

**ASSESSMENT OF QUALITY ASSURANCE PRACTICES ON ENHANCING  
TEACHING AND LEARNING IN PUBLIC SECONDARY SCHOOLS IN  
ILALA MUNICIPALITY, TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE  
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**2025**

## CERTIFICATION

The undersigned certifies that they have read and here by recommend for acceptance by The Open University of Tanzania this research report entitled: **“Assessment of Quality Assurance Practices on Enhancing Teaching and Learning in Public Secondary Schools in Ilala Municipality, Tanzania,** in partial fulfilment of the requirements for the Degree of Master of Education in Quality Management of the Open University of Tanzania.

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## DECLARATION

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.....

Signature

.....

Date

**DEDICATION**

This work is dedicated specially to my mother Specioza Policaripo. Also, to my family, my beloved husband Ally Billa and my children; David, Prince, Iqram and Ayman.

## **ACKNOWLEDGEMENTS**

I feel very much excited to get this opportunity to express thanks to my Almighty God for granting me strength to satisfactorily complete this study. I also would like to extend my heartfelt thanks to my research supervisors, Dr Karoli Mrema and Dr Winfrida Malingumu for working too hard to ensure that this study attains the needed standards for a university dissertation.

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## ABSTRACT

The main purpose of this study was to assess the quality assurance practices on enhancing teaching and learning achievement in public secondary schools in Ilala Municipality. The study assumed pragmatism as a research philosophy. The study employed exploratory design and used questionnaires, interview and documentary review to collect data. The study engaged sample size of 356 respondents who were selected by using purposive and simple random sampling techniques. The study revealed that quality assurance practices included monitoring students' performance, ensuring adequacy of school infrastructure and improvising teaching and learning materials. The study also revealed that the school quality assurance reports, to great extent updated teachers on modern teaching methods and students' good learning environment. The study further revealed that utilizing effective instructional strategies, implementation of varied and authentic assessments, and providing comprehensive student support services were the better ways school quality assurance could use to improve teachers' performance. The study recommended that school quality assurance practices should incorporate student-to-teacher ratio component; incorporate in its reports the setting of appropriate objectives; and utilize effective instructional strategies, implement varied and authentic assessments, and provide comprehensive student support services. Further study should employ descriptive cross-sectional research design, increase the number of schools to twenty and conduct the study in different municipality.

***Key words:*** School, Quality, Assurance, Teaching, Learning

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### **LIST OF ABBREVIATION AND ACRONYMS**

CEE	Conseil de l'évaluation de l'École (School evaluation council)
DQAS	Directorate of Quality Assurance and Standards
ETP	Education and Training Policy
GFETQA	General and Further Education and Training Quality Assurance
HMI	Her Majesty's Inspectors
MoEST	Ministry of Education, Science and Technology
OECD	Overseas Economic Community Development
SQA	School Quality Assurance
SQAO	School Quality Assurance Officers
UK	United Kingdom
UPE	Universal Primary Education
URT	United Republic of Tanzania
US	United States

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

Quality assurance is a critical constituent of any education or training programme. In fact, it ensures that programmes are meeting education standards and providing students with knowledge and skills they need to succeed in academic performance. A study that attempted to link quality assurance to students' academic performance was therefore, of paramount importance. This chapter comprises background of the problem, statement of the problem, objectives of the study, research questions and significance of the study. Other components of the chapter include scope of the study, definition of key terms and the organization of the study.

#### **1.2 Background of the Problem**

Quality Assurance, formerly known as school inspection, existed in many countries years ago (Joe & O'Brien, 2016). Historically, the first school inspection or school supervision originated from France under Napoleon's regime at the end of 18th century (Gurova, 2018). By 2019, the School evaluation council was created to independently evaluate the organization and results of school education and to ensure the consistency of national and international evaluations. The assessment of students' achievements is therefore, central to the operation, management and evaluation of the French education system and its various levels (national territory, academies, departments, districts, schools). Later, the idea of school inspection spread to other European countries in the 19th century (Agapiti & Kitula, 2022).



In England, for instance, Her Majesty's Inspectors of Schools (HMI) commenced the inspection of secondary schools early the 19<sup>th</sup> century and the important feature of secondary school inspection was the full inspection (Brown *et al.*, 2018). Just like any other European countries, the presence of quality assurance and control towards quality education in England has been important in building the nation economically, socially, technologically, financially and well standards of living of their citizens (OECD, 2012).

In United States (US), the history of supervision can be traced back to the early American Education System in the year 1642. The five stages identified through which supervision evolved to reach the current practice in educational institutions were the administrative inspection period (1642 – 1875); the efficiency orientation period (1876 – 1936), the co-operative group effort period (1937 – 1959); the research oriented period (1960 – 1990); and the diplomacy and political correctness period (1990 – present) (Agapiti & Kitula, 2022).

However, the history of quality assurance, initially known as school inspection did not begin until the formation of the common school in the late 1830s (Hoyle, 2017). By Mid-20th Century, Formal Evaluations, Merit Rating Systems introduced in the 1920s-30s, evaluated teachers based on student performance and classroom observations (Paletta *et al.*, 2020). Nevertheless, grading students' achievement according to personal 'standards' of individual academic teachers or assessors is regarded as a key component of academic freedom (Sadler, 2017).

In Africa, particularly in Sub-Saharan Africa, School Quality Assurance (SQA) gained prominence after achieving independence and establishing formal education systems (Makiya *et al.*, 2023). For instance, in Kenya, school inspection can be traced back to 1909 and by 2004, the Directorate of Quality Assurance and Standards (DQAS) had been formed to cater for school quality assurance (Ismail, 2010). Fortunately, quality assurance strategies used by school quality assurance officers in Kenya improve the teaching and learning processes in the school, which ultimately enhance students' performance (Mritha & Onyango, 2022; ROK, 2015).

Just like Kenya, Uganda has a history of SQA dating back to the 1920s during British colonial rule (Ismail, 2010). In Uganda, internal school quality assurance on teachers' performance is characterized by structured assessments and professional development initiatives (Malunda *et al.*, 2021). These evaluations often include feedback sessions and mentoring programs to support teachers in improving their pedagogical skills.

In South Africa, the problems of the quality of assessment necessitated the establishment of General and Further Education and Training Quality Assurance (GFETQA) also known as Umalusi in 2001 (Maile, 2013). Before the establishment of GFETQA, senior educators and provincial officials had very little to do with assuring the quality of educational provision (Rob *et al.*, 2024). Likewise, the new policies of school choice in post-apartheid South Africa has continued the marginalization of Black children in township schools, and adversely affects their future by limiting their educational opportunities and their right to quality

education(Ndimande, 2016).In Nigeria, internal quality assurance is very active and it helped workers to be committed to their jobs as compared to the supervision and daily monitoring (Iyalaet *al.*, 2022).The fact that Nigeria's education system is still characterized by a few high performing and many low performing schools is not acceptable to stakeholders in the education sector (Okebukola, 2013).

In Tanzania, the SQA has evolved from its historical background rooted in school inspection, spanning different colonial periods (Makiya *et al.*, 2023). The development of the SQA underwent five distinct periods, namely German colonial rule from 1903 to 1919, British colonial rule from 1919 to 1925 and 1925 to 1961, the post-independence era starting in 1961 to 1978 and 2016 to present, with a focus on supporting teachers' responsibilities (Mbwana & Onyango, 2021). However, soon after independence, the government enacted various laws that were geared towards preserving the aspect of quality assurance in education (Mganga & Lekule, 2021;Mritha&Onyango, 2022). For instance, in 1978, Tanzania established a quality assurance organ within the Ministry of Education and Vocational Training that is empowered by law to conduct school inspection (Ayeni, 2018).

In Tanzania, School Quality Assurance Officers (SQAQO) is asked to provide advisory services and support teachers on pedagogical skills rather than controlling them (MoEST, 2017). The Quality Assurance department encourages the involvement of head teachers and wards education officers in Quality Assurance activities, where they assess learners' achievement, the quality of teaching and learning, the quality of the school curriculum, school management, and school

resources and facilities (MoEST, 2017). Quality Assurance officer is therefore, responsible for ensuring that educational standards are met through the assigned activities.

Despite remarkable initiatives, Quality Assurance practices are not yet effective in supporting Public Secondary Schools to meet set standards of quality (Mutabaruka, 2018; Joseph, 2018). A study by Sebastian (2020) also showed that some students completed their secondary education by scoring division zero in final examinations. Furthermore, Ilala Municipal council emerged to the worst performing Municipal Councils in Dar es Salaam Region in 2021 form four national examination. Out of 6,540 students who sat for Form 4 examinations in 21 schools, only but 27 students (0.4%) scored Division one, 194 students (3%) scored Division two 598 students (9.1%) scored division three, 3,149 students (48.1%), and 2,575 students (39.4%) scored division zero (Kolumbiaet al., 2022).

Tanzania experienced several fundamental policy changes and reforms in the struggle to improve quality education in secondary schools specifically. Some of the significant efforts that emphasized learning achievement in secondary schools included Education for All, Millennium Development Goals, and Big Results Now (Swai, 2019). Earlier studies by Kambuga and Dadi (2015), Jeremiah (2016), Mutabaruka et al. (2018), and Sebastian (2020) show that School Quality Assurance practices in Tanzania are in a real crisis. However, the reviewed studies provided limited knowledge about intervention measures to ensure that School Quality Assurance practices improved teaching and learning in Ilala Municipal Council.

Based on such background, this study determined the effect of school quality assurance practice; examined the extent to which recommendations in SQA reports were helping teachers to improve their performance; and explored from secondary school teachers, better ways SQA that could be used to improve teachers' performance.

### **1.3 Statement of the Problem**

School quality assurance, which was initially known as school inspection and known to have been originated from France, plays significant role in ensuring quality teaching and learning processes across all education levels worldwide (Gurova, 2018). In Africa, school quality assurance services which were established soon after independent was accompanied by the introduction of formal public education (Makiyaet *al.*, 2023). Likewise, Tanzania considers school quality assurance as a tool for ensuring that educational standards are met through the assigned activities.

However, studies have shown that quality assurances had a negative impact on teaching and learning process as result of poor performance which was due to the officers' visits to the school once a term (Matunda, 2023). Despite the fact that school quality assurance had to play a great role in controlling teaching and learning processes, the school quality assurance in Tanzanian schools seemed to be ineffective and considered more dictation than to target on the improvement and control of secondary schools (Mwoshe & Wachawaseme, 2021). Several policies and structural reforms had been initiated by the Government such as Education for Self-Reliance, 1967; Musoma Resolution, 1974; Education and Training Policy (ETP),

1995; National Science and Technology Policy, 1995; Technical Education and Training Policy, 1996; Education Sector Development Programme (Haule, 2022). While celebrating the role of school quality assurance and the efforts that were made by the government to improve the quality of education, the teaching and learning process was still deteriorating. It was on this basis that a study that assessed the quality assurance practices on enhancing learning achievement in public secondary schools in Ilala Municipality became a necessity.

#### **1.4 Research Objective**

##### **1.4.1 General Objective**

The main purpose of this study was to assess the quality assurance practices on enhancing teaching and learning achievement in public secondary schools in Ilala Municipality.

##### **1.4.2 Specific Objective**

The following objective guided the study:

- i. To determine the effect of school quality assurance practice on teaching and learning in Public Secondary Schools in Ilala Municipality
- ii. To examine the extent to which recommendations in SQA reports helped teachers to improve their performance in areas of preparation to teach, conducting lessons and in evaluating pupils' performance
- iii. To explore better ways SQA could use to improve teachers' performance in secondary schools

### **1.5 Research Questions**

- i. What are the effect of school quality assurance practice on teaching and learning in Public Secondary Schools in Ilala Municipality?
- ii. To what extent the recommendations in SQA reports helped teachers to improve their performance in areas of preparation to teach, conducting lessons and in evaluating pupils' performance?
- iii. What are the suggestions of secondary school teachers on better ways SQA could use to assist them improve their performance?

### **1.6 Significance of the Study**

This study would present a significant contribution to the existing body of knowledge regarding quality assurance practices and learning achievement. This research would also help the school quality assurance officers to look for more effective motivation system that would yield a positive performance to students. It would also help to understand the effectiveness of SQAOs motivation on students' academic performance. This study would also be of beneficial to academicians and researchers who would use the study as a source of knowledge regarding SQA and teaching and learning in public secondary schools.

### **1.7 Scope of the Study**

This study focused on the assessing the quality assurance practices on enhancing learning achievement in public secondary schools in Ilala Municipality. This study was conducted in Ilala Municipal Council with the full view that there were other Municipal Councils in Dar es Salaam and therefore, the findings of this study was

not necessarily used in other Municipalities to address similar problems. Furthermore, the study attempted to associate SQA practices and teaching and learning achievement when in essence there were other factors that influenced the teaching and learning in public secondary schools. Therefore, it was well known to the researcher that the teaching and learning achievement required a combination of several factors. Finally, the researcher was well aware that SQA practices did not only focus on teaching and learning in secondary schools. There were other significant areas that SQA practices also improved in public secondary schools. So its failure to highly achieve in teaching and learning should would not be regarded as an insignificant tool in secondary schools.

### **1.8 Definition of Key Operation Terms**

In carrying out this study the following key concepts were defined in the context of this study as follows:

#### **Quality assurance**

In the context of this study, quality assurance stood for means of ensuring the efficacy, effectiveness, confidence and certainty of standards of educational provision is maintained and enhanced.

#### **School Quality Assurer**

In the context of this study, school quality assurer was regarded as an external supervisor, who visited schools to ensure education standards set by the government were met by schools and whose functions were to inspect all schools and write



reports with a purpose of advising the Education Officer on matters which required decision making for improvement.

### **Public Secondary Schools**

In the context of this study, public secondary school was regarded as a secondary school which was wholly controlled and managed by the Government of United Republic of Tanzania in Ubungo Municipality.

### **1.9 Organization of the Study Report**

This study is organized under five chapters. Chapter one contains the introduction of the study, background of the problem, statement of the problem, research objectives, and research questions, significance of the study, scope of the study and organization of the study report. Chapter two constitutes literature review which is comprised of introduction, definition of key terms, theoretical literature review, empirical literature review, research gap and conceptual framework.

Chapter three is the research methodology which comprises the introduction, research paradigm, research design, research approach and area of study. Other constituents of chapter three are population of study, sampling techniques and procedures, sample size, sources of data and data collection methods, data analysis, data validity and reliability and ethical consideration. Chapter four provides the results and discussion of research findings. Lastly, chapter five provides the summary, conclusion and recommendations of the study.

### **1.10 Motivation for Conducting the Study**

As a teacher who had worked in education sector for some time, the researcher had witnessed several reforms being undertaken in the education sector, particularly regarding the teachers' supervision. The inspectorate department had been seen changing from involving the school inspectors to SQA officers; all of them aimed at improving education quality in Tanzania.

However, there was always general public outcry whenever, Form four national results were announced. Besides, poor academic performance of secondary schools were always attributed to unqualified teachers, lack of infrastructure, poorly motivated students and teachers and wrong teaching methodology. The question then arose, what was the role of SQA officers in enhancing teaching and learning in secondary schools? It was on that basis that the need to undertake the study cropped in.

### **1.11 Chapter Summary**

This chapter has explored the background of the problem, statement of the problem, objectives of the study, research questions and significance of the study. Other component of the chapter includes scope of the study, definition of key terms and the organization of the study, motivation for conducting the study and chapter summary.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents the literature review related to the topic. It shows what other scholars have published regarding quality assurance practices on enhancing learning achievement in public secondary school in a specific country. It consists of four sections including theoretical review, empirical studies related to the study, research gap and conceptual framework.

