**THE EFFECTIVENESS OF SCHOOL QUALITY ASSURANCE DEPARTMENT ON PRIMARY SCHOOLS TEACHERS’ PERFORMANCE IN UYUI DISTRICT**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES OF THE OPEN UNIVERSITY OF TANZANIA**

**2024**

# CERTIFICATION

The undersigned certifies that he has read and here by recommends for acceptance by The Open University of Tanzania, a dissertation entitled **The Effectiveness of School Quality Assurance Department on Teachers Performance in Primary Schools: A Case Study of Uyui District”**, in partial fulfillment of the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of The Open University of Tanzania.

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Prof. Emmanuel Babyegeya

(Supervisor)

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

Date

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# DECLARATION

I, **Kamwavah Absalom Joseph** declare that, the work presented in this report is original. It has never been presented to any other University; research Institution or training organization for the same purpose whatsoever.

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Signature

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

Date

# DEDICATION

This dissertation is dedicated to my family, specifically to my wife Mary Timothy and my children Joshua, Joseph and Hope for their pray and tolerance throughout my study.

# ACKNOWLEDGEMENT

The accomplishment of this dissertation was the result of my own effort, and the contributions made by my family, friends, and lecturers. I am indebted to my supervisor, Prof. Emmanuel Babyegeya, whose patience, tireless guidance and assistance, made me accomplish my work. Despite of his busy schedule, he continuously had time for this work, whenever I need his support. May the Almighty Lord, our God bless him. My deepest gratitude is also extended to my parents Absalom Lucas and Damali Abeli, for their love and my childhood memories that are filled with the love they inspired me and their spiritual and moral nurturing that enabled me to have the dreams to study higher. Moreover, special gratitude is also extended to my wife Mary Timothy for her morally and materially supports. Also, I wish to acknowledge the role played by respondents in Uyui district, hope in turn the findings will improve the district situation in teaching and learning.

# ABSTRACT

The main objectives of the study were based on assessing the effect of the visits of school quality assurers to primary schools in Uyui district on teachers’ performance, to examine the extent to which recommendations in SQA reports are helpful to teachers towards improving their performance in areas of preparation to teach, conducting lessons and in evaluating pupils’ performance and exploring from primary school teachers, better ways SQA could use to improve teachers’ performance. A total of 71 samples were used to fetch information. Data were collected with a support of questionnaires, interview and focus group discussion and document review. An exploratory mixed method design of data analysis was used. From the study the correlation between school quality assurance and academic achievement were observed. To ensure the effect of school inspection on school and its general work progress, it was recommended that the budget for School Quality Assurance be increased, inspection schedules be followed, feedback to school be promptly provided, and frequency of inspections be increased. Also, inspectors are required to provide adequate guidance and support to both in class teachers, head teachers as well as school board.

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# ABBREVIATIONS/ACRONYMS

ADEA : Age Discrimination in Employment Act

ADEM : Agency for the Development of Educational Management

DEO : District Education Officers

MoESTK : Ministry of Education Science and Technology Kenya

OECD : Organization for Economic Cooperation and Development

OFTED : Office for Standards in Education

PMO-RALG : Prime Minister’s Office, Regional Administration and Local Government

RAS : Regional Administrative Secretary

URT : United Republic of Tanzania

SQA : School quality Assurance

UNESCO : United Nations Educational, Scientific and Cultural Organization

# CHAPTER ONE

# INTRODUCTION

# 1.0 Overview

This chapter presents background to the study, statement of the problem, research objectives and research questions, significance of the study, delimitation of the study and definition of key terms.

# 1.1 Background to the Problem

In the education development perspective especially when considering school as an organization which needs to grow, mutual follow up is a major determining factor for the quality of education and thus school performance. In Tanzania, the establishment of school quality assurance department and its amendment is a product of this belief that both teachers and head of schools needs to be observed and evaluated in their performance closely and that is essential in improving school management and rising teachers’ performance as well as raising educational attainment and standard education (ADEM, 2021).

Like many other countries, the traditional ways of evaluating schools in Tanzania were involving school inspectors whom spent some days at a single school to conduct out and in class observation and assessment on general school teaching (Lewis 2011). School Evaluation as a review of the quality of school, it aims to improve schools. In Tanzania education rules, the evaluation process can be done by either internal or external school evaluators (OFSTED, 2012).

According to Edward (2002), quality of school and its services is a most important single factor for the need of mutual supervision as to ensure effective performance. He contends that quality as demand for a majority of services is the key aspects for the need of mutual supervision and assessment for any school as to ensure quality and its control. Therefore, effective teaching and learning process is at the heart of supervisors to overlook frequently the general process of teaching and learning. Various mechanisms should be put in place to ensure competent. However, this cannot happen haphazardly, teacher potentialities and students’ abilities must be recognised, nurtured and harnessed. From such direct, school leader should equip themselves with supervisory skills and strategy that promote effective supervision of teaching and learning.

To Martin and Lawton (1995), head of school for secondary and headteacher for primary schools have a direct and immediate job to assure the quality provision of education for respected school. However, the work is subdued to a special team known as school quality assurers’ team.

Evaluating school is the fundamental process for ensuring the quality education provision. With regard to Tanzania education rules the mandatory organ given the power to undertake official school evaluation is MoEVT under school quality assurance unit, however, due to shortage number of school evaluation staff, the job has been narrowed down up to school level .Martin and Lawton (1995) said that the supervision modal of school evaluation process observed to be very silent to help teachers and schools generally and therefore the process generally became silent to improve neither teachers teaching work nor students learning process. Not only that, their failure to compile inspection recommendations on time and even when happen, the report became less usable than being kept in files for future office reference (Martin and Lawton, 1995).

One of the fundamental engines to quality education is the presence of quality teachers and their level of performance in education system (Edward, 1992). From OFSTED report, the quality of education and mostly in the school level, depends greatly with the presence and effectiveness of quality teachers. Since the teachers are human, there are sometime few of them forgot and some intentionally misbehaving from their responsibilities that it affects education provision process. School Quality assurers’ job therefore is to supervise and guide education provision process generally as to ensure no teacher can work out of the expected gools and rules governing education system (OFSTED, 2012). Lewis (2011), pointed the challenge face most of schools especially those located in rural areas that is the inability of heads of school to supervise and to take legal measures against lazy teachers.

According to Alma, (1992) it is evidently noted that for expressive learning to take place, the general work of teachers must be over checked time to time. One among the roles of school head therefore is to supervise general preparation and implementation of teaching process.John, (1992). writing insisted that, playing the role in supervising school includes oversee teachers’ preparation, in class teaching, evaluation process and doing all supportive measure to ensure teachers work safely and students meets the curriculum expected gools.

Like in many Tanzania districts, Uyui also has schools with head teachers practicing all responsibilities as mentioned by many scholars also the district have school quality assures. Despite of the availability of all important leaders to supervise school still struggled to that there are many indiscipline actions done by some teaching staff like going late to school, little preparation before class work and absenteeism.

## 1.2 Statement of the Problem

The improved standards of teaching and the general quality provision of education in Tanzania is an urgent work of the government through its organ. Some documents recognize the importance School quality assures though there are some claim on the effectiveness of this organ towards effective teachers performance in teaching (MoEVT, 1997). Different perception and opinion have been given by various people consigning the relationship between teachers teaching effectiveness and their relation to school quality assurance department. Some criticized that school quality assures had little to do especially in making teachers responsible in teaching as they cannot punish than only advising the employers for further action whenever identify any teachers misconduct to it work. Some writers noted that, teachers draining resources away from inputs that raise achievement. Some declares that, it is only teachers themselves can improve instruction and head of schools towards the improving the quality of school. There some went far by noting that due to their administrative clout, some school quality assures became enemy to teachers than being comforters and advisors for better teaching. Though is not clearly identified, some books blame to the government that the job done by School Quality assures could be done by even by other district educational staff like SLO or district academic officer.  This situation was caused by narrow understanding of the people about the role in which SQA department performing in education due to lack of studied conducted and publications relating to the activities or work of SQA specifically on teachers work performance. As to bridge the gap of understanding to most of people, this study therefore mainly assesses the effectiveness of primary School Quality Assurance on teachers’ performance in primary school taking Uyui district as the case of the study.

# 1.3 General Research Objective

The general research objective of this study was to investigate the effectiveness of school quality assurance department on primary schools teachers’ performance in Uyui district.

# 1.4 Specific Research Objective

 The study intended to achieve the following objectives:

1. To assess the effect of the school quality assurers’ visits to primary schools in Uyui district on teachers’ performance.
2. To examine the extent to which recommendations in SQA reports are helping teachers to improve their performance in areas of preparation to teach, conducting lessons and in evaluating pupils’ performance.
3. To explore from primary school teachers, better ways that School Quality Assurer could use to improve teachers’ performance.

# 1.5 Research Questions

The study intended to achieve the following questions

1. What is the effect of the school quality assurer’s visit to primary schools in Uyui district on teachers’ performance?
2. To what extent the recommendations in SQA reports are helpful to teachers towards improving their performance?
3. What are the teachers’ ideas on better ways that SQA could use to assist them improve their teaching job?

# 1.6 Significance of the Study

The primary significance of this works the achievement of students and general school improvement. This work expected to provide valuable information to the school Quality Assurance Officers on how they could improve their roles in primary schools’ inspection and enhance teachers especially in relation to teaching and learning and provision of the empirical evidence on their role of school inspection on as related with school academic performance especially in Tanzania primary schools. This study will notify the educational policy makers and planners to see the need for the external evaluation in education and provide knowledge on school inspection that will possibly enhance the government to inject resources towards the school Quality Assurance Officers so as to monitor the provision of quality education in the Tanzanian. Lastly, this work donates to the already available literature and serves as reference for other researches in relation to school inspection and the contribution it has on improving academic performance of primary school pupils.

# 1.7 Scope of the Study

The study focused on the effectiveness of primary School Quality Assurance on teachers’ performance in Uyui district. It will focus on assessing various aspects such as the effect of the school quality assurers’ visits to primary schools, the extent to which recommendations in SQA reports are helping teachers to improve their performance in areas of preparation to teach, conducting lessons and in evaluating pupils’ performance and better ways that School Quality Assurer could use to improve teachers’ performance. It involved educational stakeholders such as; In class Teachers, School head teachers, School Quality Assurers and DPEO.

