality assurance practices, improvement of school management and administration, effective implementation of reports/feedback, and proper utilization of subsidies grants. The findings comply with Lyimo`s (2012) study findings which reveal that the school quality assurance reports can be used to inform policy formulation, practicum improvement and school development at large. On the issue of school performance improvement, Kambunga (2015) reveals that school quality assurance enables SQAQOs to know the problems of the schools, teaching and learning process

by discussing these issues with the teachers and head teachers which will enable them to provide real solutions to the problems facing the schools. On the case of effective implementation of reports and proper utilization of subsidies grants, literature shows that school quality assurance officers monitor the quality control, the supply and utilization of fiscal and material resources and determine the career progression of teachers (Kahsay, 2012).

In supporting subject(s), workshops and negative attitude of teachers toward school inspection procedures, Ogbonnaya (2013) establishes that inspection employs various devices like seminars, meetings, conferences, workshops, school and class visits. Clinical supervision emphasized on sustained teacher and supervisor interaction to mutually solve classroom problems by having the inspector and teacher analyze the teacher's performance together (Lovell & Wiles, 1983). The issue of teaching and learning process improvement, the inspectorate unit has a duty to oversee implementation of the curriculum to make sure that the education provided to young people meets the societal needs as directed in the Millennium Development Goals (MDGs) documents and vision 2025 (Matete, 2009).

Regarding school environment and surroundings improvement so as to raise school academic achievement, SQAOs should encourage and promote schools to be child friendly, gender sensitive safe and protective, community engaged, academically effective and health promoting (Ehren et al, 2006; Nkinyangi, 2006). This has made the school conducive for teachers and learners which enhance academic improvement.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter contains a summary of the entire study. It is in this chapter; the researcher makes recommendation and suggestions for further research pointing out the areas of concern. The purpose of the study was to examine the contribution of school inspection procedures on secondary school academic achievements in Ilala Municipality. The study focuses on; the school inspection procedures in secondary schools, the relationship between school inspection procedures and the school academic achievement, and productivity of school inspection procedures on secondary school's academic achievement.

5.2 Summary of the Study

The quality of education provided to children has been a great concern for a long time since it plays pivotal roles for development of the nations. School quality assurance practices as a formal activity exercised by administrators within a school system, did not begin until the formation of common school in 1880s following population growth in major cities in America. This study investigated the contribution of school quality assurance practices in secondary schools' academic achievement in Ilala Municipality of Tanzania. The study provided insights on the relevance of contribution of school quality assurance practices in secondary schools' academic achievement in the Municipality. The objectives of this study were: to examine the school quality assurance practices in secondary schools in Ilala

Municipality; to assess the school quality assurance practices that influence secondary school academic achievement in Ilala Municipality, and to determine productivity of school quality assurance practices on secondary school's academic achievement. The study adopted descriptive survey research design. The target population was 2204 public secondary school teachers, 60 heads of schools, 60 academic coordinators and 10 SQAOs. Purposive sampling and random sampling procedures were used to get an adequate sample from the population. The study sample size was 250 teachers, 6 heads of schools, 6 academic coordinators and 5 SQAOs.

A pilot study was carried out in two public secondary schools whereby, 2 academic coordinators and 2 heads of schools selected at purposive participated. After the pilot study, the researcher modified and corrected the ambiguities in the research instruments appropriately to suit the main study. Two types of questionnaires were used to collect data; 'heads of schools questionnaire' and 'academic coordinators questionnaire.' Also Focus Group Discussion was used to collect data from teachers and interview method was used to get information from the SQAOs. Addition to that literature review method was used to collect literary information. After field work, data were verified, coded and later analyzed using descriptive statistics. Analyzed data were presented in tabular form. Based on the study, it was established that the school quality assurance practices contribute in secondary school academic achievements. Teachers were appreciative of the supervisory roles played by the QASOs towards academic improvements in their schools. The work relation of QASOs and teachers was noted to have improved significantly.

5.3 Summary of the Study Findings

Based on the program theory of school inspection pioneered by Ehren et al. (2013), with assumptions that school inspection is conducted by depending on the underlying mechanisms which are expected to lead to school development/improvement. The described mechanisms include; setting expectation, accepting feedback, regular visits, actions of stakeholders, and sanctions and rewards. Thus, school quality assurance is conducted based on program theory of school inspection. All activities and practices that take place during the school inspection are guided by the mechanisms of this theory. Thus, this study examined the contribution of school quality assurance practices on secondary school's academic achievement in Ilala Municipality. The study informants included 250 teachers, 6 heads of schools, 6 academic coordinators, 5 SQAOs giving a total of 267 participants.