#### **2.2 Theoretical Review**

This study was guided by Cheng and Tam: Seven Models which was developed by Cheng and Tam in 1997 (Cheng and Tam, 1997). The model recognizes the fact that changes of improving education quality fails because of lack of comprehensive understanding of the complex nature of education quality in schools. Operating within such tradition, Cheng and Tam (1997), propounds a model for conceptualization of quality defines the concept using seven different but related models by way of adopting theories from management into the field of education.

The models include goals and specifications; resource-input; process; satisfaction; legitimacy; absence of problems; and organizational learning. These models can form a comprehensive framework for understanding and conceptualizing quality in education from different perspectives and facilitating development of management strategies for achieving it. Out of the seven models initiated by Cheng and Tam (1997), the most relevant models to this study included the goals and specifications

model, the process model and the satisfaction model. The goals and specifications model explains educational quality in terms of the achievement of set of objectives and goals. The basic assumption behind this is that educational institutions have clearly stated and commonly accepted goals or mission statements towards which they strive to achieve. Therefore, this notion confers the status of good educational quality to any institution that succeeds in realizing its program specifications and institutional goals.

Based on goals and specifications model most public secondary schools had well stipulated goals and objectives to attain. The significant goal was that of obtaining the highest academic performance for their students; which could be achieved through proper teaching and learning processes. Nevertheless, the goals and specifications model was useful if the goals and specification which were used to judge the quality of education were clear and acceptable by all involved constituencies, and there were appropriate indicators which one could use to evaluate whether the schools had attained the prescribed education standards.

The process model deals with the extent to which learning experiences and internal processes go smoothly. Instead of focusing on goals or inputs, the process model assumes that educational quality is achieved if internal functioning and learning processes of an institution run in a healthy manner. Cheng and Tam (1997) also stated, “leadership, communication channels, participation, co-ordination, adaptability, planning, decision making, social interactions, social climate, teaching methods, classroom management, learning strategies and learning experiences” can

be used as pointers of educational quality. The process model therefore, captured the second objective of the study whose aim was to establish the extent to which recommendations in SQA reports helped teachers to improve their performance in areas of preparation to teach, conducting lessons and in evaluating pupils' performance. The process model had its limitations such as the difficulty in monitoring processes and gathering related data, and the focus on quality of means instead of quality of the ends.

The satisfaction model defines educational quality in terms of the extent to which the expectations and needs of 'strategic constituencies-a term Cheng and Tam used to refer to internal and external stakeholders are satisfied and met by the performance of an educational institution. This model becomes less useful under circumstances where diverse and sometimes conflicting expectations are held by students, professor, management, parents, alumni, industry and governmental departments responsible for steering educational activities.

Therefore, an institution that satisfies these stakeholder specifications is considered as having good educational quality. The main issue of the third objective was to explore from secondary school teachers and better ways SQA could use to improve teachers' performance. The model had therefore, underlined what was ought to be satisfied in order to attain quality education. If, however, the demand of powerful constituencies conflict and cannot be satisfied at the same time, the model may not be appropriate.

### **2.3 Empirical Literature Review**

A number of researches have been undertaken by different scholars in relation to the issue of quality assurance practices on enhancing learning achievement. The following is the review on the objectives found in this study. Also this part examined knowledge gap left by the particular studies and how the present study would inform and fill the left research gaps.

#### **2.3.1 The Effect of School Quality Assurance Practice on Teaching and Learning**

Globally, a study conducted in Iraq by Saeed and Saeed (2018) aimed at identifying the role of quality assurance in improving academic performance in the Ishik University. The study used questionnaire and interview to collect data. The study demonstrated that the application of the quality assurance process resulted in fundamental change and improvement in the running process of teaching, learning and researching at the university. The location and focus of study diverges from the present study. Whereas the study was conducted in Iraq, the present study was conducted in Tanzania. The area of focus for the study was the University while the present study was conducted in public secondary schools. Nonetheless, both studies' independent variable was the quality assurance practices.

A study conducted in Nigeria by Nwosu, (2013) investigated quality assurance and planning indices for accreditation of 12 public universities in South Nigeria. The design of the study was descriptive survey research design. The instrument used for data collection was structured questionnaire. The results of the study revealed that,

acting as check by assuring standard in the school, ensure proper staffing, and ensuring a match between students and staff ratio. Whereas the former study focused on investigating quality assurance and planning indices for accreditation of universities in South Nigeria, the present study focused on the assessment of quality assurance practices on enhancing learning achievement. The relationship between the study and the present study was on their aim of ascertaining the the relevance of quality assurance in educational system.

A study conducted in Kenya by Gogo (2009) carried out a study on how quality assurance can be established in secondary schools through increased school evaluation. Descriptive survey research design and stratified random sampling technique. Data for this study were obtained through questionnaire, interview schedules and participatory observation. The data generated from the study showed that increased school evaluation helps to establish quality assurance to maintain established standards and ensure quality control, monitor, students' performance and assist teachers to select relevant text books, assess the school plant and ensure the adequacy of physical facilities and equipment for a conducive teaching-learning environment, among others. The study was related to the present study in the sense that it had established school evaluation as a quality assurance strategy in secondary schools.

Therefore, Gogo's study provided a spring board for the present study to appraise school evaluation practices in secondary schools as a quality assurance measure hence, the interrelationship of these two studies. Likewise, studies in Tanzania were

also drawn into establishing the effect SQA on academic performance (Kambuga & Dadi, 2015; Phillymon, 2020; Simon, 2012). For instance, a study conducted by Simon (2012) investigated the contribution of school quality assurance practices on secondary schools' academic achievement in Ilala Municipality. The study adopted descriptive survey research design. The sample size was 250 teachers, 6 heads of schools, 6 academic coordinators and 5 SQAOs.

The findings revealed that the common school quality assurance practices in secondary schools were: advise teachers on how to deal with instructional materials; they encourage teachers on working hard and assist teachers on how to improvise teaching and learning materials. The study and the present study related to each other since both were meant to ascertain the relevance of quality assurance in educational system though at different levels of education. They also related to each other since the former and present study adopted descriptive survey research design and appeared to use the same mean as method for data analysis.

A study conducted in Kagera region by Phillymon (2020) investigated the impact of quality assurance and control on students' academic performance in public secondary schools. In order to collect and analyze data for the study, a mixed research approach was used. The study's findings revealed that quality assurances had a negative impact on the teaching and learning process as a result of poor performance. This is due to the officers' visits to the school once a term. Similarly, Phillymon (2020) states that quality assurance officers faced challenges such as insufficient funds, transportation and communication issues, insufficient human resources, and limited effective school



inspection. As a result, the effectiveness of the quality assurer determined the influence of quality assurance in the provision of quality education in schools.

A study conducted by Kambuga and Dadi (2015) investigated the School Quality Assurance (SQA) strategies in enhancing learning achievement among Public Primary Schools (PPSs) in Arusha Region, Tanzania, using a cross-section descriptive design. Interviews and questionnaires were used to collect data from 226 participants. The study revealed that visiting schools regularly, follow-up visits, releasing SQA feedback on time, friendly language, supporting professional development, visiting schools without prior information and involving teachers in SQA practices enhanced learning achievement. Poor transport facilities, shortages of SQAOs and inadequate SQA facilities limited the implementation. While insufficient fund caused SQAOs failure to visit every school in a year, delayed written reports made schools fail to implement SQA recommendations on time. Therefore, Kambuga and Dadi's study provided a spring board for the present study to appraise school evaluation practices in secondary schools as a quality assurance measure hence, the interrelationship of these two studies.

### **2.3.2 The extent to which SQA Reports enhance Teaching and Learning Process**

A study conducted in Europe by Voinia et al. (2014) aimed at presenting the quality assurance systems in vocational education and training system in European Union member states. The results were to identify the extent to which national initiatives of EU member States showed interest in the equality of education. The study employed documentary review method of collecting data. The results showed that quality

assurance in education and training is underway for most European countries except Romania which complied with the requirements of European by meeting the planning, implementation, evaluation and revision. The major weakness of the study involved the usage of documentary review since it could not be used to establish cause and affect relationships. However, the study was able to identify the extent to which quality assurance practices were trusted to improve education quality.

A study conducted in Kenya by Maiyo et al. (2017) assessed the extent to which quality assurance affect academic performance in public primary schools in Lugarisub-county. The study adopted a descriptive research design whereby mixed methodology was utilized in collecting both qualitative and quantitative data. The study found that Quality Assurance and Standards Officers (QASOs) did not organize regular seminars and workshops to update teachers on the current teaching methods and improve the students' learning environment by providing enough sanitation facilities, relevant textbooks and enough and secure classrooms. Generally, descriptive designs cannot enable the study to establish cause and affect relationships. Nevertheless, the use of questionnaires and interviews in descriptive studies could generate rich datasets on large and diverse samples.

Several studies were also attracted into investigating the extent to which SQA enhance quality education (Katete, 2023;Mkulu, 2022). For instance, a study conducted by Peter and Mkulu (2022) evaluated the impact of school quality assurance on the delivery of high-quality instruction in public secondary schools in Tanzania's Kwimba District. The study used a convergent parallel research design as

part of a mixed research approach. A sample of 93 was drawn from a population of 720. The qualitative data was gathered through interviews. The study revealed that school quality assurance had little influence on the provision of quality education due to the various challenges they faced. The weakness of the study was the combination of qualitative research and a convergent parallel research design. The selected design makes use of both qualitative and quantitative research approaches. However, the study managed to establish the influence of SQA on quality education.

A study conducted in Tanzania by Katete (2023) investigated the contributions of quality assurance and control practices to ensuring students' academic achievement in technical institutions in Tanzania. Data were collected through focus group discussions and interviews. The results show that quality assurance and control practices influenced academic achievement among students in government technical institutions in several ways. These include setting appropriate objectives in teaching and learning, helping in education quality control, improving self-efficiency among tutors, improving tutors' and students' accountability, and helping in a quality audit of the learning process. The use of FGD and interviews implied that the study employed qualitative approach only hence denying the study to make use of quantitative approach as well. However, the study was related to the current study on aspect of quality assurance practices.

### **2.3.3 The better ways SQA can be used to improve Teachers' Performance**

The guideline for best practices for quality assurance in education and training institutions by QAHE (n.d) in United Kingdom (UK) posits that quality assurance

practices, such as aligning curriculum with learning objectives, utilizing effective instructional strategies, implementing varied and authentic assessments, and providing comprehensive student support services, contribute to a well-rounded and holistic educational experience. By focusing on these areas and following best practices, educational institutions can enhance the learning experience for students, promote their academic success, and foster their overall development. Other than being a guideline for the best school quality assurance practices, the document provided how the best practices could help the students and tutors attain the intended goals of quality education.

Issues regarding the establishment of the best practices of applying SQA in enhancing quality education has also drawn the attention of scholars (Asuquo & Onyinye, 2022; Arthur, 2022). For instance a study conducted in Nigeria by Asuquo and Onyinye (2022) examined internal school quality assurance practices and undergraduate students' attitude towards academic activities in public universities in Cross River State. The researchers used convenience sampling technique in selecting a sample of 2,500 students. The results of the study revealed significant relationship between school quality assurance approaches (maintenance of facilities, curriculum implementation, examinations administration) and students' attitude towards academic activities. The use of convenience sampling technique denied the study to employ key informants who would otherwise provide significant information to the study. However, the study managed to establish the attitude of students towards school quality assurance practices.

A study conducted in Ghana by Arthur (2022) provided an empirical and critical review of quality assurance practices through the identification of promotional and constraining factors that inhibit quality assurance practices among private universities in the Bono Region. The study employed semi-structured instrument through engaging interpretation research paradigm. The study revealed that quality assurance practices undertaken by the universities included ensuring that teaching and learning as well as student assessment were conducted in ways that elicit confidence from players in tertiary education. The use of semi-structured interview only implied that the study was purely qualitative in nature and therefore did not employ quantitative approach which could otherwise enable the study to involve more respondents. Nevertheless, the study managed to establish the best practices for SQA in enhancing quality of education.

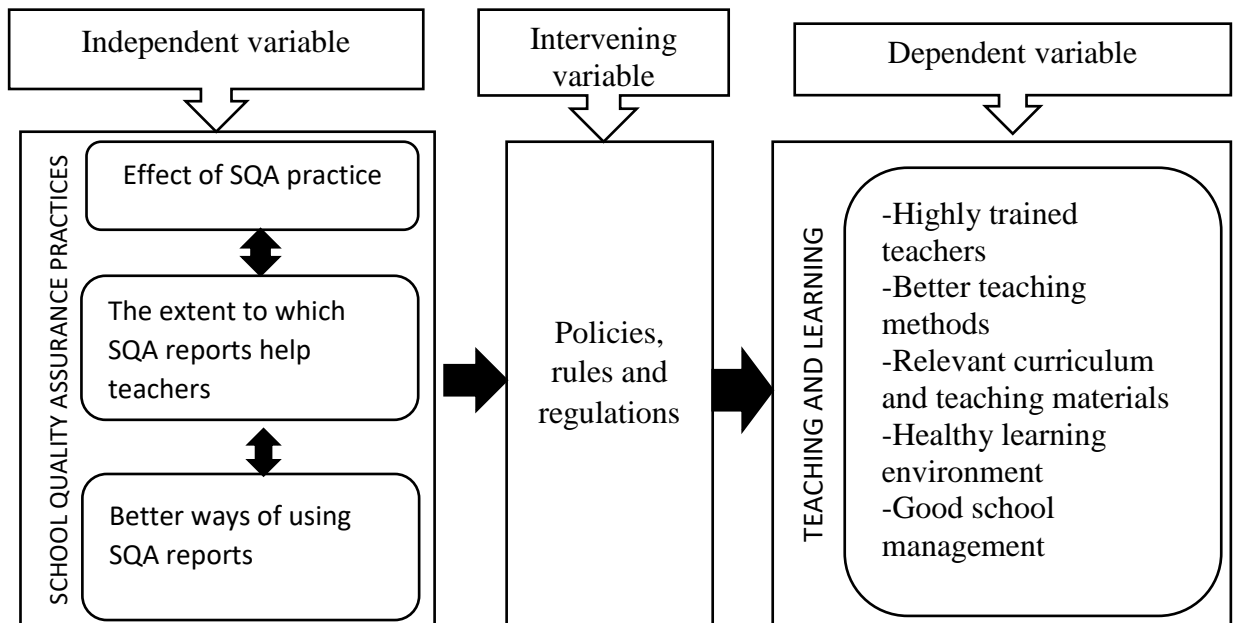
Likewise, in Tanzania a study by Kosia and Okendo (2018) aimed at investigating the effects of school quality assurance officers' feedback on improving teaching and learning in Arusha city public secondary schools. The convergent parallel mixed method using concurrent approach with Ex-post Facto design case study designs were employed in the study. The study also used both probability and non-probability sampling procedures where data were collected using questionnaires, interview guides and focused group discussion. The findings of the study showed that there was positive relationship between SQAOs feedback and improvement in teaching and learning in overall and in all school categories. The study of this nature required a cross-sectional design which would enable the research to explore the 'why' question but not just describing the situation the way it was. Nonetheless, the

application of both qualitative and quantitative approaches enabled the study to adequately collect data that would draw the study to the intended goal.

A study conducted by Medard and Mwila (2022) aimed at assessing the implementation of quality assurance guidelines in promoting the quality of teaching and learning. The study adopted mixed methods research approach and a descriptive survey design. A synthesis of the findings revealed that quality assurance reports were only shared by education officer, head of school, and teachers. The most significant weakness of the study was the employment of descriptive survey research design which limited the study to answer the ‘what’ question and not ‘how’ and ‘why’ questions. However, the study managed to establish whether the SQA reports were shared among all the stakeholders.