# 1.8 Limitations of the Study

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

# 1.9 Definition of key Terms

**Inspection**

This is a work of observing and assessing how work and services in an institution are conducted and provided. (Hughes, 1978).

**School Quality Assurer**

Is a person given mandate to overcheck the general conduct of school activities and management. It involves assessing the performance of teachers in teaching and the mostly assessing the implementation of education curriculum. ( Car, 2020).

**Effectiveness**

It means the extent to which objectives and goals are achieved and it differs with efficiency in the sense that, while efficiency strives for appropriate use of resources and time, effectiveness will always ask, to what extent the intended objectives have been attained (Gettleman 2000).

# 1.10 Organization of the Study

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

# CHAPTER TWO

# LITERATURE REVIEW

# 2.0 Overview

# 2.1 Theoretical Model on School Quality Assurance

Challenge of poor teaching in schools especially in Tanzania would not be addressed by modifying or changing or replacing the supervisory system but by redirecting the supervisory system to support school reforms systemically particularly through staff development (Ali, 1998).

The SFTD model is founded on the philosophy of professional learning communities whereby educators join their efforts to promote ongoing growth and improvement for themselves and the learners Professional learning communities are premised on the understanding that learning is a result of sharing varied perspectives and experiences and working together toward common goals. Professional learning communities are identified by six major characteristics namely shared views and values about the students’ ability to learn, the respective roles of educational staff and parents, a collaborative culture that stresses learning for all, collective inquiry into what constitutes best practice, a learn by doing orientation, continuous commitment towards educational improvement and a focus on results. Professional learning regards on the collaborative approach towards professional development to build teamwork among teachers as they rethink their practice and challenge their current assumptions about instruction. The idea regarding the SFTD modal does look on an individual teacher’s knowledge and skills but all educators through collaboration within the school and within clusters of schools. The first role is to represent standard criteria, measures and mechanisms for assessing the performance of schools (Bunnell 1991).

A Supervisor here uses comparative analyses of student performance to highlight institutional performance. This support would take different forms such as demonstrations, facilitation of action research, workshops and any other activities negotiated among head teachers, teachers and supervisors. The supervisor would also guide and mentor the head teacher. The underlying idea in this model is not to support the individual teacher or manager only but the entire staff as a team and the school as an entity.

Another role is to communicate with appropriate agencies for external school aid . Previous supervision reports would be the subject of such analysis. Under this component, a special team of supervisory teachers conducts contextual supervision in neighboring schools (Ali, 1998).

The team of supervisory teachers shares its findings with the external supervisor. Supervisory teachers also supervise teachers of their respective subjects within their cluster and share information and experiences, and support study groups. The in-school supervision component of Ali’s model demands that head teachers are observing each other’s lessons and visiting schools in their clusters for in-service workshops organized by supervisory teachers. Head teachers under this component prepare teachers for upward professional mobility. (Ali, 1998).

All in all, head teachers are responsible for school progress. Ali’s SFTD model has a number of strengths. Firstly, the model is rooted in the development of the teachers as a group with an understanding that when teachers are smart at what they do, the learners will be optimally challenged and motivated to learn. Secondly, both three components of inter school supervision and in-school supervision, are focused on empowering the teachers by offering them opportunities of engaging in the planning, designing and implementation of their learning. Thirdly, the model balances the support and control aspects of supervision through the democratic involvement of different stakeholders including supervisors, head teachers, supervisory teachers, students, and parents (Murgatroyd, Morgan, 1993).

Fourthly, the model focuses on the improvement of the entire school and not only on its members individually. Fifthly, the model brings supervision close to the school within the local community and significantly reduces supervisory load. Sixthly, the model encourages the sharing of human talent and other resources within the local community and within the school clusters for the good of all schools. Seventh, the model underscores specialized training and learning experiences for supervisors, head teachers and supervisory teachers for effective supervisory service delivery. Lastly, the model allows for addressing context-specific needs and challenges.

In spite of all its strengths, the SFTD model also has limitations. First, the model assumes that all school environments will be supportive of teacher learning irrespective of their unique contexts. Some school contexts may possess a combination of disabling factors militating against the school as a learning organization such as low teacher morale, parental disinterest and non-involvement in the education of their children, low expectations for students, among others. Secondly, the model assumes that resources will be available within the schools to facilitate the supervisory teachers’ activities within the cluster. It does not provide a mechanism of how funds can be sourced for these activities.

Thirdly, the model does not mention how supervisory teachers will be motivated. Reducing the teachers’ classroom load and assigning them new supervisory roles may not be sustainable without supplementary remuneration and may lead to ineffectiveness. Fourthly, the introduction of multiple levels of supervisory structures may increase budgetary strain for schools in resource-constrained contexts such as those in the developing nations (Murgatroyd & Morgan, 1993). The limitations of the SFTD model notwithstanding, the researcher preferred this model especially for the fundamental reason that it focuses on supervision and teacher development as improvement strategies for increasing teacher effectiveness, student attainment, and school functioning.

# 2.2 The Effect of Visits of School Quality Assurers on Teachers’ Performance

The following are some of the importance of school quality Assures as argued by various scholars.

# 2.2.1 Implementation of National Curriculum

Education system of every nation structured to reflect the country need and long-term priorities that intended to be part and parcel of its people life. It is from such directives; a country agrees what people should learn and what should not. It is from the education system, all national objectives and goals communicated and translated to its people through educational policies, seculars and directives in which the end part of implementation relies on school level. Hence, the successful policies, directives and seculars implementation needs a well-functioning school inspectorate system and schedule. This is to say, the role and function of school supervisors and inspectors are the core motive in making sure that the curriculum of the nation is implemented successfully of deteriorated to meet the national quality educational agender ( MoEVT, 2000 ).

# 2.2.2 School Inspection for Better Informed Education Practices

School inspection is accompanied by comprehensive report written after the inspection. The report covers issues related to strengths and weakness and gets sent to respective bodies of the government for action. For example, the Educational Officers and the Ministry in general. In this way the Ministry and the government becomes informed about the status of the school inspected and that immediate action is to be taken to rectify the situation if a school is deemed as a failure (UNESCO, 2001).

# 2.2.3 Accountability

The underlying idea towards accountability in education is to make the providers of education accountable to the people who pay for the education of their children. (William, 2008).

# 2.2.4 Maximizing the Potential of Pupils

According to (URT, 2011), school inspectors in Tanzania work to confirm effective teaching and learning process within every school and that, the national education objectives are met effectively by ensuring the fulfillment of the education policies, regulations and contracts in which a country has abided for it and allowing pupils reach their fullest intellectual potential in terms of cognitive, emotional and creative capabilities.

# 2.2.5 Promoting Commitment of Teachers

According to Alma (1992) School Inspection are responsible in giving pressure to teachers to work hard and comply with the rules and regulations and thus attain high levels of performance in Academics. This means that school inspection leads to the fact of teachers to prepare all which is necessary for the process of teaching and learning. This includes schemes of work, lesson plans, and notes for students and more over daily attendance to class to teach.

# 2.2.6 Fostering Constructive Dialogue

Fostering constructive dialogue in education involves Inspectors talk with the staff, the administration and even the pupils. In the course of that discussion, they come to an agreement of improving Academic Performance. (Bunnell, 1991).

#

# 2.3 School Improvement

School inspection supports school improvement through a number of methods, this involves to awaken the believe by pointing the standards of school. The duty of inspection and supervision is to notify school managers and community about either strength or weakness of individual school supervised (OFSTED (2013).This means that parents and other stakeholders may be sure of the status of education provided at particular school. This is assured through the reports the inspectors write after they have inspected. This allows Parents to choose the school they want to send their children.

# 2.4 SQA Reports and Teachers’ Improved Performance

School Quality Assurance Officers recommendation to implement is that concerned with developing the pedagogical skills of teachers. This can involve major behavioral change like eliminating deeply ingrained teaching practices and their replacement by new ones (Wilcox 2000). Inspectorate department is less concerned with pedagogical skill development of the teachers like in-service seminars, how to teach basing on new syllabus and students’ level. There are a lot of changes in curriculum which need teachers to be re-trained so as to cope with it. (Bunnell, 1991).

According to Langlois and his fellow (1992), School Quality Assurers are less concerned with their recommendations they pause out. Those recommendations are to meet parents, school staff but inspectors ignore parents and very often meet with some school board members. To Langlois inspectors should be involved in some appropriate follow up action. This could involve subsequent visit perhaps even a follow up inspection to determine the extent to which individual recommendation have been implemented.

Cari L. (1991) on his book he put clear for School Quality Assurers to be accountable for the implementation of their recommendations by providing direct advice and support put them in a position of inspecting their own work and therefore prejudices their claims to independence and objectivity. This is evident in Tanzania because of the few number of inspectors who inspect schools are also the one to make follow-up of their recommendations. Furthermore, Wilcox continues to add that any help in implementation of inspection recommendation should only be given by those who were not involved in the original inspection.

Internal School Quality Assurers cannot access inspection guideline which can help them in conducting internal school inspection. This is due to the confidentiality of those guidelines which are only accessed by external school inspectors. But things are different in England as has been put forward by John, (1992) that the availability of inspection manual has widely penetrated the schools, where it is used for self-evaluation and development. From ADEM (2021) pedagogical report on inspection pointed that soon after school supervision the reports produced must be freely accessed via internet whereby public and schools can access it though in Tanzania this is not familiar rather the report is only accessed by schools heads, Ward Educational officer (WEO), District Educational Officer (DEO) and Regional Educational Officer (REO).

Martin and Stephen (1995) revealed that schools are isolated communities and so it is great to have a relative objective eye to come and visit and to see what is not doing well, what can work better and that public funds are being properly expended. Doing so will call for good students’ academic performance due to regular inspection which will insist on good methods of teaching and learning as required.

However, School Quality Assurers and Educational Officers are supposed to manage, to make follow-up and give advice to each school on how to implement curriculum as required (MoESTK, 2000). This will make school teachers to be responsible based on their subjects which in turn will lead to better students’ academic performance and for Tanzania DEO and REO will be accountable if they do not control students’ performance in every school in their area of jurisdiction as secondary school performance should increase from 43% to 60% (URT 2011).

