ASSESSMENT OF THE INTERNAL QUALITY ASSURERS' PRACTICES IN MANAGING THE ACADEMIC PERFORMANCE IN THE SELECTED SECONDARY SCHOOLS: A CASE OF THE BABATI DISTRICT COUNCIL

NADA SILLO BALOHHO

A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES DEPARTMENT OF EDUCATIONAL, PLANNING AND ADMINISTRATION OF THE OPEN UNIVERSITY OF TANZANIA

2023

CERTIFICATION

The undersigned certifies that he has read and here by recommends for acceptance by the Open University of Tanzania a dissertation entitled, Assessment of the Internal Quality Assurers' Practices in Managing the Academic Performance in the Selected Secondary Schools: A Case of the Babati District Council in partial fulfilment of the requirements for the award of Degree of Master in Education in Administration, Planning and Policy Studies M. Ed (APPS).

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Dr. Karol John Mrema

(Supervisor)

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Date

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DECLARATION

I, **Nada Sillo Balohho**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where people's works have been used, references have been provided. It is in this regard that I declare this work as originally mine. It is hereby presented in partial fulfilment of the requirements for the degree of Master in Education Administration, Planning and Policy Studies M. Ed (APPS).

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Date

ACKNOWLEDGEMENT

ABSTRACT

The purpose of this study was to assess the contribution of internal quality assurance team practices in managing students' academic performance in the selected secondary schools in Babati District Council. Specifically, the study determined the contribution of internal quality assurance team practice on curriculum implementation, teaching methodology, adequacy of teaching and learning resources, teachers' professional development and frequent classroom visits and improvement of students' academic performance. The cross-sectional research design was applied in this study. The sample of 250 teachers was involved and questionnaire was the main data collection tool. Quantitative approach involving descriptive statistics was used to analyse data in terms of percentage, mean and standard deviation. The computation of quantitative data was done using SPSS. The findings indicated that the internal quality assurance practices support on curriculum implementation, teaching methodology, adequacy of teaching and learning resources, teachers' professional development and frequent classroom visits have contributed greatly in improvement of students' academic performance. Therefore, these variables influenced the improvement of students' academic performance. With regard to this fact, internal quality assurance practices can improve students' academic performance by supporting proper application and constant follow up. The study recommends that the government and other stakeholders need to provide training concerning issues related to curriculum development and implementation, facilitation of teaching methodology, ensuring availability of teaching and learning resources and supporting teachers in terms of attending short and long terms training.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBC	Competent Based Curriculum
IQAP	Internal Quality Assurance Practice
QAA	Quality Assurance Agency
QAS	Quality Assurance and Standard
QASO	Quality Assurance and Standard Officers
SA	Strongly Agree
SD	Strongly Disagree
SPSS	Statistical Package for Social Sciences
UNESCO	United Nations Educational Scientific and Cultural Organizations
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

In this chapter, the background of the problem that was investigated is presented. The further presents other parts including the statement of the problem, objectives of the study, research questions, relevance of the study and organization of the dissertation.

1.2 Background to the Problem

The students' academic performance has been researched by different educational practitioners throughout the world. They involved different levels starting from primary to higher learning (Al-Hamad et al., 2021). Report shows that students' academic performance can be influenced by various factors including their capability as learners, curriculum applied and teachers' competencies Kurdi et al., 2020). Globally, the quality of education has been the major agenda. This can be traced back since 1990 when the World Declaration on Education for All was inaugurated. It declared improvement of poor quality education and provision of relevant education to the learners. In order to be productive, active and responsible people, school leadership should practise appropriate measures that enable learners to acquire the required knowledge needed to develop creativity, values and attitudes (UNESCO, 2005).

It was observed that performance monitoring and maintaining quality in education sector attracted the attention of many countries in the world. Most of the governments exerted more efforts in education sector particularly secondary

education to improve performance in examinations by ensuring regular inspection and close supervision (Elmore, 2003). Quality Assurance Agency (QAA) was established In England in the 1990s for the purpose of improving academic performance in the education system (Law & Glower, 2000). In ensuring quality and academic performance in the United Kingdom, the study showed that the inspection visit conducted by the education practitioners within the schools improved the performance level in schools (Cullingford, Daniels, & Brown, 1998). In North America, the performance improved in public secondary schools when close supervision was introduced at the teaching level (Annunziata, 1997).

Moreover, quality assurance unit has been established in developing and economically emerging countries like, China, Brazil and Korea to regulate quality education and performance standards in the education sector (UNESCO, 2005). In Sub-Sahara African countries particularly in Nigeria, the greater academic achievement of the secondary school students was the result of the improved supervision carried out by professionals in the education sector (Aduwa, 2004).

The students' performance at secondary level in Sub-Saharan Africa is poor. It is among the challenges facing the continent in the education sector. This was facilitated by inadequate fund and poor infrastructure (Baghdady & Zaki (2019)). The education and training policy in Tanzania continued to be the important mechanism of controlling quality education particularly in secondary schools. Quality assurance practice is a way of providing quality service to the education in order to fulfil the intended objective of its establishment (URT, 2014). Appropriate performance and accomplishment of the quality assurance team practices result to the

best performance of the school. The roles of the quality assurers include supervision, technical support and acting as a link (Harvey &Williams 2010). Some studies have indicated on factors contributing to the effective delivery of curriculum in terms of effectiveness, consistency and students' academic performance (Lochner et al., 2015). Other studies attempted to evaluate the influence of teaching methodology on students' academic performance as a single dimension (Mohafa et al. (2022). Thuranira et al., (2022) examined the teaching and learning resources influence on the academic performance in public primary schools. The study was done in primary school using only one dimension. Some studies have based on professional competence of teachers and how it affects students' academic performance in history subject in secondary schools (Maisiba & Azaliwa, 2021). Minja (2021) assessed the role of the teacher in classroom management. The study involved the general classroom management.

It is a known fact that when the practices of quality assurers are not adequately addressed as it was required, it will be hard to make progress on the extent of contribution to the academic performance in schools. Generally, students' learning process is affected by some factors including school leadership, academic environment, and teachers' academic skills and teaching experience (Mudulia, 2012). The achievements of quality assurance practices in education are still facing some obstacles such as shortage of teaching and learning facilities and motivation to teachers (Tshabanu & Msafiri, 2013). The student's performance in various secondary schools in Tanzania is still poor. This problem has been persisting for a long time now (Chakupewa, 2018).

Quality assurance practices are also conducted in secondary schools in Manyara region according to the directives from the Ministry of Education Science and Technology but still, some schools are performing well while others have poor performance in the final examination results. However, a study on the internal quality assurers' practices is not well documented from the surveyed literature. Basing on this ground, therefore, this study assessed the internal quality assurers' practices in management of the academic performance in secondary schools in Babati district council.

1.3 Statement of the research problem

Students' academic performance can be influenced by various factors including their capability, curriculum applied and teachers' competencies (Kurdi et al., 2020). Quality assurance practices in any institution are very important aspect in provision of effective service delivery. Quality assurance practices are normally conducted in various areas of service delivery including education, health or even business sectors in order to fulfill the intended objectives (Ndibalema, 2012). The major concern of education stakeholders is to make sure that the quality of education is improved and maintained in order to impart the appropriate competencies, knowledge, skills and attitude to the learners and hence achievement of the intended results (URT, 2017). The governments of Tanzania and other educational stakeholders have exerted efforts to ensure accessibility and enhancement of quality education particularly performance maintenance (Mosha, 2011).

Several studies have been conducted in different parts of the world concerning the quality assurance in education sector and improvement of the academic performance.

However, most of the studies have based on curriculum, standard and accountability in secondary education, performance in subjects like mathematics, history and performance in science subjects (Osaki, K.M 2000; Kanja et al, 2005; URT, 2008). Despite efforts exerted by different studies to assess quality in terms of mathematics, history and science subject performance in secondary schools, assessment of internal quality assurers' practices in managing academic performance in terms of curriculum implementation, teaching methodology, adequacy of teaching and learning resources, teachers' professional development and frequent classroom visits as a specific area has not been appropriately examined as it is required. Most of the studies based on external issues such as inspections conducted by district education officers and their impact on students' academic performance. In contrast, this study assessed the contribution of internal quality assurers' practices in the management of the academic performance of the selected secondary schools in Babati district council, Manyara region.

1.4 Research objectives

1.4.1 General research objective

The general objective of this study was to investigate the quality assurers' practices at secondary school level in managing the academic performance in the selected secondary schools in Babati District Council.

1.4.2 Specific research objectives

i.   To determine whether the contribution of internal quality assurers' practices on curriculum implementation improved students' academic performance.

ii.   To examine whether the internal quality assurers' practice on teaching methodology influenced students' academic performance.

iii.   To assess whether the internal quality assurers' practice on teaching and learning resources contributed to students' academic performance.

iv.   To assess whether the internal quality assurers' practice on teachers' professional development influenced students' academic performance.

v.   To examine whether internal quality assurers' practice on classroom visits improved students' academic performance.

1.5 Research questions

1.5.1 General Research Question

To what extents do internal school quality assurers' practices contribute to improve the schools' academic performance in the study area?

1.5.2 Specific Research Questions

i.   To what extent do the internal quality assurers' practices on curriculum implementation improve students' academic performance?

ii.   To what extent do the internal quality assurers' practices on teaching methodology influence students' academic performance?

iii.   To what extent do the internal quality assurers' practices on teaching and learning resources contribute to students' academic performance?

iv.   To what extent do the internal quality assurers' practices on teachers' professional development influence students' academic performance?

v. To what extent do the internal quality assurers' practices on classroom visits improve students' academic performance?

1.6 Limitation and Delimitation

1.6.1 Limitation of the Study

Best and Khan (2006) define limitations as those conditions beyond the control of the researcher that may hinder the researcher from getting the necessary data, hence resulting to difficulties on the conclusions of the study. This study was limited by some of factors such as readiness of the respondents, time factors where the researcher had to visit some school three times to get questionnaire filled, bureaucracy in the corresponding institution and offices was also a challenge to the researcher.

1.6.2 Delimitation of the Study

Delimitation involves drawing boundaries or limiting the scope of the study in terms of the subject matter, respondents and study area (Best and Khan, 2006). The study focused on assessing the quality assurer's practices in managing the academic performance in secondary schools. The study investigated five independent variables (curriculum implementation, teaching methodology skills, ensuring teaching and learning resources, teachers' professional development and classroom). The study was confined to teachers in secondary schools. The reasons for this confinement were, it was necessary to sample the respondents who were more actively involved in the implementation of the school curriculum and daily school practices. These

respondents qualified to explain how internal quality assurer's practices influence academic performance in secondary schools.

Geographically, this study was confined to Secondary schools in Babati District council, whereby eight sampled public secondary schools were purposefully selected in the districts to sufficiently accommodate different practices of the school internal quality assurers in managing academic performance.

1.7 Significance of the Research

The results of this study are expected to be helpful to the education sector in general. The findings are expected to be an appropriate guide to the school management, teachers, quality assurers and educational officers. Further, the findings of the study are expected to add new knowledge on the assessment of internal quality assurance team practices in managing the academic performance in secondary schools. To the policy-makers, the results of this study can be used to give guidelines in the amendment of future policy objectives to bring changes on the education sector development especially the improvement of the academic performance in secondary schools.

1.8 Conceptual definitions

Academic performance

Academic performance is 'a multidimensional construct composed of the skills, attitudes, and behaviours of a learner that contribute to academic success in the classroom' (Hijazi & Naqvi, 2006).

Internal school quality assurance

It is 'a process undertaken at the school level by the head of school, head teachers, principals and the internal school quality assurance team and school leadership team. Working as a team to monitor, evaluate and report the agreed quality standards for all aspects of the school life (URT 2017).

Management

Management can be defined as 'a process of coordinating, directing, and guiding the efforts of the members of the organisation towards the achievement of organisational goals' (Mullins, 2005).

Quality assurance

Quality assurance is 'a planned and systematic review process of an institution or programme to determine whether or not acceptable standards of education, scholarship, and infrastructure are being met, maintained and enhanced' (Materu (2007).

School quality assurance

It is 'an internal and external process of promoting, supporting, and imparting agreed quality standards for all aspects of school life to ensure that acceptable standards are attained and that there is continuous improvement. This can be achieved through rigorous monitoring, evaluating, taking action, and reporting on quality standards' (URT, 2017).

1.9 Organisation of the dissertation

This dissertation is organised in five chapters whereby chapter one introduces the background of the study, gives the statement of the research problem, research objectives, research questions, relevance of the study and its organisation. Literature review concerning conceptual definitions, theoretical and empirical studies and conceptual framework are presented in chapter two. Chapter three deals with some pertinent aspects of the research methodology involving research strategies, survey population, area of the research, sampling design and procedures, variables and measurement procedures and methods of data collection. It also covers data processing, analysis, reliability, validity and ethical considerations. Chapter four presents the collected data, analyses and discusses the findings. Finally, chapter five gives the summary of the study, conclusion recommendations and suggestions for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents the conceptual definitions that were used in this study. It also presents the review of supporting theories, empirical literature, the identified research gap, conceptual framework, and theoretical framework. Lastly, the summary of the chapter is given.

2.2 Theoretical Literature

2.2.1 Total Quality Management Theory

The theory originated during the First World War. Deming was the first person to coin this Total Quality Management theory in the 1950s. Formerly, the theory intended to reduce errors in the manufacturing industries in terms of customer satisfaction, management and ensuring training to the workers (Hall, 1987). But it later on extended to other domains of knowledge such as education, business and political science. The first application of the theory in education took place in 1987. Edgecombe high school in Sitka Alaska was the first school in the world which began applying Deming's idea about improvement of the quality of education (Carson, 1996).

The general key principles applied in the theory include the following: i) Management at the top should act as the main driver for the implementation of the Total Quality Management and create an environment that facilitates its success, ii) Regular training on the methods and concepts of quality must be provided to the employees, iii) Customer's satisfaction must be improved according to the

improvement in quality, iv) Quality decisions should be made based on measurements, v) Use of appropriate methodology and tools ensures that non-conformances are identified, measured and responded to consistently, vi) The improvement of manufacturing and quality procedures should be done continuously by the organisations, vii) Developing employees' ability to work together to improve quality should be the culture of the company concerned and viii) In identifying and addressing quality related problems, employees should be encouraged to be pro-active (Carson, 1996). This theory is one of the current theories which have been applied in organisational management. It is also applicable to the management of educational institutions particularly to schools to provide the guiding principles required for the benefits of all members of the organisation and to society at large (Amanuel, 2009). Burnham (1997) developed total quality management components based on educational reforms. These include: process, products, services, physical environment and human resources. As a guideline for internal quality assurance team in managing students' academic performance, internal quality assurance team helps to create conducive environment and facilitate teaching and learning process in collaboration with the head of school.