5.3.1 The School Quality Assurance Practices in Secondary Schools

Regarding the school quality assurance in secondary schools, at a high extent the study established that official school visitation is taking place in secondary schools eventually contribute on secondary schools` academic achievements. Feedback and reports provided enable schools to improve academic performance. Despite feedback and recommendations given to school, authorities failed to improve due to shortage of funds, shortage of buildings, shortage of teachers and shortage of teaching resources. However; school quality assurance has positive contribution on school management, classroom teaching and teacher attendance to school. These findings indicate that the school quality assurance practices are taking place in secondary schools.

5.3.2 The School Quality Assurance Practices Having Influence on Secondary Schools' Academic Achievements

Regarding the school quality assurance practices being having influence on secondary school academic achievement, majority of informants responded that there is great influence on secondary school's academic achievement due to school quality assurance practices. Through school inspection, improvement of schools' performance, feedback, reports, and recommendation, the study discovered that the schools have improved academically. In addition to that, teaching and learning process, school infrastructure, buildings and school management system operate properly because of the school quality assurance. Thus, secondary schools' academic achievement cannot be effective if there is no school quality assurance practices.

5.3.3 Productivity of School Quality Assurance Practices on Secondary School's Academic Achievements

Concerning the productivity of school quality assurance practices on secondary schools' academic achievement, majority of respondents said that school quality assurance practices is productive because it leads to secondary schools' academic excellence through reports, feedback and recommendations. Further school quality assurance is productive in the following areas; improvement of school performance, subjects' workshop, school management and administration, and proper utilization of subsidies grants. The findings show that school quality assurance practices are productive because it enables secondary schools to improve academically through feedback and recommendation provided.

5.4 Conclusions

Based on the study findings, it can be concluded that school quality assurance practices have a big contribution on secondary schools' academic achievement. This is by basing on official visitation conducted by SQAOs, reports and feedback that have been provided during and after inspections, and improvement of weak areas. In addition to that, school quality assurance practices influence on secondary school academic achievement was found to be highly leading to secondary school's academic excellence. The study findings reveal that the more the school quality assurance practices in secondary schools maintained, the more the schools' academic achievements. Study established that the school quality assurance practices can be regularly conducted in secondary schools so as to improve the secondary school academic excellence.

5.5 Recommendations for Action

Based on the study findings, the school quality assurance practices based on classroom observation, school organization, pupils' evaluation, professional management of teachers and feedback need to be maintained. Thus, education stakeholders including the Ministry of Education, Science and Technology should take position to strengthen the school quality assurance department as it ensures quality education provision. The department uses different strategies such as regular school visits, continuous professional development for teachers, relationship, providing feedback, school quality assurance report and follow – up procedures to support school improvement. Moreover, the study has recognized that school inspection is conducted under hard situation. That is to say the school quality

assurance department is facing the challenges such as funding, professionalism, poor communication of the school quality assurance results and transport constraints.

Hence, there is need for the government to put plans (e.g. funding, employing qualified SQAOs, proper communication of SQA result and providing transport) for improving secondary school quality assurance department condition.

5.5.1 Recommendations for Further Research

The findings of this study did not exhaust all technicalities of school quality assurance practices. The study explored only the contribution of school quality assurance practices on secondary schools` academic achievements which were limited to six schools.

Therefore, the study suggests the following areas for further research:

- The study recommends interested educational researchers to investigate further the contribution of school quality assurance practices on secondary schools` academic achievement particularly in an area with different social, economic and geographical location with intent of comparing findings.
- This study covered public secondary schools only Ilala Municipality in Dar es Salaam region. There is a need to conduct a similar study in the other districts and divisions in order to determine if there are similarities with the major findings from this study.
- The study recommends more research to be conducted in this area or related areas to include large sample sizes. This will justify the need for making

generalization and drawing inferences of the population on the contribution of school quality assurance practices on secondary schools` academic achievements.