#### **2.4 Conceptual Framework**

Figure 2.2 shows the relationship between the independent variable (SQA Practices) and the dependent variable (teaching and learning). The SQA Practices influences the quality teaching and learning through SQA practices, the extent to which SQA reports help teachers and better ways of using SQA reports. Figure 2.1 further shows that the ability SQA practices to influence teaching and learning depends on the intervening variable which includes policies, rules and regulations.



**Figure 2.1: Conceptual Frameworks for assessing effect of SQA on Teaching and Learning**

**Source:** Field Data (2024)

## 2.5 Research Gap

Most of the reviewed studies examined the effect of school quality assurance practice on teaching and learning; other studies examined the extent to which SQA reports helped teachers to improve their performance; yet other studies explored the best ways SQA could be used to improve teachers' performance. Methodologically, most studies were conducted in UK, US, India, Iraq, Nigeria, Kenya and Ghana while other studies employed descriptive research design and others engaged documentary review method. Unlike the reviewed studies, the present study assessed the effect of school quality assurance on teaching and learning in Ilala Municipal Council, Tanzania.

Furthermore, this study employed mixed research approach with exploratory design. Based on such divergence between the reviewed studies and the present study, therefore, the current study immensely added value to the knowledge regarding the effect of school quality assurance on teaching and learning in public secondary schools. This was conducted because of the need for a comprehensive micro approach to explore how school quality assurance affected teaching and learning. This was the research gap that was filled by the current study.



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

This chapter covers the research approach, research design, area of the study, target population, and sample and sampling procedure. Other components of this chapter included data collection methods, data analysis, validity and reliability and ethical considerations.

#### **3.1 Research Paradigm**

This study believed in pragmatism or mixed- method as a research philosophy. The pragmatism philosophy assumes that the most important determinant of the epistemology, ontology and axiology one adopts is the research question, one may be more appropriate than the other for answering particular questions. As Walker (2002) stipulates that “certain questions simply cannot be answered by quantitative methods, while others cannot be answered by qualitative ones”. It implies that pragmatists believe the use of more than one way when striving to reach the research purpose. Mixed-method design was best fit for this study since both quantitative and qualitative methods were employed.

With this approach, the elements of qualitative and quantitative methods were combined in a single study for the purposes of breadth and depth of understanding and corroboration (Johnson *et al.*, 2007). The researcher chose mixed methods approach because it provided an opportunity of collecting, analysing, integrating the findings and drawing inferences using both qualitative and quantitative methods in a

single study (Tashakkori& Creswell,2007). Basically, pragmatism was used in this study to understand how knowledge was produced and used in practice, and to identify ways to improve the research effectively.

### **3.2 Research Approach**

This study usedmixed methodology approach. Denzin and Lincoln (2000) claimed that mixed methods research was the type of research in which a researcher combined elements of qualitative and quantitative research approaches. By mixing both quantitative and qualitative research approaches, the researcher gained in breadth and depth of understanding and justification, while offsetting the weaknesses inherent to using each approach by itself. In that respect both qualitative and quantitative data were collected sequentially. This study used these approaches as it helped in gathering profound information about the assessment of quality assurance practices on enhancing learning achievement in public secondary school.

### **3.3 Research Design**

Research design refers to a plan, which shows the approach of an investigation conceived by a researcher (Cohen *et al.*, 2018). This study adoptedexplanatory design where the questionnaires, interview and the review of records and unstructured interview were used. The design was used in such a way that the respondents were fist subjected to interview before administering the questionnaire. The design was used because it provided a chance for collection of in depth information (Milanzi, 2009). This design allows for the investigation of the educational problems through the attainment of facts and opinions concerning the current conditions of the

variables (Omari, 2011). Interview method was used to collect data from selected respondents from Ilala Municipal Council. Reliability of the interview questions was also tested through a pilot study. Then researcher visited the sampled schools for familiarity.

### **3.4 Area of the Study**

The study was conducted in Ilala Municipal Council. Ilala Municipal Council is one of the five districts of Dar es Salaam region of Tanzania. The district is bordered to the north and northeast by Kinondoni District and Ubungo District, to the east by the Zanzibar Channel, the west by Pwani Region, and to the south by the Temeke District. It covers an area of 364.9 km<sup>2</sup>. Dar es Salaam region was selected because while some schools show strong academic results, majority of them face challenges like poor science subject performance, particularly community secondary schools (Kusiluka, 2015).

The study area was simplified the whole process of data collection since the area had many old and new government Schools like Zanaki Secondary School, Azania Secondary School, Pugu Secondary School, Kinyerezi Secondary School, Dar es salaam Secondary School, MnaziMmoja Secondary School as well as availability of school quality assurance officers. Some studies also established that in Ilala Municipal Council, some students completed their secondary education by scoring division zero in final examinations (Sebastian, 2020). Furthermore, Ilala Municipal council emerged to be the worst performing Municipal Councils in Dar es Salaam Region in 2021 form four national examination. Out of 6,540 students who sat for

Form 4 examinations in 21 schools, only but 27 students (0.4%) scored Division one, 194 students (3%) scored Division two 598 students (9.1%) scored division three, 3,149 students (48.1%), and 2,575 students (39.4%) scored division zero (Kolumbiaet *al.*, 2022).

### **3.5 Target Population**

According to Best and Khan (1993) population is “any group of individuals that have one or more characteristics in common that are of interest to the researcher”, and that it may be all individuals of a particular type, or a more restricted part of that group. The target population of this study included 60 public secondary schools in Ilala Municipal Council in which there are 3097 teachers and 60 heads teachers (URT, 2021). Other target population was 57 school quality assurers (URT, 2017). The total of target population were therefore, be 3,214. It is from these categories of the population that a sample for the study was drawn. It is hoped that they could provide live and rich experiences as well as real voices about how school quality assurers’ process were done.

### **3.6 Sampling Techniques and Procedures**

Sampling is the process or technique of selecting a suitable smaller size of population of a representative part of a population for the purpose of determining characteristics of the whole population. This study consequently, used two sampling techniques: purposive and simple random sampling. This strategy helped to engage the respondents who were more accessible due to their geographic location. It was this reason that the researcher used simple random sampling and purposive sampling

techniques because of preferences made to quantitative and qualitative methods, respectively (Alston & Bowles, 2003).

### **3.6.1 Purposive Sampling Technique**

This study used the purposive sampling technique in selecting 10 public secondary schools out of 60 public secondary schools in Ilala Municipal Council; 10 heads of public secondary teachers; and 6 quality assurance officers. These participants were chosen on the basis of their expertise and experience regarding the influence of SQA on teaching and learning in public secondary schools.

### **3.6.2 Simple Random Sampling Technique**

The simple random sampling technique was used to select 340 teachers among 3097 public secondary school teachers. The simple random sampling was used in such a way that the respondents from each selected school was requested to pick pieces of papers which were labelled 'yes' and 'no' from the bucket. The 'yes' pieces of papers were the exact number of respondents required to participate in the study. Thus, the bucket in each of the ten secondary schools had only 34 pieces labelled 'yes'. In this respect therefore, the technique enabled the study to select 34 teachers from each of the 10 public secondary schools.

### **3.7 Sample Size**

The sample size of this study was 356 (Table 3.1). These constituted 340 teachers, 10 head teachers; and 6 quality assurance officers. The sample size was determined by using Hassan (2015) formula. Hassan (2015) formula was used because it allowed

the study to calculate an ideal sample size given a desired level of precision, desired confidence level, and the estimated proportion of the attribute present in the population. Hassan (2015) formula for determining sample size was applied as follows:

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

Where

N stands for population size (3,214) from Ilala Municipality;

e stands for margin of error/precision (0.05);

n stands for total sample size.

$$n = \frac{3,214}{1 + (3,214 \times (0.05)^2)} = 355.7277 \approx 356$$

**Table 3.1: Sample Size**

Category of respondents	Frequency		Percentage %	
	Males	Females	Males	Females
Teachers	170	170	95.5%	95.5%
Head teachers	5	5	2.8%	2.8%
School Quality Assurers	3	3	1.7%	1.7%
<b>Total</b>	<b>178</b>	<b>178</b>	<b>100</b>	<b>100</b>

**Source:** Field data, 2024

### 3.8 Data Collection Methods

The study employed three main research methods: structured interviews, questionnaires, focus group discussion and documentary review.

#### 3.8.1 Documentary Review

Documentary review was a useful source of data for this study. The secondary data was collected from the monthly reports of the school inspectors and educational

officers. Other data were collected by reviewing the teachers' lesson plans, schemes of work, class journals and teachers attendance. The information that were extracted through the documents included the effectiveness of teachers in preparing those documents. The Secondary Education Inspection reports was also useful in tracing government statement in school inspection.

### **3.8.2 Questionnaires**

The questionnaires were mailed through hand to respondents who were expected to read and understand the questions and write down the reply in the space meant for the purpose in the questionnaire itself. The respondents were required to answer the questions on their own. In this study the self-completion or self-administered questionnaire were employed and distributed physically to 100 teachers in 10 secondary schools so as to trap their perception in regard to improved work performance based on the support given by school inspectors. Questionnaires were very useful in extracting quite a lot of information within a short time. It saved time as the researcher administered a number of questionnaires to many respondents at a time.

### **3.8.3 Semi Structured Interview**

The technique involved face-to-face interaction between individuals leading to self-rapport. It was advantageous because it was quite flexible and adaptable. In this study, semi-structured interview were administered to School Quality assurers and Head teachers. This is because they were educational stakeholders so they were able to provide information regarding the assessment of school quality assurance practice

on enhancing learning achievement in secondary schools. The application of this research instrument provided freedom for the interviewer and respondents by asking some questions so as to allow relevant changes during the interview process. In making use of this technique, guiding questions which were attached to appendix assisted the process of data search. Selection of suitable time and place was considered. While the interview process was in progress, the researchers tape recorded the interview and took field notes that later helped in data analysis.

### **3.9 Data Analysis**

The qualitative data were analyzed using thematic analysis. The researcher was able to identify the themes that emerged from the participants in the interview. The researcher also organized those themes into categories to be meaningful. Also content analysis was used to analyze qualitative data. In this the researcher identified the main ideas in the responses given by the participants and evaluated those ideas (content) and came up with logical arguments.

Questionnaire which were used in collecting quantitative data were prepared based on the qualitative data. Quantitative data were then analysed by using mean, frequency distribution and percentages. The quantitative data were presented in tables and graphs. The Microsoft excel was used to carry out analysis from the questionnaires and generate tables and graphs. Besides, the interpretation of quantitative data, the study relied upon the significant differences in data that were be depicted by the mean. Furthermore, a 5-point Likert scale was used to analyse quantitative data. During the analysis, the strongly agree and agree responses were



combined to get a single figure which was regarded as agree. Likewise, the sum of strongly disagree and disagree will be determined to obtain single figure for disagree. The mean score was calculated by basing on quantified Likert scale scores.

### **3.10 Validity and Reliability of the Research Instruments**

#### **3.10.1 Validity of Research Instruments**

This study ensured internal validity by being careful in planning, controlling and implementing strategies for data collection, data analysis and in selecting sample size. More so, the study ensured external validity by carefully defining target population, controlling confounding variables, replicating and comparing the results, seeking feedback and peer review, and communicating and disseminating the results. Finally, the study ensured construct validity by increasing the number of different measures.

#### **3.10.2 Reliability of the Research Instruments**

The study ensured the reliability of instruments by keeping up the circumstances of data collection as consistent as possible to reduce the influence of external factors that might have created variation in the results. The study also ensured the reliability of instruments by scrutinizing the data through sorting, editing and coding.

### **3.11 Ethical Issues Considerations**

Before going in the research field, the researcher made sure that all the procedures in doing research were properly followed. First, the researcher obtained the letter of permission (a letter of support for research) from “Open University of Tanzania”. On

behalf of the Regional Education Officer, Ilala Municipal Education Officer was contacted for reference letter of introducing the researcher to the respective schools and to the school quality assurers. Before administering the questionnaires and during face-to-face interview, the research purpose and objectives were explained and clearly articulated so as the participants could take part freely based on their own consent. The interviews were carried out in a place where no one could invade the privacy of the issue in discussion. Participants were also assured of their security and confidentiality of all the information given. For this reason, the researcher employed different questionnaires and interviews to teachers and quality assurers.

## **CHAPTER FOUR**

### **FINDINGS AND DISCUSSION**

#### **4.1 Introduction**

This chapter presents data analysis, discussion and interpretation tasks. These tasks are arranged in accordance with specific objectives and research questions which were outlined in chapter one. The main purpose of this study was to assess the quality assurance practices on enhancing teaching and learning achievement in public secondary schools in Ilala Municipality.

#### **4.2 Demographic Information of Participants**

This section provides the characteristics of respondents of the study which includes the age, sex, marital status and education. Those characteristics of respondents were selected because they had strong bearing on the study's findings.

##### **4.2.1 Age of Respondents**

The study showed that while 52% of the respondents were aged 41 years and above, 23% of respondents were aged between 21 and 30 years (Table 4.1). The respondents' age group was necessary because it would determine the maturity of respondents while answering the questions regarding the quality assurance practices on enhancing teaching and learning achievement. This implies that majority of the respondents were in active age group who had a significant contribution in informing the public on how quality assurance practices enhanced teaching and learning achievement.

**Table 4.1: Age of Respondents**

<b>Age group</b>	<b>Frequency</b>	<b>Percent</b>
21-30	82	23
31-40	89	25
Above 41	185	52
<b>Total</b>	<b>356</b>	<b>100.0</b>

**Source:** Field Data, 2024

#### **4.2.2 Sex of Respondents**

The study also showed that the majority of respondents (57.9%) were females while minority of respondents (42.1%) were males (Table 4.2). The higher proportion of females than males implied that the study had high level of responses since women have been proved over the years that they have higher level of responses.

**Table 4.2: Sex of Respondents**

<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>
Male	150	42.1
Female	206	57.9
<b>Total</b>	<b>356</b>	<b>100.0</b>

**Source:** Field Data, 2024

#### **4.2.3 Education Level of Respondents**

The results of the study indicated that while majority of respondents (76.5%) were bachelor's degree holders, minority of respondents (0.8%) possessed PhDs (Table 4.3). This indicates that majority of respondents were university graduates implying that Ilala Municipality had professional and qualified workers who were able to inform the study on how quality assurance practices enhanced teaching and learning achievement.

**Table 4.3: Education level of Respondents**

<b>Level of education</b>	<b>Frequency</b>	<b>Percent</b>
Diploma	62	17.4
Bachelor's degree	272	76.5
Master's degree	19	5.3
PhD degree	3	0.8
<b>Total</b>	<b>356</b>	<b>100.0</b>

**Source:** Field Data, 2024

#### 4.2.4 Teaching Experience

While the majority of respondents (45.5%) had working experience of 11-15 years, the minority of respondents (8.4%) had working experience of 0-5 years. In this study, the long working experience of respondents was ideal for ensuring the reliability of the information that was provided by respondents. Since the majority of respondents had worked for more than 10 years, the study immensely benefitted from the reliable data that were collected from them.

**Table 4.4: Teaching experience of the Respondents**

	<b>Frequency</b>	<b>Percent</b>
0-5 years	30	8.4
6– 10 years	71	19.9
11-15	162	45.5
16-20	58	16.3
Above 20	35	9.8
<b>Total</b>	<b>356</b>	<b>100.0</b>

**Source:** Field Data, 2024

#### 4.3 The effect of SQA Practice on Teaching and Learning

The first specific objective of this study determined the effect of school quality assurance practice on teaching and learning in Public Secondary Schools in Ilala Municipality. The effect of school quality assurance practice on teaching and

learning composed of 4 items all measuring aspects of school quality assurance practice (Table 4.5).