This study was guided by this theory to assess the contribution of internal quality assurance team practices in managing academic performance in the   selected secondary schools particularly school curriculum implementation, teaching methodology skills, ensuring teaching and learning resources, teachers' professional development and classroom visits. The assessment was also based on continuous improvement, taking immediate action, customer focus, quality circle and bench

marking (Amanuel, 2009). Therefore, the internal quality assurance team members need to consult Total Quality Management theory to appropriately perform their duties as quality assurance practitioners in their schools.

The components of the Total Quality Management can be improved by applying the techniques derived from this theory. These techniques include customer focus, quality circles, bench marking, taking immediate action and continuous improvement. The internal quality assurance team members were expected to use these techniques to evaluate the whole process of teaching and learning within the school. In collaboration with the headmaster, they are part of the educational policy implementers in the school. They have full mandate to assess and evaluate teaching and learning process in their school environment. The curriculum implementation depends on the capabilities to link techniques of total quality management and the practical situation as presented in Figure 1.1

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┌──────────────┐      ┌──────────────┐      ┌──────────────┐
│  Objective   │ ───► │     Mean     │ ───► │   Measure    │
└──────┬───────┘      └──────┬───────┘      └──────┬───────┘
       │                     │                     │
       ▼                     ▼                     ▼
┌──────────────┐      ┌──────────────────────┐   ┌──────────────┐
│ TQM standard │ ───► │ 1. Service           │   │ Standard     │
│              │      │ 2. Physical          │──►│ quality      │
│              │      │    environment and   │   │ audit        │
│              │      │    resources         │   │ checklist    │
│              │      │ 3. Human resource    │   │              │
│              │      │ 4. Process           │   │              │
│              │      │ 5. Product           │   │              │
└──────────────┘      └──────────────────────┘   └──────────────┘
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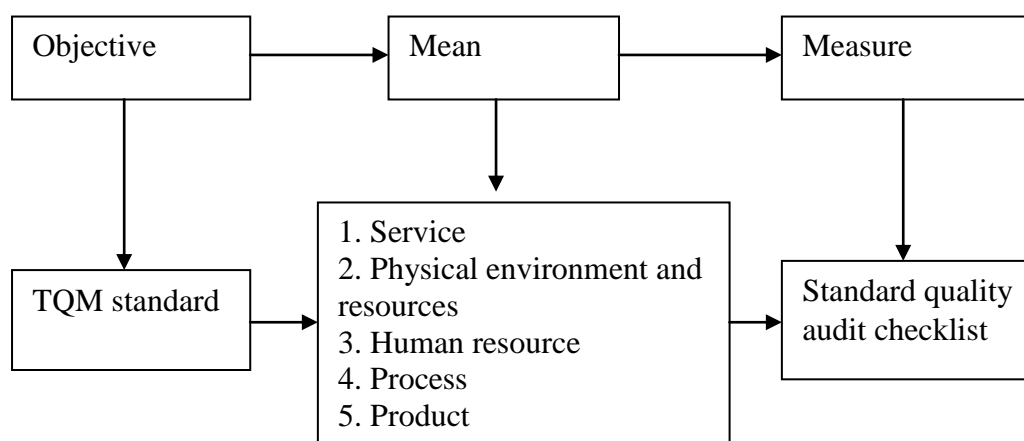
Figure 1.1: TQM theory diagram by Burnham (1997)

Source: **(Burnham 1997)**

As one of the contemporary trends in the organisational management, Total Quality Management is also applicable to the education sector especially institutions like school. The theory includes the process of dedicating long term objectives to improve quality throughout the organisation concerned and promote active participations of all members at all levels in order to meet or even to exceed customers' expectations about the service offered (Amanuel, 2009). In general, the process of human resources development is a continuous activity for effective implementation of TQM. Therefore, quality assurance team members and other school employees need frequent and systematic upgrading of their skills in terms of short term training and long term implementation involving further education.

Despite its strengths, Total Quality Management theory has received critiques from some experts. For example Marchesa (1991) criticised the theory on the basis of its weaknesses. For instance, it has a number of barriers when applied in secondary schools. He reviewed most of the barriers and showed how they affect school management. These barriers include: resistance to the technical language of Total Quality Management, resistance to regarding students as customers, time requirements when the theory is implemented and monitored, aversion to change and difficulties in achieving a deep acceptance of the theory's philosophy throughout the organisation or institution.

A further critique shows that the theory of Total Quality Management concentrates much on the students as customers but Total Quality Management in education should also focus on other areas within the system. The education systems should put

the societal needs first into consideration before even proposing the curriculum implementation. Total Quality Management theory has based on task-accomplishment therefore task-oriented (Carson, 1996).

Apart from few weaknesses observed, the theory of Total Quality Management is applicable in the contemporary education systems particularly secondary schools. The theory emphasises the improvement of quality services and products delivery to the clients. Therefore, planners and policy makers in the educational systems are responsible to continue with improvement of the performance in institutions providing education (Saitoti & Galabawa, 2003). Quality assurance team members need to apply Total Quality Management theory to enhance their leadership role as quality assurance leaders within the school. Generally, students' academic results are the best signals on their role as the internal quality assurance officers in the secondary schools. The quality assurance team are responsible in supervising teaching and learning process in order to improve students' performance in academics (Saitoti & Galabawa, 2003).

Regarding the context of this study, the theory is relevant because it supports quality assurance team members in collaboration with the head of schools to assess school curriculum implementation, teaching methodology skills enhancement, ensuring teaching and learning resources, teachers' professional development and classroom visits. Apart from the few limitations, it is still applicable in education because teachers in schools require upgrading of their skills on regular and systematic basis in order to make them cope with the changing environment in terms of technology, institutions, culture and legal system in general (Marchesa, 1991).

2.2.2 Role Theory

Role theory underwent different stages of improvement over different periods of time. Different researchers focused on different parts of the theory and tried to develop new concepts that are added to the theory and adopted by some researchers although neglected by others. For instance, Turner 1956 based on the concept of role taking and made some descriptions on various forms of role taking. Also he developed another important concept in 1978 called role merger. Further, another researcher known as Merton in 1957 developed the concept of a role-set. This concept points to the important fact that it is possible for different people to have different expectations on how someone in a certain social setting should behave according to the situation around him or her.

In general, the Total Management Theory can be complemented by the Role Theory. The consideration of this theory is based on its relevance to this study. Hindin (2007) argued that Role Theory explains individuals' role on the basis of appropriate division of labour guided by social norms that determine the expected results. When individuals are performing their roles, changes can take place to improve situation due to social pressure. Moreover, the theory stresses that the division of labour in any society takes the form of the interaction among heterogeneous specialised positions. Social norms are responsible for guiding roles that are based on appropriate and permitted forms of behaviour which finally determine expectations.

This theory tries to explain roles occupied by individuals within the community known as actors. When these actors or individuals approve of a role, they are responsible for incurring costs to conform to role norms, and will incur costs to punish those who violate role norms hence required changes and expectation within

the society can take place (Hindin, 2007). This theory is applicable in this study because internal quality assurance team members are responsible to take action and advise the head of school in different areas. These areas include implementation of the school curriculum, teaching methodology skills, ensuring availability of the teaching and learning resources, teachers' professional development and conducting classroom visits to evaluate teaching and learning process in order to achieve students' academic performance. The shortcomings of this theory include failure to determine pre-specified role, failure to explain expectations and no clear framework in understanding complexity of human subjectivity (Jackson, 1998).

2.3 Empirical analysis of relevant studies

2.3.1 The IQAP on implementation of curriculum and academic performance

2.3.1.1 General studies

Purita and Lucido (2008) examined curriculum development in the Philippines. They observe that curriculum implementation is a significant stage in the process of planning and teaching in education system that enhances students' academic performance. They revealed that implementation of curriculum does not focus on application as a central point but also on the attitudes of implementers. With the help of teachers in school, principals need to pay attention to curriculum implementation in order to achieve the intended goals. In general, the attitude of teachers and principals is very essential in deciding on the best curriculum packages required by their institutions. The study concluded that educational leaders such as principals should perform a double role as executive and professional directors. In collaboration with teachers, principals need to identify specific goals for the school's curriculum

and ascertain curriculum design strategies intending to meet their goals especially students' academic performance.

Robinson et al (2008) assessed the impact of leadership on school outcome in the USA. They found that in the education system, the most important stakeholders include principals, teachers, students, parents, community members and private sector representatives. These stakeholders are very important in terms of appropriate curriculum implementation and enhancement of students' academic achievement. In order to efficiently implement the school curriculum, the principals and other teachers are responsible in ensuring that there is involvement of other stakeholders. As teachers are major stakeholders in schools, principals have to make sure that they follow the syllabus accordingly. The study concluded that in school, leadership power is important for continuous promotion of knowledge and skills of educational stakeholders through curriculum and instructional leadership hence students' academic performance. In this context, principals should apply instructional support strategies such as making suggestions and giving feedback in order to ensure effective implementation of the curriculum and promote students' performance achievement.

2.3.1.2 Empirical studies in African countries

Kahera (2010) examined factors affecting curriculum implementation in secondary schools in Kenya. The study found that lack of in-service training for teachers, inadequate teaching and learning facilities, infrastructure, under-staffing in the schools and uneven distribution of teachers in the schools were affecting the

curriculum implementation in those schools. The study also noted lack of support from parents and the local community on issues related to curriculum implementation as among the factors affecting the curriculum implementation. The study concluded that the government should post more staff to schools, improve infrastructure and ensure regular in-service training for the teachers in order to achieve students' academic performance.

In Nigeria, Odey and Opoh (2015) assessed the perceptions of teachers regarding the challenges faced in the implementation of the curriculum in tertiary colleges in Nigeria. They found that the frequently occurring problems in curriculum implementation included lack of motivation among tutors, lack of a curriculum implementation monitoring strategy, government failure to offer training to teachers on curriculum implementation strategies, and failure by tutors to focus on teaching responsibilities as they were spending more time on scholarly research. The study concluded that appropriate and serious monitoring of tutors and other staff needed to be conducted to facilitate curriculum implementation and attain the objective of providing quality education and academic performance.

2.3.1.3 Empirical studies in Tanzania

Nyaki (2006) assessed the effectiveness of regular whole school inspection in improving the quality of secondary school education in Tanzania. The study found that big changes were not evidenced particularly in curriculum implementation and schools' physical infrastructure. Also, the study observed that the school inspectorate department's role in the curriculum implementation to improve students' academic

performance was not being played efficiently in terms of regular school inspections. The study concluded that curriculum implementation was inadequate in terms of shortage of available and relevant resources. In that regard, criteria needed to be set to organise adequate improvement of school inspection and proper implementation of the curriculum.

Makunja (2016) examined the challenges facing teachers in implementing the competence-based curriculum in Tanzania. The study observed that teachers were encountering a number of challenges which were negatively affecting the effectiveness of implementing the competency-based curriculum. The constraints faced included lack of teaching and learning resources, lack of readiness by learners to accept learner-centred approach, inadequate in-service training of teachers on issues related to CBC and overcrowded classrooms. The study concluded that for effective implementation of CBC, teachers as the primary agents of curriculum implementation ought to be afforded the opportunity to actively participate in the process of curriculum review and formulation. This process can support provision of quality education and students' academic achievement.

2.3.2 The IQAP on application of teaching methods and academic performance

2.3.2.1 General studies

Anderson (2003) conducted a longitudinal study on the profession of teaching in Australia. He observed that effective method of improving teachers' pedagogical skills that school leadership should maintain was supporting teachers and other staff to build a classroom culture. The study revealed that the importance of practicing this

culture in the social aspects of learning was believed to improve students' academic performance. The study concluded that teachers needed to guide and cooperate with the students during teaching and learning process. This could help teachers' evaluations as per school administrational requirement in ascertaining their progress on pedagogy mastery.

Faraday et al (2009) examined the effective teaching and learning in vocational education in England. They found that the range and flexibility of pedagogy in vocational education was too narrow. This is because, the setting and general context might be attractive, the methods applied could be too passive and boring. They argued that vocational pedagogies remained in their immaturity and little study was conducted about them. The study concluded that the quality of an education system should not go beyond the quality of its teachers. From that ground, the only way to improve learner outcomes is to improve instruction that will result to the students' academic performance.

Jabbour (2013) examined issues that restrain teachers from adapting student centred teaching in Lebanon. He observed that this process particularly lecturing as method of instruction dominated other techniques of instructions. In this method, the teacher was found to be the only holder of information and students or learners as receivers. It was argued that this method did not give any opportunity to develop students' knowledge. That teacher centred method did not enhance students' academic achievement. The study concluded that teacher centred instruction was not suitable for promoting students' self understanding and academic promotion. It was indicated

that teacher centred instruction, seemed to base on own learning than the student was doing for the case of student centred learning.

2.3.2.2 Empirical studies in African countries

Adegbesan (2010) examined quality assurance in the Nigerian education system. The findings revealed that quality assurance process focuses on the teaching methods and the structure of the curriculum and students' learning environment. It was noted that when teachers are trained poorly, they can also train students poorly hence poor academic results. The argument to support these findings is that a number of secondary schools in African countries have no libraries at all and there is a serious shortage of textbooks to the extent that one can find one book being shared by twenty students. This situation forces the teacher to frequently use lecture method of teaching students but which does not create the required impact to their academic achievement. The study concluded that well trained teachers and well equipped libraries should spread throughout the country in order to enhance students' academic performance. This is because; the quality of the teaching force seems to be the major factor that promotes the high level of students' consistent performance in many secondary schools.

2.3.2.3 Empirical studies in Tanzania

Mtuli (2015) assessed the challenges of teaching and learning of hearing impaired students in Tanzania. The study found that teachers and students with hearing impairment in secondary school complained about the teaching methods applied during the learning process. The study revealed that inappropriate teaching

methodology did not support students in understanding instructions in the class. This resulted into poor performance of the students in different subjects. The study concluded that institutional barriers such as ineffective teaching procedures adopted in deaf education, shortage of facilities such as school infrastructure, teaching resources, reading and learning materials and curricular contents posed challenges to the academic performance of the students with hearing impairment.