So according to literature review, School Quality Assurers are supposed to make follow-up basing on their recommendations they pause out. This will enable teachers to be in a position of implementing what has been suggested by the school inspectors for the purpose of improving students’ academic performance.

# 2.5 Effective Ways of School Quality Assurance (SQA)

Constructive criticismsagainstpoor work done of teachers should be the pillar of supervisor to enable teachers perform their duty to achieve intended school goals (Lugaz and Grauwe,2010). According to Martin and Stephen, (1995) another effective way of School Quality Assurance is in insisting accountability. In the Netherlands if a school was found not well performing a serious punishment of closing down that school was administered. These examples show that school inspection is a tool that necessitates accountability. In many of the developing countries the act of holding accountable the schools for the resources is unrealistic since these schools are not resourced and hence the financial accountability is relevant only to those schools which are given money. This means that improvement should be focused in the developing countries.

# 2.6 Research Gap

Despite the presence of school Quality Assurance, Tanzania is witnessing massive failures in examinations. Various researchers witnessed to look on the job of SQAs, however have not said anything about the roles of school inspection, thus this research intends to fill in this gap on the impact of school quality assurance on teachers performance in primary schools. Moreover little studies have been conducted in Tanzania particularly in Uyui district concerning the roles of school quality assurance on teachers’ performance especially in primary schools. Based on the literature reviewed, several gaps are identified. A school quality assurance study which was done in Tanzania relies on science subjects at Primary school level. Therefore, this study intended to cover those gaps by investigating the roles of school quality assurance on teachers’ performance in primary schools in Uyui district.

# 2.7 Conceptual Framework

Conceptual framework is an illustration, either graphically or in a narrative form the main thing composing the study. It entails the main variables and their hypothesized relationship among or between them (Kothari 2004).

# Figure 2. 1: Conceptual Framework regarding to the roles of played by school quality assurance on primary school teachers’ performance in Tanzania

**Independent variables intervening** **variables Dependent**

 **Variables**

* Immediate feedback meetings after inspection
* School quality assurance reports
* Recommendations after inspection and in reports*.*

High standards of teachers performance.

teaching

+ve’contibution

* Finance
* School culture and
* School culture factors

-ve’contribution

Poor standards of teachers perfomance.

**Figure number 1:** roles of played by school quality assurance on primary school teachers’

**Source:** Field data 2021

From the above figure 1 of the conceptual framework, effective school supervision has either positive or negative implication towards improving the standards of teaching in Tanzania especially I identifying area for improvement such as a identifying mistakes done by teachers relating to teaching work, Mobilization of stakeholders for improving the standards of teaching and advising to teachers or school management on how to improve education provision. However, this depends on how the situation is in the implementation process of supervising school. This is to say, if the financial factor and school culture considered to welcome quality assures for supervision performance to education might grow positive. Moreover, if the same intermediate factors taken into negative directive, then the result may remain silent and most likely if all work of school supervision not well conducted, the achievement of either school or students might lead to poor standards of teaching and therefore poor students’ academic achievement in Tanzania.

# CHAPTER THREE

# RESEARCH METHODOLOGY

# 3.0 Overview

The chapter involves the research approach, target population, sample, sampling procedures, instruments for data collection, data collection procedures, rationality and dependability of the instruments, data analysis and statistical procedures and lastly ethical consideration.

# 3.1 Research Approach

The study deployed a mixed research approach which involves the application of both qualitative and quantitative approaches as to provide the best opportunity to address specific sub facets of the research topic. Thus, its use in this study enabled the researcher to obtain detailed quantified and non-quantifiable information regarding respondents’ views and opinions on the effectiveness of SQA department towards students’ performance in primary school and addressing the challenges faced by teachers’ union and opinion on addressing standards of teaching in Tanzania.

# 3.2 Research Design

To study the effectiveness of School quality assurance department to ensure primary school students performance in Uyui district, the descriptive mixed method designs were adopted. In the first stage, qualitative data about the study were collected. In the second stage quantitative collected data was administered to explain the relationship found in the qualitative data.

# 3.3 Area of the Study

The study was conducted in Uyui primary schools which is one of the Tabora district. The area is selected as it contains all information required by a researcher. This is due to familiarity of the area and the fact that the researcher is also a school quality assurer in the District. This allowed the creativity and rapport with the respondents during the data collection. Moreover, due to the limitation of time and financial given for this study, a single selected district was considered to be reasonable for the study in understanding the roles of Primary School Quality Assurance in Tanzania.

# 3.4 Target Population

Considering the researcher's time, budget and workforce this study was targeted to population which obtained from the large number of teachers in Tanzania chosen purposively. Therefore, the population of this study includes all Uyui district primary teachers, School quality assurers, head teachers and other education staff. Depending on their occupation, each category of respondents was contacted to provide information on the study.

# 3.5 Sample Size

The sample size for this study involved two levels. The first level is the selection of primary schools based on the performance in national examination results, two among the top ten and two among the weakest ten schools at District level were taken. The second level of selection is the selection of research participants. Here below are the distributions of sample used in the study.

# Table 3. 1: Sample Size

|  |  |  |
| --- | --- | --- |
| **Category of respondents** | **Frequency** | **Percentage %** |
| In class Teachers  | 50 | 71% |
| School head teachers | 10 | 14% |
| School Quality Assurers | 9 | 13% |
| DPEO | 1 | 2% |
| **Total**  | **70** | **100** |

**Source:** Field research 2021

# 3.6 Sampling Procedures

On this study, most of respondents including School Quality assurers, Teachers and students were selected through purposive sampling as they contain information regarding the impacts of schools’ inspections. The selected participants must meet two major criteria namely the experience of the phenomenon under study and the ability to articulate their lived experiences. The researcher used purposive sampling to include head and in class primary school teachers that had been inspected by School Quality Assurers since 2016 to 2010 at Uyui District.

# 3.7 Data Collection Tools

To obtain adequate and reliable information for the topic under study triangulation methods be adopted. Through triangulation the researcher, combined techniques of documentary review, questionnaires, interviews, and Focus Group Discussions were adopted.

# 3.7.1 Documentary Review

While primary data were collected through interviews and questionnaires, secondary data were collected from the monthly reports of the school inspectors and educational officers. Other data were collected by reviewing the teachers’ lesson plans, schemes of work, class journals and teachers attendance (Cari, 2020). The information that was though in these documents includes the effectiveness of teachers in preparing these documents. Also, the Primary Education Inspection reports were useful in tracing government statement in school inspection.

# 3.7.2 Questionnaires

In this study the self-completion form which sometimes is known as self-administered questionnaire was employed and were distributed to them physically to 40 teachers in 4 primary schools to gather information from the teachers so as to trap their perception in regard to improved work performance based on the support given by school inspectors.

# 3.7.3 Interview Guide

According to Kothari (2004), the interview methods involve the demonstration of oral verbal incentives and reply. In this study, interview was administered to School quality assures and DEO as they have unique information regarding the education progress of Uyui district.

# 3.7.4 Focus Group Discussions

Focus group discussions were deployed to fetch data from Uyui SQAs as they are easy to be accessed in one office. The discussion was aimed to give a wide coverage of themes as to get their perception about the study.

# 3.8 Validity and Reliability of Research Instruments

# 3.8.1 Reliability of Research Instruments

Joppe, (2017) asserts that data reliability refers to the data collected by an independent collector and if the same data is administered by another person will yield the same results. This means that the instrument should produce the same results when applied more than once to the same individual. In this study, the reliability of research instruments was insured by pilot testing the tools of data collection in one secondary school which was not involved in the actual study especially to teachers who occupied the largest percentage in the study with the same characteristics that other educational quality assurance and control officers have and lengthening the instruments by constructing a reasonable number of questions. Also the researcher used clear and simple language that the respondents could be able to respond to the questions according to their knowledge level with the use of close questionnaires and semi-structured interviews in order to encourage consistence and relevance of data to the objectives of the study. The researcher made sure that the respondents selected for the pilot test had the same characteristics with the respondents that were interviewed in the study.

# 3.8.2 Validity of Research Instruments

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

# 3.9 Data Recording and Analysis

The study was generated both qualitatively and quantitatively. Qualitative data collected through interviews and questionnaires were subjected to content analysis. Therefore, its use enabled the researcher to summarize data from the field and report them as findings. This possible by coding the obtained data and categorizing them into themes for the purpose of creating meaningful units of analysis that was appeared in terms of words, phrases and sentences. Quantitative data which were derived from documents and questionnaires was first summarized in tabular form showing frequencies, sums, percentages and rank orders. Some of the said quantitative data used to construct grouped bar graphs and pie chart. In the second stage the summarized data from tables, bar graphs and pie charts were analyzed and interpreted as findings of the study.

# 3.10 Ethical Issues Considerations

As to abide with ethical matters researcher firstly, obtained the letter of permission (a letter of support for research) from the University. On behalf of the Regional Education Officer, Uyui District Education Officer was contacted for reference letter of introducing the researcher to the respective schools and to the school inspectors. Again, the issue of participants was considered to ensure a free participation. Before administering the questionnaires and during face-to-face interview, the research purpose and objectives were explained and clearly articulated so as the participants can take part freely based on their own consent. The interviews were conducted in a place where no one could invade the privacy of the issue in discussion. Participants were assured their security and confidentiality of all the information given. For this reason, the researcher employed different questionnaires and interviews to teachers and inspectors.

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND DISCUSSION

# 4.0 Overview

With regard to this work, the prime objective was to assess the effect of the school quality assurers visit at Uyui district primary schools with relation to teachers’ performance, examining the extent to which recommendations in SQA reports are helping teachers to improve their performance in areas of preparation to teach, conducting lessons and in evaluating pupils’ performance and explore from primary school teachers, better ways SQA could use to improve teachers’ performance.

#

# 4.1 Demographic Characteristics

In this study, three types of participants were involved. These were the teachers (the main implementers of the curriculum), the school inspectors (the quality assurance officers) and the district education officer as educational leader in the district.