**Table 4.5: The effect of SQA Practice on Teaching and Learning**

Statements	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly agree (%)	Mean
Quality assurance practices include ensuring a match between students and staff ratio	17.1	61	8.1	6.2	7.6	1.2
Quality assurance practices include monitoring teachers' and students' performance	16.6	17.1	9.6	25.3	31.5	3.4
Quality assurance practices ensure the adequacy of school infrastructure	21.9	22.5	6.2	28.2	21.2	3.0
Quality assurance practices include improvising teaching and learning materials	6.2	11	6.2	32.9	43.9	4.0

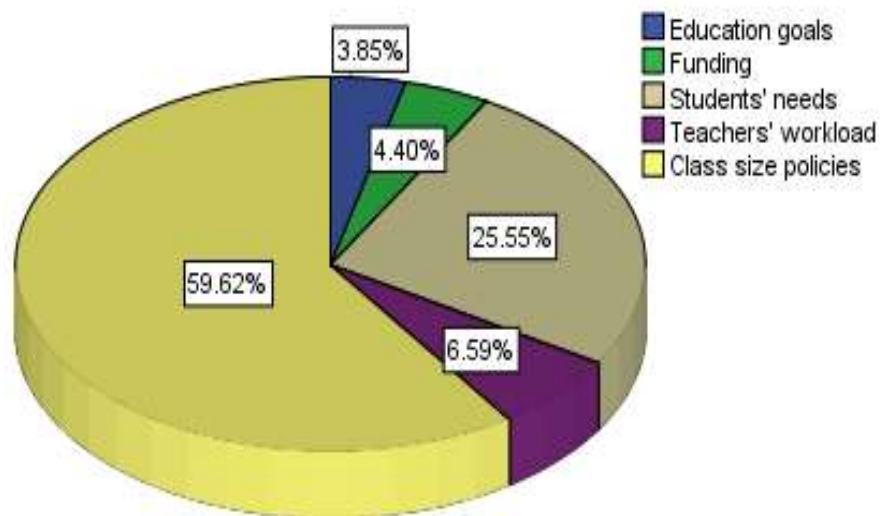
**Source:** Field Data, 2024

#### 4.3.1 Ensuring a match between Students and Staff Ratio

When the respondents were asked if quality assurance practices ensured a match between students and teachers ratio, 78.1% of the total respondents disagreed, while 13.8% agreed (Table 4.5). The mean score of 1.2 out of the possible 5 likewise demonstrated that the opinions of respondents were that ensuring a match between students and staff ratio did not have a significant effect on teaching and learning.

This implies that quality assurance practices did not affect teaching and learning through ensuring a match between students and staff ratio.

While answering the question which sought to establish the factors which determined student-to-teacher ratio that ultimately affected teaching and learning, the majority of respondents (59.62%) indicated class size policies, whereas 3.85% showed funding (Figure 4.1). The findings therefore, implied that class size policies were a significant determining factor for student-to-teacher ratio and other were education goals, students' needs and teachers' workload which would affect teaching and learning.



**Figure 4.1: Factors determining Student-to-Teacher Ratio**

**Source:** Field data, 2024

Interview sessions were conducted on whether SQA practices ensured a match between students and teacher ratio. One of the participants of research interview, the head of school labeled HoS-A said:

*“...School quality assurers have a lot of activities to undertake that are real geared towards improving teaching and learning, however, the issue of ensuring a reasonable student-to-teacher ratio is not actually their role. The student-to-teacher ratio is already been determined by the Ministry though we hardly observe it considering high level of students’ enrolment in public secondary schools...” (HoS-A, 30<sup>th</sup> September, 2024)*

However, the SQA who was labeled SQA-U reacted to the statement which sought to establish whether quality assurance practices ensured a match between students and staff ratio by saying:

*“...Among the roles of SQA is to ensure that the student-to-teacher ratio is under manageable level, however, because of overwhelming work they end up not emphasizing on it. This is mainly attributed to lack of facilities such classrooms and high level of public secondary school enrolment following fee free education policy...” (SQA-U, 14<sup>th</sup> October, 2024).*

The research participants were therefore, of opinion that student-to-teacher ratio was indeed the practice of SQA but they hardly made up a follow up on it. This implies that SQA practices did not ensures the success of teaching and learning by moderating the student-to-teacher ratio.

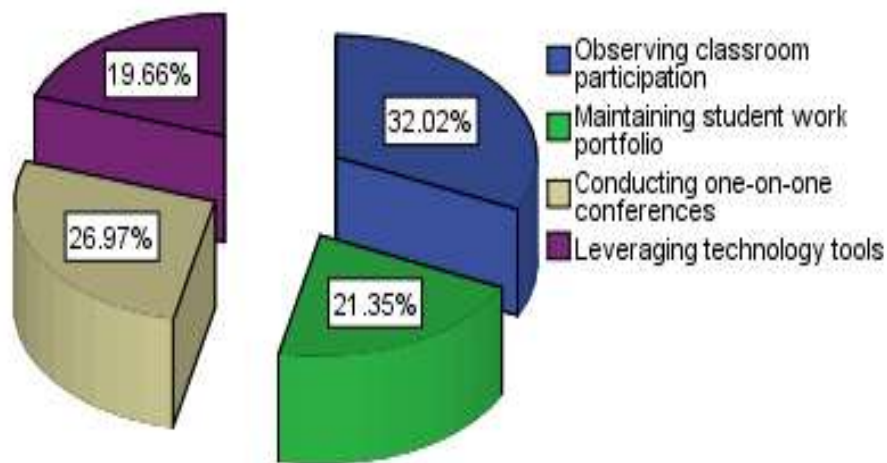
#### **4.3.2 Monitoring Students’ Performance**

When the respondents were asked if quality assurance practices included monitoring students’ performance, the results showed that while 56.8% of the total respondents agreed, 33.7% of the total respondents disagreed (Table 4.5). The mean score of 3.4 out of the possible 5 also demonstrated that the views of respondents were that monitoring students’ performance had a significant effect on teaching and learning.



This implies that monitoring students' performance was one of the quality assurance practices that affected teaching and learning.

However, when the respondents were asked what was actually monitored as a way of improving teaching and learning, the results showed that while 32.02% of total respondents indicated 'observing classroom participation', 19.66% indicated 'leveraging technology tools' (Figure 4.2). The findings therefore, implied that although there were other activities that were being monitored such as maintaining students work portfolio, conducting one-to-one conferences and leveraging technology tools, the most significant form of monitoring was observing classroom participation.



**Figure 4.2: Activities that were being monitored**

**Source:** Field data, 2024

Interview sessions were also conducted on whether quality assurance practices included monitoring students' performance. One of the participants of research interview, the head of school labeled HoS-B said:

*“...School quality assurance practices indeed include monitoring students’ performance as a way of improving teaching and learning. In most cases, the school quality assurers have been monitoring classroom participation and assignment engagement...” (HoS-B, October 1<sup>st</sup>, 2024)*

Likewise, the SQA who was labeled SQA-V also provided the opinion regarding whether quality assurance practices enhanced teaching and learning through monitoring students’ performance by saying:

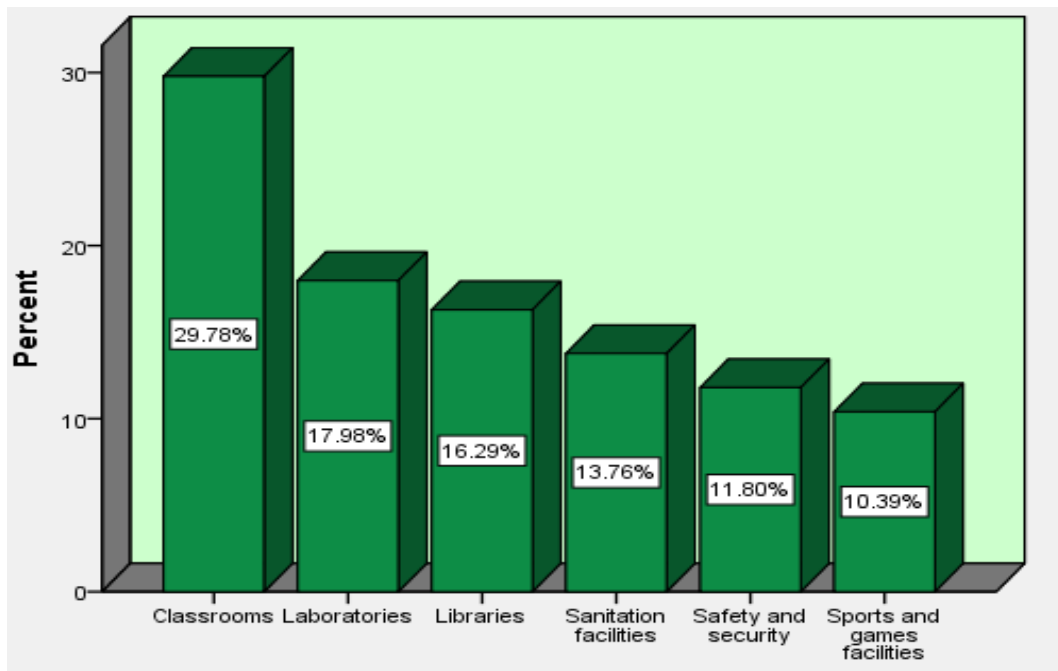
*“...Indeed monitoring students’ performance has been part and parcel of our duty. It should also be noted that students’ academic performance is the ultimate aim of any SQA so we are very keen on how well we can improve students’ performance...” (SQA-V, October 15<sup>th</sup>, 2024).*

The research participants were therefore, of opinion that monitoring of students’ performance was the practice of SQA as more emphasis was put on it. This implies that SQA practices which enhanced teaching and learning included monitoring of students’ academic performance.

#### **4.3.3 Ensuring the adequacy of School Infrastructure**

When the respondents were asked if quality assurance practices ensured the adequacy of school infrastructure, the findings showed that while 49.4% of the total respondents agreed, 44.4% of the respondents disagreed (Table 4.5). The mean score of 3.0 out of the possible 5 however, demonstrated that the total respondents who agreed were slightly higher than the respondents who disagreed, implying that ensuring adequacy of infrastructure could not completely be associated with school quality assurance practices.

However, when the respondents were asked to indicate the types of school infrastructure that the school quality assurance practices ensured their adequacy, the results showed that while 29.78% of the total respondents indicated ‘classrooms’, 10.39% of the total respondents showed ‘sports and games’ (Figure 4.3). The findings therefore, implied that although there were other types of infrastructure including laboratories, libraries, sanitation facilities, and safety and security, the most significant type of infrastructure that SQA practices ensured were classrooms.



**Figure 4.3: Type of Infrastructure that SQA Practices ensured their Availability**

**Source:** Field data, 2024

Interview sessions were also conducted on whether quality assurance practices ensured the availability of infrastructure. The head of school labeled HoS-C said:

*“...It is also the duty of SQA to ensure the adequacy of school infrastructure. The most significant infrastructure that the SQA*

*have been making a follow-up includes the availability of classrooms, library and laboratories. However, because of several challenges the infrastructure in most public secondary schools has been inadequate...” (HoS-C, October 2<sup>nd</sup>, 2024)*

Likewise, the SQA who was labeled SQA-W also provided the opinion regarding whether quality assurance practices enhanced teaching and learning through monitoring students’ performance by saying:

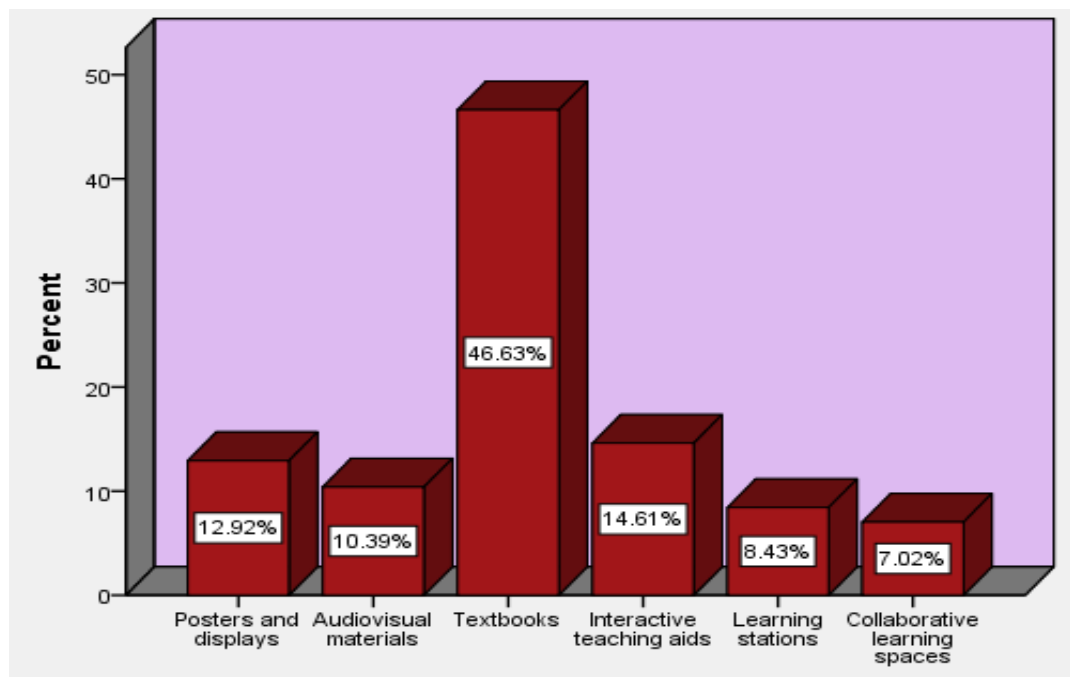
*“...School infrastructure which includes classrooms, libraries, teachers’ houses and laboratories are significant component of successful teaching and learning. So among other functions of the SQA is their adequacy and where necessary repair and maintenance is carried out...” (SQA-W, October 16<sup>th</sup>, 2024).*

The research participants were therefore, of the view that ensuring the adequacy of school infrastructure was the practice of SQA to enhance teaching and learning. This implies that SQA practices which enhanced teaching and learning included ensuring the adequacy of school infrastructure.

#### **4.3.4 Improvising Teaching and Learning Materials**

When the respondents were asked if quality assurance practices’ effect on teaching and learning included improvising teaching and learning materials, the findings showed that while 76.8% of the total respondents agreed, 17.2% of the respondents disagreed (Table 4.5). The mean score of 4.0 out of the possible 5 further demonstrated that improvising teaching and learning materials was one of SQA practices that affected teaching and learning. This implied that improvement of teaching and learning was done possible through improvising teaching and learning

materials by SQA practices. When the respondents were asked to indicate the type of teaching and learning materials that the school quality assurance practices improvised, the results showed that while 46.63% of the total respondents indicated ‘textbooks’, 7.02% of the total respondents showed ‘collaborative learning space’ (Figure 4.4). The findings therefore, implied that textbooks were the most used in teaching and learning that SQA practices improvised. However, other improvised teaching and learning materials included posters and displays, audiovisual materials, interactive teaching aids, and learning stations.