2.4.3 The IQAP on adequacy of teaching and learning resources and academic performance

2.3.3.1 General studies

Lyons (2012) conducted a study about education progress in Fiji. The study noted that learning involves the process of motivation, teaching and learning materials for students, physical facilities and curriculum demands. The students' performance is improved by availability and proper utilisation of teaching and learning materials. The study also noted that students' academic performance is improved by sufficient teaching and learning resources. The study concluded that school resources that are required during the teaching and learning process involve: physical facilities such as laboratories, libraries and classrooms. Other resources include textbooks, reference materials and human resources such as teachers and supporting staff.

Irfan and Shabana (2012) assessed the factors affecting college students' academic performance in Pakistan. The study found that college learning facilities supported students' academic performance. It was noted that availability of library, laboratories and different teaching aids enhanced students' academic performance in

the college. The study noted that teaching and learning resources in institutions providing education help to improve access to further educational opportunities and enhance students' academic achievement. The study concluded that as the positive relationship between college facility and students' academic achievement exists, constant provision of teaching and learning resources must continue according to the students' requirements. Also, the availability of human resources must be taken into consideration.

2.3.3.2 Empirical studies in African countries

A study was conducted by Motitswe (2016) in South Africa. It applied a case study to explore teaching in schools with inclusive classrooms in the foundation phase. The study revealed that availability of teaching and learning resources improved learning effectiveness among students. Also, the study noted that making use of different methods such as multilevel teaching, songs and rhymes, storytelling using pictures, puppets and big books were also established to be important in facilitating the teaching-learning process. The study concluded that teachers' teaching experiences and students' learning experiences were very essential when physical resources were available both in quantity and quality required.

Akinsanya (2010) conducted a study to establish the extent to which distribution and utilisation of teachers relate to students' academic performance in Nigeria. The study found that in these schools, school resources were inadequate and that there was evidenced underutilisation of the available resources in most of the schools. Also the study noted that the witnessed inadequacy and underutilisation of resources in school

such as laboratories and libraries were affecting students' academic performance. The study concluded that provision of textbooks and other instructional materials needed to be ensured to enhance student's academic performance. These materials are important because they would facilitate the understanding of concepts, guide thinking, providing necessary feedback and helping in controlling the class. Wanjiku (2013) evaluated the availability and utilisation of educational resources in influencing students' performance in secondary schools in Kenya. The study found that apart from differences in school categories, similarities were witnessed in the utilisation of the text books which were available. Usual class reading, note writing, individual studies and group discussions were the ways used by students to utilise text book. The study noted that in many cases, textbooks provided students with the required information as indicated in the school curriculum. The study concluded that as textbooks were proved to play a major role to quality education, text books were very essential resources that all students must have to promote their academic achievement.

2.3.3.3 Empirical studies in Tanzania

Mlozi (2013) examined the effect of teaching-learning materials and instructional language (Kiswahili and English) on secondary students' academic performance in Tanzania. The study found that the availability of teaching and learning materials and appropriate use of instructional language resulted to the improvement of students' academic performance. The study concluded that user friendly learning environments, teaching and learning materials, libraries and laboratories needed to be adequate to enhance students' academic performance in secondary schools.

2.3.4.1 General studies

Birman et al., (2007) assessed the state and local implementation of the No Child Left behind Act in the USA. They found that teachers' professional development was associated with students' academic achievement. It was found that teachers who were well developed in terms of professionalism were associated with good students' academic performance. This proved how it is essential for teachers to pass through various types of professional development phases. It was also noted that for teachers who were well trained, there existed an intact relationship between their teaching and students' performance in different subjects. The study concluded that there should be a frequent assessment of the effectiveness of the teachers and students' academic performance. Thus, a teacher should have the ability to use new thoughts obtained from the professional development and apply it to the classroom teaching to enhance students' academic achievement.

Dettmer et al (2005) examined on consultation, collaboration, and teamwork for students with special needs in USA. They observed that, regarding the normal teaching process and curriculum implementation in the learning institutions, more vital skills were needed to be provided to students. Hence, the role of school heads in the process of professional development of teachers would be vital. They noted that, principals had a responsibility to ensure that teachers were professionally developed. They have a duty to organise in-service teacher training programmes. The study concluded that principals, in their quality assurance role through teacher development interventions could bring about the best in school in terms of improving academic achievement among learners.

2.3.4.2 Empirical studies in African countries

Nyamai (2003) examined the effectiveness of secondary teacher supervision in Nyamira district in Kenya. The study found that teachers needed further training on quality assurance and especially in curriculum instruction and development. The principals as instructional leaders had to play part in teachers' professional development. This would include the kind of professional development that would be best for the person concerned at that particular time. The study concluded that the university curriculum developers needed to develop and implement a course on quality assurance in the undergraduate programmes for bachelor of education students who were the future teachers and inspectors within the education system.

Wanzare (2012) examined the instructional supervision in public secondary schools in Kenya. The study found that teachers had a positive attitude towards teacher training and its effectiveness in classroom situation. These situations included classroom management, evaluation procedures, actual academic work, assignments, and developing human relationships with students, principals and the society in general. The study noted that teacher training was positively related to effective teaching process. The results also indicated that there is a significant relationship between teachers training and student test results. The study concluded that head of schools needed to give opportunities of professional development for instance, in-service training for their teachers, quality training programmes for teachers needed to be introduced as they had significant correlation with students' academic performance.

2.3.4.3 Empirical studies in Tanzania

Komba and Nkubi (2008) examined teacher professional development in Tanzania basing on perceptions and practices. They observed that poor students' academic performance was a result of ineffective supervision of teachers by the head of school. They noted that failure to develop teachers' professional in terms of attending training on teaching and learning process resulted to the poor academic performance of the students. They also revealed that in the education sector, the function of heads of schools are to improve teachers' qualifications from lower level to higher one in order to promote students' academic performance. The study concluded that teacher' professional development through regular training was the main duty of head teachers in enhancing the process of teaching and learning. The head of the school needed to work hard in order to promote the quality of education and hence students' academic performance achieved.

Mosha (2015) examined the capacity of school management for teacher professional development in Tanzania. The study observed that teachers had positive perception towards their professional development. They however felt that their professional development through short and long term training was not being adequately supported as it was required. The study concluded that the teacher's perceptions of their professional development in terms of attending regular training would benefit students in terms of attaining their academic achievement.

2.3.5 The IQAP on support of frequent classroom visits and academic performance

2.3.5.1 General studies

Gamage et al (2009) examined the influence of school leaders' role on students' achievement. They found that assistance to teachers in acquiring needed resources to achieve maximal students' performance was one of the requirements determining high achieving schools outcome. It was noted that when principals frequently visit classrooms, they give attention to teachers' efforts and progress in instructional matters. They also argued that to understand what was going on in classrooms and the types of materials being used by teachers, principals would frequently need to observe teachers' instructional teaching methods. Principals would need to supervise and discuss the importance of the established routines such as close supervision of teachers and their performance by daily visiting them conducting private conferences with them, prompting evaluations and providing the required assistance to teachers and students. The study concluded that one of the leadership behaviours common in high achieving students' achievement was the principals' direct and close supervision of the instructional strategies. They explained that the principals as leaders, their presence in the classroom visits was very necessary to enhance students' academic achievement.

Another study by Gentilucci and Muto (2007) examined the principal's influence on the academic achievement particularly from the students' perspectives. Their study focused on the students' perceptions on the principal's instructional leadership behaviours. The study targeted the principal's most positive behaviours that were found to influence learning and academic achievements. Their study reveals that

instructional leaders positively influenced students' academic achievement and met the students formally and informally for discussions. They further argued that, the principals who were visiting classrooms frequently for longer periods and did so interactively, were perceived as more influential than those who were visiting less regularly for short periods and were passive. The study concluded that classroom visit by both principals and teachers are very essential in promoting students' academic performance because the process helps to create students' awareness in terms of learning and observing school regulations.

2.3.5.2 Empirical studies in African countries

A study done by Awuah (2011) on the supervision of instruction in public primary schools in Ghana found that head of schools and other teachers were liable to conduct classroom visits and give instructions to create appropriate learning environment. It is worth noting that appropriate supervision is the key to the principal's function in the effective classroom management. The study also found that classroom visits and practical lesson observation shape the bases of the principal's supervision practices in enhancing learning environment to the learners. This situation proved that supervision was being focused on the improvement of professional performance in order to convey the required outcomes of the school which involved increasing students' achievement by conducting frequent classroom visits. This was found to be essential for the development of the quality of teaching in a school especially if teachers and learners were well instructed and their awareness created in order to bring the benefit needed in their school. He concluded that in order to gain first-hand familiarity of the daily challenges and constraints

those teachers were encountering when teaching in classrooms, the principals' ability to practise instructional leadership that leads to students' academic gains was highly needed.

Charles et al (2012) examined the impact of head teachers' supervision of teachers on students' academic performance in Kenya. They observed that head teachers were required to supervise teachers particularly in the following areas: teachers needed to prepare lessons as early as possible; the beginning of the lesson must be interesting, revision of the previous knowledge needed to be done, teaching aids needed to be properly applied and frequent classroom visits must be conducted. Also good relationship between teachers and students must exist. The study revealed that frequent observations of classroom instructional programme including classroom visit, teachers' participation in decision making process regarding instructional programme, active involvement in planning, managing and evaluating the instructional programme needed to be ensured by the head teachers. Their study concluded that close supervision enhanced teaching and learning process through a planned guide on ways and means of inculcating excellence in the quality of instruction given. It is by means of close supervision that teachers are led and influenced to struggle towards the required educational planned objectives.

2.3.5.3 Empirical studies in Tanzania

Nemes and Sharali (2015) examined the effectiveness of head teachers in monitoring teaching and learning in Kondoa Tanzania. They observed that poor students' academic performance was a result of ineffective supervision of teachers by the head

of school. They noted that failure to conduct classrooms visit in terms of teaching and learning process resulted to the poor students' academic performance. They also revealed that in the education sector, the function of heads of schools are to improve classroom instruction especially classrooms visits by the teachers in order to promote student's academic performance. The study concluded that visiting classrooms is the main duty of teachers in enhancing the process of teaching and learning.   Therefore, the head of the school needed to work hard in order to promote the quality of education and hence achieving students' academic performance.

2.4 Research gap

Generally, the reviewed literatures have based on different directions according to the target of the study. Most studies have based on teachers' perception towards their own professional development, effectiveness of head teachers in monitoring teaching and learning process in their schools, principals' roles, teachers and head teachers' supervision and instructions in primary schools, head teachers' supervision of teachers and students' perceptions on the academic achievements in general. Further, other studies have based on comparing and examining language as means of instruction, distribution and utilisation of resources in general, challenges facing curriculum implementation, availability and utilisation of resources in general. Also, most of the studies have concentrated on the general factors affecting college students' performance, general progress of teaching and learning resources, hearing impairment for both primary and secondary students and the effectiveness of quality of secondary education in general.   Nevertheless, the assessment of the internal

quality assurance team practices in managing the academic performance as a specific phenomenon was not well documented. Therefore, this study intended to fill this gap.

2.5 Conceptual framework

In this study, internal quality assurance team members are expected to give advice and recommendations to the head and the rest of the teachers on matters related to quality enhancement as supported by the theories. These include school curriculum implementation, teaching methodology skills, ensuring teaching and learning resources, teachers' professional development and classroom visits to ensure evaluation of teaching and learning process within the school in order to achieve students' academic performance as indicated in Figure 1.2. On the conceptual framework

Independent variables   **Dependent variables**
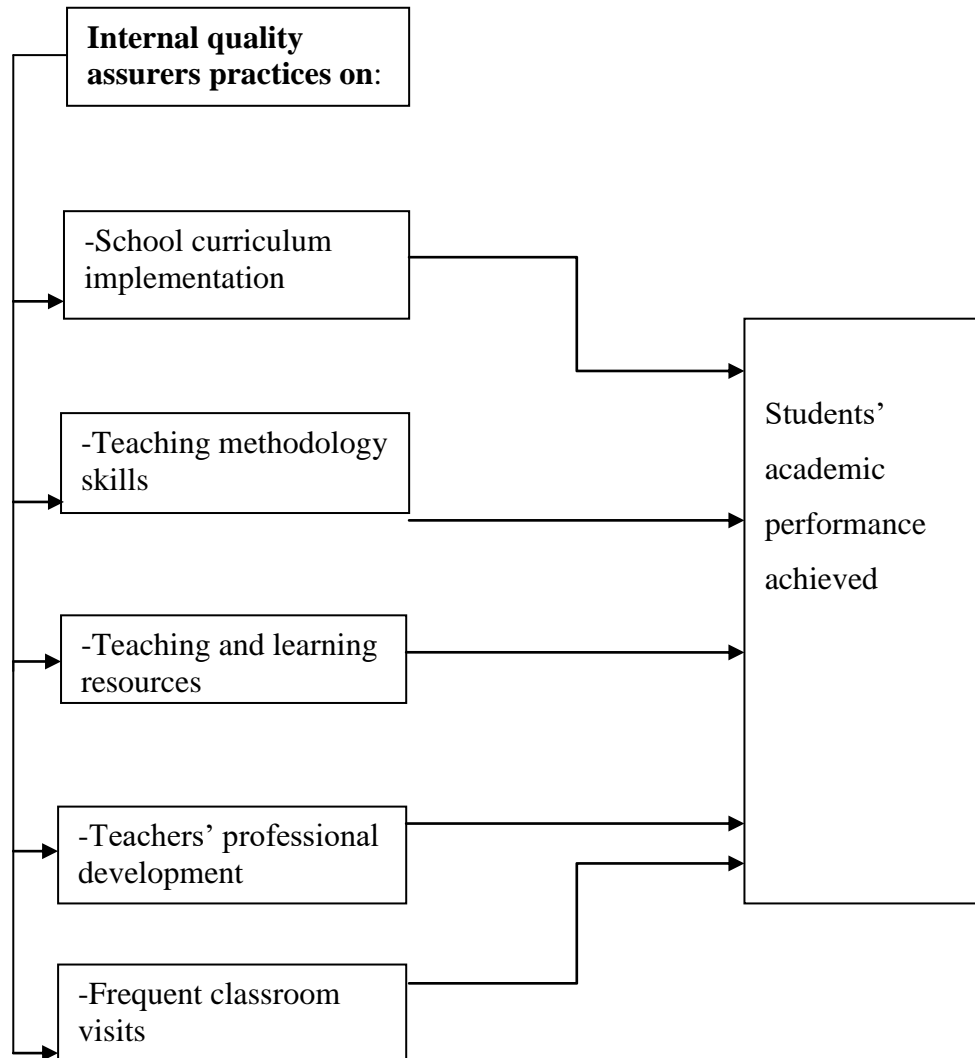
Figure 1.2: Conceptual framework

Source: The Researcher's conceptualisation, (2023)

2.6 Chapter Summary

This chapter explained the theories that guided this study particularly the contribution of internal quality assurance team practices in managing students' academic performance. The Total Quality Management theory and Role Theory were introduced and discussed. Also empirical studies were surveyed to identify the

knowledge gap and compatibility of this study with the previous ones. Lastly, the chapter presented the conceptual framework which explained the variables used in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the process that was used in the research methodology. It covers the research strategies, survey population, and description of the study area, sampling design and procedures, variables and measurement procedures and methods of data collection. It also presents data processing and analysis.