#

# 4.1.1 Gender Information and Educational Level

As already indicated earlier, Table 4.1 shows the respondents’ gender information and their levels of education.

# Table 4. 1: Respondents’ Gender Information

|  |  |  |
| --- | --- | --- |
| **Respondents’ Category**  | **Sex/Gender** | **Total** |
|  | ***M*** | ***F*** |
| In class Teachers | 19 (27%) | 31(44%) | 50 (71%) |
| Head teachers | 7(10%) | 3(4%) | 10(14%) |
| School Quality Assurers | 5(7%) | 4(6%) | 9(13%) |
| DEO  | 1(2%) | - | 1 (2%) |
| Total | 32(46%) | 38(54%) | 70(100%) |

**Source**: Field data (2021)

From the table above, among the 50 respondents in class teachers researched, 44% was female while male were 27% which means that, most of Uyui district in class teachers consulted were females than male. This was due to gender quantity in balance among male and female teachers. In a single school one can find only two or three male teachers as many female teachers follow their husbands who work in district and urban areas, unlike men who are in most cases located in rural areas. This has been so, due to the fact that, in African culture it is the woman mostly who follows the husband. This is not surprising that, most of the staff members in schools located in the district and urban centers in Tanzania and in Uyui district are women. Although when it comes to the leadership perspective, 7(10%) out of ten school head teachers from 10 surveyed school were male and female head teachers were 3(4%).This indicates gender bias in school leadership as well gender school allocation, as many male teachers who occupied school’s headship position though they are few in number compared to women. This indicates that in the School Quality Assurers department, there were also a minimal gender difference in number where’s male SQA’s were many compared to female. 1 (2%) among the sample chosen were District Primary Education Officer who also were male in gender as the table above indicates. This is good evidence that at least women get some chances in educational leadership.

# 4.1.2 Teachers’ Educational Level and Experience

# Table 4. 2: Respondents’ Educational Level

|  |  |
| --- | --- |
| **Respondents’ Category**  | **Educational Level** |
| **Certificate** | **Diploma** | **Degree** | **Masters** |
| Teachers | 37(52%) | 8(11%) | 5(7%) |  |
| Head teachers |  | 7(10%) | 3 (4%) | - |
| School Quality Assurers | - | - | 8(11%) | 1(1%) |
| DEO  | - | - | - | 1(4%) |
| Total | 37(52%) | 15(21%) | 16(22%) | 2 (5%) |

**Source**: Field data (2021)

Table 4.2 indicates that, most of respondents 37(52%) were having certificate level of education, 15(21%) holding diploma level. 16(22%) teachers including some SQA’s upgraded their academic up to undergraduate degree level. Only 2(5%) respondents had master’s degree. The increase number of teachers with diploma level especially to head of school is the effect of the ongoing Tanzania educational reforms.

# 4.1.3 Respondents’ Work Experience as Teachers

# Table 4.3: Respondents’ Work Experience as Teachers

|  |  |  |
| --- | --- | --- |
| **Respondents’ Category**  | **Work Experience** | Total |
| **0-4** | **5-9** | **10-14** | **15-20** | **21-25** | **26-30** | **30+** |
| Teachers  | 4 (6%)  | 7(10%)  | 15(21%)  | 13(19%)  | 9(13%)  |  2(3%)  |  0  | 50(71%) |
| Head teachers |  | 2(3%) | 2(3%) | 4(6%) | 1(1%) | 1(1%) | 0 | 10(14%) |
| School quality assurers | 0  | 0  | 4 (6%)  | 0  | 5 (7%)  | 0  | 0  | 9(13%) |
| DEO  |  |  |  | 1 (1%)  |  |  |  | 1(1%) |
| Total | 4(6%) | 9(13%) | 21(30% | 18(26%) | 15(21%) | 3(4%) |  |  |

**Source**: Field data (2021)

Consequently, as it can be observed from the Table 4.2, most of teachers surveyed has worked between 10 to 15 years. This implies that most teachers had vast experience on their teaching profession which is a witness as well that they possess some of the qualities that are required from the teachers. Having teachers as the target group of the study, the researcher expected to learn much from them based on their experience, especially in connection to the impact of school quality assurers on their work performance. Also, from Table 4.3 almost all school quality assurers had vast working experience in teaching for more than 10 years. This denotes that school quality assurers had a vast experience in the teaching profession and so they could be in a better position to help teachers in areas of weaknesses including the professional support. It also confirms that individuals fulfilled the basic requirement of working as teachers before becoming school quality assurers.

# 4.2 The Effect School Quality Assurers visits on Teachers’ Performance at Uyui District Primary Schools

This section presents data from the field on the effect school quality assurer’s visits of two primary schools in Uyui district on teachers’ performance. This part presents data on teaching and learning, professional support and how school quality assurers’ feedback enhances the work of the teacher. To respond the objectives, three questions were responded by a total of 61(87%) from in class, head teachers and DPEO both excluding 9 School quality assures and below is the table summarizes the findings from the respondents.

# Table 4.4: Effect School Quality Assurers visits on Teachers’

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **S/no** | **Question category** | **Yes** | **No** | **Total** |
| 1.  | Does school quality assurers help teachers to improve teaching and learning  | 60(98%) | 1(2%) | 61(100%) |
| 2.  | Do school quality assurers provide professional support to the teachers?  | 55(90%) | 6(10%) | 61(100%) |
| 3.  | Do school quality assurers Reinforcing Teachers responsibility and accountability?  | 59(97%) | 2(3%) |  61(100%) |

**Source:** Field data (2021)

# 4.2.1 Improvement on Teachers’ Performance

The questions in table 4.4 excluded the 9 school quality assurers as the researcher wanted information from classroom teachers, head teachers and DPEO whom responded through questionnaires and interview. Findings presented that, 40(97%) out of 41 respondents agreed that school quality assurers help teachers on improving teaching and learning. The reasons given included that, they offer advice on how to teach and help the individual pupils in the classroom and how to make or prepare the needed teaching materials based on the level of the pupils.

They added that school quality assurers provide advice on how to use the teaching and learning materials (teaching aid). They also encourage teachers to perform their daily teaching activities. However, 1(3%) respondent was against from others. During the interview with the head teachers, regarding the question it was recognized that head teachers understood the role and importance of school quality assurers. Among the head teachers interviewed on the role of school quality assurers all 20 head teachers responded positively on the roles of SQA that schools’ they understand the importance of SQA’s for their daily activities in their schools that they helped them and their schools to attain their educational goals. There were 9 (90%) head teachers out of 10 who responded on the issues of helping their school to attain educational goals, furthermore as they reminded them how to monitor teachers to teach effectively. One of the head teachers noted that;

*“School quality assurers’ reports helped teachers on paradigm shift which emphases the use of participatory learning methods and techniques”.*

The findings from head teachers supported the findings from the interviews. Teachers admitted that, school inspection is very important; as human beings, tend to forget things and sometimes they need the encouragement to enable them perform to the desired standards. However, the findings were not entirely positive. Data from some of the interview indicated that, when school quality assurers visit the schools, normally they collect subject log books, and other teaching and learning instruments. Teachers were also eager to meet with school quality assurers in the workshop to exchange ideas on how to improve their teaching and learning.

# 4.2.2 Professional Support

On obtaining information of this part, the question was targeted to be responded by 41 samples whom were 20 in class teachers, 20 head teachers as well as 1 DPEO. The answers show that in most cases school inspectors provided professional support to teachers as 35(85%) of the targeted respondents agreed on statement as indicated on Table 4.4. Despite the majority of targeted respondents admitted that school quality assurers provide professional support where 5(15%) disagreed and they commented the reasons that, school quality assurers do not help teachers to teach better as difficult topics are left without any support. Some teacher proposed that school quality assurers should show examples or demonstration on how to prepare scheme of work, lesson plan and how to teach at least a single sub topic of the subject for the teachers to imitate. Onne among the heads of schools commented that,

*“Yes, there’s professional support, when school quality assurers come, they sit with teachers to encourage them to abide to their professional conduct, they share with teachers the teaching methodologies/techniques and emphasize the necessity of preparing basic documents for teaching like schemes of work and lesson plans”* (Field Data, 2021).

Furthermore, one of the school quality assurers commented the following during an interview:

*“Once we visit schools, we do not only check what teachers are doing but also to give them some assistance on anything that seems to puzzle them related to their teaching, for example we offer short seminars on competence based teaching/learning approach, we support them with relevant skills to improve their capacity and profession and we discuss many other issues that appear to be a challenge in their daily activities of educating young generation”* (Field Data, 2021).

From the comment above we saw that there’s professional support to teachers when school quality assurers visit schools, and actually a good percent of the respondents admitted to receive professional support from the school quality assurers, though very few had different view about school quality assurers claiming that they partially offer the support expected, that they expected the school quality assurers to teach the complicated topics in class so that teachers see the real example, the percent of the responses were as the Table 4.4 indicates. From the findings, it was evidenced, that professional support to the teachers is offered though it seems that some teachers are not satisfied with what school quality assurers do, they expected more from them which they do not get, and further it was noted that some teachers tend to be tense and fearful when they see school quality assurers visiting their schools.

In a focus group discussion with 9(18%) SQA’s, it was found that school quality assurers most of the time on their visit to schools they offer advice and strategies for improving the teaching and learning process, they encourage and help teachers to put up with the current methodologies of teaching one of the school quality assurers commented;

*“I always advise teachers to implement the principle of competence based teaching/learning approach which is the modern method of teaching, we usually sit and discuss with teachers the best way of delivering the knowledge to students according the modern innovative methods of teaching, I advise them to update themselves with the modern world”* (Field Data, 2021).

It is important that teachers are helped to find solutions to the problems they face, especially in connection to a specific topic and how to resolve the difficulties in teaching it. As stated earlier, the support provided is closely linked with the ability of school quality assurers in a subject area. The challenge to the school quality assurers is how to be well equipped and be competent in mastering their subject areas. As a person in the field knows better than a person who is just evaluating what is taking place. In most cases, knowledge, if not used becomes obsolete. For this reason and others, it is not a surprise sometimes to find that the teacher is more competent in her/his subject area than the school quality assurers. What is needed is that the school inspector should have a mutual understanding of the reality instead of taking things for granted that because she/he is in the office then, she/he knows better.