**Figure 4.4: Improvised Teaching and Learning Materials**

**Source:** Field data, 2024

While answering the question which sought to establish whether quality assurance practices’ effect on teaching and learning included improvising teaching and learning materials, the head of school labeled HoS-D had this to say:

*“...School quality assurance personnel have on several occasions encouraged teachers to improvise the teaching materials by using locally available resources. By utilizing improvised teaching and learning materials, teachers can organize their teaching to meet the students’ specific needs and interest thereby fostering a more effective and meaningful learning environment...” (HoS-D, October 3<sup>rd</sup>, 2024)*

Likewise, the SQA who was labeled SQA-X also provided the opinion regarding whether quality assurance practices enhanced teaching and learning through improvising teaching and learning materials by saying:

*“...Improvising instructional materials are highly encouraged by SQA practices that encourage creativity and critical thinking skills among both teachers and students. In other words, by engaging in hands-on activities and problem solving exercises, students develop a deeper understanding of the subject matter and are better equipped to apply their knowledge in real world situations...” (SQA-X, October 17<sup>th</sup>, 2024).*

The research participants were therefore, of the views that improvising teaching and learning materials was the practice of SQA to enhance teaching and learning. This implies that SQA practices which enhanced teaching and learning included improvising teaching and learning materials.

#### **4.4 The extent to which SQA reports enhance Teaching and Learning Process**

The second specific objective of this study examined the extent to which recommendations in SQA reports are helping teachers to improve their performance in areas of preparation to teach, conducting lessons and in evaluating pupils’ performance in Ilala Municipality. The extent to which recommendations in SQA reports are helping teachers to improve their performance composed of 3 items all measuring aspects of school quality assurance practice (Table 4.5).

**Table 4.6: The extent to which SQA reports enhance Teaching and Learning**

Statements	Lesser extent (%)	Less extent (%)	Moderate extent (%)	Great extent (%)	Greater extent (%)	Mean
SQA reports updates teachers on the current teaching methods	15.7	16	8.7	28.1	31.5	3.4
SQA reports improves the students' learning environment	3.1	9	6.2	35.9	45.8	4.1
SQA report assist in setting appropriate objectives in teaching and learning	25	30.6	6.2	20.1	18.1	2.8

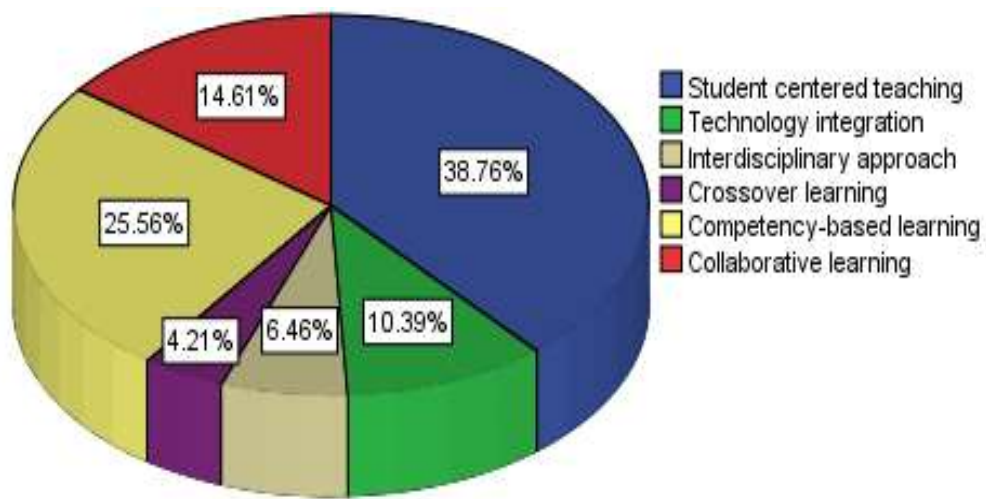
**Source:** Field Data, 2024

#### 4.4.1 Updating Teachers on the Modern Teaching Methods

When the respondents were asked the extent to which SQA reports updated teachers on the modern teaching methods as a way of improving their performance, the results showed that while 59.6% of the total respondents indicated 'to great extent', 31.7% of the total respondents indicated 'to less extent' (Table 4.6). The mean score of 3.4 out of the possible 5 further demonstrated that updating teachers on the modern teaching methods to great extent improved their performance. This implied that improvement of teaching and learning by SQA practices was made possible through updating teachers on the modern teaching methods.

When the respondents were asked to indicate the modern teaching methods that SQA reports updated teachers with, the findings showed that while 38.76% of the total respondents indicated 'student-centered learning', 4.21% of the total respondents showed 'crossover learning' (Figure 4.5). The findings therefore, implied that

student-centered learning was the most used method in teaching and learning that SQA reports updated teachers with. However, other modern teaching methods that SQA reports updated teachers with included technology integration, interdisciplinary approach, crossover learning, competency-based learning and collaborative learning (Figure 4.5).



**Figure 4.5: Modern Teaching Methods**

**Source:** Field data, 2024

While answering the question which sought establish the extent to which SQA reports updated teachers on the modern teaching methods as a way of improving their performance, the head of school labeled HoS-E had this to say:

*“...It is to great extent that SQA have always been emphasizing on students’ centered teaching method. In fact this method enables the students to be more engaged and it also increases their interest in learning as they interact among themselves...”*  
 (HoS-E, October 4<sup>th</sup>, 2024)



Likewise, the SQA who was labeled SQA-Y also provided the opinion regarding the extent to which SQA reports updated teachers on the modern teaching methods as a way of enhancing teaching and learning by saying:

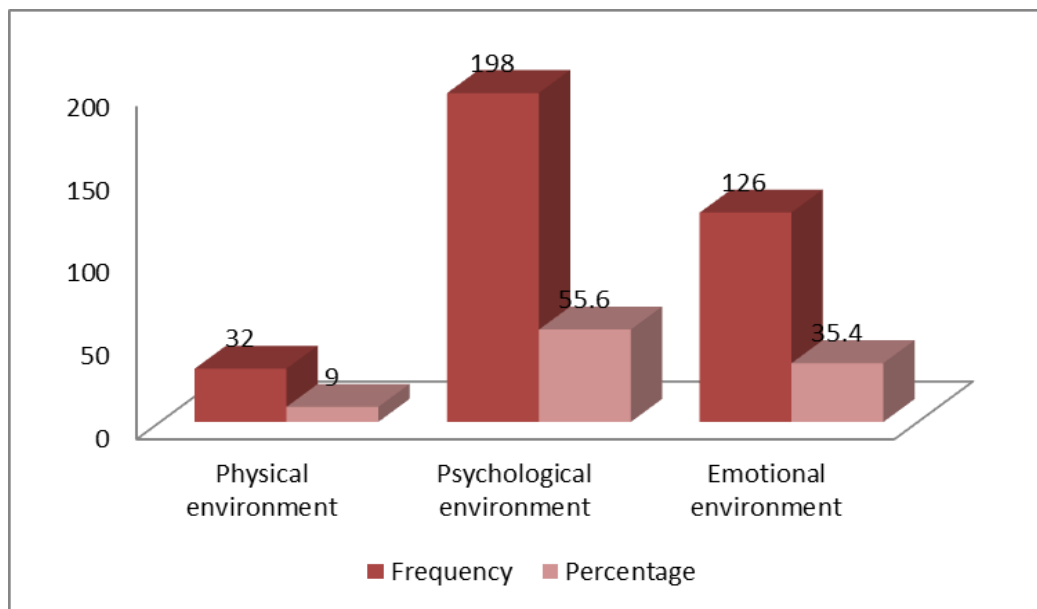
*“...SQA report cannot be complete unless we remind teachers on the best teaching methods. As per the moment participatory methods are still paramount such as students’ centered approach. It is therefore, to great extent that students are eagerly ready to participate in learning when they realize that their ideas are highly valued...” (SQA-Y, October 18<sup>th</sup>, 2024).*

The research participants were therefore, of the views that updating teachers on the modern teaching methods was to great extent SQA reports of improving their performance. This implies that SQA reports which improved teachers’ performance to great extent emphasized on updating teachers on the modern teaching methods.

#### **4.4.2 Improving the Students’ Learning Environment**

When the respondents were asked the extent to which SQA reports improved the students’ learning environment as a way of enhancing teaching and learning, the results showed that while 81.7% of the total respondents indicated ‘to great extent’, 12.1% of the total respondents indicated ‘to less extent’ (Table 4.6). The mean score of 4.1 out of the possible 5 further illustrated that improving the students’ learning environment to great extent improved teachers’ performance. This implied that improvement of teachers’ performance by SQA reports was made possible through improving the students’ learning environment. When the respondents were asked to indicate the students’ learning environment that SQA reports improved as a way of improving teachers’ performance, the results showed that while 55.6% of the total

respondents indicated psychological learning environment, 9% of the respondents indicated physical learning environment (Figure 4.6). The findings therefore, implied that an improvement of psychological learning environment was necessary for improving teachers' performance that SQA reports provided. However, another learning environment that SQA reports improved included emotional environment (Figure 4.6).



**Figure 4.6: Students' Learning Environment requiring Improvement**

**Source:** Field data, 2024

While answering the question which sought establish the extent to which SQA reports improved the students' learning environment as a way of improving teachers' performance, the head of school labeled HoS-F had this to say:

*"...By the virtue of the fact that the SQA first of all inspects the mandatory teaching documents such as lesson plan, scheme of*

*work and the lesson notes, the students are enabled to receive the most needed learning materials in a good environment. Therefore, it can be concluded that SQA are involved in improving the students' learning environment which ultimately improved teachers' performance... ” (HoS-F, October 7<sup>th</sup>, 2024)*

Likewise, the SQA who was labeled SQA-Y also provided the opinion regarding the extent to which SQA reports improved the students' learning environment by saying:

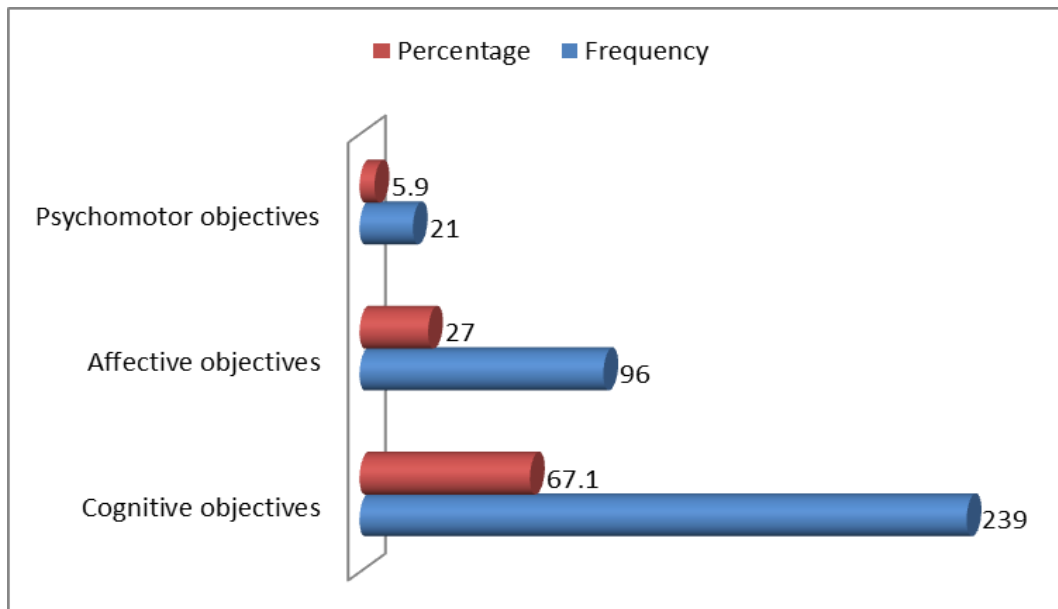
*“...Improving students' learning environment has been part and parcel of our duty since the ultimate aim is to improve quality of education. Therefore, to great extent we actually improve the students' learning environment by writing this in our reports...” (SQA-Y, October 18<sup>th</sup>, 2024).*

The research participants were therefore, of the view that improving students' learning environment provided in the SQA reports, to great extent improved teachers' performance. This implies that SQA reports enhanced teachers' performance to great extent by showing how students' learning environment can be improved.

#### **4.4.3 Setting Appropriate Objectives for Improving Teachers' Performance**

When the respondents were asked the extent to which SQA reports assisted in setting appropriate objectives for improving teachers' performance, the results showed that while 55.6% of the total respondents indicated 'to less extent', 38.2%% of the total respondents indicated 'to great extent' (Table 4.6). The mean score of 2.8 out of the possible 5 further showed that assisting in setting appropriate objectives to less extent improved teachers' performance. This implied that improvement of teachers' performance through SQA reports was to less extent achieved by setting appropriate

objectives. When the respondents were asked to indicate the type of students' learning objectives that SQA reports showed to improve teachers' performance, the results showed that while 67.1% of the total respondents indicated cognitive objective, 5.9% of the respondents indicated psychomotor objectives (Figure 4.7). The findings therefore, implied that preparing cognitive objectives was necessary for enhancing teachers' performance that SQA reports provided. However, another type of learning objective that SQA reports showed was affective objectives (Figure 4.7).



**Figure 4.7: Types of Learning Objectives**

**Source:** Field data, 2024

While answering the question which sought to establish the extent to which SQA reports assisted in setting appropriate objectives for teachers' performance, the head of school labeled HoS-G had this to say:

*"...SQA do not necessarily get involved in setting appropriate objectives for teaching and learning but they participate in*

*formulating the procedures to attain the set objectives. For instance, SQA suggest the teaching and learning materials as well as the best methods of teaching...” (HoS-G, October 8<sup>th</sup>, 2024)*

Likewise, the SQA who was labeled SQA-Z also provided the opinion regarding the extent to which SQA practices assisted in setting appropriate objectives as a way of enhancing teaching and learning by saying:

*“...Appropriate learning objectives are usually set by the teachers in collaboration with students. So SQA role is to foresee the attainment of those objectives through participating in activities which ultimately enable teachers and students to attain the predetermined objectives. In other words, SQA do not directly get involved in setting the objectives...” (SQA-Z, October 21<sup>st</sup>, 2024).*

The research participants were therefore, of the views that SQA to less extent assisted in setting appropriate objectives for enhancing teachers’ performance. This implies that SQA reports, to less extent assisted in setting appropriate objectives as a way of improving teachers’ performance.

#### **4.5 The better ways SQA can be used to Improve Teachers’ Performance**

The third specific objective of this study explored from secondary school teachers, better ways SQA could use to improve teachers’ performance in Ilala Municipality. The better ways SQA could use to improve teachers’ performance composed of 3 items all measuring aspects of school quality assurance practice (Table 4.7).

