

**EFFECTIVENESS OF INTERNAL SCHOOL QUALITY ASSURANCE
PRACTICES ON PUBLIC SECONDARY SCHOOL STUDENTS'
ACADEMIC PERFORMANCE IN GEITA DISTRICT COUNCIL,
TANZANIA**

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILMENT OF THE
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CERTIFICATION

The undersigned certifies that they have read and hereby recommends for acceptance by the Open University of Tanzania (OUT) a dissertation titled: *“Effectiveness of Internal School Quality Assurance Practices on Public Secondary School Students’ Academic Performance in Geita District Council, 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

I, **Michael Levy**, declare that the work presented in this dissertation is original. This work has not been previously submitted to any other university or institution. Where other people's work has been used, appropriate references have been provided. In accordance with these practices, I declare this work to be my own original contribution. It is hereby presented 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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Signature

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Date

DEDICATION

I dedicate this work to my beloved brother, Robison Ntanda, and my late father, John Levi, who devoted their limited resources to laying the academic foundation of my life. Undoubtedly, without their unwavering moral, material, and financial support, I would not have reached this stage. May God bless them.

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All honour and glory belong to the Almighty God for His continued grace and favour. Without Him, I would not have reached this far. It is only through God's strength, good health, and guidance that I have been able to accomplish this study.

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ABSTRACT

Despite efforts to boost academic performance, many public secondary schools in Tanzania still face weak quality assurance and poor student results. This study explored the effectiveness of Internal School Quality Assurance practices on the public secondary students' academic performance in Geita District Council, Tanzania. A qualitative approach using a phenomenological research design was employed. The sample of 29 participants comprising school heads, ISQA team members, teachers, Ward Education Officers, District Secondary Education Officers, and District Quality Assurance Officers. Data were collected through focus group discussions, interviews, and document reviews. Thematic analysis was used to interpret the data. The findings revealed that ISQA practices significantly contributed to improved student outcomes by enhancing teacher development, supporting curriculum implementation and increasing student engagement. However, several challenges limited their effectiveness, such as overcrowded classrooms, insufficient teacher training, limited time for ISQA activities. The study affirmed that ISQA practices enhance students' academic performance by promoting accountability, improving teaching and learning and enabling effective monitoring and evaluation in schools. Based on the findings, the study recommends that external school quality assurance officers conduct regular visits and provide training to ISQA teams. It also suggests that future researchers replicate the study in other regions to allow comparative analysis and broader insights into ISQA practices.

Keywords: *Internal School Quality Assurance, Academic Performance, and Public Secondary Schools.*

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LIST OF ABBREVIATIONS AND ACRONYMS

DED	District Executive Director
RAS	Regional Administrative Secretary
DSEO	District Secondary Education Officer
DSQA	District School Quality Assurance
FGD	Focus Group Discussion
ISQA	Internal School Quality Assurance
ESQA	External School Quality Assurance
MGDs	Millennium Development Goals
MoEST	Ministry of Education, Science and Technology
NECTA	National Examination Council of Tanzania
UNESCO	United Nations Education, Scientific and Cultural Organisation
URT	United Republic of Tanzania

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE PROBLEM

1.1 Introduction

This chapter provides the background information for the study on the effectiveness of internal school quality assurance (ISQA) practices in enhancing students' academic performance in secondary schools. It includes an overview of the background to the study, the statement of the problem, the purpose and objectives of the study, the research questions, the significance, limitations and delimitations of the study.

1.2 Background to the Problem

Quality education remains a top priority for governments, policymakers, and educators worldwide. The primary goal is to equip students with the essential skills and knowledge needed to succeed in a rapidly changing world, with a particular focus on enhancing the quality of schooling (Chizya, 2018). Educational systems worldwide are striving to raise standards to meet the demands of the 21st century, with a particular emphasis on skills such as creativity, critical thinking, communication, and collaboration. These competencies are crucial for success in today dynamic environment (Secilia & Mwila, 2022).

To maintain high educational standards, many governments employ quality assurance approaches, including Internal School Quality Assurance (ISQA). ISQA is internationally recognised for its role in monitoring and enhancing the academic performance of secondary school students (Njeri et al., 2019). It helps educators to

identify strengths and weaknesses in teaching and learning processes, playing a key role in improving school performance through ongoing cycles aimed at enhancing education delivery (Stanley & Mhagama, 2022). The duties of Internal School Quality Assurance (ISQA) encompass monitoring, assessing, and reporting on both academic and non academic practices. Despite various challenges, ISQA remains a vital mechanism for advancing educational quality and aligning schools with the demands of global economic competitiveness (Secilia & Mwila, 2022).

In Europe, countries such as Finland, Iceland, Romania, Poland, France, and Belgium have adopted various approaches to Internal School Quality Assurance (ISQA). For instance, Finland's system prioritises regular school evaluations, individualised student attention, and continuous assessments (Mwinyipembe, 2019). Similarly, practices in Iceland and Romania focus on enhancing evaluation processes, supporting teacher development, and ensuring effective teaching and learning (John, 2023). However, Eastern European nations, grappling with economic disparities, face significant challenges in maintaining consistent quality due to insufficient staffing for ISQA (John, 2023). Research by the European Commission underscores the importance of effective quality assurance systems in ensuring equitable resource distribution and equal access to education, which are critical for raising living standards across Europe.

During the colonial era, countries such as Uganda, Kenya, South Africa, and Zimbabwe experienced ineffective school inspection systems. Following independence, these nations, along with other African countries, adopted Internal

School Quality Assurance (ISQA) as a means to improve educational supervision and ensure quality education (Angelus, 2021). The primary goal of ISQA has been to enhance human capital and promote national well-being (Stanley & Mhagama, 2022). However, many African countries continue to face significant challenges in implementing ISQA, including limited resources, teacher shortages, inadequate infrastructure, and a lack of awareness about ISQA practices (Mwansa, 2022). These challenges have contributed to the ineffectiveness of ISQA implementation in many contexts.