# 4.2.3 Reinforcing Teachers Responsibility and Accountability

Researcher was also committed to understand whether school quality assurers help teacher’s accountability on their work performance. From the field as the data collected it was found that most teachers are not accountable and responsible for their work, most of them are busy with other business outside the school complaining that their salaries are very low so they have to do some extra activities to top up their income, this makes them being not responsible in educating students, devoting much of their time for private earning affect teachers commitment towards their work, and that their classes are too big to be fine handled, as one of the respondent alleged:

*“We are under stress because the number of students in some classrooms is too big to an extent that is difficult to control the classes during teaching, that’s why there’s poor teaching, on top of that we get very low salaries compared to daily life expenses that we incur, which actually brings down our teaching morale, we sometimes have to go out of the school and look for more income”* (Field data,2021).

It was further noted that only when school quality assurers visit schools is when teachers make themselves busy with education, even the academic documents like lesson plans which ought to be daily prepared, are mostly not prepared as needed, but are prepared when the information about the inspectors visit comes, lazy teachers are paying special attention during the school inspection, for that matter they help to ensure accountability in schools for they make sure that students are getting their education potentially. If there could be no school quality assurers the situation could be worse.

# 4.2.4 Inspection and Classroom Observation

The study intended further to explore the inspection though the use of classroom observation, the findings indicated that school quality assurers make classroom observation though it was revealed that there’s minimal observation, one of the interviewees said the following;

*“When school quality assurers come to school, they are busy with checking our schemes of work, lesson plans and students’ activities in relation to our plans, very rarely they come into classes to observe what is going on, and once they come, they just spend little time and off they go”* (Field Data,2021).

Another respondent added that,

*“Sometime we find it difficult to go into the class for observation because of limited time we have, we just see the documents related to teaching and we understand what is generally done in classes, we ought to make classroom observation but we find that our schedule is so tight, we sometime do classroom observation and sometime not, because we can’t afford to go to every class and make follow up for every teacher”* (Field Data, 2021).

From the comments above, it was noted that most of the time on their visit to schools, school quality assurers deal with the documents used in the teaching process. as well as students’ exercises. For that matter they miss what is really taking place in classrooms, shortage of human resource in the school inspectorate is the cause of this.

# 4.3 How recommendations in SQA reports helping teachers to improve their performance

This section presents data from the field on the extent to which recommendations in SQA reports are helping teachers to improve their performance, how SQA reports improves teaching and learning process. It include; providing inspection feedback, reinforcing accountability in education, professional support, classroom observation, advisory role and arrangement of inspection visits.

# 4.3.1 Providing Feedback to Various Stakeholders

School quality assurers spend much of their time after school visit to write the reports and give important recommendations whenever necessary and these reports are given to education authorities and back to school for implementation, a good percent of the respondents admitted that the inspection is done in schools and that the reports are given to relevant authorities for follow up.

# Table 4. 5: Respondents View about Feedback

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Question** | **Respondents’ Category** | **YES** | **NO** | **TOTAL** |
| Do school quality assurers provide Report/feedback after their visit to school?  | Teachers | 17 (85%) | 03 (15%) | 20 (100%) |
| School heads | 20(100%) | \_\_ | 20 (100%) |
| Does the feedback help to improve academic provision in schools?  | Teachers | 17 (85%) | 03 (15%) | 20 (100%) |
| School heads | 20 (100%) | \_\_ | 20 (100%) |

**Source: Field Data (2021)**

As can be seen, the responses above evidenced that reports are disseminated to authorities intended but unfortunate enough it seems the reports are not worked out because most of the time when school inspectors visit the same school the second time the find the same problem, one of the respondents from the Inspectorate commented the following;

*“The first thing we do after the inspection in schools is to write the school quality assurers report which is sent the Region Administrative Secretary (RAS)and district educational officers as well as to the heads of schools, whom we expect to make some adjustments for problems we have seen in schools, but it seems the reports are not even read by the concerned, because we see no adjustment made when we visit the same schools the second time”* (Field Data, 2021).

The response from the District Education Officer was as stated below that:

*“Actually we receive the reports whenever school quality assurers visit schools, the reports come with a lot of recommendations and suggestions, some of which need budget for implementation, especially those associated with school infrastructures, we write to the district education officers and the Region Administrative Secretary (RAS)so that he may allocate some money for school maintenances, most of the time we fail to get money in time, but those which need improvement in our performance we act immediately”*(Field Data,2021).

On the other hand, 17 (85%) of teachers researched noted that, school quality assurers report and recommendation were not useful because of lack of implementation. For example, when school quality assurers visiting the same school for a second time, they find the same problems still exist. Problem like such as lack of infrastructure, poor classrooms, teachers house, latrines were the problems identified, teaching and learning materials where school G had I had very few texts book and some books were borrowed from nearby school. The other persistent problem was the distribution of teachers; some schools were given a big number of teachers while other school had few. One can find many teachers in one school while other schools have a deficit of more than 8 teachers. In the interview with school E head teacher, his contribution was that.

*“School quality assurers visited my school five years ago and wrote a report shown shortage of teacher in our school. The report proposed that the school should be given more teachers to reduce the number of subject one teacher having because we were teaching quite a big number of subjects. But the owner of the school did not work upon school quality assurers reports and we remained with the same number of teachers for a long time’’.*

It was also found in this study that, what school quality assurers recommend in inspection reports to the owner of the schools, the District Director remained unattended. When school quality assurers again visited the same school, they find the same problems. In an interview with the Chief School Quality Assurers, this is what she said:

*‘’Inspection ethics needs to provide reports, we have been writing so many reports to every school we do inspection, but no one seems to be interested with them. In my view I think, the district education officer together with all education officers should be very effective and put in mind that the report we give are efficient if they could be used. It seems that there no seriousness in education supervision because reports give what the school is doing and our report aims to improve their academic status though it seems they are busy with other things which most of them are not intended to raise or improve academic and the quality of education, it is like our presence and our work is ignored’’*

On the other hand, the district education officer admitted that they receive the school quality assurers’ reports and use them although school inspectors stated that they do not see the implementations of their recommendations. The district education officer had this to say:

*``We normally cooperate with school quality assurers in different ways. They give us school quality assurers’ reports that after reading the recommendation I normally channel them to the district academic officer for implementation of what were recommended to schools involved. Where there is delay in implementation of their advice it might be due scarce of resources or administrative barriers which considers many factors before decision is made. We sometimes go with them when we are doing our school visits so as to give teachers some advice on how to better their daily academic work and how to better conduct their teaching delivery. Actually, we do not have any problems with school quality assurers’’.*

The District Education Officer showed the researcher some of the reports from the school quality assurers during documentary review. The reports were channeled to the district academic officer who wrote letters to schools which were inspected and gave them instruction as it were advised by school quality assurers. The letter from the district academic officer had stipulated time to work on the given recommendations. The findings indicates that, although school quality assurers provide recommendations on what should be done in a certain school, they are not legally entitled over the actions deemed necessary for improvements of teaching and learning. But, they can suggest some of the solutions to rectify the problems that confront schools through the provision of useful feedback to the key stakeholders.

From the findings, it is obvious that school quality assurers are given to all necessary stakeholders but it seems the reports are not even read by the concerned, all the recommendations remain in papers, the problems noted like big number of students in class, shortage of science subjects’ teachers are not worked out.

If the recommendations and the school inspection reports are not worked upon then it is useless to visit schools, and indeed it demoralizes the school quality assurers upon their work performance. Also, as it has been argued by (Bunnell, 1991), it might make the school quality assurers lose their credibility and respect from the teachers as in most cases teachers may not be in a position to make changes that school quality assurers recommend. It is argued and acknowledged that, District education officers who work upon the school inspection reports might be very effective in their work performance. This is because school quality assurers make visits in schools and collect firsthand information on what are the perceived problems that in one way or another may affect the work of the teacher. By working on those inspection reports, the district education officer might be touching the very problems that confront teachers in their day-to-day work performance.

# 4.4 Better ways that SQA to improve teachers’ performance

The study further intended to find out better ways on how school quality assurers could use to improve teachers’ performance. In this section, the study presents the findings on how school quality assurers can be organized for more improvement of teachers’ performance. It focuses on school quality assurers’ visits and what kind of communication style should be in place for teachers and school quality assurers’ mutual understanding and for more solutions of the problems that teachers encounter. It also presents the issue of school quality assurers’ working conditions in relation to their responsibility on monitoring quality of primary education.

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# 4.4.1 School Inspection Visits

The study further wanted to understand, how many times school quality assurers visited schools per academic year. It was found that in most cases school quality assurers visited schools once after three years. The responses are as indicated in Figure 4.1 below;

# Figure 4. 1: School Quality Assurers Visits per Academic Year

**Source:** Field Data (2021)

From Figure 4.1, among all 20 teachers given the questionnaires 18 (90%) of the respondents indicated that, school quality assurers visited their schools once after three years and 2 (10%) indicated that they visit their schools once per academic year. It was found from the interview of Head teachers that, those who mentioned once per academic year were also referring to an internal school inspection which is conducted by Ward Educational Officers and external school inspection done by school quality assurers’ team. The responses indicate that, there was no follow up inspection on school quality assurers had recommended before. One of the problems was associated with a shortage in financial resources (for fuel and field allowances). On this point, one of the school inspectors had this to explain:

*We are nine in the office. We are supposed to visit at least a half of our schools per academic year, which is very difficult to achieve the goal due to lack of financial resources to meet fuel, vehicle maintenance and field allowances. So, what we can only do is to visit a school once after two or three years.*

From the district education officer point of view, school quality assurers are there but they lack financial resources to enable them visit schools at least half of our school per academic year and this have impact on teacher performance. The district education officer had this to comment:

*We have enough school quality assurers at Uyui district council. We had nine school quality assurers in the office with 140 primary schools. The problem here is on how school quality assurers can visit those schools because they are not given funds for inspection from Ministry of Education and Vocational Training. Sometimes the council assists them with fuel to do passerby inspection. Now, with this situation, one may not expect school inspectors to be accurate and effective when inspecting schools. It is not known if these school quality assurers make classroom observation, because in actual sense it is very difficult for them to go around all the classrooms and discussing with every teacher without enough financial resource to make them stay at least 2 days in each school. Actually, they are working in bad situation.*

From the quotation above, it is evident that it is difficult for school inspectors to make school visits in 140 primary schools. This might account for the explanation why school inspectors had been blamed for the collection teaching and learning materials as the basis for their judgment on the performance of the school as it was found in this study. It is important to note that they were not able to visit a half of the schools per academic year due to lack of financial resources.