3.1 Research Approach

Research approach involves the process of planning, applying procedures in the collection of data, analysis of data and proper interpretation of the findings. The type of research question intended to be answered determine the suitable approach to be used (Jeong & Lee, 2016). In the current study, quantitative approach was applied to assess the extent of quality assurance team practices in managing the academic performance in the selected secondary schools. This approach was appropriate because the quantification of events applied in Likert's scales and Likert's type statements involved frequencies, percentages, mean and standard deviations.

3.2 Research Design

According to Orodho (2009), research design is defined as the proper arrangement of conditions that involve both collection and analysis of data in a systematic way that aims at combining relevance and purpose of the research by considering economy. This study employed exploratory study involving cross sectional research design.

The choice of this design was based on the assessment of the respondents' information that was required to answer the research objectives. Another reason was that, data could be collected from the respondents in a relatively short period of time. On the contrary, in cross-sectional design, it is not easy to establish time order. That means, if data are collected from the respondents at once, changes that are occurring over time can't be measured directly (Johnson, & Christensen, 2014).

3.3 Area of the Study

This study was conducted in Babati District Council. Time shortage due to University calendar and the financial constraints were the reasons behind the choice. Another reason was the persistence of poor academic performance in most of the schools in the district. Babati district council is one of the seven councils of Manyara region. The council consists of 35 Government secondary schools. It lies between latitudes 3° to 5° South of Equator and longitude 35° to 37° East of Greenwich. It borders with Monduli in the North, Karatu in the North-West, Mbulu in the West, Hanang' in the South-West, Kondoa in the South and Simanjiro in the East. The district has a total area of 5,609 square kilometres (BDC, 2020).

3.4 Target Population

Mugenda & Mugenda, (2003) define a target population as the population whereby a researcher wants to generate the required information that will bring results of the intended study. In this study, the target population consisted of 35 Government secondary schools. The respondents of the study involved 667 teachers as population

from the Babati district council. These were key stakeholders involved in provision of education service in the study area.

3.5 Sampling design and procedures

A sample can be defined as a representative group which is selected from the targeted population of the study (Mugenda & Mugenda, 2003). In this study 8 schools were purposely selected regarding poor and better performance in the final examination. The selected schools were Mamire, Nkaiti, Ayalagaya, Magugu, Mbugwe, Gallapo, Chief Dodo and Dareda. Simple random sampling was used to select teachers from the selected schools. All members selected as sample in this study held the required information concerning the quality assurance practices and influences towards achievement of quality education in the study area.

3.6 Sample size determination

The selection of sample size in the field of study is a very important aspect. Accuracy, validity and estimation of errors can lead to the appropriate sample for the intended study. According to Yamane (1967) as cited in Israel (1992), the suggested formula was used to determine the sample size for this study as follows:

$$n = \frac{N}{1 + N(e^2)}$$

Where:

n = the sample size

N = the estimated number of stakeholders

e = 0.05(5%) is the desired 95 confidence level of precision

Therefore;

$$n = \frac{667}{1 + 667(0.05^2)}$$

$$n = 250$$

The calculated sample sizes of 250 respondents from the above formula were used in this study. Regarding the scarcity of fund and shortage of time, the sample was adequate to fulfil the intended objectives of the study.

Table 3.1: Respondents' sample size

Respondents	S/N	Name of school	Frequency	Percent
	1	Mamire	28	11
	2	Nkaiti	28	11
	3	Ayalagaya	34	14
	4	Magugu	30	12
Teachers	5	Mbugwe	28	11
	6	Gallapo	36	15
	7	Chief Dodo	28	11
	8	Dareda	38	15
Total	**8**		**250**	**100**

3.7 Variables and measurement

Table 3.2: Variables and measurement

Variables	Indicators	Measurement scale
School curriculum implementation	-The extent of role played by IQAT in terms of insistence, advice, support and perception on effective implementation of curriculum	Ordinal Scale of 1 to 5 where 5 the highest 1 the lowest
Teaching methodology skills	-The extent of role played by IQAT in terms of insistence, advice, support and perception on effective application of teaching methodology	Ordinal Scale of 1 to 5 where 5 the highest 1 the lowest
Teaching and learning materials	-The extent of role played by IQAT in terms of insistence, advice, support and perception on adequate teaching and learning resources	Ordinal Scale of 1 to 5 where 5 the highest 1 the lowest
Teachers professional development	-The extent of role played by IQAT in terms of insistence, advice, support and perception on supporting teachers' professional development	Ordinal Scale of 1 to 5 where 5 the highest 1 the lowest
Classroom visits -evaluating teaching and learning process	-The extent of role played by IQAT in terms of insistence, advice, support and perception on ensuring frequent classroom visits	Ordinal Scale of 1 to 5 where 5 the highest 1 the lowest

3.8 Methods of Data Collection

3.8.1. Questionnaire administration

A questionnaire was used as the main data collection tool to obtain the required

primary information. The questionnaire comprised of closed ended questions in order

to obtain quantitative information. The method is the best because it is cheaper

compared to other methods of data collection (Kothari, 2004). The questionnaire

consisted of a number of questions that was arranged in a systematic manner to suit

the intended objectives. Before starting the actual data collection, the pre-test of the questionnaire was undertaken and the required amendments were made to test the validity of questions.

3.9 Data Processing and Analysis

The computation of data from the questionnaire was done using the Statistical Package for Social Sciences (SPSS) for analysis. The descriptive statistics were used to conduct the analysis of the quantitative data to determine the frequencies and percentages of the variables concerned. Tables and graphs were used to present the findings for interpretation. In the objectives involving the extent and perceptions of quality assurance practices in the school, the computation of Likert's scales scores containing 5 levels from strongly disagree to strongly agree and other appropriate Likert's types were used. Cranach's Alpha Coefficient was used in this study to ensure the reliability and internal consistency of the questionnaire. The value from 0.7 and above is acceptable (George & Mallery, 2003). The higher value indicates that the constructed scales are more reliable and expected to bring accurate information. For the case of standard deviation, this study used 1 and above as high variation. On the other hand, the one with less than one indicates less variation. In addition, the mean score below 3 implied disagreements mean score laid between 3 up to 3.99 indicated moderate agreement and lastly, the mean score laid above 4 was taken as agreement of the respondents on the statements.

3.10 Reliability and validity

3.10.1 Reliability

Reliability involves consistency of the results when conducted continually for different period. A variable that has attained accuracy and consistency of measure is regarded as the reliable one (Mugenda & Mugenda, 1999). In this study, Cronbach's alpha was applied in the measurement of internal consistency. The target set was 0.7 and above as the requirement for acceptable range. Data used in this study were reliable as they ranged within the acceptable limit of not less than 0.7(West, 2014).

3.10.2 Validity

Pre-testing of data collection tool was conducted to improve validity. For the case of construct validity, operationalization of variables applied in this study was done as guided by the theory. Pre testing intended to identify the weaknesses and correct them according to the requirement (Saunders et al., 2009). Basing on the identified weaknesses, necessary corrections were made to improve the questionnaire.

3.11 Research ethics

On the basis of ethical consideration, the researcher sought permission letter from the office of the Director of for Postgraduate studies, Open University. Another letter of permission was obtained from the Director of the Babati District Council to enable data collection exercise in the study area. All of the respondents participated voluntarily in the process of data collection. The respondents were assured about the confidentiality of the information they would provide. In this sense, the information collected from them was treated for the purpose of the academic requirements and not otherwise.

CHAPTER FOUR

FINDINGS, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents; analyses and discusses the findings regarding the contribution of the practices of quality assurers in managing students' academic performance in the selected public secondary schools in Babati District Council. The first part of the chapter presents the respondents' background information specifically on age, sex, level of education, occupation and working experience in terms of years. The presentation is done in line with the specific objectives that guided the study. The detailed analysis of the descriptive statistics for all of the objectives has been done. In this study, the findings were interpreted and linked with the supporting literature.

4.2 Respondent's background information

Data in Table 4.1 reveal that majority of the teachers fell under the age category of 31-50 representing 72% of the total respondents. Also, the data indicate that only 4% of the teachers were aged 51-60 and above. Thus, this implies that majority of the respondents who were involved in this study could be classified as young generation. People of varied age group possess common values especially in issues relating to the development of knowledge, and available current technology. They can apply their knowledge in the proper decision related to the curriculum implementation that led to students' academic performance (Alcover & Topa, 2018). The findings indicated that 59% of the respondents were males while 41% were females as shown in Table 4.1. The implication is that males are still dominating women in most of the employment opportunities. But, in different sectors, disparity is becoming minimal as

time went on. Both genders are responsible in ensuring the implementation of teaching methodology that enhances students' academic performance (Muchanje et al., 2016).

Regarding teachers' education level, the findings revealed that most of them (62%) held bachelor degree, 35% had diploma and only 3% possessed master degree as indicated in Table 4.1. Since a large number of teachers possessed bachelor degree, they met the required level of education for teachers teaching in secondary schools. Therefore, their contribution in the development of education was very important. The professional teachers possessed the required knowledge needed in facilitation of education in areas such as teaching methodologies and classroom activities including frequent visiting (Marouchou, 2011). The results in Table 4.1 show that 18% had experience below 4 years, 30% had experience from 5-8 years, 32% had experience from 9-12 and 20% had experience of above 13 years. As the data show, most of them were experienced in teaching; therefore, they had the required knowledge helpful in supporting the education sector in terms of facilitating students' academic performance in the study area. In this regard, due to the experience they had especially in teaching, they were able to play different roles in ensuring proper implementation of the educational objectives in terms of the best outcome of the students' performance (Podolsky et al., 2019).

Table 4.1: Respondents' background information

Age in years	21-30		31-40		41-50		51-60	
	Freq	%	Freq	%	Freq	%	Freq	%
	59	24	107	43	73	29	11	4
Sex of the respondents	**Male**				**Female**			
	Freq		%		Freq		%	
	148		59		102		41	
Education level	**Diploma**		**Bachelor**		**Master**		**PhD**	
	Freq	%	Freq	%	Freq	%	Freq	%
	88	35	155	62	7	3	-	-
Years of experience	**Below 4 years**		**5-8**		**9-12**		**Above 13 years**	
	Freq	%	Freq	%	Freq	%	Freq	%
	46	18	74	30	80	32	50	20

Source: Filed data (2023)

4.3 Reliability test for aggregated variables

In this study, the Cronbachs' alpha was employed to perform the test of internal reliability of variables. The target of the study was 0.7 of Cronbachs' alpha. The results from the calculations show that the intended target was achieved because all of the variables proved to have more than 0.7 of Cronbachs' alpha as indicated in Table 4.2. Therefore, data were acceptable for further analysis to continue.

Table 4.2: Reliability test for aggregated variables

Aggregated variables	Number of items	Cronbach's Alpha
School curriculum implementation	7	0.869
Teaching methodology skills	7	0.905
Teaching and learning resources	7	0.783
Teachers' professional development	7	0.759
Frequent classroom visits	7	0.842

Source: Filed data (2023)

4.4 The IQAP on the implementation of curriculum and academic performance

This objective intended to assess the extent of internal quality assurance team practice contribution on curriculum implementation and students' academic performance in selected secondary schools. The Likert scale type was used to capture teachers' attitude. In this case, the measurements were based on the percentage showing the extent of IQAP support in the curriculum implementation as indicated in Figure 4.1.

4.4.1 The extent of IQAP support on curriculum implementation and students' academic performance

Generally, the findings in Figure 4.1 indicate the extent of internal quality assurance practices support on the curriculum implementation. In this regard, 40% of the teachers revealed that internal quality assurance team supported the implementation of curriculum which influenced students' academic performance to a great extent.