Tanzania, like many other African nations, faces significant educational challenges, including teacher incompetency, insufficient teaching materials, and inadequate quality assurance skills among Internal School Quality Assurance (ISQA) teams (Kissa & Wandela, 2022a). The Tanzanian Government, through the Ministry of Education, Science, and Technology (MoEST), has emphasised the critical role of ISQA in improving educational quality and enhancing students' academic performance (URT, 2023). Introduced in 2017, ISQA was designed to complement External School Quality Assurance (ESQA) efforts led by the MoEST, providing more frequent and direct oversight to address day-to-day issues within schools (Daud, 2022). This approach aimed to strengthen teacher performance and improve student outcomes.

In Geita District Council, Internal School Quality Assurance (ISQA) practices have been implemented to improve students' academic outcomes and overall school performance by fostering teacher accountability. ISQA officers submit weekly

reports to school administrators to evaluate the progress of internal quality assurance initiatives. Despite the aims, objectives, and roles of ISQA, as well as various government initiatives aimed at enhancing students' performance through policy development and system expansion, Geita District Council has experienced persistent failures in the Certificate of Secondary Education Examination (CSEE) in recent years (NECTA, 2020, 2021, 2022, 2023). Public secondary schools in the district have recorded a high number of failures despite the presence of ISQA units. This raises concerns about the effectiveness of ISQA practices in Tanzania, particularly in Geita District Council. Therefore, this study seeks to examine the extent to which ISQA practices are effective in enhancing students' academic performance.

Table 1.1: Performance of Public Secondary School at the District Level in Geita Region

District	NECTA Mean Scores (GPA)			
	2020	2021	2022	2023
Geita	3.7	3.7	3.5	3.8
Chato	3.5	3.4	3.1	3.1
Bukombe	3.3	3.2	2.9	3.2
Mbogwe	3.3	3.3	3	2.9
Nyang'hwale	3.4	3.5	3.3	3.1
Geita Town Council	3.1	3.2	3	3.2

Source; DSEO office Geita District

As indicated in Table 1.1, the GPA of Geita District Council is one of the districts with low GPA in CSEE for the year 2020, 2021, 2022 and 2023 in terms of average in Geita region.

1.3 Statement of the Problem

ISQA is believed to positively impact students' academic performance by improving curriculum implementation, classroom management, teaching materials, instructional methods, professional development, and internal monitoring (Wilian et al., 2020). In Tanzania, ISQA was introduced to enhance the implementation of the secondary school curriculum, optimise resource utilisation, and improve classroom instruction and teacher accountability (Mtitu et al., 2023).

Despite regular ISQA activities, the expected outcomes for students have not been fully realised (Amadi, Eric & Nwobi, 2023). While ISQA aims to monitor teaching and learning, evaluate performance, and guide school administration, national examination results remain poor. Although some literature examines ISQA practices, such as Udalla (2021) study on the internal quality assurance practices of principals in public secondary schools in Nigeria, and Aithal (2023) research on how the internal quality assurance system has been redefined in private universities in India, there remains a gap in understanding its effectiveness in specific contexts. Similarly, Mandila (2022) explored teachers' perceptions of quality assurance officers' classroom observations in improving student performance in Mwanga District. However, if the issue of the effectiveness of ISQA practices on students' performance is not thoroughly investigated, it may continue to negatively impact student outcomes, potentially leading to mass failures in the Certificate of Secondary Education Examination (CSEE). Therefore, this study aims to examine the effectiveness of internal school quality assurance practices in enhancing secondary school students' academic performance in Geita District Council.

1.4 Research Objectives

1.4.1 General Objective

This study aims to explore the effectiveness of internal school quality assurance practices in enhancing students' academic performance in public secondary schools in Geita District Council, Tanzania.

1.4.2 Specific Objectives

The specific objectives that guided the study were to:

- i. Assess the implementation of the roles of Internal School Quality Assurance (ISQA) units in enhancing student's academic performance in public secondary schools in Geita District Council.
- ii. Examine teacher's perceptions of the outcomes of Internal School Quality Assurance (ISQA) practices in public secondary schools in Geita District Council.
- iii. Determine the challenges faced by Internal School Quality Assurance (ISQA) units in public secondary schools in Geita District Council.

1.5 Research Questions

The following were research questions that guided the study:

- i. How does the implementation of Internal School Quality Assurance (ISQA) units contribute to students' academic performance in public secondary schools in Geita District Council?
- ii. What are teacher's perceptions of the outcomes of Internal School Quality Assurance (ISQA) practices in public secondary schools in Geita District Council?

- iii. What challenges are faced by Internal School Quality Assurance (ISQA) units in public secondary schools in Geita District Council?

1.6 Significance of the Study

This research study will evaluate the effectiveness of Internal School Quality Assurance (ISQA) in public secondary schools in Tanzania, specifically within Geita District Council. The findings are expected to provide valuable insights for the Ministry of Education, Science, and Technology, as well as the National Quality Assurance Department. By identifying strengths and areas for improvement, the study aims to enhance quality assurance measures and instructional conditions, thereby improving the effectiveness of ISQA in public secondary schools. School administrators will be able to utilise this information to foster better teaching and learning environments, potentially leading to improved student academic performance. Additionally, the study will contribute to the existing literature on ISQA and its impact on academic achievement in schools.

1.7 Limitation and Delimitation of the Study

1.7.1 Limitation of the Study

During the data collection process for this study, the researcher encountered several challenges. Firstly, it was difficult to secure participation from some individuals for interviews and focus group discussions. This was due to their busy schedules or reluctance to participate in the study. To address this, the researcher exercised patience and worked around participants' timetables and appointments to gather the necessary information.

Secondly, some participants held the misconception that their involvement in the study would be compensated financially, which made them hesitant to respond. To resolve this, the researcher openly clarified the objectives of the study, emphasising that no payments were involved as the research was purely academic. After this clarification, some participants agreed to contribute willingly, providing the required information without expecting compensation.

Thirdly, financial constraints limited the scope of data collection to a smaller area. As a self-sponsored student, the researcher lacked a reliable source of funding to cover costs such as allowances, stationery, and transportation. These limitations may have influenced the data presented in the subsequent chapter.

1.7.2 Delimitation of the Study

This study was delimited to Geita District Council and focused on educational stakeholders, including public secondary school teachers, academic masters/mistresses, the District Secondary Quality Assurance Officer (DSQAO), Ward Education Officers (WEOs), and school heads. The findings of this study are expected to be applicable to public secondary schools operating in similar contexts. The study specifically examined the effectiveness of Internal School Quality Assurance (ISQA) practices in enhancing the academic performance of students in public secondary schools within Geita District Council. It did not consider other legal and policy issues or their potential contributions to academic performance.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The previous chapter provided an introduction and background to the study. Building on this foundation, the present chapter presents a theoretical review, an empirical literature review, a summary of the literature, and an identification of the knowledge gap relevant to the study.