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# 4.4.2 Communication Style

One of the important aspects was about what type of communication style that school quality assurers use when discussing with teachers on issues pertaining to teaching and learning. Figure 4.2 indicates the responses from teachers in the questionnaire:

# Figure 4. 2: School Quality Assurers’ Communication Style in Schools

**Source: Field Data (2021)**

From Figure 4.2, shows 70 percent of the respondents indicated that school quality assurers used friendly language when in discussion with teachers. One of the Interviewee had this observation:

*School quality assurers nowadays use friendly language when communicate with teachers. This is quite different from previous years, when school quality assurers were very harsh and intimidated teachers. For the current time we see school quality assurers as facilitators and not our enemies. If it happens that you find someone quarrels with them it is due to some individual weaknesses and that some teachers are not committed towards their work.*

The other one also had the same comments:

*Currently, school quality assurers are quite different from that of early years. It shows that school inspectors have changed a lot. They do not come with all superiority complexes that they are the ones who know better as it used to be. Frankly speaking school quality assurers visit schools as friends, teachers and co-workers. They use friendly language that makes teachers feel encouraged in their daily teaching and learning duties.*

From the quotations above, it was learnt that teachers appreciated that school quality assurers used friendly language. This may not only make them encouraged to be committed towards teaching and learning but also, it may enhance and facilitate the productive discussion between the teacher and the school inspector.

However, 5% of participants says the way of school quality assurers conversated with teachers is not useful and, 25% indicated harsh and inhuman language. Although the percentages are negligible, these responses denote that, there are some school quality assurers who still use harsh and unfriendly language. This as well might happen due to the individual problem of teachers that fail to communicate with school quality assurers, especially when it comes to the way a teacher is doing his/her work.

# 4.4.3 SQA’s Working Conditions

The study further attracted to understand the SQA’s working condition. From the study it was identified that school inspectors faced a number of constraints that limited their contribution towards teaching and learning. Poor working conditions of the school inspectorate department were among the problems. While the DEO had office transport (provided by the government) school inspectors in Uyui district had to rely on public transport. The problem comes when need to attend a remote school.

During the FGD with SQA’s, it was identified that , SQA’s sometimes use the DEO’s car. Although the district education officer confirmed to support the school inspectors with a means of transport, school inspectors perceived to be inadequate as they received such support on the condition that they should fuel the car. To them, this was a problem as they did not have sufficient budgets and they received little money from the ministry for buying few liters of fuel.

One of the school inspectors had explain that.

*We do not have a car, what we do is to use the car from the DEO. This has a problem, because the DEO‟s timetable might not be compatible with our timetable. The problem associated with hiring a car from other department is that, you do not have freedom, you have to return it in time, sometimes you are told to return the car before even you finish the work. So, you need to find the alternative to go back home after finishing the work. Again, when you put little amount of liters of fuel you have, and the car has been taken by the owner, you do not have the right to demand it. And so, the day has passed even though the fuel could be used for more than 2 school visits, it ends up with one school. If we are provided with transport, it will be easier for us to meet our action plans and may be contributing greatly and effectively to the monitoring of education system in our district, although we are grateful that we have been provided with the computer.*

On the same issue, school inspectors explained that they had to visit the school without being paid allowances. Given the nature of their salary and the kind of work they are supposed to perform, brings many problems. They were just devoted towards work, and in most cases they did the work so as to accomplish the action plan to avoid the criticism from the highest authority. From this again, it was a lesson to the researcher why school inspectors were repetitively blamed by teachers to collect pupils‟ exercise books and lesson plans to judge the performance of the schools as it has been noted earlier. On this, one of the school inspectors added:

*What do you expect for a hungry person? I have paid the transport fare using my salary. It is quite impossible that I can concentrate making follow ups of what is required rather than a mere sign up that I have inspected the school. Actually, this kind of work demoralizes me so much, but what can I do, I have to show up that I am working.*

The quotations above depict how school inspectors are discouraged with poor working conditions. One cannot expect a person with economic problems; hopelessness and a miserable life whose concerns are with the future of their own children perform in desired standards and work effectively.

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# 4.5 Emerging Themes

In this study some of the findings came as a result of face-to-face interviews with teachers. Although they were not part of the original research objectives, they emerged through the data collection. The two themes were first, the frequent changes in primary school curriculum, and secondly, overcrowding of pupils in a single classroom.

# 4.5.1 Frequent Curriculum Changes

The frequent curriculum changes were major concerns of the most interviewed teachers. Many of them complained that there had been frequent curriculum changes without proper preparation of teachers about how to manage and handle such changes. It was found that seminars on curriculum change were involving only one or two teachers and mainly the head teachers hoping that they will teach others. Teachers thought that first-hand information is what could be more useful to them. One of the interviewee had the following comments:

*There had been frequent curriculum changes. Today you are told to teach this subject tomorrow they change and sometimes they mix the subjects. Then later they decide to separate them. This has been a frequent disturbance to teachers. The problem is that all these changes are made without prior preparation of the teacher on how to teach the new subjects. The teacher is just there to implement, although this has the implication that the teacher may fail to effectively teach the subject.*

It was evident that teachers were unhappy on the frequent changes of the curriculum because it affected the teaching and learning process of subjects. Before they mastered how to teach the subject, they experienced further changes again, without preparation about how they would cope with such changes.

# 4.5.2 Managing Large Class Sizes

It was again revealed that teachers were under stress as the number of pupils in some classrooms was big to an extent that it was so difficult for them to control the class during the teaching and learning process. Data from focus group discussion indicated that the problem of large class sizes makes it difficult for the teacher to handle the class. To them the school inspectors should consider this problem as it affects classroom management. Also, during the interview teachers complained that the number of pupils in classrooms was too big to the extent that it impeded their ability to support individual pupils. One of the teachers explained:

*Pupils‟ number in classrooms is too big compared to the number of teachers. You can find that teachers have so many teaching periods with many pupils in classes. It becomes too difficult especially when it comes that the teacher has to mark the exercises before teaching another or new lesson. In that sense, teachers fail to identify the pupils with learning needs as they tend to concentrate on the pupils who seem to be sharp in classroom. By so doing, we are creating a generation of illiterates which is a danger for the future national development.*

From the quotations above, it is evident that large class size hindered effective teaching and learning. It made teachers unable to attend individual pupil with learning difficulties. As a result, pupils completed a certain grade without knowing basics in reading, writing and counting.

# 4.6 Discussion of Data Findings

This section discusses the major themes extracted from the findings as follows.

# 4.6 The Effect of the Visits of School Quality Assurers to Primary Schools in Uyui District on Teachers’ Performance.

# 4.6.1 Improvement on Teachers’ Performance

From the field it was found that school quality assurers provided professional teaching support. The findings corroborate with those given by Likert (2000) that school quality assurers should develop pedagogical skills of the teachers. To Likert, teachers must be inspected and deserve school quality assurers and in school quality assurers professional practice. It was perceived that the support provided helped teachers in rectifying some of the problems encountered in teaching and learning process.

# 4.6.2 Professional Support

From the field the findings indicated that school quality assurers helped teachers improve in teaching and learning. The findings are in line with the suggestions given by Cari (2020). that school quality assurers should develop pedagogical skills of the teachers. The findings also concur with that of ADEA report of (1998) wrote on teachers’ perceptions toward local community and education administrators where teachers viewed that guidance given by school quality assurers is contribute much towards professional development and keeping them up date with curriculum changes. The study also found that quality assurance officers (school quality assurers) were limited in terms of professional support, as they approached schools as fault finders. The difference in findings, however, might be due to the difference in inspection style especially the language that school quality assurers use. If it is too harsh then it might be perceived that school quality assurers are looking faults in the teachers. Also, the differences in findings might have been due to difference in environmental setting, leadership approaches and cultural differences.

Lewis (2011), contend that “leadership is a culturally and contextually specific intertwined with its large environment”. In actual sense if the leader (the chief inspector of schools) demonstrates a good example, the rest of school quality assurers, might follow the trend and visit the school to facilitate teaching and learning and not seeking to capitalize mistakes that teachers commit.

The majority of teachers in this study, however, expressed that they would be happier if school quality assurers could help them in teaching a particular subject. The findings again capture the suggestions provided by Likert (2000) who sees that if teachers are to be inspected, they deserve school quality assurers.

It is important that teachers are helped to find solutions to the problems they face, especially in connection to a specific topic and how to resolve the difficulties in teaching it. As stated earlier, the support provided is closely linked with the ability of school quality assurers in a subject area. The challenge to the school quality assurers is how to be well equipped and be competent in mastering their subject areas (Martin, and Lawton (995). This has been a challenge because school quality assurers at primary school level in Tanzania have no subject specialization. One has to be able to inspect all the subjects, which might be difficult as a person may not be competent in all subjects rather at least should be capable and strong in two or three subjects.

It is believed, however, that a person in the field knows better than a person who is just evaluating what is taking place. In most cases, knowledge, if not used becomes obsolete. For this reason and others, it is not a surprise sometimes to find that the teacher is more competent in her/his subject area than the school inspector. What is needed is that the school inspector should have a mutual understanding of the reality instead of taking things for granted that because she/he is in the office then, they know better.

# 4.6.3 Reinforcing Teachers Responsibility and Accountability

Findings revealed that school quality assurer plays an important role in striving for quality education, thus helped teachers improve their practice. Edward (2002) supports this finding that school quality assurers is a mechanism that ensures accountability in which aims to raising quality standards in education. These finding are in line also with ADEM (2016) which contends that the main purpose of school quality assurers is to promote school improvement through the identification of priorities for action and to inform the stakeholders about the school’s strength and weaknesses. This shows that school quality assurers have a right to conduct inspection within the areas they are assigned. This right comes as a commitment of the government to monitor progress in education institutions.