**Table 4.7: The better ways SQA can be used to Improve Teachers' Performance**

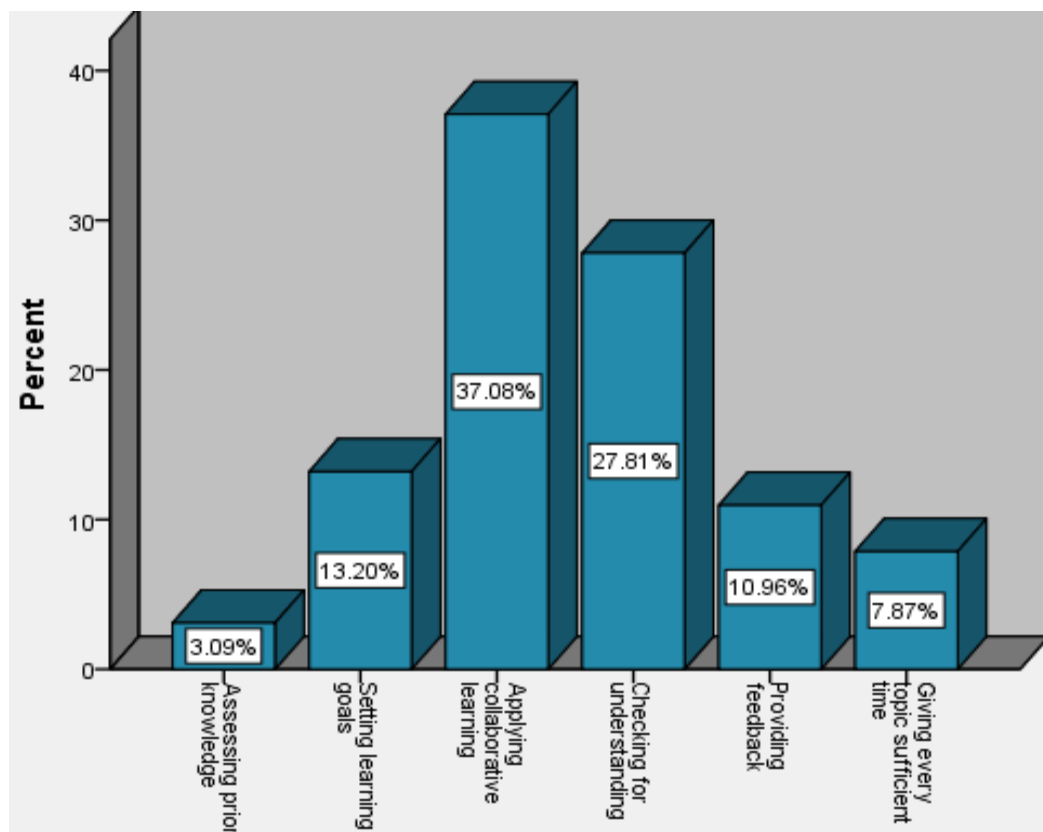
Statements	Strongly Disagree (%)	Disagree (%)	Undecided (%)	Agree (%)	Strongly agree (%)	Mean
SQA enhance teachers' performance by utilizing effective instructional strategies	6.2	9	3.1	35.9	45.8	4.1
SQA enhance teachers' performance through the implementation of varied and authentic assessments	6.2	9.8	3.9	38.7	41.4	4.0
SQA provides comprehensive student support services as a way of enhancing teachers' performance	20.1	18.1	6.2	25	30.6	3.3

**Source:** Field Data, 2024

#### 4.5.1 Utilizing Effective Instructional Strategies

When the respondents were asked whether utilizing effective instructional strategies was the better way SQA could use to improve teachers' performance, the findings showed that while 81.7% of the total respondents agreed, 15.2%% of the total respondents disagreed (Table 4.7). The mean score of 4.1 out of the possible 5 further demonstrated that utilizing effective instructional strategies was a better way that could be used by SQA to enhance teaching and learning. This implied that enhancement of teaching and learning by SQA practices could be better achieved by utilizing effective instructional strategies.

When the respondents were asked to indicate the effective instructional strategies that SQA practices used to enhance teaching and learning, the results showed that while 37.08% of the total respondents indicated ‘applying collaborative learning’, 3.09% of the respondents indicated ‘assessing previous knowledge’(Figure 4.8). The findings therefore, implied that applying collaborative learning was an ideal for enhancing teaching and learning that SQA could employ. However, other effective instructional strategies that SQA practices could employ included setting learning goals, checking for understanding, providing feedback, and giving every topic sufficient coverage time (Figure 4.8).



**Figure 4.8: Instructional Strategies that possibly could be used by SQA**

**Source:** Field data, 2024

While answering the question which sought to establish whether utilizing effective instructional strategies was a better way SQA could use to improve teaching and learning, the head of school labeled HoS-H had this to say:

*“...Since effective instructional strategies meet all learning styles and the development needs of all students, it is an ideal for improving teaching and learning. In other words, teachers are best served when they utilize a variety of instructional strategies as opposed to one or two...” (HoS-H, October 9<sup>th</sup>, 2024)*

Likewise, the SQA who was labeled SQA-U also provided the opinion regarding the utilization of effective instructional strategies as a better way that could be used by SQA to enhance teaching and learning by saying:

*“... Students will enjoy being taught with a variety of instructional strategies and are likely to stay engaged longer. Ultimately, a teacher should align the instructional strategies they are using with the students they are serving and the content they are teaching...” (SQA-U, October 14<sup>th</sup>, 2024).*

The research participants were therefore, of the views that SQA would utilize effective instructional strategies for enhancing teaching and learning. This implies that SQA practices which enhanced teaching and learning could utilize effective instructional strategies.

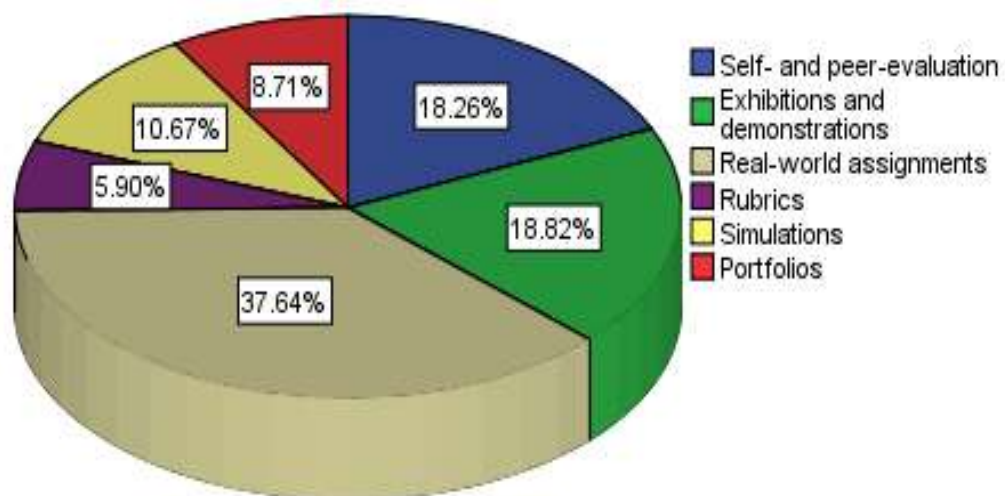
#### **4.5.2 Implementation of varied and Authentic Assessments**

When the respondents were asked whether the implementation of varied and authentic assessments was a better way SQA could use to improve teaching and learning, the findings showed that while 80.1% of the total respondents agreed, 16 %



of the total respondents disagreed (Table 4.7). The mean score of 4.0 out of the possible 5 further illustrated that implementation of varied and authentic assessments was a better way that could be used by SQA to enhance teaching and learning. This implied that enhancement of teaching and learning by SQA practices could be better achieved by implementing varied and authentic assessments.

When the respondents were asked to indicate the varied and authentic assessments that SQA practices used to enhance teaching and learning, the results showed that while 37.64% of the total respondents indicated ‘real-world assignments’, 5.9% of the respondents indicated ‘rubrics’(Figure 4.9). The findings therefore, implied that real-world assignments were necessary for enhancing teaching and learning that SQA could employ. However, other varied and authentic assessments that SQA practices could employ included self- and peer-evaluation, exhibitions and demonstrations, simulations, and portfolios (Figure 4.9).



**Figure 4.9: Varied and Authentic Assessments that was ideal for SQA practices**

**Source:** Field data, 2024

While answering the question which sought to establish whether the implementation of varied and authentic assessments was a better way SQA could use to improve teaching and learning, the head of school labeled HoS-I had this to say:

*“...Authentic assessments are very important since it enables students to be engaged when they are challenged to use information in real-world situation, which can prepare them for their future careers. More so it can help students develop critical thinking, communication, collaboration, and problem solving skills...” (HoS-I, October 10<sup>th</sup>, 2024)*

Likewise, the SQA who was labeled SQA-V also provided the opinion regarding the whether the implementation of varied and authentic assessments as a better way that could be used by SQA to enhance teaching and learning by saying:

*“...Authentic assessments help teachers to better understand students’ strengths and weaknesses. Furthermore, authentic assessments can support an inclusive learning environment by providing multiple means of representations...” (SQA-V, October 15<sup>th</sup>, 2024).*

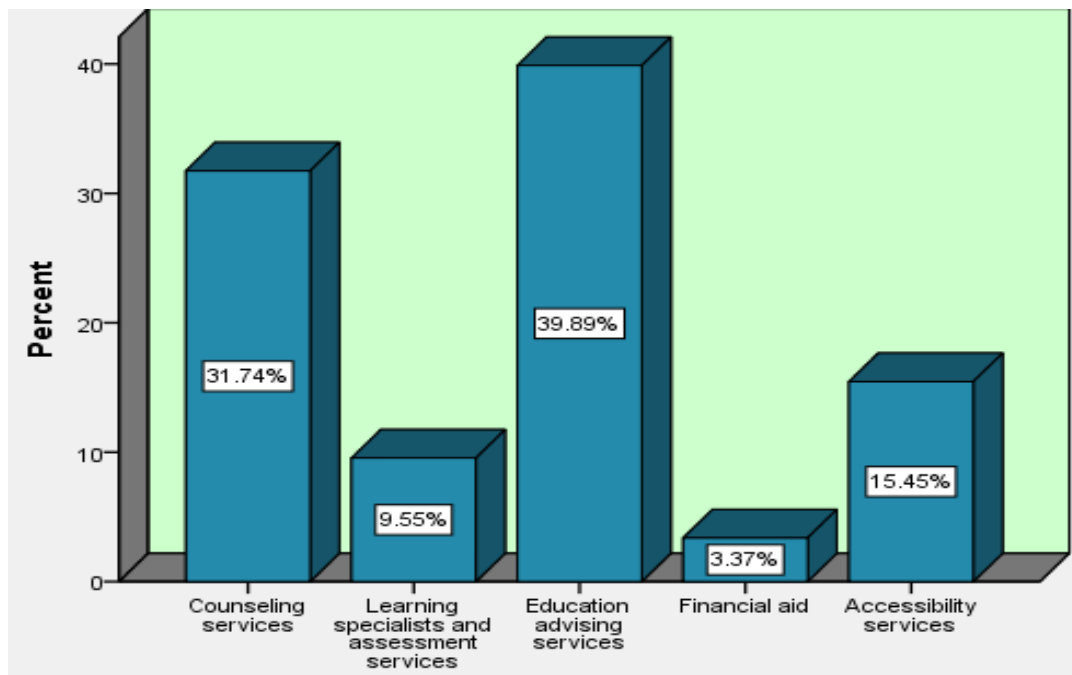
The research participants were therefore, of the views that SQA would implement varied and authentic assessments for enhancing teaching and learning. This implies that SQA practices which enhanced teaching and learning could implement varied and authentic assessments.

#### **4.5.3 Providing Comprehensive Student Support Services**

When the respondents were asked whether providing comprehensive student support services was a better way SQA could use to improve teachers’ performance, the

findings showed that while 55.6% of the total respondents agreed, 38.2% of the total respondents disagreed (Table 4.9). The mean score of 3.3 out of the possible 5 further demonstrated providing comprehensive student support services was a better way that could be used by SQA to enhance teaching and learning. This implied that enhancement of teaching and learning by SQA practices could be better achieved by providing comprehensive student support services.

When the respondents were asked to indicate the type of comprehensive student support services that would be provided through SQA practices to enhance teaching and learning, the results showed that while 39.89% of the total respondents indicated 'education advising services', 3.37% of the respondents indicated 'financial aid' (Figure 4.10). The findings therefore, implied that SQA practices could employ education advising services to enhance teaching and learning. However, other types of comprehensive student support services that SQA practices could employ included counseling services, learning specialists and assessment services, and accessibility services (Figure 4.10).



**Figure 4.10: Types of Comprehensive Student Support Services**

**Source:** Field data, 2024

While answering the question which sought to establish whether providing comprehensive student support services was a better way SQA could use to improve teachers' performance, the head of school labeled HoS-J had this to say:

*"...Comprehensive student support services also one of the significant approach because it can help students to feel connected to their school and succeed during school. Besides, it helps students improve their academic performance and confidence ..."* (HoS-J, October 11<sup>th</sup>, 2024)

Likewise, the SQA who was labeled SQA-W also provided the opinion regarding the whether providing comprehensive student support services was a better way SQA could use to improve teachers' performance as a better way that could be used by SQA to enhance teaching and learning by saying:

*“...There are several benefits that students can draw from comprehensive student support services such as coping with challenges, improving academic performance and boosting retention rates through tackling many challenges that students encounter. It should also be known that most students do not know the support services that are available to them, that fact that make them feel disconnected from school, isolated in their needs and stopping out...” (SQA-W, October 16<sup>th</sup>, 2024).*

The research participants were therefore, of the views that SQA would provide comprehensive student support services for enhancing teaching and learning. This implies that SQA practices which enhanced teaching and learning could provide comprehensive student support services.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.1 Introduction**

In this chapter the results of the findings are discussed in accordance with the specific objectives which included determining the effect of school quality assurance practice on teaching and learning; examining the extent to which recommendations in SQA reports helped teachers to improve their performance; and exploring better ways SQA could use to improve teachers' performance in secondary schools in Ilala Municipality.

#### **5.2 The Effect of SQA Practice on Teaching and Learning**

The results revealed that the effect of SQA practice on teaching and learning was demonstrated through ensuring a match between students and staff ratio, monitoring students' performance, ensuring the adequacy of school infrastructure, and improvising teaching and learning materials (Table 4.5).

The respondents, through the questionnaires disagreed that the effect of quality assurance practices ensured a match between students and teachers ratio in teaching and learning (Table 4.5). Likewise, the interviewees were of the opinion that student-to-teacher ratio was indeed the practice of SQA but they hardly made up a follow up on it. The respondents further pointed out that class size policy was a significant determining factor for student-to-teacher ratio that ultimately had effect on teaching and learning and other factors were education goals, students' needs and teachers' workload (Figure 4.1). The respondents' views were therefore, inconsistent with the

findings of the study by Nwosu (2013) which showed that SQA assured standard in the school, ensured proper staffing, and ensured a match between students and staff ratio.

The inconsistency of the findings of this study with the results of the study by Nwosu (2023) is due to locations of the study, the period of conducting research and commitment of SQA to the students-teachers ratio. The study by Nwosu (2013) was conducted in Nigeria in 2013. In Nigeria, the students-teachers-ratio is pegged at 1:40 for secondary schools; a policy which supposed to be adhered by all educational institutions in the country (Ogunode&Ahaotu,2020). However, in Tanzania, where the present study was conducted, the students-teachers ratio is 1:45; the policy which is not adhered to in public secondary schools due to overpopulated classrooms.

Another significant cause of the differences between the studies must have been due to the differences in period of conducting study. Whereas the study by Nwosu (2013) was conducted in 2013, the present study was conducted in 2024; a difference of 11 years is huge enough to bring about the differences in the result. The issues of the classes being overpopulated might have arose in 2020s when the fee free education was initiated in Nigeria and in Tanzania the first National School Feeding Guideline (NSFG) was launched in 2021 (GC, 2021).

In Nigeria, internal quality assurance is very active and it helped workers to be committed to their jobs as compared to the supervision and daily monitoring (Iyala *et al.*, 2022). This is in contrast to Tanzania where quality assurance practices are not

yet effective in supporting Public Secondary Schools to meet set standards of quality (Mutabaruka, 2018; Joseph, 2018). This implied that in Ilala Municipality quality assurance practices did not affect teaching and learning through ensuring a match between students and teachers ratio. In other words, SQA practices did not ensure the success of teaching and learning by regulating the student-to-teacher ratio.

However, a study by Ogunode and Ahaotu (2020) identified the following as the challenges facing the implementation of student-teacher ratio policy and they includes: inadequate funding, inadequate teachers, inadequate infrastructural facilities, weak quality assurance agencies, lack of political will and corruption. To solve the challenges identified and to ensure implementation of student-teacher ratio policy in Nigeria, the article suggests that the government should: provide adequate funding, employ more professional teachers, provision of more infrastructural facilities, strengthen the quality assurance control agencies, fight institutional corruption and ensure population control.