2.2 Theoretical Literature Review

This study was guided by Total Quality Management (TQM) Theory, developed by W. Edwards Deming in the late 1950s. TQM focuses on enhancing organisational performance through teamwork, collaboration, and a strong emphasis on customer satisfaction. It is underpinned by fourteen management principles and a system of profound knowledge, which include setting improvement goals, providing on-the-job training, fostering leadership, and eliminating barriers among staff. These principles are crucial for improving academic achievement when applied through internal school quality assurance practices.

The effective implementation of TQM in schools requires school heads, management teams, and teachers to manage processes and activities with a focus on quality. This involves fostering teamwork, adopting new philosophies, and providing continuous professional development. TQM aims to meet customer expectations, which, in the context of education, translates into improved student outcomes. Research highlights the benefits of TQM for continuous improvement. For instance, Kakingo (2021)

emphasises that TQM enables teachers to identify and address weaknesses in the teaching and learning process. Similarly, Kajala and Daka (2023) note that TQM enhances quality and performance, exceeding customer expectations in educational settings.

In the context of this study, TQM underscores the importance of satisfying educational needs and improving service quality. By implementing TQM through internal school quality assurance practices, schools can significantly enhance students' academic performance by ensuring effective quality management and fostering unified efforts within the institution. Thus, Deming's TQM theory serves as a robust framework for this study, focusing on improving quality and, consequently, students' academic success through internal quality assurance.

2.3 Empirical Literature Review

This section reviews empirical studies conducted both within Tanzania and internationally on the impact of internal school quality assurance (ISQA) units on students' academic performance, teacher's perceptions, and the challenges faced by ISQA teams in secondary schools.

2.3.1 Internal School Quality Assurance and Students' Academic Performance

Ordu (2023) examined inspection and quality audit mechanisms in Rivers State, Nigeria, using a correlation research design with a simple random sampling technique. Data were collected through questionnaires. The study concluded that periodic inspections are essential for achieving the goals of mission secondary

schools, leading to improved educational quality and student performance. However, Ordu's study did not address how the implementation of the roles of internal school quality assurance (ISQA) units fosters students' academic performance in public secondary schools. This gap justifies the necessity of conducting the current study to fill the existing void in the literature.

Njeri et al. (2019) investigated the influence of internal quality assurance practices on students' academic performance in Kieni Constituency, Kenya. The study employed a descriptive survey research design, using purposive and stratified random sampling techniques. Data were collected through questionnaires and interviews. The findings revealed that more frequent ISQA practices and feedback from principals were positively correlated with better student outcomes. While Njeri et al. (2019) study provided valuable insights, it offered inadequate information on ISQA practices and gave limited attention to their impact on students' academic performance. In contrast, the current study in Geita District adopts a qualitative research design to address the gaps left unfilled by Njeri et al. (2019) work.

Makiya (2022) conducted a study in Tanzania on strategies for school quality assurance in enhancing learning achievement in public primary schools in the Arusha Region. The research utilised a cross-sectional descriptive design, collecting data through interviews and questionnaires. The findings indicated that regular school visits, follow-up visits, timely release of feedback, the use of friendly language, and teachers' involvement in school quality assurance (SQA) practices positively impacted learning achievement. While Makiya's study employed a mixed-methods

approach, the current study adopts a qualitative approach. Additionally, the geographical differences between Arusha and Geita highlight distinct contextual factors. Furthermore, Makiya's study did not explore how the roles of internal school quality assurance practices are implemented to enhance students' academic performance in public secondary schools. This omission underscores the need for the current study to address this gap in the literature.

2.3.2 Teachers Views on Outcomes of Internal School Quality Assurance Practices

William et al. (2019) conducted a study on teachers' perceptions of quality assurance in teacher education programmes in Nigerian universities. The study employed a descriptive survey research design, with all university teachers in the faculties of education in Kwara State serving as the study population. Data were collected using a questionnaire and analysed using mean ranking and standard deviation. The findings revealed that teachers viewed the quality assurance mechanisms practised through internal quality assessments in teacher education as instrumental in strengthening the quality of education, thereby enhancing learners' academic performance. While William et al, study was conducted at the university level, the current study focuses on secondary schools in Tanzania.

Muchanje (2020) examined teachers' attitudes towards Quality Assurance and Standards Officers (QASOs) in primary schools in Embu County, Kenya. The study employed a descriptive survey research design, using structured and open-ended questionnaires for data collection. The findings revealed that teachers who were

regularly visited by QASOs had more positive attitudes compared to those who were visited infrequently or not at all. The author emphasised the importance of fostering positive attitudes among teachers towards QASOs. While Muchanje's study was conducted in Embu County, Kenya, the current study focuses on Geita District in Tanzania.

Mandila (2022) investigated teachers' perceptions of the classroom observations conducted by quality assurance officers in improving performance in the Certificate of Secondary Education Examination (CSEE) in Mwanga District, Tanzania. The study used random sampling and stratified sampling techniques to select participants, and the data were analysed quantitatively using descriptive statistics. The findings indicated that some teachers still perceived quality assurance officers as fault-finding individuals, largely due to their past experiences with school inspectors. While Mandila's study adopted a quantitative approach, the current study employs a qualitative approach.

2.3.3 Challenges Facing the Internal School Quality Assurance Units in Schools

Dube (2023) conducted a study on the implementation of internal quality assurance (IQA) systems in in-service teacher education programmes in Zimbabwean universities. The study adopted a qualitative approach, utilising a case study design to collect data through semi-structured interviews and open-ended questionnaires. Participants were purposefully sampled. The findings revealed that universities had weak internal quality assurance management structures, which failed to continuously monitor and evaluate the implementation of in-service programmes. This, in turn,

contributed to poor learners' academic performance. While Dube's study focused on Zimbabwean universities using a case study design, the current study is being conducted in public secondary schools in Geita District Council, guided by a phenomenological research design.