# 4.6.4 Inspection and Classroom Observation

During the study, researcher was interested to find out information regarding SQA’s inspection and if they undergo classroom observation. It was found from the study that school quality assurers normally due to their fewness they actually visit schools once per academic year, with two or three days per single school visit. Also, the findings indicated that, classroom observations were not sometimes carried out by the school quality assurers.

It was also worth said that the collection of pupils’ exercise books, lesson plans and schemes of work as it was reported by teachers in this study, may not help the school quality assurers to understand how teachers are performing It may also be difficult for them to discern the areas of weakness of the teachers particularly in the teaching and learning process. Some teachers might be very good in preparing material requirements but not in teaching the subject. How pupils learn and what they learn should be a prime goal of the school quality assurers (ADEA 1998). Because, it is what they learn and how they learn that may have an impact on their real lives in their surrounding community and society at large.

According to Edward, (1992), teaching and learning is what ultimately makes a difference in the minds of the pupils and affects their knowledge, skills and attitudes meaningful to the society. Furthermore Gettleman (2000) see classroom observation as an important practice of school quality assurers. For school quality assurers to influence learning, classroom observation should take place as it lies in the heart of quality assurers. However, learning does not necessarily take place within four walls (inside the classroom). As argued earlier, individual pupils can learn elsewhere, for example, by emulating the adults, learning from peers, here the emphasis is upon what is taking place in the classroom setting. From OECD (2013), school quality assurers were few in number in relation to the number of primary schools in the district; it was good to find that at least school quality assurers were able to visit each school once in an academic year. Although implementation of the recommendations needs more time, one year is not enough for them to put the changes in place.

In line with these findings, it was also found that there were no follow up school quality assurers s. The tendency had been that, after school quality assurers, teachers would see the school inspector again in the next year. For that reason, it lowers teachers’ commitment towards teaching as required as they perceive that they can relax after a tough exercise of receiving criticisms from the school quality assurers. The findings concur with that of Gettleman (2000). who found that teachers felt relaxed after inspection week in England. It is of equal importance, therefore, that school quality assurers should track what they have recommended to observe whether their recommendations have been implemented though, as noted earlier this is problematic.

It is argued in this study that, teachers should be motivated to perform because they are committed to their work rather than because they know that school quality assurers will visit their school. It is acknowledged at this point, drawing upon various studies that teachers all over the world are under-resourced and face difficult working conditions including low salaries, that cause demoralization, apathy and misconduct amongst them (Gettleman, 2000).

It might be difficult to be committed towards their work but, it is good that teachers should feel this responsibility of educating the pupils regardless of personal gains. They should render the service to their nation by serving individual pupils who are the expected teachers of the future generation. They need to be accountable to the individual, the community and to the nation so that the parents see the value of money invested in education of their children. It was understood that for the teacher to be motivated intrinsically, external factors like that of teaching allowances, promotions and payment of salary in time play a significant role towards improved performance of the teacher ( Martin and Lawton,1995).

In relation to information before the school visit, almost all head teachers agreed that school quality assurers provided information before the actual visiting. Although on this point, again, teachers admitted that it made lazy teachers prepare more thoroughly so as to be assessed positively. Also, it was found that information before the actual visit in a certain school put teachers under tension during the inspection week as they had to focus on their practice to impress the supervisors. Moreover, the study found that school quality assurers cause tension and fear during the inspection week. In this respect the findings confirm what Alma (1992) found in their study in England and Finland that during inspection teachers were under stress and busy with implementation of action plans and school quality assurers policies to impress their bosses so as to avoid the criticisms from them. Cari, L. (2020) wrote on his book that that teachers are working under stress because of increasing accountability demands.. In normal circumstances, school quality assurers report on the strengths and weaknesses of every individual work performance, which later is used to judge the performance of the school.

Human beings by their very nature might have fear, some teachers might have tension and fear during inspection week even though they are good enough and they have made all the preparations, but knowing that someone is coming in for inspection might be perceived as problematic. However, according to Wilcox (2000) information before school visits and transparency encourage teachers to consider school quality assurers. This means that school quality assurers should be developmental and help teachers to improve rather than being judgmental (ADEA (1998).

It is stressed in this study that school quality assurers should be the facilitators of teaching and learning and pedagogical leaders and not people who frustrate teachers. Although this does not mean that teachers should take things for granted, they have to perform their duties accordingly in line with the laid down governmental rules and regulations. However, this could be possible if school quality assurers can create environments that will always facilitate teaching and learning and not merely criticize teachers.

# 4.7 Recommendations from SQA reports that help teachers

In this study teachers stated that school quality assurers’ reports helped them improve in teaching and learning. The reasons given included, among other things that school quality assurers indicate the strengths and weaknesses of the teacher in a particular subject and they try to suggest what should be the alternative or what the teacher should do. In so doing, teachers are encouraged to capitalize their strengths and at the same time it enables them to rectify the areas of weaknesses. The findings concur with that of Bunnel (1991) who studied changes in classrooms as a result of inspections. It was further found in this study, however, that although school quality assurers write reports and recommendations to the respective stakeholders those recommendations were not implemented. Teachers complained that there was nothing done as a follow up of what had been recommended by the school quality assurers. Not only that the interviewed teachers were frustrated as their voices were not heard, but also school quality assurers were discouraged as they saw their work to be in vain.

These findings confirm what Lugaz and Grauwe (2010) found, that the recommendations made by school inspection reports, and issues which were addressed to the administration or the pedagogical authorities, were not implemented which frustrated the school staff as well as school quality assurers. John (1992) also found the same finding that the implementation of school quality assurers’ recommendations remained problematic. It is argued in this study that school quality assurers and teachers would appreciate it if what they perceived as obstacles towards teaching and learning being properly addressed. However, the implementation of school quality assurers will have financial implications and it may not be possible to meet the budgetary costs within a short time as it may distort the priorities.

Collaborative and team work spirit is what will lead to massive developments in education at district level and national level. As it has been argued by Tewel (1989), system thinking is what will enable achievement of goals and objectives in education system.

# 4.8 Better ways SQA could use to Improve Teachers’ Performance

The research find that good relationship between teachers and school quality assurers help teacher improve teaching and learning where teachers feel free to ask any questions they have when they meet with inspectors. These findings concur with UNESCO (2013) report which shares a common understanding that, there should be a positive relationship and respect between teachers and school quality assurers in order to have a productive dialogue. It is important that teachers are helped to find solutions to the problems they face, especially in connection to a specific topic and how to resolve the difficulties in teaching it and therefore teacher should be helped how to teach the particular subject or topic.

The suggestions included provision of training opportunities to subject teachers on how to handle their classroom, financial support should be provided on time by the local government and central government likewise education stakeholder should support education system in Tanzania because government resource could not manage to bring all facilities in schools MoESTK (2000). The government should improve school infrastructure by constructing and improving school administration blocks and classrooms. Motivation should be provided to teachers to raise good mood in teaching process. As Abraham Maslow’s hierarchy of needs explains how people (pupils’, teachers’ and school quality assurers) learn best if various needs in the context of the education process are satisfied. Another idea came from Gettleman (2000) that classroom observation as an important practice for school quality assurers to influence learning, it should take place.

# CHAPTER FIVE

# SUMMARY, CONCLUSION AND RECOMMENDATION

# 5.1 Overview

This chapter concerned to give the summary, conclusion and recommendations. It also provides the conclusion of the study and lastly the recommendations for action, policy practices and for further researches.

# 5.2 Summary of Major Research Findings

A total of 70 respondents were involved in the study to obtain data used in this research. These respondents were randomly and purposively selected. The respondent included 1 DEO, 9 school quality assurers, 50 teachers and 10 head teachers. A guided interviews question were conducted to District Education Officer and Head Teachers, Questionnaires were distributed and answered by primary school teachers to give information where’s focus group discussion deployed to school quality assures .Researcher uses documentary review to analyze relevant documents from the school quality assurers’ office, District Education Officer Office, Head teachers’ office and primary school teaching documents. The documents included were school quality assurers’ reports, action plans, lesson plan, attendance registers etc. The data were tallied and converted into percentages.

# 5.2.1 The Effect of School Quality Assurers Visits to Primary Schools District on Teachers’ Performance

Under this research objective, the study finds out the extent to which teachers were provided with necessary support for improvements of general teachers responsibilities. It also intended to investigate whether or not school quality assurers provided professional support to teachers and if at all inspection reports were useful in improving teachers’ work performance.

From the study, many teachers stated that school quality assurers helped them improve in teaching and learning and 80% of teachers admitted that school quality assurers provided professional support. It was perceived that the support provided helped the teachers in rectifying some of the problems encountered in teaching and learning process. However, teachers wanted to be supported further on how to teach a particular topic or subject. Teachers stated that school quality assurers tend to give advice on what should be done without setting the example by teaching a single topic.

# 5.2.2 The Extent to Which Recommendations in SQA Reports Are Helping Teachers to Improve Their Performance

It was found that school quality assurers’ reports were important for the improvement of teachers’ performance. The majority of teachers considered the school quality assurers reports to be useful in improving teaching and learning because in most cases school quality assurers reports indicated the strengths and weaknesses of individual teachers. Also, school quality assurers’ reports were considered important for informing the authority on the number of problems that face the schools. However, it was further found that school quality assurers’ reports and the recommendations given by school quality assurers were not used by the respective authorities. This, to some extent affected the work performance of both the teachers and school quality assurers.

# 5.2.3 Better Ways that SQA Could Use to Improve Teachers’ Performance

This study was also intended to determine how school quality assurers could be organized to make a positive impact on teaching and learning. Based on this research question; the study centered on inspection visits, communication style and school quality assurers’ working conditions. It was found in this study that school quality assurers visited the school once after three years and there were no follow up inspection on what they had recommended. It was perceived that making follow-ups could enhance the implementation of the school quality assurers’ recommendations by teachers. Despite of some respondents responded that school quality assurers used harsh and inhuman language, there were some of school quality assurers who used unacceptable kind of language when discuss with teachers. This study further revealed that school quality assurers had poor working conditions. They did not have fuel for the car and when required to visit schools in remote areas they had to use a car from the DEO with the condition that they have to share with education officers. This created a problem because the car was used for other activities too, and hence only the few schools could be inspected. Sometimes when they had planned for the inspection, there was a collision with DEO’s plans which led to a cancellation of inspection schedule.