Moreover, data show that 37% of the teachers indicated that internal quality assurance practices supported the implementation of curriculum that influenced students' academic performance to a very great extent. Only 4% of the teachers were of the opinion that the curriculum implementation and academic performance were influenced by the internal quality assurance practices. Basically, the results showed that internal quality assurance practices on supporting curriculum implementation had contributed greatly to the students' academic performance in the study area. These findings are in line with Harvey and Williams (2010) who reported that appropriate performance and accomplishment of curriculum in terms of the quality assurance practices can result into the best academic performance of students.
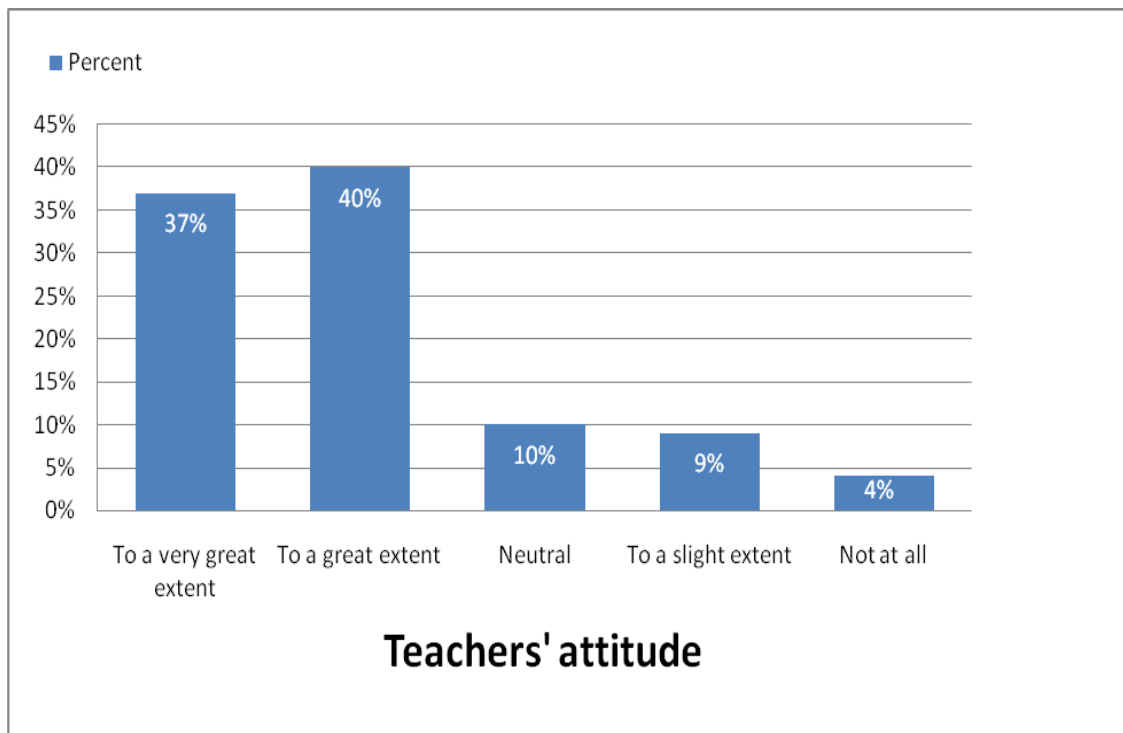
Figure 4.1: The extent of support on curriculum implementation

4.4.2 The extent of perception on IQAP on curriculum implementation and students' academic performance

This section focused on the descriptive analysis and presentations of results on curriculum implementation and students' academic performance. The analysis was based on percentage, mean and standard deviation obtained after conducting computation of data as shown in Table 4.3. Generally, the mean and standard deviation were considered in interpretation of the results. On this, the findings revealed that support on strict adherence to the syllabus given by the Ministry (mean = 4.2) with low variation (standard deviation = 0.9). Support on follow up of teachers' preparation of lesson plan (mean = 4.1) with high variation (standard deviation = 1.0). Support on follow up of teachers' preparation of scheme of work (mean = 4.2) with high variation (standard deviation = 1.0). Support on provision and assessment of appropriate books for teaching and learning (mean = 4.1) with high variation (standard deviation = 1.0). Support on teachers' involvement in decision making concerning the curriculum (mean = 4.2) with high variation (standard deviation = 1.1). Support on recommendations of appropriate teaching and learning resources (mean = 4.0) with high variation (standard deviation = 1.0). Support on teachers' recommendations inclusion in curriculum implementation (mean = 4.3) with low variation (standard deviation = 0.9).

The findings revealed that all items scored the mean of 4.2 hence proving that respondents were in agreement with the statements. Therefore, the suggestion is that curriculum implementation has contributed greatly to enhancement of students' academic performance in the study area. With this fact, internal quality assurance

practices can improve students' academic performance by supporting proper implementation of the curriculum. This can be done with the help of teachers in the school concerned in order to achieve the intended goals. Similar findings were observed by Purita and Lucido (2008) who reported that curriculum implementation is a significant stage in the process of planning and teaching in education system that enhances students' academic performance.

These findings support the role theory which assumed that when individuals are performing their role, changes can take place to improve situation due to social pressure. They are also responsible for punishing those involved in violation of the role norms. This study is supported by the role theory because the internal quality assurance team fulfilled the role of ensuring the implementation of the curriculum in maintaining the students' academic performance. They contributed significantly in areas of supporting strict adherence to the syllabus given by the Ministry, support on teachers' involvement in decision making concerning the curriculum and support on teachers' recommendations inclusion in the curriculum implementation (Jackson, 1998; Hindin, 2007).

Table 4.3: Responses to curriculum implementation and academic performance

Statements (Curriculum implementation)	SD	D	N	A	SA	M	Std. Dev.
	%	%	%	%	%		
Support on strict adherence to the syllabus given by the Ministry	2.4	4.4	8.0	38.8	46.4	4.2	0.9
Support on follow up of teachers' preparation of lesson plan	4.4	3.2	11.2	36.4	44.8	4.1	1.0
Support on follow up of teachers' preparation of scheme of work	1.6	4.8	15.2	31.2	47.2	4.2	1.0
Support on provision and assessment of appropriate books for teaching and learning	5.2	2.4	7.2	45.6	39.6	4.1	1.0
Support on teachers' involvement in decision making concerning curriculum	2.4	8.4	10.8	22.8	55.6	4.2	1.1
Support on recommendations of appropriate teaching and learning resources	3.6	5.6	12.8	42.0	36.0	4.0	1.0
Support on teachers' recommendations inclusion in the curriculum implementation	2.0	4.8	8.4	35.6	49.2	4.3	0.9
Average	**3.1**	**4.8**	**10.5**	**36.1**	**45.5**	**4.2**	**1.0**

Source: Field data (2023)

Key: SA= strongly agree, A= agree, N= neutral, D= disagree, SD= strongly disagree, M= mean, Std. Dev. = standard deviation

4.5 The IQAP on application of teaching methodology and academic

performance

The intention of this objective was to assess the extent of internal quality assurance team practice's contribution to application of teaching methodology and students' academic performance in the selected secondary schools. The study used the Likert scale type to capture teachers' attitude. In this regard, the extent of IQAP was measured using percentage in terms of support in the application of teaching methodology as shown in Figure 4.2.

4.5.1 The extent of IQAP support on application of teaching methodology and

students' academic performance

Data in Figure 4.2 revealed the extent of internal quality assurance practices support on the application of teaching methodology. The findings indicated that 42% of the teachers revealed that internal quality assurance practices supported application of teaching methodology which influenced students' academic performance to a very great extent. Further, results showed that 34% of the teachers indicated that internal quality assurance practices supported the application of teaching methodology that influenced students' academic performance to a great extent. On the contrary, only 3% of the teachers were of the opinion that there was no contribution of application of teaching methodology in determining students' academic performance. Basically, the results showed that internal quality assurance practices on supporting application of teaching methodology were contributing greatly to the students' academic performance in the study area. These results are similar with the one reported by Aduwa (2004) that the improved supervision in terms of supporting teaching

methodology contributed greatly to the students' academic performance. He also noted that the best performance in academic achievement for secondary schools was the result of the improved supervision carried out by professionals in the education sector.
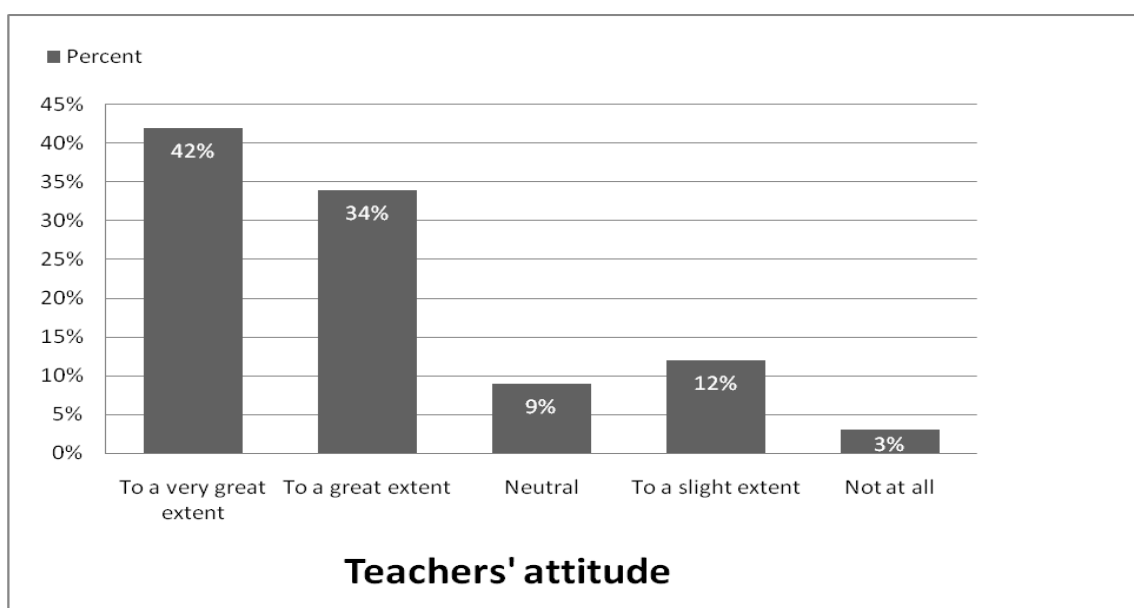
Figure 4.2: The extent of support on the application of the teaching methodology

4.5.2 The extent of perception on IQAP on the application of the teaching methodology and students' academic performance

In this section the descriptive analysis and presentations of the results on application of the teaching methodology and students' academic performance was done. The analysis was based on percentage, mean and standard deviation calculated from the data as indicated in Table 4.4. The mean and standard deviation were involved in the interpretation of the findings. The results show that IQAP's support on close

monitoring of teachers in the application of required teaching methods (mean = 4.2) with high variation (standard deviation = 1.0). IQAP support on close monitoring of teachers in supporting teaching methods that enable students' learning process (mean = 4.1) with high variation (standard deviation = 1.1). IQAP support on advising the head of school for teachers to attend the teaching methodology training (mean = 4.2) with high variation (standard deviation = 1.0). IQAP support on teachers to apply appropriate alternative teaching methodology in improving learning process (mean = 4.1) with high variation (standard deviation = 1.1). IQAP ensuring adequate teaching resources that support teaching methods within the school (mean = 4.3) with high variation (standard deviation = 1.0). IQAP ensuring adequate learning resources supporting teaching methods within the school (mean = 4.0) with high variation (standard deviation = 1.1). IQAP performing teaching methodology evaluation within the school (mean = 4.2) with low variation (standard deviation = 0.9).

The results further showed that all items scored the mean of (4.2) indicating that the respondents were in agreement with the provided statements. Thus, this suggests that the application of teaching methodology had contributed significantly to improvement of students' academic performance in the study area. With regard to this, internal quality assurance practices can play part in supporting students' academic performance by enhancing proper application of teaching methodology in their schools. The help of teachers is necessary to achieve the set objectives. These findings concur with the results obtained by Adegbesan (2010) who argued that quality assurance process can focus on the teaching methods and the structure of the curriculum and students' learning environment. The general process can lead to the

students' academic performance. On the contrary, Mtuli (2015) reported that inappropriate teaching methodology did not support students in understanding the instruction in the class. This resulted into the poor performance of the students in different subjects.

These findings are supported by the Total Quality Management Theory which assumes that the use of appropriate methodology and tools need to ensure that non-conformances are identified, measured and responded to consistently. With regard to this study, it is supported by the theory because internal quality assurance team was found to contribute greatly in facilitation of the appropriate teaching methodology that led to students' academic performance in terms of supporting close monitoring of teachers in the application of the required teaching methods and support to teachers to make them apply appropriate alternative teaching methodology in improving the learning process (Carson, 1996; Burnham, 1997; Saitoti & Galabawa, 2003; Amanuel, 2009).

Table 4.4: Responses for teaching methodology and academic performance

Statements: (Teaching methodology application)	SD	D	N	A	SA	M	Std. Dev.
	%	%	%	%	%		
IQAP support close monitoring of teachers in application of required teaching methods	5.2	3.2	6.0	37.6	48.0	4.2	1.0
IQAP support the close monitoring of teachers in supporting teaching methods that enable students' learning process	6.8	2.6	9.4	34.0	47.2	4.1	1.1
IQAP support advising the head of school for teachers to attend teaching methodology training	4.0	2.4	14.0	29.6	50.0	4.2	1.0
IQAP support teachers to make them	7.2	4.4	6.0	39.6	42.8	4.1	1.1

	SA	A	N	D	SD	M	Std. Dev.
apply appropriate alternative teaching methodology in improving learning process							
IQAP ensure adequate teaching resources that support teaching methods within the school	2.4	5.6	12.4	21.2	58.4	4.3	1.0
IQAP ensure that there are adequate learning resources that support teaching methods within the school	5.6	3.6	14.4	43.2	33.2	4.0	1.1
IQAP do teaching methodology evaluation within the school	2.8	4.0	9.2	38.0	46.0	4.2	0.9
Average	**4.9**	**3.7**	**10.2**	**34.7**	**46.5**	**4.2**	**1.0**

Source: Field data (2023)

Key: SA= strongly agree, A= agree, N= neutral, D= disagree, SD= strongly disagree, M= mean, Std. Dev. = standard deviation

4.6 The IQAP on adequacy of teaching and learning resources and academic performance

The purpose of this objective was to assess the extent of internal quality assurance team practice contribution to adequacy of teaching and learning resources and students' academic performance in the selected secondary schools. The study applied the Likert scale to capture teachers' attitudes. In this aspect, the measurement concerning the extent of IQAP was done using the percentage on the basis of support regarding the adequacy of teaching and learning resources as presented in Figure 4.3.