Stanley and Mhagama (2022) examined the effectiveness of internal quality assurance in providing quality education in public secondary schools in Nyamagana District, Tanzania. The study employed a mixed-methods approach and a convergent research design. Participants were selected using simple random sampling and purposive sampling techniques. Data were collected through questionnaires, interview guides, and document reviews. The findings highlighted several challenges, including overcrowded classrooms, an insufficient number of teachers, and unavailability of national guidelines for ISQA, teachers' resistance to change, and a lack of teaching and learning materials, all of which acted as barriers to the effectiveness of ISQA. While Stanley and Mhagama's study employed a mixed-methods approach, the current study adopts a qualitative approach to provide deeper insights into the challenges faced by ISQA units.

Mritha and Onyango (2022) conducted a study on the challenges faced by school quality assurance officers (SQAOs) in enhancing academic performance in public secondary schools in Mwanga District, Tanzania. The study utilised a convergent parallel research design and probability sampling to select public secondary schools, school heads, and teachers, while purposeful sampling was used to identify SQAOs. Data were collected using questionnaires and interview guides. The findings revealed

that SQAOs face significant challenges, such as inadequate motivation, insufficient quality assurance facilities, teachers' reluctance to accept and implement recommendations, and a lack of training on current quality assurance skills. These challenges have contributed to the decline in students' academic performance. While Mritha and Onyango (2022) study provided valuable insights, it was limited in its data richness and overlooked crucial aspects of the roles and challenges faced by SQAOs. In contrast, the current study adopts a qualitative design to address these gaps and provide a more comprehensive understanding of the issues at hand.

2.4 Literature Summary and Knowledge Gap

2.4.1 Literature Summary

The reviewed literature highlights the significant role of Internal School Quality Assurance (ISQA) in improving students' academic performance across various education systems globally. ISQA policies are widely recognized as essential components of education reforms aimed at enhancing teaching and learning processes to achieve better academic outcomes. Studies from different contexts emphasize that practices such as regular classroom observations, academic document reviews, and professional development programmes contribute positively to students' academic achievement.

However, despite the recorded successes of ISQA practices, several challenges persist in different educational environments. Common barriers include inadequate staffing, teachers' resistance to change, insufficient administrative support, and limited resources. These obstacles have been noted to weaken the full

implementation of ISQA initiatives, resulting in irregular classroom monitoring and ultimately hindering improvements in academic performance. Additionally, literature reports mixed perceptions among teachers regarding ISQA, with some viewing it as beneficial for enhancing accountability and performance, while others perceive it as a fault-finding mechanism that increases pressure on educators.

2.4.2 Knowledge Gap

Although multiple studies have examined the influence of ISQA on academic performance, there remains a lack of context-specific research focusing on public secondary schools within Geita District Council, Tanzania. Most existing studies have been conducted in different geographic regions and under varied educational systems, making it difficult to generalize their findings to the Geita context.

Furthermore, existing literature often focuses on either the successes or challenges of ISQA in a generalized way, without analyzing how ISQA roles are specifically implemented in relation to student academic performance in underperforming districts like Geita. There is also limited exploration of teachers' detailed perceptions of ISQA practices and the specific challenges faced by ISQA units at the grassroots school level. This study addresses these gaps by assessing how ISQA roles are practically implemented in public secondary schools in Geita District Council, examining teachers' in-depth perceptions of ISQA outcomes in their schools, and identifying the operational, institutional, and systemic challenges encountered by ISQA units in Geita. By focusing on these overlooked areas, the study offers new empirical insights that are vital for informing educational policy decisions and

enhancing the effective implementation of ISQA practices in similar educational contexts.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research methodology employed in the study. It covers the research approach, and design, as well as the study area, target population, sample size, and sampling techniques. Also, it details the data collection methods, strategies for ensuring trustworthiness, logistical considerations, and ethical issues.

3.2 Research Approach

A qualitative approach was utilised to explore the complexities of human behaviour and experiences through non-numerical data (Creswell, 2014). The research approach refers to the overarching strategy or plan of action that guides the investigation. This approach was chosen because it enabled the researcher to gain in-depth insights into participants' attitudes and experiences related to Internal School Quality Assurance (ISQA) practices. The study participants included public secondary school teachers, the Internal School Quality Assurance (ISQA) chairperson, ISQA members, Heads of Schools (HoSs), Ward Education Officers (WEOs), the District Secondary Education Officer (DSEO), and the District Secondary Quality Assurance Officer (DSQO). Their contributions were instrumental in assessing the roles, teachers' perceptions, and challenges associated with ISQA practices.

3.3 Research Design

Kothari, (2004) defines research design as the conceptual framework within which research is conducted, serving as the blueprint for the collection, measurement, and

analysis of data. In this study, a phenomenological research design was adopted to explore and understand participants' lived experiences regarding Internal School Quality Assurance (ISQA) practices and their influence on students' academic performance in public secondary schools. The phenomenological design was appropriate for this study because it allowed the researcher to deeply explore how the ISQA practices are implemented and experienced within the school context, and how these practices affect the students' academic performance. This approach enabled the researcher to capture rich, first-hand accounts of how ISQA roles are performed, teachers' perceptions of ISQA outcomes, and the specific challenges that may hinder the effectiveness of ISQA in improving academic achievement. Through this design, the study generated in-depth insights into the relationship between ISQA practices and students' academic performance in Geita District Council.

3.4 Area of the Study

The study was conducted in Geita District Council, located in the Geita Region, focusing on selected public secondary schools. Geita District shares borders with Chato, Kahama Rural, Msalala, Mbogwe, and Nyang'hwale districts and is home to 68 secondary schools, including 66 government-owned and 2 privately owned institutions (BEST, 2023). Geita District Council was chosen as the study site due to its consistently poor academic performance in the Form Four National Examinations over three consecutive years (2021–2023), as compared to other districts in the Geita Region. Regionally, Geita District Council ranked 5th, 6th, and 6th out of six districts in 2021, 2022, and 2023, respectively, as reported by NECTA (2021–2023). This underperformance persisted despite the presence of Internal School Quality

Assurance (ISQA) units in all public secondary schools. Therefore, this study aimed to examine the effectiveness of ISQA practices in enhancing the academic performance of public secondary school students in Geita District Council.