The respondents also showed that quality assurance practices included monitoring students' performance (Table 4.5). Similarly, the research participants were of the opinion that monitoring of students' performance was the practice of SQA to enhance teaching and learning. The respondents further indicated that although there were other activities that were being monitored such as maintaining students work portfolio, conducting one-to-one conferences and leveraging technology tools, the most significant form of monitoring was observing classroom participation (Figure 4.2). The findings of the study was therefore, consistent with the study by Gogo



(2009) which revealed that SQA maintained established standards and ensured quality control by monitoring students' performance.

The consistence of the findings of the study by Gogo (2009) with the present study on the basis that both studies established that students' monitoring involved observing classroom participation. Despite the fact that the two studies were conducted during different periods and regions the results were still similar. This shows the extent which the respondents in both studies regarded classroom participation as a significant item to be monitored.

On the same note a study by Saeed and Saeed (2018) demonstrated that the application of the quality assurance process resulted in fundamental change and improvement in the running process of teaching and learning. The study by Saeed and Saeed (2018) further underscored the roll of SQA in enhancing teaching and learning. However, the present study established that the significance of SQA revolved around the monitoring and maintaining students work portfolio, conducting one-to-one conferences and leveraging technology tools. This implies that SQA practices which enhanced teaching and learning included monitoring of students' academic performance.

The respondents also revealed that quality assurance practices ensured the adequacy of school infrastructure as a way of enhancing teaching and learning (Table 4.5). Similarly, participants were of the view that ensuring the adequacy of school infrastructure was the practice of SQA to enhance teaching and learning. The

respondents further indicated that although there were other types of infrastructure that were ensured by SQA such as laboratories, libraries, sanitation facilities, and safety and security, the most significant type were the availability of classrooms (Figure 4.3). This study was consistent with the study by Gogo (2009) which showed that increased school evaluation helped quality assurance to ensure the adequacy of physical facilities and equipment for a conducive teaching-learning environment, among others.

The physical facilities that Gogo (2009) referred to includes classrooms, playgrounds, music rooms, libraries and computer labs. This therefore, brought the present study and the study by Gogo (2009). Considering the difference of the period for conducting the study, it follows that the facilities that were highly needed 15 years ago still serve as a requirement for most secondary schools. However, a study by Onuma and Okpalanze (2017) revealed among others that: provision of infrastructural facilities, recruitment of qualified teachers, secondary school curriculum implementation and effective leadership management are quality assurance practices in secondary schools in Enugu State.

In contrast, a study by Phillymon (2020) found that quality assurance officers faced challenges such as insufficient funds, transportation and communication issues, insufficient human resources, and limited effective school inspection. Although SQA lacked the necessary financial backup that was required to acquire most of physical facilities, they appreciated the fact they were very important in facilitating teaching and learning. This implied that SQA practices which enhanced teaching and learning

included ensuring the adequacy of school infrastructure. The respondents also had the view that quality assurance practices' effect on teaching and learning included improvising teaching and learning materials (Table 4.5). Likewise, the research participants were of the view that improvising teaching and learning materials was the practice of SQA to enhance teaching and learning. The respondents further indicated that textbooks, posters and displays, audiovisual materials, interactive teaching aids, and learning stations were improvised teaching and learning materials for enhancing teaching and learning (Figure 4.4). The findings were consistent with the result of the study by Simon (2012) found that the common school quality assurance practices in secondary schools included improvising teaching and learning materials.

The consistence between the present study and the study by Simon (2012) can be attributed to the fact that they were both conducted in Tanzania. However, the differences in the period of conducting the study could have played significant role in enhancing the differences in the findings between the two studies but seemingly it had very little impact. Other than ensuring the improvising of teaching and learning materials, the SQA advised teachers on how to deal with instructional materials. Although dealing with instructional materials was not captured by the present study, the fact remains that improvising of teaching and learning materials cannot be successfully achieved without including its applications. This implies that SQA practices which enhanced teaching and learning included improvised teaching and learning materials.

### **5.3 The extent to which SQA reports enhance Teachers' Performance**

The results revealed that the extent to which SQA reports enhanced teachers' performance was manifested through updating teachers on the modern teaching methods, improving the students' learning environment and assisting in setting appropriate objectives (Table 4.6).

The respondents had the view that SQA reports to great extent updated teachers on modern teaching methods as a way of improving teachers' performance (Table 4.6). Likewise, the research participants were of the view that updating teachers on the modern teaching methods in SQA reports to great extent improved teachers' performance. The respondents further indicated that student-centered learning, technology integration, interdisciplinary approach, crossover learning, competency-based learning and collaborative learning were significant modern teaching methods that teachers were updated upon (Figure 4.5). However, respondents' opinions were inconsistent with the findings of the study by Maiyo et al. (2017) which revealed that Quality Assurance and Standards Officers (QASOs) did not organize regular seminars and workshops to update teachers on the current teaching methods and improve the students' learning environment by providing enough sanitation facilities, relevant textbooks and enough and secure classrooms.

The inconsistency of the findings of this study with the results of the study by Maiyo et al. (2017) is due to locations of the study, and the period of conducting research. The study by Maiyo et al. (2017) was conducted in Kenya in 2017. In Kenya, due to high cost of organizing seminars and workshops, the SQA hardly conducted

seminars and workshops to update teachers on modern teaching methods. In contrast, in Tanzania School Quality Assurance Officers (SQAQO) is asked to provide advisory services and support teachers on pedagogical skills rather than controlling them (MoEST, 2017). The Quality Assurance department encourages the involvement of head teachers and wards education officers in Quality Assurance activities, where they assess learners' achievement, the quality of teaching and learning, the quality of the school curriculum, school management, and school resources and facilities (MoEST, 2017).

Another significant cause of the differences between the studies must have been due to the differences in period of conducting study. Whereas the study by Maiyo et al. (2017) was conducted in 2017, the present study was conducted in 2024; a difference of 7 years is huge enough to bring about the differences in the result. Nonetheless, in Kenya, quality assurance strategies used by school quality assurance officers improve the teaching and learning processes in the school, which ultimately enhance students' performance (Mritha & Onyango, 2022). In contrast, in Tanzania, although internal school quality assurance guidelines are indispensable elements in quality effectiveness and maintenance, students' achievement deteriorates, as it is evident that a number of students finish secondary education with poor academic performance (Chakupewa, 2018).

This implies that SQA reports which improved teachers' performance to great extent emphasized on updating teachers on the modern teaching methods. The respondents had also of the view that to great extent the good students' learning environment

improved teachers' performance (Table 4.6). Likewise, the interviewees were of the view that the students' learning environment in the SQA reports to great extent improved teachers' performance. The respondents further indicated that psychological learning environment, physical learning environment and emotional learning environment were significant learning environments that would be provided in the SQA reports (Figure 4.6). The findings of this study were therefore, consistent with satisfaction model of Cheng and Tam: Seven Models (Cheng and Tam, 1997) which demonstrated that the extent to which the expectations and needs of 'strategic constituencies' are satisfied and met depended on the performance of an educational institution. The Cheng and Tam: Seven Models can form a comprehensive framework for understanding and conceptualizing quality in education from different perspectives and facilitating development of management strategies for achieving it.

However, a study by Peter and Mkulu (2022) revealed that school quality assurance had little influence on the provision of quality education due to the various challenges they faced. According to the study by Peter and Mkulu (2022), school quality assurance officers fail to influence the provision of quality education due to poor communication skills, a lack of sufficient human resources, poor implementation of constructive feedback provided in schools, and a lack of sufficient funds to run various activities related to the provision of quality education.

The inconsistency between the study by Peter and Mkulu (2022) and the present study is based on the locality where the study was conducted. Whereas the present study was conducted in Ilala Municipality, the study by Peter and Mkulu (2022) was

conducted in Kwimba District. This implies that improving students' learning environments provided in the SQA reports to great extent improved teachers' performance. The respondents had also the view that SQA reports to less extent assisted in setting appropriate objectives as a way of improving teachers' performance (Table 4.6). Likewise, the interviewees were of the view that to less extent SQA reports assisted in setting appropriate objectives for improving teachers' performance.

The respondents further indicated that preparing cognitive objectives, learning objective, and affective objectives were some of the objectives that SQA reports would assist in setting objectives as a way of improving teachers' performance (Figure 4.7). The findings of this study were therefore, consistent with goals and specifications model of Cheng and Tam: Seven Models (Cheng and Tam, 1997) which demonstrated that educational institutions had clearly stated and commonly accepted goals or mission statements towards which they strive to achieve. In other words, it was not the duty of SQA to assist in schools setting objectives as a way of improving teachers' performance

Furthermore, the results were consistent with the findings of the study by Katete (2023) which showed that setting appropriate objectives in teaching and learning was one of significant contribution of SQA practices. In other words, assurance and control practices influenced academic achievement among students in government technical institutions in several ways. These include setting appropriate objectives in teaching and learning, helping in education quality control, improving self-efficiency

among tutors, improving tutors' and students' accountability, and helping in a quality audit of the learning process. This implies that SQA reports to less extent assisted in setting appropriate objectives as a way of improving teachers' performance.

#### **5.4 The better ways SQA can be used to Improve Teachers' Performance**

The results revealed that the better ways SQA could use to improve teachers' performance was expressed through utilizing effective instructional strategies, implementation of varied and authentic assessments, and providing comprehensive student support services (Table 4.6).

The respondents had the view that utilizing effective instructional strategies was the better way SQA could use to improve teachers' performance (Table 4.7). Likewise, the interviewees were of the view that SQA practices would utilize effective instructional strategies for enhancing teachers' performance. The respondents further indicated that applying collaborative learning, setting learning goals, checking for understanding, providing feedback, and giving every topic sufficient coverage time ought to have been employed by SQA practices (Figure 4.8). The findings of this study were therefore, consistent with the process model of Cheng and Tam: Seven Models (Cheng and Tam, 1997).

Cheng and Tam (1997) demonstrated educational quality is achieved if internal functioning and learning processes of an institution run in a healthy manner. Cheng and Tam (1997) also stated, "leadership, communication channels, participation, co-ordination, adaptability, planning, decision making, social interactions, social



climate, teaching methods, classroom management, learning strategies and learning experiences” can be used as pointers of educational quality. However, the process model had its limitations such as the difficulty in monitoring processes and gathering related data, and the focus on quality of means instead of quality of the ends. A study by Nwaelehia et al. (2024) nevertheless, recommended that principals should actively support and promote the professional development of their teachers by encouraging them to participate in conferences, seminars, and colloquiums focused on effective teaching techniques. These limitations therefore, hampered the effectiveness of SQA in facilitating teaching and learning process.

Furthermore, the guideline for best practices for quality assurance in education and training institutions by QAHE (n.d) in United Kingdom (UK) posits that quality assurance practices, such as aligning curriculum with learning objectives, utilizing effective instructional strategies, implementing varied and authentic assessments, and providing comprehensive student support services, contribute to a well-rounded and holistic educational experience. By focusing on these areas and following best practices, educational institutions can enhance the learning experience for students, promote their academic success, and foster their overall development. This implies that SQA practices which enhanced teaching and learning could utilize effective instructional strategies.

The respondents were also of the view that the implementation of varied and authentic assessments was a better way SQA could use to improve teaching and learning (Table 4.7). Likewise, the interviewees were also of the view that SQA

would implement varied and authentic assessments for enhancing teachers' performance. The respondents further indicated that some of significant varied and authentic assessments included real-world assignments, self- and peer-evaluation, exhibitions and demonstrations, simulations, portfolios and rubrics (Figure 4.9).

The findings of this study were therefore, consistent with QAHE (n.d) which posits that quality assurance practices, such as aligning curriculum with learning objectives, utilizing effective instructional strategies, implementing varied and authentic assessments, and providing comprehensive student support services, contribute to a well-rounded and holistic educational experience. By focusing on these areas and following best practices, educational institutions can enhance the learning experience for students, promote their academic success, and foster their overall development.

Likewise, a study by Kosia and Okendo (2018) showed that there was positive relationship between SQAOs feedback and improvement in teaching and learning in overall and in all school categories. The findings of the study further showed that the overall quality of SQAOs is good in terms of quality, method used to gather feedback and degree of acceptability of feedback. The school inspection system which does not create avenue for teachers to accept inspection findings is likely to bring no improvement in teaching and learning in schools.

School inspectors need to create relationship with teachers and use sound communication style that would make teachers not only accepting feedback on their teaching but also use the findings to bring improvement in their teaching and

learning approaches. This implies that SQA practices which enhanced teaching and learning could implement varied and authentic assessments. The respondents were also of the view that providing comprehensive student support services were a better way SQA could use to improve teachers' performance (Table 4.7). Likewise, the interviewees were also of the view that SQA would provide comprehensive student support services for enhancing teachers' performance. The respondents further indicated that some of significant comprehensive student support services included education advising services, counseling services, learning specialists and assessment services, accessibility services, and financial aid(Figure 4.10).

The findings of this study were therefore, consistent with QAHE (n.d) which posits that quality assurance practices, such as aligning curriculum with learning objectives, utilizing effective instructional strategies, implementing varied and authentic assessments, and providing comprehensive student support services, contribute to a well-rounded and holistic educational experience. By focusing on these areas and following best practices, educational institutions can enhance the learning experience for students, promote their academic success, and foster their overall development.

In addition, a study by Asuquo and Onyinye (2022) revealed significant relationship between school quality assurance approaches (maintenance of facilities, curriculum implementation, examinations administration) and students' attitude towards academic activities. Students' attitude towards academic activities in this context means students' engagement in school with respect to punctuality, attendance in classes, notes taking, notes making, reading habit, group/academic discussion, doing

and submission of assignment on time, report writing, seminar presentation, participating in writing of tests/continuous assessments and semesters' examinations, participation in industrial attachment, field work, practicum, teaching practice, writing and defending of final project to mention a few. This implies that SQA practices which enhanced teaching and learning included providing comprehensive student support services.

## **CHAPTER SIX**

### **SUMMARY OF THE FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **6.1 Introduction**

This chapter presents the summary, conclusions and recommendations of the study. The sub-titles are in line with chapter four and they reflect three objectives that were established in chapter one and literature in chapter two as well as the methodology in chapter three.

#### **6.2 Summary of the Findings**

##### **6.2.1 Monitoring Students' Performance, Adequacy of School Infrastructure and Improvising Teaching and Learning Materials**

First objective determined the effect of school quality assurance practice on teaching and learning in Public Secondary Schools in Ilala Municipality. Its sub research question asked, "What are the effect of school quality assurance practice on teaching and learning in Public Secondary Schools in Ilala Municipality?" The findings also showed that quality assurance practices included monitoring students' performance.

In addition, it was shown that most significant form of monitoring was observing classroom participation. The study also revealed that quality assurance practices ensured the adequacy of school infrastructure as a way of enhancing teaching and learning. It was also shown that the most significant type of infrastructure that were ensured by SQA were the availability of classrooms. The study further revealed that quality assurance practices' effect on teaching and learning included improvising

teaching and learning materials. Though, the most significant improvised teaching and learning materials were posters and displays.

### **6.2.2 Updating Teachers on Modern Teaching Methods, Good Students' Learning Environment and Setting Appropriate Objectives**

The second objective examined the extent to which recommendations in SQA reports helped teachers to improve their performance in areas of preparation to teach, conducting lessons and in evaluating pupils' performance. Its sub research question asked, "To what extent the recommendations in SQA reports are helping teachers to improve their performance in areas of preparation to teach, conducting lessons and in evaluating pupils' performance?" The findings revealed that SQA reports to great extent updated teachers on modern teaching methods as a way of improving their performance.