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APPENDICES

APPENDIX I

SECTION A: QUESTIONNAIRE FOR ACADEMIC COORDINATORS

I am **Simon Philibert** a student of Master of Education in Quality Management (MEDQM) at the Open University of Tanzania (OUT).

I request you to provide correct data. I assure you that the data provided will be used sincerely for the research purpose and not otherwise. Your information eases the intended study **“The Contribution of School Quality Assurance Practices on Secondary Schools’ Academic Achievement in Ilala Municipality.”** As a respondent, you are very important in this study and therefore you represent a number of others who are not in the sample. Your reactions will be completely confidential and your will not be connected to the findings of this study.

I am very thankful for your acceptance to participate in this study.

1. What is your age?

21 – 30 () 31 – 40 () 41 – 50 () 51 - 60 ()

2. What is your highest academic qualification?

Certificate () Diploma () Bachelor () Master Degree ()

Others (specify)

3. For how long have you been at this position as a school quality assurance officer?

0– 5 () 6 - 10 () 11 - 15 () 16 - 20 () 20 years and above ()

SECTION B: LIKERT

Please circle the number that sums up your agreement or disagreement with the statement in the table that follows. The scales are: 5 strongly agree (SA), 4 = Agree (A), 3 = uncertain (U), 2= disagree (D), and 1 = strongly disagree (SD)

No	Items	SA	A	U	D	SD
	The school quality assurance practices in public secondary schools					
1	Official visitation by SQA Officers takes place at school.					
2	Official visitation by SQA Officers is done consecutively within four years.					
3	All areas are observed according to the self-evaluation form.					
4	Immediate feedback is provided by the SQA Officers.					
5	Areas with weakness are improved and implemented.					
6	SQA Officers are friendly to teachers.					
	The school quality assurance practices having influence on secondary schools' academic achievement					
1	SQA Practices have contribution on academic achievement.					
2	There is relationship between the changes in grades and SQA practices.					
3	The SQA Officers have positive contribution on academic achievement.					
4	The school quality assurance practices influence secondary schools' academic achievement.					
5	Teaching and learning process improves due to school quality assurance practices.					
6	The school quality assurance practices influence the improvement of school environment and surroundings.					
	Productivity of school quality assurance practices on schools' academic achievements					
1	The school performance improves because of school quality assurance practices.					
2	Subject (s) workshop takes place during follow up inspection.					
3	Negative attitude of teachers towards school quality assurance practices changes.					
4	School management and administration improves in daily operations due to school quality assurance practices.					
5	The report provided by school inspection team is implemented effectively at your school					
6	Subsidies grants provided by government is properly utilized at your school					

APPENDIX II

QUESTIONNAIRE FOR HEADS OF SCHOOLS

I am **Simon Philbert** a student of Master of Education in Quality Management (MED – QM) at the Open University of Tanzania (OUT).

I request you to provide correct data. I assure you that the data provided will be used sincerely for the research purpose and not otherwise. Your information eases the intended study **“The Contribution of School Quality Assurance Practices on Secondary Schools’ Academic Achievement in Ilala Municipality”**. As a respondent, you are very important in this study and therefore you represent a number of others who are not in the sample. Your reactions will be completely confidential and your will not be connected to the findings of this study. I am very thankful for your acceptance to participate in this study.

1. What is your age?

21 – 30 () 31 – 40 () 41 – 50 () 51 - 60 ()

2. What is your highest academic qualification?

Certificate () Diploma () Bachelor () Master Degree ()

Others

(specify)

3. For how long have you been at this position as a school quality assurance officer?

4. 1– 5 () 6 - 10 () 11 - 15 () 16 - 20 () 20 years and above ()

SECTION B: LIKERT

Please circle the number that sums up your agreement or disagreement with the statement in the table that follows. The scales are :5 strongly agree (SA), 4 = Agree (A), 3 = uncertain (U), 2= disagree (D), and 1 = strongly disagree (SD)