3.5 Target Population

According to Silverman (2011), the population of a study consists of a set of individuals, cases, or objects that share common observable characteristics. In this study, the target population included various categories of individuals who could provide the necessary data. These included the District Secondary Education Officer (DSEO), Heads of Schools (HoSs), District Quality Assurance Officers (DQAOs), Ward Education Officers (WEOs), Internal School Quality Assurance (ISQA) chairpersons, ISQA members, and public secondary school teachers in Geita District. The district comprises 1 DSEO, 68 HoSs, 6 DQAOs, 30 WEOs, and 967 teachers, totalling 1,073 individuals (BEST, 2023).

Teachers, ISQA members, ISQA chairpersons, and HoSs were targeted because they play a critical role in implementing the national educational curriculum and ISQA practices at the school level. Meanwhile, WEOs and the DSEO were included to provide administrative insights. Given their aligned responsibilities, these groups were targeted to gather data on three key aspects: the implementation of the roles of internal school quality assurance units in improving students' academic performance, teachers' perceptions of the outcomes of ISQA practices, and the challenges faced by ISQA units in public secondary schools.

3.6 Sampling Techniques and Sample Size

3.6.1 Sampling Techniques

3.6.1.1 Purposive Sampling

According to Creswell (2012), in purposive sampling, a researcher intentionally selects participants and sites that are likely to provide insights into or enhance understanding of the central phenomenon. Similarly, Yin (2011) argued that qualitative researchers purposively determine sample sizes based on factors such as the researcher's interest, the purpose of the study, what is deemed useful and credible, and what is feasible within the available resources. This technique was employed to select study participants based on their relevance to the research and their in-depth knowledge of day-to-day experiences related to Internal School Quality Assurance (ISQA). Therefore, the researcher used purposive sampling to select Heads of Schools (HoSs), ISQA chairpersons, Ward Education Officers (WEOs), the District Secondary Education Officer (DSEO), and the District Secondary Quality Assurance Officer (DSQAO). These individuals were chosen due to their direct involvement in ISQA practices and their comprehensive understanding of its implementation and effectiveness.

3.6.1.2 Snowball Sampling

According to Creswell (2018), snowball sampling is a form of purposive sampling that typically occurs after a study begins, where the researcher asks initial participants to recommend other individuals for inclusion in the sample. This technique was used to expand the pool of participants by requesting selected Heads of Schools (HoSs) to recommend up to five teachers from their respective schools

who were considered knowledgeable about Internal School Quality Assurance (ISQA) practices. These teachers were then invited to participate in focus group discussions to share their views on ISQA practices and the challenges faced by the unit. This approach ensured a diversity of perspectives while maintaining manageability and achieving data saturation.

3.6.2 Sample Size

A sample refers to a small proportion of the population selected for observation and analysis in a given study (Creswell, 2018). The size of the sample should be optimal, meaning it should neither be excessively large nor too small (Kothari, 2004). In this study, the sample size was determined by data saturation, which occurred when no new information emerged, and the data began to repeat itself. Bekele and Ago (2022) recommended that a range of 5–30 participants is adequate for qualitative research. Accordingly, this study involved 29 participants, including 15 teachers, 3 Internal School Quality Assurance (ISQA) members, 3 ISQA chairpersons, 3 Heads of Schools (HoSs), 2 Ward Education Officers (WEOs), 1 District Secondary Education Officer (DSEO), and 2 District Secondary Quality Assurance Officers (DSQAOs). The DSQAOs provided an external perspective on ISQA responsibilities.

3.7 Data Collection Methods

In this study, the researcher employed three primary methods of data collection: interviews, focus group discussions (FGDs), and documentary review. These methods were selected to ensure the quality and reliability of the findings through triangulation, which enhances the credibility of the research and supports the

generalisation of the results. Focus group discussions were conducted with Heads of Schools (HoSs), Internal School Quality Assurance (ISQA) chairpersons, public secondary school teachers, and ISQA members. Interviews were administered to the District Secondary Education Officer (DSEO), District Quality Assurance Officers (DQAOs), Ward Education Officers (WEOs), ISQA chairpersons, teachers, ISQA members, and HoSs. Also, the researcher utilised archival research, employing document analysis to complement the data obtained from interviews and focus group discussions.

3.7.1 Interview Guide

Interviewing is one of the most widely used methods for obtaining information about individuals' views, opinions, values, and experiences. According to Mackiewicz (2018), an interview is a face-to-face discussion or communication with study participants regarding a specific research issue. In this study, interviews were employed to collect pertinent data from the respective participants. Semi-structured interviews were conducted with the District Secondary Education Officer (DSEO), District Secondary Quality Assurance Officers (DSQAOs), Ward Education Officers (WEOs), Heads of Schools (HoSs), ISQA chairpersons, and ISQA members. The aim was to gather data on the roles implemented by ISQA units in enhancing students' academic performance, as well as the challenges faced by these units in carrying out their duties.

The interview guide ensured that all relevant domains were adequately covered and that no critical information was inadvertently omitted (Kothari, 2004). Additionally,

it provided a template for the opening statement, including key points to consider during the interaction. This method was chosen due to its flexibility, focus, and time efficiency (Myeya & Rupia, 2022).

Interview Instrument:

To facilitate interviews, the researcher developed an interview guide containing open-ended questions. These questions were aligned with the study's research objectives and aimed at exploring participants' experiences with ISQA practices. The interview questions focused on the following aspects: The roles and responsibilities of Internal School Quality Assurance (ISQA) units in enhancing academic performance, teachers' perceptions regarding the outcomes and effectiveness of ISQA practices and the specific challenges faced by ISQA units in the implementation of quality assurance activities.

Sample interview questions included: What are the key activities conducted by ISQA units in your school? How do you perceive the impact of ISQA practices on students' academic performance? What challenges do you face when implementing ISQA practices in your school?

3.7.2 Focus Group Discussions

Focus group discussions (FGDs) were another method used to elicit in-depth information from participants. FGDs facilitate discussions with a small group of individuals who possess specialised knowledge or interest in a particular topic (Puri & Murukutla, 2020). In this study, FGDs were conducted to gather data from

teachers, ISQA chairpersons, ISQA members, and Heads of Schools (HoSs) regarding teachers' perceptions of ISQA practices in their schools. According to Creswell (2014), an FGD should ideally comprise 6 to 10 participants to ensure effective and participatory group discussions. Therefore, a total of ten participants including one Head of School, one ISQA chairperson, three ISQA members, and five teachers were included in the FGD. This method allowed participants to express their views, feelings, and beliefs about ISQA, providing authentic insights into its effectiveness.