It was also shown that student-centred learning was significant teaching method that was shown in SQA reports. The findings also revealed that to great extent the good students' learning environment improved teachers' performance. It was also demonstrated that psychological learning environment was significant environment that could improve teachers' performance. Finally, the study revealed that SQA reports to less extent assisted in setting appropriate objectives as a way of improving teachers' performance. It was also demonstrated that preparing learning objectives was the most significant in improving teachers' performance.

### **6.2.3 Implementation of varied and Authentic Assessments and Providing Comprehensive Student Support Services**

The third and final objective explored from secondary school teachers, better ways SQA could use to improve teachers' performance. Its research question asked, "What are the suggestions of secondary school teachers on better ways SQA could use to assist them improve their performance?" The study revealed that utilizing effective instructional strategy was the better way SQA could use to improve teachers' performance. However, effective instructional strategy was collaborative learning. The study also revealed that implementation of varied and authentic assessments was a better way SQA could use to improve teachers' performance. It was further indicated that significant varied and authentic assessments were real-world assignments. Finally, the study revealed that providing comprehensive student support services were a better way SQA could use to improve teachers' performance. It was further indicated that some of significant comprehensive student support services included education advising services and counseling services.

### **6.3 Conclusions**

The findings of objective one concluded that in Ilala Municipal Council, quality assurance practices included monitoring students' performance, ensuring adequacy of school infrastructure and improvising teaching and learning materials. This was in contrast to the initial assumption that quality assurance practices also included determining factor for student-to-teacher ratio. The findings of the second objective concluded that SQA reports to great extent updated teachers on modern teaching methods and students' learning environment as a way of improving teachers'

performance. This was in contrast to the popular believe that SQA reports to great extent assisted in setting appropriate objectives as a way of improving teachers' performance. The findings of the third objective concluded that utilizing effective instructional strategies, implementation of varied and authentic assessments, and providing comprehensive student support services were the better ways SQA could use to improve teachers' performance.

#### **6.4 Recommendations for Action**

- i. Given that the SQA practices in Ilala Municipality did not include determination of student-to-teacher ratio, it is recommended that in order to provide students in public secondary schools with personalized, engaging and supportive learning environment SQA should incorporate in its practices student-to-teacher ratio component;
- ii. Given that the recommendation of SQA reports in Ilala Municipality to less extent assisted public secondary schools in setting appropriate objectives to enhance teachers' performance, it is recommended that that in order to provide students in public secondary schools with personalized, engaging and supportive learning environment SQA should incorporate in its reports the component of setting appropriate objectives; and
- iii. Given that there was a need to establish the best SQA practices in Ilala Municipal Council, it is further recommended that SQA practices in Ilala Municipal Council should utilize effective instructional strategies, implement varied and



authentic assessments, and provide comprehensive student support services in order to improve teachers' performance.

### **6.5 Recommendations for Further Studies**

Given that the study was conducted in Ilala Municipal council by involving only but ten public secondary schools through adopting exploratory design, the study recommends that further study should employ descriptive cross-sectional research design, increase the number of schools to twenty and conduct the study in different municipal council.

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This section will determine the effect of school quality assurance practice on teaching and learning in Public Secondary Schools in Ilala Municipality. Please,

indicate your degree of agreement or disagreement with the following statements by ticking (✓) your response using this scale:

1 Strongly disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly agree
<b>Statements</b>				
<b>5.</b> Quality assurance practices include ensuring a match between students and teacher ratio				
<b>6.</b> Indicate the factors determining student-to-teacher ratio	Class size policies [ ]			
	Education goals [ ]			
	Students' needs [ ]			
	Teachers' workload [ ]			
	Funding [ ]			
<b>7.</b> Quality assurance practices include monitoring teachers' and students' performance				
<b>8.</b> Indicate what is actually monitored as a way of improving teaching and learning	Maintaining students work portfolio [ ]			
	Observing classroom participation [ ]			
	Conducting one-to-one conferences [ ]			
	Leveraging technology tools [ ]			
<b>9.</b> Quality assurance practices ensure the adequacy of school infrastructure				
<b>10.</b> Indicate the types of school infrastructure that the school quality assurance practices ensured its adequacy	Classrooms [ ]			
	Sports and games [ ]			
	Laboratories [ ]			
	Libraries [ ]			
	Sanitation facilities [ ]			
	Safety and security [ ]			
<b>11.</b> Quality assurance practices include improvising teaching and learning materials				
<b>12.</b> Indicate the type of teaching and learning materials that the school quality assurance practices improvises	Posters and displays [ ]			
	Audiovisual materials [ ]			
	Interactive teaching aids [ ]			
	Learning stations [ ]			
	Textbooks [ ]			
	Collaborative learning Space [ ]			

13. In your own view, are there any additional effect of school quality assurance practice on teaching and learning? If yes, kindly outline them:

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.....

### SECTION C: The extent to which SQA reports enhance teaching and learning

This section will examine the extent to which recommendations in SQA reports are helping teachers to improve their performance in areas of preparation to teach, conducting lessons and in evaluating pupils' performance. Please, indicate your degree of agreement or disagreement with the following statements by ticking (✓) your response using this scale:

1	2	3	4	5	
Lesser extent	Less extent	Moderate extent	Great extent	Greater extent	
Statements					
14. SQA reports updates teachers on the current teaching methods					
15. Indicate the modern teaching methods that SQA reports updated teachers with	Student-centred learning [ ]				
	Crossover learning [ ]				
	Collaborative learning [ ]				
	Interdisciplinary Approach [ ]				
	Technology integration [ ]				
	Competency-based Learning [ ]				
16. SQA reports improves the students' learning environment					
17. Indicate the students' learning environment that SQA reports improved	Emotional environment [ ]				
	Psychological Environment [ ]				
	Physical environment [ ]				
18. SQA report assist in setting appropriate objectives in teaching and learning					
19. Indicate the type of students' learning objectives that SQA reports showed	Cognitive objective [ ]				
	Psychomotor objectives [ ]				
	Affective objectives [ ]				

20. In your own view, what are additional extents to which recommendations in SQA reports are helping teachers to improve their performance? If yes, kindly outline them:

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.....

### SECTION D: The better ways SQA can be used to improve teachers' performance

This section will explore the better ways SQA could use to improve teachers' performance in Public Secondary Schools in Ilala Municipality. Please, indicate your degree of agreement or disagreement with the following statements by ticking (✓) your response using this scale:

1 Strongly disagree		2 Disagree		3 Undecided		4 Agree		5 Strongly agree		
Statements		1	2	3	4	5				
21. SQA enhance teachers' performance by utilizing effective instructional strategies										
22. Indicate the effective instructional strategies that SQA practices use	Applying collaborative learning [ ]									
	Assessing previous knowledge [ ]									
	Setting learning goals [ ]									
	Checking for understanding [ ]									
	Providing feedback [ ]									
	Giving every topic sufficient coverage time [ ]									
23. SQA enhance teachers' performance through the implementation of varied and authentic assessments										
24. Indicate the varied and authentic assessments that SQA practices use	Real-world assignments [ ]									
	Rubrics [ ]									
	Self- and peer-evaluation [ ]									
	Exhibitions and demonstrations [ ]									
	Simulations [ ]									
	Portfolios [ ]									
25. SQA provides comprehensive student support services as a way of enhancing teachers' performance										
26. Indicate the type of comprehensive student support services that would be provided through SQA practices	Education advising Services [ ]									
	Financial aid [ ]									
	Counseling services [ ]									
	Learning specialists and assessment services [ ]									
	Accessibility services [ ]									

27. In your own view, what are additionalbetter ways SQA could use to improve teachers' performance in Public Secondary Schools in Ilala Municipality? If yes, kindly outline them:

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.....



### **SECTION B: The effect of SQA Practice on teaching and learning**

5. Do quality assurance practices include ensuring a match between students and teacher ratio? Please explain

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6. What factors determine student-to-teacher ratio in public secondary schools?

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 .....

7. Do quality assurance practices include monitoring teachers' and students' performance? Please explain

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 .....

8. What is actually monitored as a way of improving teaching and learning? Please explain

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 .....

9. Do quality assurance practices ensure the adequacy of school infrastructure? Please explain

.....  
 .....

10. Which types of school infrastructure do the school quality assurance practices ensured its adequacy? Please explain

.....  
 .....



11. Do quality assurance practices include improvising teaching and learning materials? Please explain

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 .....

12. Which type of teaching and learning materials does the school quality assurance practices improvises? Please explain

.....  
 .....

13. In your own view, are there any additional effect of school quality assurance practice on teaching and learning? If yes, kindly outline them:

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 .....

### **SECTION C: The extent to which SQA reports enhance teaching and learning**

14. Do SQA reports update teachers on the current teaching methods? Please explain

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 .....

15. What modern teaching methods that SQA reports updated teachers with? Please explain

.....  
 .....

16. Do SQA reports improve the students' learning environment? Please explain

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17. What students' learning environment that SQA reports improve? Please explain

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18. Do SQA reports assist in setting appropriate objectives in teaching and learning?

Please explain

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.....

19. What type of students' learning objectives that SQA reports show? Please explain

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.....

20. In your own view, what are additional extents to which recommendations in SQA

reports are helping teachers to improve their performance? If yes, kindly outline

them:

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**SECTION D: The better ways SQA can be used to improve teachers' performance**

21. Does SQA enhance teachers' performance by utilizing effective instructional

strategies? Please explain

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22. What are effective instructional strategies that SQA practices use to enhance teachers' performance? Please explain

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 .....

23. Does SQA enhance teachers' performance through the implementation of varied and authentic assessments? Please explain

.....  
 .....

24. What varied and authentic assessments that SQA practices use to enhance teachers' performance? Please explain

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 .....

25. Does SQA provides comprehensive student support services as a way of enhancing teachers' performance? Please explain

.....  
 .....

26. What type of comprehensive student support services that would be provided through SQA practices? Please explain

.....  
 .....

27. In your own view, what are additionalbetter ways SQA could use to improve teachers' performance in Public Secondary Schools in Ilala Municipality? If yes, kindly outline them:

.....

### APPENDIX III: RESEARCH CLEARANCE



Ref. No OUT/PG2022000516

24<sup>th</sup> September, 2024

City Director,  
Ilala City Council,  
P.O.BOX 20950,  
**DAR ES SALAAM.**

Dear Director,

**RE: RESEARCH CLEARANCE FOR MS. DINNAH BENJAMIN MAFURU, REG NO: PG2022000516**

2. The Open University of Tanzania was established by an Act of Parliament No. 17 of 1992, which became operational on the 1<sup>st</sup> March 1993 by public notice No.55 in the official Gazette. The Act was however replaced by the Open University of Tanzania Charter of 2005, which became operational on 1<sup>st</sup> January 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 **Ms. Dinnah Benjamin Mafuru, Reg.No: PG2022000516**), pursuing **Masters of Education in Quality Management (MEDQM)**. We here by grant this clearance to conduct a research titled

**“Assessment of Quality Assurance Practices on Enhancing Teaching and Learning in Public Secondary Schools in Ilala Municipality”**. She will collect her data at your area from 25<sup>th</sup> September 2024 to 30<sup>th</sup> October 2024.

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. Gwahula Raphael Kimamala

**For: VICE CHANCELLOR**

# THE UNITED REPUBLIC OF TANZANIA



MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA



Ref. No OUT/PG2022000516

18<sup>th</sup> October, 2024

Chief Quality Assurance Officer,

Ilala Municipal Council 7 Magogoni Street,

P.O.Box 7467

11479,

**DAR ES SALAAM.**

Dear Chief Quality Assurance Officer,

**RE: RESEARCH CLEARANCE FOR MS. DINNAH BENJAMIN MAFURU, REG NO: PG2022000516**

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

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Mafuru, Reg.No: (PG2022000516), pursuing **Master of Education in Quality Management (MEDQM)**. We here by grant this clearance to conduct a research titled **"Assessment of Quality Assurance Practices on Enhancing Teaching and Learning in Public Secondary Schools in Ilala Municipality"**. She will collect her data at your office from 21<sup>st</sup> October to 30<sup>th</sup> November 2024.

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. Gwahula Raphael Kimamala

**For: VICE CHANCELLOR**



**UNITED REPUBLIC OF TANZANIA  
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

Telegrams: "ELIMU"  
Tel: 026 296 35 33  
Email: [info@moe.go.tz](mailto:info@moe.go.tz)  
Website: [www.moe.go.tz](http://www.moe.go.tz)



Government City,  
Mtumba Block,  
Afya Street,  
P.O. Box 10,  
40479 DODOMA.

*In reply please quote:*

**Ref: No. JA.254/301/01A/39**

**02<sup>nd</sup> Desemba, 2024**

Vice Chancellor,  
Open University of Tanzania,  
P.O. Box 23409,  
**DAR ES SALAAM**

**Re: RESEARCH CLEARANCE**

Reference is made to the above subject matter above.

2. The Ministry acknowledges receipt of your letter dated 20<sup>th</sup> November 2024 with Reference No. OUT/PG2022000516 regarding the research clearance for Ms. Dinnah Benjamin Mafuru (PG2022000516), a Master Degree student at The Open University of Tanzania, conducting a research titled "Assessment of Quality Assurance Practices on Enhancing Teaching and Learning in Public Secondary Schools in Ilala Municipality."
3. Based on the information provided, we hereby approve the clearance granted by The Open University of Tanzania to Ms. Mafuru to conduct her research at the Quality Assurance offices in Ilala Municipality from October 21st to November 30th, 2024.
4. The Ministry will provide necessary cooperation and assistance to facilitate the successful completion of Ms. Mafuru's research.
5. We wish Ms. Mafuru success in her research endeavours.

Michael O. John  
For: **PERMANENT SECRETARY**

**Cc:** Ms. Dinnah Benjamin Mafuru,  
Open University of Tanzania,  
P.O. Box 23409,  
**DAR ES SALAAM**



## APPENDIX IV: PERMISSION TO COLLECT DATA

**JAMHURI YA MUUNGANO WA TANZANIA**

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




Kumb. Na: DCC/ LR.6/V/ Tarehe: 30/09/2024

Mkuu wa Shule,  
Shule ya Sekondari Zanaki, Tambaza, Jangwani, Kisutu, Kisungu, Kinyerezi,  
Kinyerezi Mpya, Ari, Migombani, Pugu,  
**DAR ES SALAAM.**

Yali: **RUHUSA YA NDUGU DINNAH BENJAMIN MAFURU KUFANYA UTAFITI  
(RESEARCH)**

Tafadhali rejea somo tajwa hapo juu.

- Halmashauri ya Jiji la Dar es Salaam imemruhusu ndugu Dinnah Benjamin Mafuru kutoka "Open University of Tanzania" kufanya utafiti kuhusu "Assessment of Quality Assurance Practices on Enhancing Teaching and Learning in Public Secondary Schools in Ilala Municipality". Utafiti huo utafanyika katika Ofisi yake kuanzia tarehe 25/09/2024 hadi tarehe 30/10/2024.
- Hivyo mpokee na kumpa ushirikiano kulingana na mahitaji yake.
- Ninakutakia kazi njema.

  
 Mwal. Mwal. S. Ally  
 Kny: **MKURUGENZI WA JIJI**  


Nakala:

- Mkurugenzi,  
Halmashauri ya Jiji la Dar es Salaam (alione kwenye jalada).
- Ndugu Dinnah Benjamin Mafuru.

OFISI YA MKURUGENZI, 1 MITAA WA MISSION, S.L.P. 20860, 11883 - DAR ES SALAAM: SIMU/ NA. 2128800.  
2128800, Fax No. 2121488, website: [www.dar.go.tz](http://www.dar.go.tz) Email: [info@dar.go.tz](mailto:info@dar.go.tz)