No	Items	SA	A	U	D	SD
	The school quality assurance practices in public secondary schools					
1.	Official visitation by SQA Officers takes place at school.					
2.	Official visitation by SQA Officers is done consecutively within four years.					
3.	All areas are observed according to the self-evaluation form.					
4.	Immediate feedback is provided by the SQA Officers.					
5.	Areas with weakness are improved and implemented.					
6.	SQA Officers are friendly to teachers.					
	The school quality assurance practices having influence on secondary schools' academic achievement					
1.	SQA Practices have contribution on academic achievement.					
2.	There is relationship between the changes in grades and SQA practices.					
3.	The SQA Officers have positive contribution on academic achievement.					
4.	There is relationship between the school position in national examination and school quality assurance practices.					
5.	Teaching and learning process improves due to school quality assurance practices.					
6.	There is direct influence of school quality assurance practices on improvement of school environment and surroundings.					
	Productivity of school quality assurance practices on school's academic achievements					
1.	The school performance improves because of school quality assurance practices.					
2.	Subject (s) workshop takes place during follow up inspection					
3.	Negative attitude of teachers towards school quality assurance practices changes					
4.	School management and administration improves in daily operations due to school quality assurance practices.					
5.	The report provided by school inspection team is implemented effectively at your school					
6.	Subsidies grants provided by government is properly utilized at your school					

APPENDIX III

A FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS

I am **Simon Philbert**, a student of Master of Education in Quality Management (MED – QM) at the Open University of Tanzania (OUT).

I request you to provide correct data. I assure you that the data provided will be used sincerely for the research purpose and not otherwise. Your information eases the intended study **“The Contribution of School Quality Assurance Practices on Secondary Schools’ Academic Achievement in Ilala Municipality.”** As a respondent, you are very important in this study and therefore you represent a number of others who are not in the sample. Your reactions will be completely confidential and your will not be connected to the findings of this study. I am very thankful for your acceptance to participate in this study.

1. What is your age?
20– 30 () 31 – 40 () 41 – 50 () 51 - 60 ()
2. What is your highest academic qualification?
Certificate () Diploma () Bachelor () Master Degree ()
Others (specify)
3. For how long have you been at this position as a school quality assurance officer?
21– 5 () 6 - 10 () 11 - 15 () 16 - 20 () 20 years and above ()
4. a) What is your experience in the education sector?
b) Do school inspection procedures contribute on school academic achievement?
c) What type of contribution if any

5. a) What areas are observed by the school quality assurance officers during the school quality assurance? Say Yes or No
- school management and administration _____
 - curriculum implementation _____
 - school buildings _____
 - furniture and school materials _____
 - school environment and surroundings _____
 - school culture _____
- b) Are all the recommendations given by school quality assurance officers implemented by school leaders?
- c) If they are not implemented, which reasons prevent implementation?
- d) Do you have any example of school which has improved as a result of implementing inspectors' recommendations?
6. How would you react to the following comments?
- a) School inspection procedures improve academic achievement
 - b) What advice would you give to increase the contribution of school quality assurance on academic achievement

APPENDIX IV

AN INTERVIEW GUIDE FOR SCHOOL QUALITY ASSURANCE OFFICERS OR SCHOOL INSPECTORS

I am **Simon Philbert**, a student of Master of Education in Quality Management (MED – QM) at the Open University of Tanzania (OUT). I request you to provide correct data. I assure you that the data provided will be used sincerely for the research purpose and not otherwise. Your information eases the intended study “**The Contribution of School Quality Assurance Practices on Secondary Schools’ Academic Achievement in Ilala Municipality.**” As a respondent, you are very important in this study and therefore you represent a number of others who are not in the sample. Your reactions will be completely confidential and your will not be connected to the findings of this study. I am very thankful for your acceptance to participate in this study.

1. What is your age?

21– 30 () 31 – 40 () 41 – 50 () 51 - 60 ()

2. What is your highest academic qualification?

Certificate () Diploma () Bachelor () Master Degree ()

Others (specify)

3. For how long have you been at this position as a school quality assurance officer?

0– 5 () 6 - 10 () 11 - 15 () 16 - 20 () 20 years and above ()

4. In this district school inspection procedures take place in secondary school, if yes, how many schools have been inspected this year?

5. What is the contribution of regular inspection in schools?

6. Do you think school quality assurance is potential in school academic achievement?
7. Do you think school practices are productive on schools` academic performance?
8. In your own opinions, school inspection quality assurance practices have influence on secondary schools` academic achievement.