The FGD followed a structured protocol: a checklist with multi-topic questions was prepared to guide the discussion. During the session, the moderator introduced the topic to the group and established ground rules, such as allowing only one person to speak at a time. Each participant introduced themselves and provided an opening statement about their experiences related to the topic. The moderator then guided the discussion by posing relevant questions. The session concluded with each participant giving a final statement in turn. The FGD was conducted outdoors under a tree at School B and lasted between 45 and 60 minutes.

Focus Group Discussion Instrument: A focus group discussion guide was developed to collect in-depth opinions from groups of teachers and ISQA team members. The FGD questions were designed to encourage discussion and gather diverse perspectives on the following: The perceived effectiveness of ISQA practices, teachers' shared experiences with ISQA monitoring and feedback mechanisms, and challenges in implementing ISQA in their schools.

Sample FGD questions included: In what ways do ISQA activities influence teaching and learning in your school? How do you, as teachers, perceive the role of ISQA in your daily teaching activities? What common obstacles do schools face in executing ISQA effectively?

3.7.3 Documentary Review

Documentary review is a qualitative method that involves examining and interpreting documents to gain understanding, uncover meaning, and develop empirical knowledge (Creswell, 2014). A wide range of written materials within organisations can serve as valuable sources of data (Sharp, 2003). In this study, documentary review was used to verify the consistency of information gathered through interviews and focus group discussions (Nared & Bole, 2020). This method involved reviewing existing documents to collect data. According to Patton (2015) documents are valuable not only for the direct insights they provide but also for stimulating new paths of inquiry that can be explored through direct observation and interviews.

During the study, various official school documents relevant to the research objectives were reviewed. These included professional documents, ISQA working schedules, ISQA team reports, guidelines, and teachers' attendance records. To further enrich the study, different types of literature, such as academic journals, dissertations, and books, were also reviewed. The primary aim was to gather information about the practices conducted by teachers as internal school quality assurance (ISQA) teams and their contributions to students' academic achievements. One key advantage of conducting a documentary review was that it provided access

to information that could not have been obtained through other research methods. This approach ensured a more comprehensive understanding of the roles and effectiveness of ISQA practices in enhancing educational outcomes.

Documentary Review Instrument:

The researcher employed a document review guide to systematically examine school records related to ISQA activities. The documentary review focused on: ISQA reports and records of internal inspections, lesson plans and teaching schemes of work and student academic progress records, including performance trends over recent years. Records of staff meetings and professional development activities related to ISQA. The document review guide helped to identify the presence, frequency, and content of ISQA related activities and their connection to academic performance improvements.

3.8 Trustworthiness

To ensure the study was consistent and met its predetermined objectives and quality attributes, strategies to control bias in the study design, analysis, and interpretation of findings were essential. According to (Tracy, 2013), trustworthiness is critical in qualitative research to enhance the rigour and reliability of the findings. This study employed trustworthiness strategies by addressing four key criteria: credibility, transferability, dependability, and confirmability.

3.8.1 Credibility

In this study, credibility was achieved through the use of triangulation, which involved employing multiple data collection methods, including documentary review,

focus group discussions (FGDs), and semi-structured interviews. These methods allowed for the generation of data in the participants' natural settings and ensured that findings were reported as presented by the respondents. According to Patton (2002), the use of multiple methods and data sources enhances the validity and consistency of research findings. Additionally, data were collected from a diverse range of participants, providing a comprehensive understanding of Internal School Quality Assurance (ISQA) practices in public secondary schools.

3.8.2 Transferability

Transferability is another critical aspect of trustworthiness in qualitative research, focusing on the consistency and applicability of findings across different contexts. Qualitative studies inherently expect variability because the contexts of research change over time and space. As such, consistency is viewed as the extent to which variations can be tracked or explained (Bryman, 2012). In this study, the researcher ensured transferability by thoroughly documenting the research process, including when and where the study was conducted, as well as the objectives of the study.

Additionally, multiple data sources were utilised, including input from school teachers, ISQA team members, ISQA chairpersons, Heads of Schools (HoSs), Ward Education Officers (WEOs), the District Secondary Education Officer (DSEO), and District Secondary Quality Assurance Officers (DSQAOs), to enhance the reliability of the findings. Furthermore, the researcher discussed the research process and results with colleagues experienced in qualitative research to gain feedback and ensure the study's credibility and applicability.

3.8.3 Dependability

Dependability is another key aspect of trustworthiness in qualitative research, focusing on the consistency and reliability of the findings. Qualitative studies inherently expect variability due to the dynamic nature of contexts, which change over time and space. As such, consistency is viewed as the extent to which variations can be tracked or explained (Ary et al., 2010). In this study, the researcher ensured dependability by meticulously documenting the research process, including when and where the study was conducted, as well as its objectives. Multiple data sources were utilised, including input from school teachers, ISQA team members, ISQA chairpersons, Heads of Schools (HoSs), Ward Education Officers (WEOs), the District Secondary Education Officer (DSEO), and District Secondary Quality Assurance Officers (DSQAOs), to ensure robustness and reliability. Additionally, the researcher discussed the research process and findings with colleagues experienced in qualitative research to gain feedback and further validate the study's outcomes.

3.8.4 Confirmability

Confirmability refers to the extent to which research findings are free from bias in both the procedures and the interpretation of results (Ary et al., 2010). In qualitative research, confirmability is concerned with whether the collected data and conclusions drawn could be verified by other researchers investigating the same issue, either in the same or different contexts. Confirmability can be achieved through strategies such as maintaining an audit trail, keeping a reflexive journal, triangulating data collection methods, and preserving records of raw data (Bryman, 2012; Sharp, 2003). In this study, the researcher ensured confirmability by consistently documenting field

notes, documentary materials, and tape-recorded data throughout the research process. These records were used to cross-check the data and support the writing of the final report. Additionally, confirmability was further assured through the triangulation of data collection techniques and sources, ensuring that multiple perspectives were considered and validated.