It was further found that school quality assurers did not have responsibilities motivation. This was perceived to be a problem as school inspectors became too dependent to the schools they visited which could affect the inspection findings and their reputation before the teachers.

# 5.3 Conclusion

From the research findings, there is a narrow untruth say when finding the contribution of SQA’s visit in schools on teachers’ performance. When one compare the student result of about five years back when school inspectors went to school once for even three years with the current situation, it may be realized that, there is a great difference and now the achievement are seen openly. Quality education remains problematic with teachers unable to fully take advantage of the inspection process. Moreover, if no one seems interested in working on such issues within the inspection system, it seems meaningless to have SQA’s and it is waste of time for school quality assurers to write inspection reports. It is important, therefore, that the responsible authorities should utilize the inspection findings in order to improve the inspection process which in turn would improve teaching and learning in schools. Whether or not schools change in any permanent way is a consequence of the extent to which the conclusions of an inspection are acted upon. This demonstrates the importance of understanding SQA’s as a human process rather than an automatic objective procedure.

# 5.4 Recommendations

Drawing upon the findings of the relevant issues given above, the following recommendations are made:

# 5.4.1 Recommendation for Action

1. The findings in this study indicated that most teachers desired to be supported in teaching a particular topic or subject. It is recommended that school quality assurers should be trained on specific subject so as when they inspect the teacher, they can be able to help her/him on how to teach the subject or topic.
2. Also, in this study teachers indicated their concern on the appropriateness of the collection of pupils’ exercise books, lesson plans, subject logbooks and schemes of work as the criteria of evaluating the school performance. It is recommended that the prime goal of school quality assurers should be to monitor all schools keeping and implementing their work according to the governing laws and the process of teaching and learning in the classroom setting. It may be easier for the school inspector to discern the area of weaknesses when teachers are assessed in the classroom setting. By so doing, it will facilitate the process in discussion with teachers in order to solve the problems arising. Thus, classroom observation should be a central focus for each and every school visit and school inspectors are to fulfill this obligation for a positive impact on teaching and learning to be realized.
3. School inspectors should also be allowed to take actions when they see a need to do so especially in teachers” redistribution. The reason behind this idea is to make teachers more committed towards their work, rather than just thinking that school quality assurers will come and fulfill their obliged responsibility of inspecting the school whilst leaving other people to implement the changes. This however, should be in line with the government rules and regulations to avoid the misuse of power.
4. Moreover, it is suggested that, there should be more training of school inspectors to cope with an increased number of schools. however, the increased number of school quality assurers must attract many qualified individuals to join the inspectorate department. If the government does not keep a critical eye towards that problem, it might be expected in the future, many school inspectors choose to leave the profession.
5. Also, for the sustainability of school quality assurers department there should be provision of a means of transport and field allowances so that to lessen the dependency nature on the DEOs and the schools they inspect. This will not only give school quality assurers credibility in the eyes of teachers, but also it will enhance the quality and unbiased reports that can help the government to solve the problems facing education system.

# 5.4.2 Recommendation for Policy

1. In addition, curriculum changes without proper preparation of the teachers were a concern of majority of teachers who participated in this study. Teachers should be trained on how to handle changes to the curriculum before the actual implementation of it. The argument on this matter follows the thinking that teachers are the ones who know the problems in the teaching field. Due to the experiences they have, they know the best methods of teaching different subjects.

# 5.4.3 Recommendation for Further Research

1. In this part is recommended that there should be further research to examine the extent to which the district education officer makes use of school quality assurers’ reports and recommendations. Similarly, this study was essentially qualitative in nature and the findings, therefore, cannot be replicated in other areas different from Uyui District Council. A study should be carried out in the wider geographical area at regional level or zonal level so as to establish a better understanding and clearer picture on school inspection and follow up.
2. A baseline survey on the establishment of an independent school inspectorate in Tanzania. A lesson learned in other countries with independent school quality assurers.

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# APPENDICES

**APPENDIX I: QUESTIONNAIRE FOR DISTRICT EDUCATION OFFICER**

I, **Kamwavah Absalom Joseph**, a student taking Master of Master of Education In Administration, Planning and Policy Studies at Open University of Tanzania. I am carrying out study on The Effectiveness of School Quality Assurance Department on Teachers Performance in Primary Schools in Uyui district. Please assist me by answering the questions in this questionnaire. This information collected will be kept confidential and will be used for research purpose only. Thank you for your cooperation.

**Section A: Personal Information**

Put a tick [√] at the correct answer.

1. Sex [ ] Male [ ] Female

2. Age

41-Above

31-40

21-30

Education level

PhD

Master

Certificate

Diploma

Degree

3. Teaching experience:

 a) Less than 2 years [ ] (c) Between 6 – 10 years [ ]

 d) 11 years and above [ ] (b) Between 3 – 5 years [ ]

4. How many times school quality assurers’ visit your school per year? ……………………………

5. Are school quality assurers’ when they visit the school, do they watch how teachers are teaching in classes? Yes ( ) No ( )

6. Does the school quality assurers’ visiting schools gives professional advise in teaching? Yes ( ) No ( ) If yes what help they give? (Please specify)

7. Do you think the advice they give, help you as a teacher to improving teaching and learning?

* Yes ( )
* • No ( )

If yes, please explain how? ………………………………………………………

8. What is the kind of communication school quality assurers’ use when discussing with teachers about teaching and learning? Please select one.

* Friendly and informal ( )
* Uses strong language with inhumanity ( )
* •Uses unhelpful language in teaching and learning ( )

9. Are Inspection reports to school (feedback) help you in raising standards of teaching and learning?

* Yes ( )
* No ( )

If yes how and if not, why do you think school quality assurers’ reports does not help you?…………………………………………

10. Does school quality assurers’ get a chance to talk to pupils when they visit the school?

* Yes ( )
* Not at all ( )

if yes. What do they talk with students? If no why?

11. Is it true that when school quality assurers’ visit the school teachers feel fear and anxiety?

* Yes ( )
* No ( )

If yes, why do you think teachers feel so? ............................................

12. What do you think should be done for school quality assurers’ to be useful in raising standards of teaching and learning? ………………………………….……

13. Do you think it necessary to have school quality assurers’ to ensure quality education offered in our schools? Please explain. ….................................................

**APPENDIX II: INTERVIEW GUIDE FOR DISTRICT EDUCATION OFFICER**

* + - 1. For how long have you been in this office as District Education Officer?
			2. How do you support school quality assurers’ during inspection?
			3. Do school quality assurers’ send school inspection reports to you? Yes….No…… If yes, what is your opinion on these school quality assurers’ reports? What do you do with the report? How do you disseminate the report to the schools?
			4. Do you think school quality assurers’ reports can make you effective and efficient in your work performance? If yes, how? If no why??
			5. What kind of support do you provide to school quality assurers’?
			6. Is there any positive cooperation between your office and school quality assurers’?
* Yes……...
* No………

If yes or not, explain?

* + - 1. In your own view, what can be done to make school quality assurers’ more useful in improving the work of teachers? ................................................

**APPENDIX III: INTERVIEW GUIDE FOR DISTRICT SCHOOL INSPECTORS**

* + - 1. For how long have you been a school quality assurer?
			2. How many schools do you inspect per academic year?
			3. What is the most important thing to do when you visit schools for quality assurance?
			4. What kind of support do you offer to the teachers in order to improve their teaching and learning?
			5. What do you suggest as mechanisms which could be used to improve teaching and learning? 6. Where do you send your school quality assurers’ reports and how do you describe reactions of the stake holders on such reports?
			6. What challenges do you face in the process of inspection of primary schools?
			7. What recommendations do you make to improve the quality of primary education?
			8. In which ways do you think your work can be more effective and efficient?

**APPENDIX IV: INTERVIEW GUIDE FOR HEAD TEACHERS**

Do school quality assurers provide information before school visiting?.............

How many times do school quality assurers’ visit your school in each 5 year period? ……….............................................................................................

What would you describe as positive impacts of school quality assurers’ role in your school? …………….................................................................................

What would you describe as negative impacts of school quality assurers’ role in your school? ……………................................................................................

How do teachers react to school quality assurers’ recommendations or reports? ……………...........................................................................................................

Please give your comments on what needs to be done in order to improve the quality of primary education………………………………………

What are the things school quality assurers’ place more emphasis upon when they visit your school? ……………………………………

* + - 1. Is there any professional support that school quality assurers’ offer when they visit you?
* Yes………………
* No……………….

If yes, what kind of professional support do they provide?

* + - 1. What kind of communication style do school quality assurers’ have when visiting you in your school?
1. Is it true that when school quality assurers’ visit your school teachers tend to be tense and fearful? Explain why and how?
2. What should be done so that school quality assurers’ can have a positive contribution towards teaching and learning?

**APPENDIX V: INTERVIEWS GUIDE FOR DISTRICT CHIEF INSPECTOR OF SCHOOLS (CDSI)**

1. How many school quality assurers’ are there in your office? Male…………..Female…………….Total…………..
2. How many schools can you afford to inspect in an academic year? …………………….………………………………………………………………

3. Do you think such a number of schools to be inspected per year are enough?

* Yes…
* No….

If not, what are the reasons?……………………………

…………………………………………………………………

4. What kind of support do you provide to teachers when you visit schools? …………………………………………………………………

5. What challenges do you meet when visiting schools? ……………………..………

6. With whom do you cooperate as part of job performance? …………………………….

7. Is there any positive cooperation between your office and the district education officer? Yes…………….No…….

If not, can you please explain how? ………………………………………

8. What should be done so that school quality assurers’ can have a greater impact upon teaching and learning?.....................................

**APPENDIX VI: DOCUMENTARY REVIEW SCHEDULE**

The following things were viewed in schools

* Attendance register
* Lesson plan
* Education officers’ reports
* School inspectors’ reports
* Primary policy document
* Scheme of work

**APPENDIX VIII:**



**APPENDIX VIIIII:** 