APPENDIX V: RESEARCH CLEARANCE

THE OPEN UNIVERSITY OF TANZANIA

DIRECTORATE OF POSTGRADUATE STUDIES

P.O. Box 23409
Dar es Salaam, Tanzania
<http://www.out.ac.tz>



Tel: 255-22-2668992/2668445
ext.2101
Fax: 255-22-2668759
E-mail: dpgs@out.ac.tz

REF: PG201901242

23rd October, 2021

Regional Administrative Secretary,
Dar es Salaam Region,
P. O. Box 5429,
DAR ES SALAAM.

RE: RESEARCH CLEARANCE

The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1st March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1st January 2007. In line with the Charter, the Open University mission is to generate and apply knowledge through research.

To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Paulo, Philbert Simon** No: **PG201901242** pursuing **Master Education in Quality Management**. We here by grant this clearance to conduct a research titled "**The Contribution of School Quality Assurance Procedures on Secondary School's Academic Achievement in Ilala District**". He will collect his data in Msongola, Zingiziwa, Jangwani and Migombani Secondary schools located in your region between 25th October to 30th November, 2021.

In case you need any further information, kindly do not hesitate to contact the Deputy Vice Chancellor (Academic) of the Open University of Tanzania, P.O. Box 23409, Dar es Salaam. Tel: 022-2-2668820. We lastly, thank you in advance for your assumed cooperation and facilitation of this research academic activity.

Yours Sincerely,


Prof. Magreth S. Bushesha
For: VICE CHANCELLOR
THE OPEN UNIVERSITY OF TANZANIA

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

MKOA WA DAR ES SALAAM
Anwani ya Simu:
Simu:2203156/2203158/286371
Barua pepe ras@dsm.go.tz
Unapojibu Tafadhali taja:



**OFISI YA MKUU WA MKOA,
3 Barabara ya Rashidi Kawawa
S.L.P 5429,
12880 DAR ES SALAAM.**

Kumb.Na. EA.260/307/02/64

27 Oktoba, 2021

Mkurugenzi wa Jiji,
Halmashauri ya Jiji la Dar es Salaam,
Dar es Salaam.

Yah: **KUMTAMBULISHA BW. PAULO PHILBERT SIMON**
KUFANYA UTAFITI

Tafadhali husika na somo tajwa hapo juu.

2. Ofisi ya Mkuu wa Mkoa imepokea barua **Kumb. Na. PG20191242** ya tarehe **23 Oktoba, 2021** kutoka Chuo Kikuu Huria ikimtambulisha na kumuomba kibali cha kufanya utafiti Bw. Paulo Philbert Simon katika Halmashauri yako.
3. Mtafiti huyu anafanya utafiti kuhusu ***"The Contibution of School Quality Assurance Procedures on Secondary School's Academic Achievement in Ilala District"***.
4. Kwa barua hii, kibali kimetolewa kuanzia 25 Oktoba, 2021 hadi 30 Novemba, 2021.
5. Asante kwa ushirikiano wako.

Emmanuel Musona
Kny: **KATIBU TAWALA MKOA
DAR ES SALAAM**

Nakala: Makamu Mkuu wa Chuo,
Chuo Kikuu Huria Tanzania,
S.L.P 23409,
Dar es Salaam.

Bw. Paulo Philbert Simon

JAMHURI YA MUUNGANO TANZANIA



OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA JIJI LA DAR ES SALAAM

Kumb. Na:DCC/AF.3/

Tarehe: 01/11/2021

Wakuu wa shule za Sekondari
 Zingiziwa, Msongola, Jangwani na Migombani
DAR ES SALAAM

YAH: KUWATAMBULISHA NDUGU PAULO PHILBERT SIMON

Husika na kichwa cha habari hapo juu.

Halmashauri ya jiji la Manispaa Ilala imemruhusu mtajwa hapo juu ambaye ni mwanafunzi wa **OPEN UNIVERSTIRY OF TANZANIA** kufanya utafiti katika shule tajwa hapo juu.

Utafiti juu ya **uthibiti ubora wa shule**.

Utafiti huo utafanyika kuanzia **02/11/2021** hadi **15/11/2021**. Tafadhali mpe ushirikiano.

Nakutakia kazi njema.


 Mwl. MUSSA S. Ally
K.n.y. MKURUGENZI WA MANISPAA

K.n.y. MKURUGENZI WA JIJI
HALMASHAURI YA JIJI LA DAR ES SALAAM

Nakala: Mkurugenzi wa Jiji - (aione kwenye jalada)
 Halmashauri ya Manispaa ya Ilala