4.6.1 The extent of IQAP support on the adequacy of teaching and learning resources and students' academic performance

The findings in Figure 4.3 indicate the extent of the internal quality assurance practices support on the adequacy of the teaching and learning resources in ensuring students' academic performance. In this aspect, 48% of the teachers revealed that

internal quality assurance practices were supporting the adequacy of teaching and learning resources which influenced students' academic performance to a great extent. Furthermore, data show that 25% of the teachers indicated that internal quality assurance practices were supporting the adequacy of teaching and learning resources that were contributing to the students' academic performance to a very great extent. On the other hand, only 8% of the teachers were of the opinion that not at all of the internal quality assurance practices were concerned with the support on adequacy of teaching and learning resources and academic performance of the students. Therefore, this suggests that internal quality assurance team practices on supporting adequacy of teaching and learning resources had contributed significantly to the students' academic performance in the study area. These findings concur with those of Mudulia (2012) who reported that students' academic performance was greatly affected due to lack or availability of the teaching and learning resources.
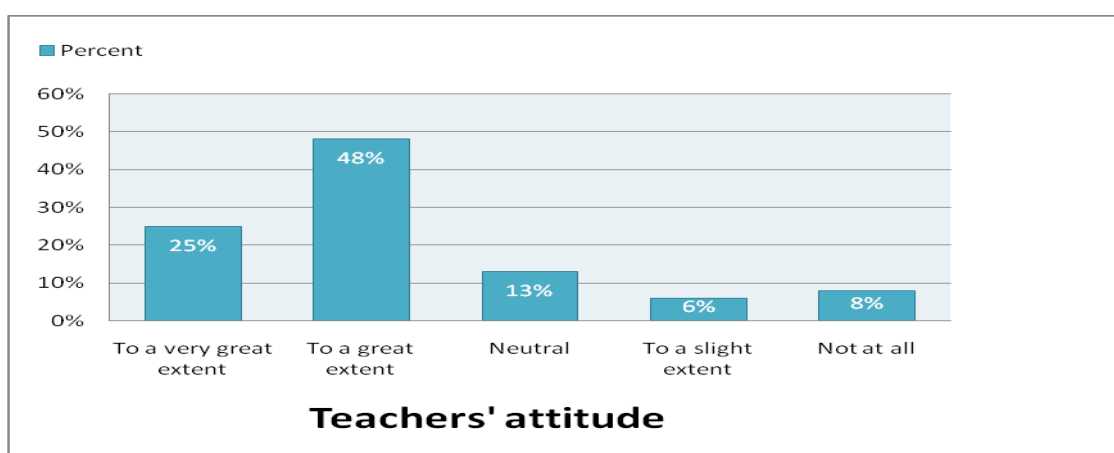
Figure 4.3: The extent of support on teaching and learning resources adequacy

4.6.2 The extent of perception on IQAP on adequacy of teaching and learning resources and students' academic performance

In this part, the analysis and presentation of the descriptive statistics was conducted. It targeted the adequacy of teaching and learning resources and students' academic performance. The analysis involved percentage, mean and standard deviation obtained after the computation of data as shown in Table 4.5. Basically, the mean and standard deviation were regarded in the interpretation of the results. The data indicate that IQAP support on the availability of the current required books in the library (mean = 4.0) with low variation (standard deviation = 0.9). IQAP support on availability of the required items in the laboratory (mean = 4.1) with low variation (standard deviation = 0.8). IQAP support on availability of teaching aids in the school (mean = 3.8) with high variation (standard deviation = 1.1). IQAP support on application of alternative teaching aids (mean = 4.0) with low variation (standard deviation = 0.8). IQAP support on the evaluation of teachers' perceptions on the available teaching aids (mean = 3.8) with high variation (standard deviation = 1.0). IQAP support on the evaluation of students' perception on available teaching resources (mean = 3.9) with high variation (standard deviation = 1.2). IQAP support on evaluation of teaching and learning resources (mean = 4.2) with high variation (standard deviation = 1.0).

Data indicated that all items scored the mean of 4.0 showing that the respondents were in agreement with the given statements as shown in Table 4.5. Thus, these results suggest that support on adequacy of teaching and learning resources had contributed significantly in the improvement of the students' academic performance

in the study area. With these findings, it can be argued that the internal quality assurance practices could improve students' academic performance by supporting any effort pertaining to the availability of teaching and learning resources. These findings are in line with the results of the study conducted by Lyons (2012) who reported that learning involves the process of motivation, teaching and learning materials for students, physical facilities and curriculum demands. Therefore, students' performance is improved by the availability and proper utilisation of teaching and learning materials. The study also noted that students' academic performance is improved by sufficient teaching and learning resources. Similarly, Motitswe (2016) reported that availability of teaching and learning resources improved learning effectiveness among students.

These findings are supported by the role theory which assumed that the division of labour in any society takes the form of the interaction among specialised positions. Social norms are responsible for guiding the roles that are based on appropriate and permitted forms of behaviour which finally determine expectations. In this case, this study is supported by the role theory because internal quality assurance team was playing its role effectively on issues related to proper supervision and availability of teaching and learning resources that were found to facilitate students' academic performance. Their involvement in supporting the availability of the current required books in the library, support on availability of teaching aids in the school and support on evaluation of teaching and learning resources are evidenced in the study area (Jackson, 1998; Hindin, 2007).

**Table 4.5: Responses on teaching/learning resources and academic
performance**

Statements: (Assuring teaching and learning resources)	SD	D	N	A	SA	M	Std. Dev.
	%	%	%	%	%		
IQAP support the availability of the current required books in the library	3.2	5.0	10.2	50.4	31.2	4.0	0.9
IQAP support the availability of required items in the laboratory	2.4	1.6	13.6	52.4	30.0	4.1	0.8
IQAP support the availability of teaching aids in the school	9.6	2.0	13.2	50.8	24.4	3.8	1.1
IQAP support the application of alternative teaching aids	1.6	3.6	11.2	60.8	22.8	4.0	0.8
IQAP support the evaluation of teachers' perceptions on available teaching aids	4.8	4.0	18.0	49.6	23.6	3.8	1.0
IQAP support the evaluation of students' perception on available teaching resources	5.6	7.6	12.4	35.6	38.8	3.9	1.2
IQAP support the evaluation of teaching and learning resources	2.8	5.2	10.0	36.4	45.6	4.2	1.0
Average	**4.3**	**4.1**	**12.7**	**48.0**	**30.9**	**4.0**	**1.0**

Source: Field data (2023)

Key: SA= strongly agree, A= agree, N= neutral, D= disagree, SD= strongly disagree,

M= mean, Std. Dev. = standard deviation

4.7 The IQAP on support of teachers' professional development and academic performance

This objective aimed to assess the extent of internal quality assurance practices' contribution for support of teachers' professional development and students' academic performance in the selected secondary schools. Essentially, the Likert scale type was used to capture teachers' attitudes. With regard to this, measurements were done using percentage on the extent of IQAP supports the development of teachers' professional as indicated in Figure 4.4.

4.7.1 The extent of IQAP support for teachers' professional development and students' academic performance

Data in Figure 4.4 show the extent of internal quality assurance practices support for teachers' professional development and students' academic performance. On this regard, 46% of the teachers revealed that internal quality assurance practices supported teachers' professional development which influenced students' academic performance to a great extent. Further, the data revealed that 34% of the teachers showed that internal quality assurance practices supported teachers' professional development that contributed to the students' academic performance to a very great extent. On the other hand only 9% of teachers were on opinion of not at all concerning support on teachers' professional development and academic performance of students. Consequently, the suggestion is that internal quality assurance practices for supporting teachers' professional development were found to have contributed significantly to the students' academic performance in the study area. These findings concur with Birman et al., (2007) who reported that to

determine the student's academic performance, a teacher should have the ability to use new thoughts obtained from the professional development and apply to them   to the classroom teaching to enhance students' academic achievement.
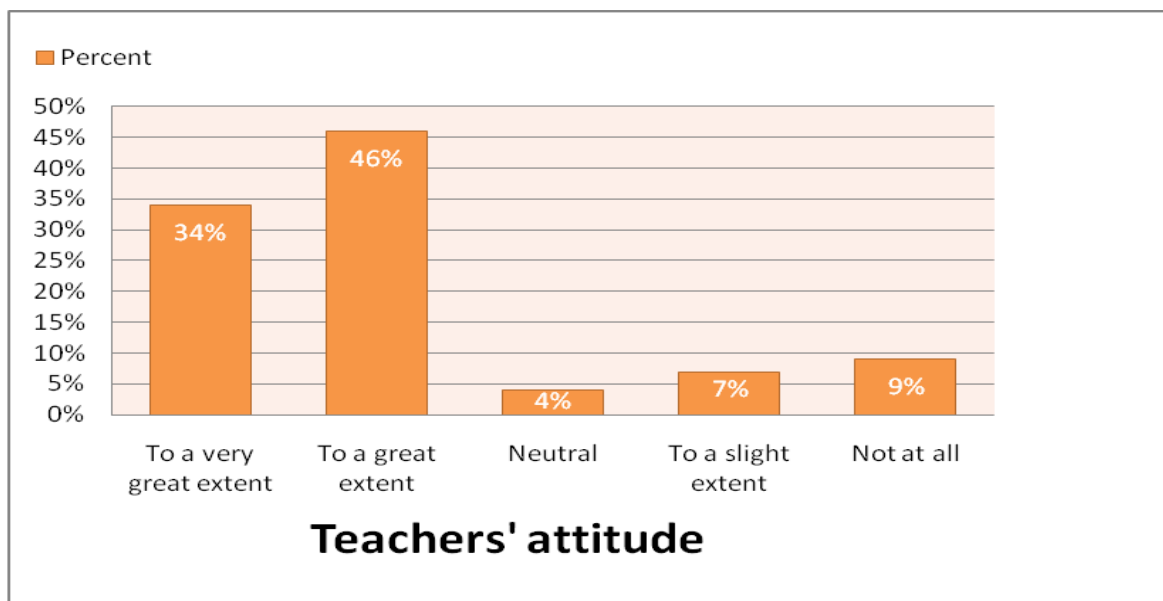
Figure 4.4: The extent of support on teachers' professional development

4.7.2 The extent of perception on IQAP on support of teachers' professional development and students' academic performance

This section focuses on the descriptive analysis and presentations of results on supporting teachers' professional development and students' academic performance. The analysis regarded percentage, mean and standard deviation calculated from data as shown in Table 4.6. In this case, the mean and standard deviation were used to interpret the findings of the study. The findings show that IQAP support on regular short courses for science and mathematics teachers (mean = 3.8) with low variation

(standard deviation = 0.8). IQAP support on regular short courses for language teachers (mean = 3.9) with low variation (standard deviation = 0.9). IQAP support on teachers attending further education (mean = 3.9) with low variation (standard deviation = 0.9). IQAP support on teachers' behaviours of self study (mean = 4.0) with high variation (standard deviation = 1.0). IQAP support on orientation course for newly employed teachers (mean = 3.8) with high variation (standard deviation = 1.0). IQAP support on reminding teachers on appropriate methodology (mean = 4.0) with low variation (standard deviation = 0.9). IQAP support on arranging regular workshops for teachers (mean = 4.0) with low variation (standard deviation = 0.8).

The findings indicated that all items scored the mean of 3.9 implying that the respondents were in agreement with the given statements. Therefore, the suggestion is that support on teachers' professional development had contributed greatly in improving students' academic performance in the study area. With regard to this, internal quality assurance practices can create the environment that enables students' academic performance to improve particularly by supporting teachers' professional development. The same findings were reported by Wanzare (2012) who argued that teacher training was positively related to effective teaching process and better students' performance. He also noted that there was a significant relationship between teachers training and student better test results. Likewise, Mosha (2015) reported that teachers had a positive perception towards their professional development. This included short and long term training. He noted that teachers' perceptions of their professional development in terms of attending regular training could influence students to attain their academic achievement.

The current findings are supported by the Total Quality Management Theory which assumed that developing employees' ability to work together to improve quality should be the culture of the institution concerned. On the basis of this study, the theory is relevant because internal quality assurance team was found to play its role in ensuring that teachers' professional development was being implemented and student's academic performance considered. They contributed greatly in supporting regular short courses for science and mathematics teachers, support on teachers attending further education and support on arranging regular workshops for teachers (Carson, 1996; Burnham, 1997; Saitoti & Galabawa, 2003 &Amanuel, 2009).

Table 4.6: Responses on teachers' professional and academic performance

Statements: (Teachers' professional development)	SD	D	N	A	SA	M	Std. Dev.
	%	%	%	%	%		
IQAP support regular short courses for science and mathematics teachers	2.0	4.8	18.0	54.2	21.0	3.8	0.8
IQAP support regular short courses for language teachers	2.8	4.0	19.2	53.2	20.8	3.9	0.9
IQAP support teachers' attending further education	5.2	2.4	9.6	58.8	24.0	3.9	0.9
IQAP support teachers' behaviours of self study	4.0	3.6	14.4	40.0	38.0	4.0	1.0
IQAP support orientation course for newly employed teachers	6.0	2.6	17.0	52.0	22.4	3.8	1.0
IQAP support reminding of teachers on appropriate methodology	1.6	5.2	14.0	50.4	28.8	4.0	0.9
IQAP support arranging of regular workshops for teachers	2.4	3.6	10.4	64.0	19.6	4.0	0.8
Average	**3.4**	**3.7**	**14.7**	**53.0**	**24.9**	**3.9**	**0.9**

Source: Field data (2023)
Key: SA= strongly agree, A= agree, N= neutral, D= disagree, SD= strongly disagree, M= mean, Std. Dev. = standard deviation

4.8 The IQAP support for frequent classroom visits and academic performance

This objective assessed the extent of internal quality assurance practice contribution for the support of frequent classroom visits and students' academic performance in the selected secondary schools. The Likert scale type was applied to determine teachers' attitude. Generally, measurements were based on the percentage to determine the extent of IQAP support in enhancing frequent classroom visits as presented in Figure 4.5.