3.9 Data Analysis

Creswell (2014) defines qualitative data analysis as the systematic examination of collected and organised data to explore the characteristics of the subject under study and identify patterns of relationships among the variables. In this study, thematic data analysis a widely used qualitative data analysis method was employed. According to Braun (2016), thematic analysis involves identifying, analysing, and reporting patterns (themes) within the data. The analysis followed the six-step process proposed by Maguire and Delahunt (2017): familiarisation with the data, formulation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report.

In the first stage, the researcher became familiar with the data by repeatedly listening to audio recordings and reading transcriptions. In the second stage, initial codes were formulated by structuring the data into fundamental patterns and features, aligning them with the study's objectives. The third stage involved developing themes by grouping similar codes under broader thematic categories. In the fourth stage, the researcher reviewed the themes to ensure they were coherent, relevant to the established codes, and reflective of the entire dataset. The fifth stage focused on

defining, naming, and organising the extracted themes. Finally, in the sixth stage, the researcher wrote the report and drew conclusions based on the analysed data to ensure a comprehensive and meaningful study.

Thematic analysis is widely used to analyse qualitative data derived from interviews, focus group discussions (FGDs), field notes, documents, photographs, video recordings, and participant observations (Taylor-Powell & Renner, 2003). In this study, interviews and FGDs were conducted in Kiswahili, the participants' preferred language, to simplify data collection. The audio-recorded data were transcribed verbatim, capturing every detail, including pauses, sighs, and stammers, and then translated into English. The transcribed data were classified according to the research questions and objectives. Throughout the process, the researcher continuously reviewed the raw data to identify recurring themes, which were then aligned with the study's objectives.

According to Braun and Clarke (2006), a theme is defined as a pattern or idea that captures significant aspects of the data. In this study, data that recurred across different research methods were coded and categorised into themes related to the research objectives. Additionally, some participants' contributions were presented using direct verbatim quotations to preserve authenticity. Overall, through thematic analysis, the researcher systematically organised a wide range of information, enhancing the accuracy and reliability of the study.

3.10 Logistical Issues and Ethical Considerations

Before commencing data collection, the researcher sought research clearance from

relevant authorities, including the Open University of Tanzania (OUT), the Geita Regional Administrative Secretary (RAS), the Geita District Executive Director (DED), Ward Education Officers (WEOs), and school administrations. To ensure confidentiality, participants in focus group discussions were assigned numbers instead of names, and all collected data were used solely for academic purposes.

Ethical research practice requires that participants be fully informed of their right to voluntarily participate or decline involvement in the study. In line with this principle, the participants in this study were explicitly informed of the voluntary nature of their participation and their right to withdraw at any stage without consequences. This ensured that their involvement was based on informed consent.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This chapter analyses and presents the findings generated from data collected in Geita District on the effectiveness of internal school quality assurance (ISQA) in enhancing the academic performance of students in public secondary schools within Geita District Council, Tanzania. The chapter is divided into two subsections: the first describes the socio-demographic characteristics of the research participants, focusing on gender, level of education, and work experience, while the second aligns with the specific objectives that guided the study. These objectives include examining the implementation of the roles of ISQA units in improving students' academic performance in public secondary schools, exploring teachers' perceptions of the outcomes of ISQA practices, and identifying the challenges faced by ISQA units in public secondary schools. The data collected were analysed using content-based thematic analysis, and the results and discussions presented in this chapter are based on responses from 29 participants.

4.2 General and Demographic Information

This section presents the general information and demographic characteristics of respondents as follows:

4.2.1 General Information

All participants (29) participated effectively in the study that yielding a 100% of all participants as intended.

4.2.2 Demographic Characteristics of Respondents

This section outlines the socio-demographic characteristics of the participants, which played a crucial role in supporting the arguments and conclusions regarding the evaluation of the effectiveness of Internal School Quality Assurance (ISQA) practices on public secondary school students' academic performance in Geita District Council, Tanzania. Understanding the participants' profiles was essential to ensure the reliability and relevance of their responses. The demographic information presented includes the participants' gender, educational background, and professional experience, covering a total of 29 participants.

Table 4.1: Demographic Characteristics of Participants

Demographic Information of Participants	Frequency	Percentage
Gender		
Female	14	48.9
Male	15	51.1
Total	29	100
Education level		
Diploma	5	17
Bachelor degree	18	62
Master degree	6	21
PHD	0	0
Total	29	100
Programme experience		
8	25	86
less than 8 Yrs	4	14
Total	29	100
Position		
District Secondary Educational Officers (DSEO)	1	3.4
District Secondary Quality Assurance Officer (DSQAO)	2	6.9
Ward Educational Officers (WEO)	2	6.9
Heads of school (HoS)	3	10.3
Chairperson of ISQA	3	10.3
Members of ISQA	3	10.3
Teachers	15	51.8

Source: Field data, (2024)

This study included both male and female participants, as shown in Table 4.1. Gender balance was an important consideration during data collection and analysis to avoid bias and ensure equal representation of opinions from both sexes. Table 4.1 indicates that 14 (48.9%) participants were female, while 15 (51.1%) were male, reflecting an approximately equal gender ratio. This balanced representation provides confidence that the study gathered genuine and holistic information from both genders regarding the research topic.

In addition to gender, the educational level of participants was another key aspect considered in this study. The participants represented varying levels of education. The statistics reveal that 18 (62%) participants held a bachelor degree, indicating significant government investment in university-level teacher training programmes. Furthermore, 6 (21%) participants held a master's degree, while 5 (17%) had a diploma-level education.

Another demographic characteristic examined was participants' professional experience. The results show that 25 (86%) participants had at least eight years of experience (the number of years since the ISQA programme was established in 2018), while 4 (14%) participants had less than eight years of experience. This distribution reflects the relatively recent introduction of the ISQA programme.

The positions held by participants were also a critical factor in determining their relevance to the study. As indicated in Table 4.1, the participants held various roles: 1 District Secondary Education Officer (DSEO) (3.4%), 2 District Secondary Quality

Assurance Officers (DSQAOs) (6.9%), 2 Ward Education Officers (WEOs) (6.9%), 3 ISQA chairpersons (10.3%), 3 Heads of Schools (HoSs) (10.3%), and 18 (62%) public secondary school teachers. Their diverse perspectives, advice, and views on the effectiveness of internal school quality assurance practices in enhancing students' academic performance in Geita District contribute valuable insights toward addressing the persistent issue of poor academic performance among students in public secondary schools in the study area.