4.8.1 The extent of IQAP support on frequent classroom visits and students' academic performance

The findings in Figure 4.5 indicate the extent of the internal quality assurers' practices support on the frequent classroom visits and students' academic performance. In this case, 47% of the teachers revealed that internal quality assurance practices supported frequent classroom which influenced students' academic performance to a great extent. Additionally, the data show that 26% of the teachers indicated that internal quality assurance practices were supporting frequent classroom visits that were influencing students' academic performance to a very great extent. On the contrary, only 7% of the teachers were of the opinions that not at all of the IQAP's activities were concerned with frequent classroom visits and students' academic performance. Basically, the results suggest that internal quality assurance practices with regard to supporting frequent classroom visits had contributed greatly to the students' academic performance in the study area. These findings are in line with Gamage et al., (2009) who revealed that one of the leadership behaviours common in high achieving students' academic achievement

was the educational supervisors' direct and close supervision of the instructional strategies. They also noted that the principals as leaders, their presence in the classroom visits was very necessary to enhance students' academic achievement.
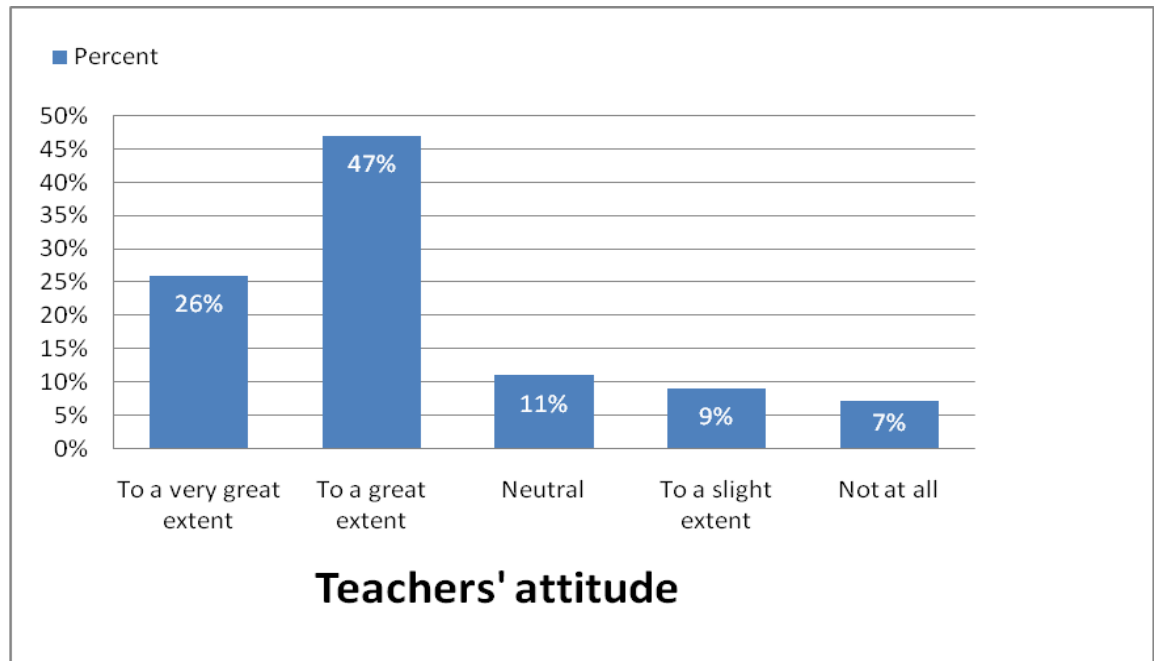
Figure 4.5: The extent of support on frequent classroom visits

4.8.2 The extent of perception on IQAP on frequent classroom visits and students' academic performance

In this part of the study, the analysis and presentation of the findings on the descriptive statistics was conducted. It aimed at the frequent visits and students' academic performance. The analysis involved percent, mean and standard deviation resulting from the computation of data as revealed in Table 4.7. The mean and standard deviation were applied in the interpretation of the findings. The results revealed that IQAP support for checking the teachers' lesson plan (mean = 3.8) with high variation (standard deviation = 1.0). IQAP support for checking the teachers'

scheme of work (mean = 3.9) with low variation (standard deviation = 0.9). IQAP support on checking of the teaching materials used in the class (mean = 3.8) with high variation (standard deviation = 1.1). IQAP support on checking of the records of work (mean = 3.9) with low variation (standard deviation = 0.9). IQAP support on checking teachers' class attendance (mean = 3.8) with high variation (standard deviation = 1.0). IQAP support on checking students' class attendance (mean = 3.8) with high variation (standard deviation = 1.1). IQAP support on checking of the methodologies used in the class (mean = 3.9) with high variation (standard deviation = 1.1).

The findings of the current study revealed that all items scored the mean of 3.8 indicating that the respondents were in agreement with the statements. Based on this, the suggestion is that frequent classroom visits had contributed greatly to enhance students' academic performance in the study area. On this basis, internal quality assurance practices can improve students' academic performance by supporting frequent classroom visits among the teachers. The same results were observed by Awuah (2011) who reported that classroom visits and practical lesson observation shape the bases of the principal's supervision practices in enhancing learning environment to the learners. This situation proved that supervision was focused on improvement of professional performance in order to convey the required outcomes of the school which involved increasing students' achievement in terms of academic performance by conducting frequent classroom visits. In the same manner, Nemes and Sharali (2015) argued that in the education sector, the function of heads of

schools are to improve classroom instruction especially classrooms visits by the teachers in order to promote student's academic performance.

These findings are supported by the Total Quality Management Theory which assumes that the school management needs to act as the main driver for the implementation of the theory and thus creating an environment that facilitates its success. This study is in line with the theory because students' academic performances were mainly influenced by the involvement of internal quality assurance practices in monitoring and close following up of teachers' class attendance. This can be evidenced in terms of checking the teachers' lesson plans, checking the teachers' schemes of work, checking teachers' class attendance and checking students' class attendance (Carson, 1996; Burnham, 1997; Saitoti & Galabawa, 2003; Amanuel, 2009).

Table 4.7: Responses on frequent classroom visit and academic performance

Statements: (Frequent classroom visits)	SD	D	N	A	SA	M	Std. Dev.
	%	%	%	%	%		
IQAP support checking teachers' lesson plan	4.0	8.8	11.2	50.0	26.0	3.8	1.0
IQAP support checking teachers' schemes of work	1.6	3.2	20.0	47.2	28.0	3.9	0.9
IQAP support checking of the teaching materials used in the class	8.4	3.4	14.6	50.8	22.8	3.8	1.1
IQAP support checking of the records of work	2.8	4.8	15.0	55.8	21.6	3.9	0.9
IQAP support checking teachers' class attendance	5.2	3.0	19.4	47.6	24.8	3.8	1.0
IQAP support checking students' class attendance	6.8	6.0	16.4	38.8	32.0	3.8	1.1
IQAP support checking of the methodologies used in the class	5.6	8.0	10.0	41.8	34.6	3.9	1.1
Average	**4.9**	**5.3**	**15.2**	**47.4**	**27.1**	**3.8**	**1.0**

Source: Field data (2023)
Key: SA= strongly agree, A= agree, N= neutral, D= disagree, SD= strongly disagree, M= mean, Std. Dev. = standard deviation

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

In this chapter the summary, conclusion and recommendations of the study are given. It starts by giving the summary of the study particularly on key findings then the conclusion and finally recommendations on the basis of objectives and findings are given.

5.2 Summary of the findings

The study intended to assess the internal quality assurers' practices at secondary school level in managing students' academic performance in the selected secondary schools in Babati District Council. Specifically, the study attempted to determine whether the contribution of internal quality assurers practices on curriculum implementation improved students' academic performance, to examine whether the internal quality assurers practices on teaching methodology influenced students' academic performance. Further, the study assessed whether internal quality assurers practices on teaching and learning resources were contributing to students' academic performance, to assess whether the internal quality assurance team practices on teachers' professional development was influencing students' academic performance and lastly, the study examined whether the internal quality assurance practice on classroom visits improved students' academic performance. The study applied cross-sectional research design. The sample of 250 teachers was included where questionnaire was the main data collection instrument. Quantitative approach

involved descriptive statistics to analyse data involving percentage, mean and standard deviation.

5.2.1 The IQAP on the implementation of curriculum and academic performance

This objective determined the contribution of internal quality assurers' practices on curriculum implementation and improvement of students' academic performance. In this regard, the extent of perceptions towards internal quality assurance practices support on curriculum implementation was determined. The results showed that 40% of teachers revealed that the internal quality assurers' practices were supporting the implementation of the curriculum which influenced students' academic performance to a great extent. In addition, 37% of the teachers indicated that internal quality assurers' practices supported implementation of the curriculum that influenced students' academic performance to a very great extent. Descriptive statistics indicated that all items scored the mean of (4.2) proving that respondents were in agreement with the statements. Therefore, the suggestion is that the implementation of the curriculum was contributing greatly in the enhancement of students' academic performance in the study area. With this fact, internal quality assurers' practices could improve students' academic performance by supporting proper implementation of the curriculum. This can be done with the help of teachers in the school concerned in order to achieve the intended goals.

5.2.2 The IQAP on application of teaching methodology and academic performance

This objective attempted to examine the contribution of internal quality assurers' practices on teaching methodology and improvement of students' academic performance. Generally, the extent of perceptions towards internal quality assurance practices support for the application of teaching methodology was examined. The findings indicated that 42% of the teachers revealed that internal quality assurance practices were supporting the application of teaching methodology which influenced students' academic performance to a very great extent. Moreover, the results showed that 34% of the teachers indicated that internal quality assurance practices were supporting the application of the teaching methodology that influenced students' academic performance to a great extent. Descriptive statistics showed that all items scored the mean of 4.2 thus indicating that respondents were in agreement with the given statements. Thus, this suggests that application of teaching methodology had contributed significantly in the improvement of students' academic performance in the study area. With regard to this, internal quality assurance practices can play part in supporting students' academic performance by enhancing proper application of teaching methodology in their schools.

5.2.3 The IQAP on adequacy of teaching/learning resources and academic performance

This objective assessed the contribution of internal quality assurers' practices on teaching and learning resources and improvement of students' academic performance. In this aspect, the extent of perceptions towards internal quality

assurers' practices support for adequacy of teaching and learning resources was assessed. In this aspect, 48% of the teachers revealed that internal quality assurers' practices supported for the adequacy of teaching and learning resources which influenced students' academic performance to a great extent. Further, data show that 25% of the teachers indicated that internal quality assurance practices supported for the adequacy of teaching and learning resources that contributed to the students' academic performance to a very great extent. Descriptive statistics indicated that all items scored the mean of 4.0 showing that the respondents were in agreement with the provided statements. Thus, these results suggest that support for adequacy of teaching and learning resources had contributed significantly in the improvement of students' academic performance in the study area. Therefore, internal quality assurance team practices can improve students' academic performance by supporting any effort pertaining to availability of teaching and learning resources.

5.2.4 The IQAP on support of teachers' professional development and academic performance

This objective assessed the contribution of internal quality assurance practice on teachers' professional development and improvement of students' academic performance. Basically, the extent of perceptions towards internal quality assurance practices support on teachers' professional development was assessed. On this regard, 46% of the teachers revealed that internal quality assurance practices were supporting teachers' professional development which influenced students' academic performance to a great extent. Moreover, data revealed that 34% of the teachers showed that internal quality assurance practices supported teachers' professional

development that contributed to the students' academic performance to a very great extent. Descriptive statistics proved that all items scored the mean of 3.9 implying that the respondents were in agreement with the given statements. Therefore, the suggestion is that support on teachers' professional development was contributing greatly in improving students' academic performance in the study area. With regard to this, internal quality assurance practices could create an environment that enables students improve their academic performance particularly by supporting teachers' professional development.

5.2.5 The IQAP on support of frequent classroom visits and academic performance

This objective examined the contribution of internal quality assurance practice on classroom visits and improvement of students' academic performance. Essentially, the extent of perceptions towards internal quality assurance practices support on frequent classroom visits was examined. In this case, 47% of the teachers revealed that internal quality assurance practices supported frequent classroom visits which influenced students' academic performance to a great extent. In addition, the data show that 26% of the teachers indicated that internal quality assurance practices supported frequent classroom visits that influenced students' academic performance to a very great extent. Descriptive statistics showed that all items scored the mean of 3.8 thus indicating that the respondents were in agreement with the statements. Based on these findings, it would be suggested that frequent classroom visits were contributing greatly to enhancing students' academic performance in the

study area. On this basis, internal quality assurance practices can improve students' academic performance by supporting frequent classroom visits among the teachers.

5.3 Conclusions

Basically, the results showed that internal quality assurance practices for supporting curriculum implementation were contributing greatly to the students' academic performance in the study area. The contribution in areas of supporting strict adherence to the syllabus given by the Ministry, support on teachers' involvement in decision making concerning curriculum and support on teachers' recommendations inclusion in curriculum implementation, is very important to maintain students' academic performance in the study area.

Generally, the findings revealed that internal quality assurance practices for supporting application of teaching methodology were contributing greatly to the students' academic performance in the study area. Therefore, their involvement in facilitation of appropriate teaching methodology that were leading to students' academic performance in terms of supporting close monitoring of teachers in the application of the required teaching methods and support on teachers to apply appropriate alternative teaching methodology for improving the learning process, are important in the development of academic performance and education sector in general.

The internal quality assurance team practices for supporting adequacy of teaching and learning resources were found to have been contributing significantly to the students' academic performance in the study area. This is because; academic performance is greatly affected by availability of teaching and learning resources.

The role played by IQAP on issues related to proper supervision and availability of teaching and learning resources that facilitate students' academic performance was very necessary. In addition, their involvement in supporting the availability of the current required books in the library, support on the availability of teaching aids in the school and support for the evaluation of teaching and learning resources were required in order to maintain best educational practices.

Consequently, the study found that internal quality assurance team practices on supporting teachers' professional development was contributing significantly to the students' academic performance therefore, it is important to put more effort in this area. This is because; the team was playing its role effectively in ensuring teachers' professional development was being implemented and students' academic performance considered. The team was contributing greatly for supporting regular short courses for science and mathematics teachers, support for teachers to attend further education and support on arranging regular workshops for teachers.

In general, internal quality assurance team practices for supporting frequent classroom visits was found to contribute greatly to the students' academic performance in the study area. Due to this fact, the students' academic performances was mainly influenced by involvement of internal quality assurance team practices in monitoring and close follow ups of teachers' class attendance. This can be evidenced in terms of checking of the teachers' lesson plan, their schemes of work, class attendance and students' class attendance.

5.4 Recommendations

Basing on the findings and conclusion of the current study, the following recommendations are being made:

The internal quality assurance practices for supporting curriculum implementation were found to have contributed greatly to the students' academic performance. The study suggests that the government through the district educational offices needs to provide training concerning issues pertaining to the curriculum development and implementation.

I.   The internal quality assurance practices for supporting the application of teaching methodology were found to have contributed greatly to the students' academic performance in the study area. It is recommended to the government and other educational stake holders in facilitation of the teaching methodology in order to maintain students' performance in the study area.

II. The internal quality assurance practices for supporting adequacy of the teaching and learning resources were found to have contributed significantly to the students' academic performance. The study recommends for the joint efforts of both the government and private sectors for ensuring the availability of teaching and learning resources for the purpose of creating conducive teaching and learning environment for both teachers and students.

III. The internal quality assurance practices on supporting teachers' professional development were found to have been contributing significantly to the students' academic performance. Thus the study suggests that the government and other educational stakeholders need to support teachers in

terms of attending short and long term training on issues related to education and the changing environment.

IV.   The internal quality assurance practices for supporting frequent classroom visits were noted to have been contributing greatly to the students' academic performance in the study area. It is therefore recommended that the district educational officers and heads of secondary schools be involved in the provision of training to the teachers' issues concerning the importance of frequent classroom visits on sustainable students' academic performance.

5.5 Suggestions for further research

This study assessed the internal quality assurance team practices at secondary school level on managing students' academic performance in the selected secondary schools. The study involved only quantitative approach. Therefore, it is suggested that another study be conducted in this area by involving mixed methods both quantitative and qualitative in order to make comparison of the findings for future academic use.

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APPENDICES

Appendix I: Questionnaire for teachers

Respondent/Questionnaire Number ………
THE OPEN UNIVERSITY OF TANZANIA

Dear respondent, I am Nada Sillo Balohho, a Student of the Open University of Tanzania pursuing Master degree in Education Administration, Planning and Policy Studies M. Ed (APPS). I am conducting a study as part of my programme, assessing internal quality assurance team practices in managing students' academic performance. I kindly request you to answer all the questions at the best of your knowledge. Your answers are completely confidential and anonymous and I would like to assure you that the information given here will be used for academic purposes only.

Instructions

Please indicate appropriate answers and required information in the following questions.

Name of school…………………………………………..

Section 1: Background information/characteristics

(Circle the answer where appropriate and briefly where explanation required)
1. What is your age group?
   1) 21- 30 years
   2) 31- 40 years
   3) 41- 50 years
   4) 51- 60 years
2. What is your sex?
   1) Male
   2) Female
3. Education level
   1) Diploma level
   2) Bachelor level
   3) Master Level
   4) PhD Level
4. Working experience
   1) < 4   years
   2) 5-8   years
   3) 9-12 years
   4) > 13 years

Section 2: School quality assurance team and implementation of curriculum

5. To what extent does IQAT supported implementation of curriculum to improve the students' academic achievement in your school?

    a)   To a very great extent

    b)   To a great extent

    c)   Neutral

    d)   To a slight extent

    e)   Not at all

6. The following are some of the curriculum implementation related statements. Indicate the level of your agreement by ticking (√) in the appropriate opinion based on the scales provided. Strongly agree, agree, neutral, disagree and strongly disagree. 5 indicates the highest level, 1 indicates the lowest level.

No	Statements:(Curriculum implementation)	SD	D	N	A	SA
		1	2	3	4	5
1	Support for strict adherence to the syllabus given by the ministry					
2	Support for follow up of teachers' preparation of lesson plan					
3	Support for follow up of teachers' preparation of scheme of work					
4	Support for provision and assessment of appropriate books for teaching and learning					
5	Support for teachers' involvement in decision making concerning curriculum					
6	Support for the recommendations of appropriate teaching and learning resources					
7	Support for teachers' recommendations inclusion in the curriculum implementation					

Section 3: School quality assurance team and application of teaching methodology

7. To what extent does IQAT support the application of appropriate teaching methodology to improve the students' academic achievement in your school?

    a)   To a very great extent

    b)   To a great extent

c) Neutral ☐

d) To a slight extent ☐

e) Not at all ☐

8. The following are some of the teaching methodology application related statements. Indicate the level of your agreement by ticking (√) in the appropriate opinion based on the scales provided. Strongly agree, agree, neutral, disagree and strongly disagree. 5 indicates the highest level, 1 indicates the lowest level.

No	Statements:(Teaching methodology application)	SD	D	N	A	SA
		1	2	3	4	5
1	IQAP support for close monitoring of teachers in application of the required teaching methods					
2	IQAP support for close monitoring of teachers in supporting teaching methods that enable students' learning process					
3	IQAP support for advising the head of school for teachers to attend teaching methodology training					
4	IQAP support for teachers to apply appropriate alternative teaching methodology in improving the learning process					
5	IQAP ensuring adequate teaching resources that support teaching methods within the school					
6	IQAP ensuring adequate learning resources supporting teaching methods within the school					
7	IQAP performing teaching methodology evaluation within the school					

Section 4: School quality assurance team and assurance of teaching and learning resources

9. To what extent does IQAT support adequate teaching and learning resources to improve the students' academic achievement in your school?

a) To a very great extent ☐

b) To a great extent ☐

c) Neutral ☐

d) To a slight extent ☐

e) Not at all ☐

10. The following are some of the teaching and learning resources related statements. Indicate the level of your agreement by ticking (√) in the appropriate opinion based on the scales provided: strongly agree, agree, neutral, disagree and strongly disagree. 5 indicate the highest level 1 indicates the lowest level.

No	Statements:(Assuring teaching and learning resources)	SD	D	N	A	SA
		1	2	3	4	5
1	IQAP support for availability of the current required books in the library					
2	IQAP support for the availability of required items in the laboratory					
3	IQAP support for the availability of teaching aids in the school					
4	IQAP support for the application of alternative teaching aids					
5	IQAP support for the evaluation of teachers' perceptions on available teaching aids					
6	IQAP support for the evaluation of students' perception on the available teaching resources					
7	IQAP support for the evaluation of teaching and learning resources					

Section 5: School quality assurance team and support of teachers' professional development

11. To what extent does IQAT support teachers' professional development to improve the students' academic achievement in your school?

a) To a very great extent

b) To a great extent

c) Neutral

d) To a slight extent

e) Not at all

12. The following are some of the teachers' professional development related statements. Indicate the level of your agreement by ticking (√) in the appropriate opinion based on the scales provided: strongly agree, agree, neutral, disagree and strongly disagree. 5 indicates the highest level, 1 indicates the lowest level.

No	Statements:(Teachers' professional development)	SD	D	N	A	SA
		1	2	3	4	5
1	IQAP support for regular short courses for science and mathematics teachers					
2	IQAP support for regular short courses for language teachers					
3	IQAP support for teachers attending further education					
4	IQAP support for teachers' behaviours of self study					
5	IQAP support for orientation course for newly employed teachers					
6	IQAP support for reminding teachers on appropriate methodology					
7	IQAP support for arranging regular workshops for teachers					

Section 6: School quality assurance team in conducting frequent classroom visits

13. To what extent does IQAT support frequent classroom visits to improve students' academic achievement in your school?

a) To a greater extent

b) To a great extent

c) Neutral

d) To a slight extent

e) Not at all

14. The following are some of the frequent classroom visits related statements. Indicate the level of your agreement by ticking (√) in the appropriate opinion based on the scales provided: strongly agree, agree, neutral, disagree and strongly disagree. 5 indicates the highest level, 1 indicates the lowest level.
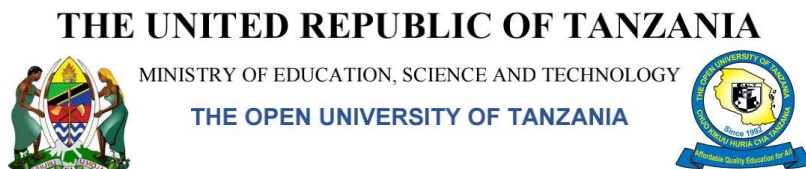
No	Statements:(Frequent classroom visits)	SD	D	N	A	SA
		1	2	3	4	5
1	IQAP support for checking the teachers' lesson plan					
2	IQAP support for checking the teachers' scheme of work					
3	IQAP support for checking of the teaching materials used in the class					
4	IQAP support for checking of the records of work					
5	IQAP support for checking teachers' class attendance					
6	IQAP support for checking students' class attendance					
7	IQAP support for checking of the methodologies used in the class					

Thank you for your cooperation

Appendix II: Map of Babati District Council
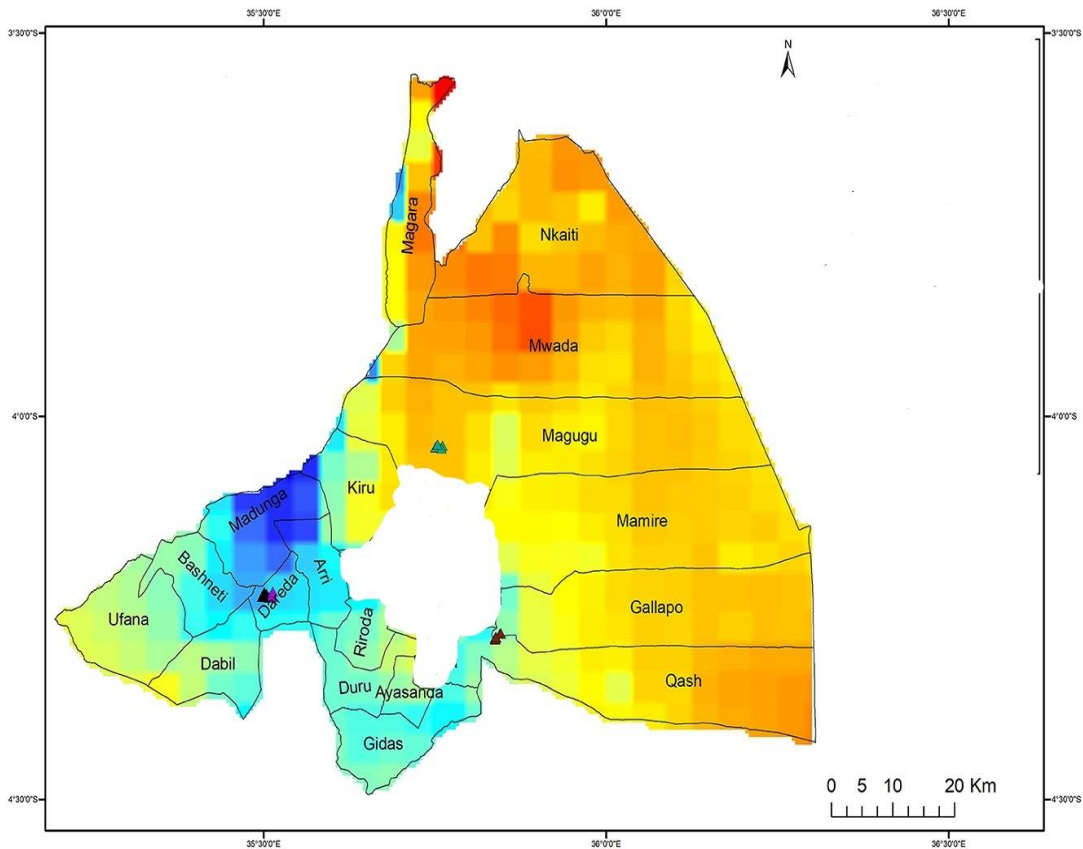
Appendix III: Research Clearance Letters

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/ PG201900542   **27ᵗʰ January 2023**

Regional Administrative Secretary,
Manyara Region,
P.O Box 310,
BABATI-MANYARA.

Dear Regional Administrative Secretary,

RE: <u>RESEARCH CLEARANCE FOR MR. NADA SILLO BALOHHO</u>, <u>REG NO:</u>
<u>PG201900542</u>

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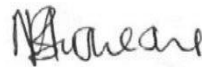research.

3.   To facilitate and to simplify research process therefore, the act empowers the Vice

Chancellor of the Open University of Tanzania to issue research clearance, on behalf of

the Government of Tanzania and Tanzania Commission for Science and Technology, to

both its staff and students who are doing research in Tanzania. With this brief

background, the purpose of this letter is to introduce to you **Mr. Nada Sillo Balohho,**

Reg. No: PG201900542) pursuing **Master of Education in Administration Planning**

and Police Studies (MEDAPPS). We here by grant this clearance to conduct a research

titled **"Assessment of Internal Quality Assurance Team Practices in Managing Academic Performance in Selected Secondary Schools. A Case of Babati District Council"**. He will collect his data at Babati District Council in Manyara Region from 30th January to 28th February 2023.

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

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA

Prof. Magreth S.Bushesha

For: VICE CHANCELLOR

AYATSEA SEC. SCHOOL,

P.O. BOX 387,

BABATI.

0787136050

17/1/2023

DISTRICT EXECUTIVE DIRECTOR,

BABATI DISTRICT COUNCIL,

P.O. BOX 400,

BABATI.

U.F.C

HEAD MASTER,

AYATSEA SECONADRY SCHOOL. Forwarded

BOX 387, BABATI.

17/1/2022

Dear Madam/Sir,

RE: PERMISSION TO COLLECT DATA FOR RESEARCH REPORT WRITING IN EIGHT SECONDARY SCHOOLS IN YOUR DISTRICT

I am a postgraduate student of the Open University of Tanzania pursuing a master of Education in Administration, planning and Policy studies. I am doing my research with the title ASSESSMENT OF INTERNAL QUALITY ASSURENCE TEAM PRACTICES IN MANAGING ACADEMIC PERFOMANCE IN SELECTED SECONDARY SCHOOLS. A CASE OF BABATI DISTRICT COUNCIL.

Therefore I am requesting your permission to administer questionnaire and interview to head of schools and teachers in order to gather data on the above topic. Schools selected are MAMIRE, NKAITI, AYALAGAYA, MAGUGU.GALLAPO,MBUGWE,CHIEF DODO,AND DAREDA SECONDARY.

I humbly request for permission from your office to permit me to collect necessary data in schools in your district council.

Attached with is the introduction letter from Open University of Tanzania for official verification.

Yours faithfully

Nada Sillo Balohho

JAMHURI YA MUUNGANO WA TANZANIA
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA YA BABATI
(Barua zote zielekezwe kwa MkurugenziMtendaji)

Email ded@babatidc.go.tz
Website:www.babatidc.go.tz

S.L.P 400
BABATI,

Unapojibu tafadhali taja:

Kumb. Na.DED/BBT/V20/170

01/02/2023

Wakuu wa Shule,
Shule za Mamire, Nkaiti, Ayalagaya,
Magugu, Gallapo, Mbugwe,
Chief Dodo, na Dareda

Yah: KIBALI CHA KUFANYA UTAFITI KATIKA HALMASHURI YA
WILAYA YA BABATI

Husika na mada tajwa hapo juu.

2.   Ninapenda kukujulisha kuwa kibali kimetolewa kwa **Bw. Nada Sillo Balohho**
Kutoka chuo Kikuu Huru (Tanzania Open University) kuwa ameruhusiwa kufanya utafiti
unaohusu *"Assesment of Internal Quality Assuarance Team Practice in Managing
Academic Perfomance in Selected Secondary Schools. A case Of Babati
Secondary Schools"*

3.   Kwa barua hii mpokeeni na kumpa ushirikiano anaouhitaji ili aweze kufanikisha
lengo la utafiti huo.

4.   Ninakutakia utekelezaji mwema.

Aliche C. Mwallo
Kny:-**MKURUGENZI MTENDAJI (W)**

Nakala: Mkuu wa Chuo,
            Chuo Kikuu huru
            S.L.P 23409,
            Dar Es Salaam   - Kwa taarifa

            Bw. Nada Sillo Balohho   - Kwa utekelezaji