4.3 Discussion of the Findings

This section presents and discusses the findings in relation to the study objectives.

4.3.1 Roles of Internal School Quality Assurance Units on Improving Students' Academic Performance

The study aimed to explore the implementation of the roles of Internal School Quality Assurance (ISQA) units in public secondary schools in Geita District. Interview guide questions were administered to the District Secondary Education Officer (DSEO), District Secondary Quality Assurance Officers (DSQAOs), Ward Education Officers (WEOs), ISQA chairpersons, and members of ISQA units. The findings revealed that ISQA units played a pivotal role as key implementers and supporters of education policies, curricula, programmes, and directives aimed at enhancing the quality of education and improving students' academic performance in Geita District. The study identified several roles undertaken by ISQA units to improve students' academic performance. These roles included facilitating teacher

development programmes, supporting curriculum implementation, enhancing student engagement, monitoring academic progress, and conducting data-driven analyses.

One of the significant roles highlighted was the organisation of teacher development programmes, such as workshops and in-house seminars. These initiatives aimed to equip teachers with up-to-date teaching techniques, approaches, and strategies to enhance the teaching and learning process in classrooms, ultimately improving students' academic performance. For instance, during a focus group discussion (FGD), one teacher, referred to as 'T6' from School B, commented:

“After attending ISQA-organised seminars conducted at the cluster level, I have learnt new teaching methods that have helped my students better understand concepts that were previously difficult to grasp. The programme not only encouraged us teachers to improve our teaching methodologies but also motivated us to oversee and assist in maintaining high educational standards for our students” (Field data, 2024).

This perspective was echoed by one of the ISQA members from School A, who shared the following during an interview:

“We also focus on continuous professional development to ensure that teachers are constantly improving and staying updated in their profession, which is reflected in the improved academic performance of students” (Field data, September 2024).

Additionally, the chairperson of the ISQA team from School A provided further insight during an interview:

“Our professional development sessions aim to equip teachers with modern teaching techniques. These workshops have

demonstrated a direct impact on how teachers engage students, leading to better academic outcomes” (Field data, September 2024).

Similarly, the Ward Education Officer (WEO) from Ward ‘A’ explained during an interview that ISQA teams had a structured schedule for conducting internal development programmes at least twice per term. He stated:

“The teacher development programmes we run in our schools, in collaboration with ISQA, have shown a significant impact on the quality of education in our schools” (Field data, 2024).

These findings revealed that teacher development programmes supervised by Internal School Quality Assurance (ISQA) units were delivered to public secondary school teachers through workshops and seminars. These initiatives equipped teachers with new skills, teaching strategies, and methodologies, all aimed at improving classroom instruction and enhancing students’ academic performance. The workshops and seminars served as tools for introducing changes and adjustments within the educational setting, such as adopting learning approaches aligned with the competence-based curriculum. These efforts were designed to develop teachers’ pedagogical skills and subject matter competencies.

These findings align with the study conducted by Hossa (2023), who emphasised the importance of ongoing professional development in improving teacher performance and student outcomes. Hossa (2023) study found that structured professional development programmes, such as those facilitated by ISQA, lead to enhanced teaching methodologies, which in turn result in improved student performance Hossa

(2023). Similarly, Njeri (2022) asserted that professional development initiatives, including in-house workshops and seminars, provide teachers with the necessary skills to adapt to evolving curriculum requirements and teaching strategies. This echoes the sentiments shared by teachers in the present study.

Additionally, Stanley, (2022) observed that teacher professional development within quality assurance frameworks fosters collaboration and reflective practices, which are crucial for sustained improvements in Furthermore, the ISQA unit plays a key role in supporting the implementation of the curriculum. The study revealed that ISQA units act as critical supporters, assisting teachers in implementing curriculum reforms and providing educational directives. They guide teachers through new curriculum standards and ensure alignment with educational goals aimed at improving students' academic performance in Geita District. During a focus group discussion, one teacher from Secondary School C stated:

“ISQA has been very supportive in helping us implement new curriculum changes, which has made it easier for us to incorporate the curriculum effectively both inside and outside the classroom. This has positively shaped students’ academic outcomes as well as their participation in extracurricular activities”. (Field data, 2024)

Similarly, an ISQA chairperson from Secondary School B shared during an interview:

“We work closely with teachers to ensure they understand how to integrate the curriculum into their daily activities. This has a direct impact on how well students grasp the material”. (Field data, 2024)

Additionally, an ISQA team member from Secondary School B elaborated during an interview:

“Our role in assisting teachers with curriculum implementation is to ensure they are confident in delivering the intended content. This confidence translates into improved student academic performance”. (Field data, 2024)

The District Secondary Education Officer (DSEO) further highlighted the significance of ISQA practices during an interview, stating:

“ISQA’s support in curriculum implementation is crucial. Without their assistance, teachers would struggle to adapt, and students’ academic performance would suffer simultaneously” (Field data, 2024).

The quotations above indicate that ISQA practices have instilled a sense of responsibility and accountability among teachers and students in the implementation of the curriculum within school settings. It was revealed that ISQA has become a tool to empower and facilitate curriculum implementation at the school level, reducing the challenges associated with its integration into the school environment. Thus, it can be concluded that ISQA practices serve as an extrinsic motivator, fostering teachers’ commitment and accountability in implementing the educational curriculum. This, in turn, has made a positive contribution to students’ learning experiences and academic performance.

The findings indicate that the presence of Internal School Quality Assurance (ISQA) units helps schools implement and run the curriculum as expected, both in a timely

manner and on an annual basis. This finding corresponds with the study by Burra and Fanuel (2021), who found that quality assurance practices significantly assist teachers in understanding curriculum changes and adapting their instructional strategies.

Additionally, Burra and Fanuel's work highlighted that ISQA practices act as mediators between curriculum reform and practical classroom application, leading to improved student learning outcomes point echoed by participants in the current study. Similarly, Shadrack (2016) study demonstrated that curriculum implementation was more successful when teachers received ongoing support from internal quality assurance teams, ensuring that national educational goals were effectively met.

Furthermore, the ISQA units play a critical role in enhancing student engagement during the learning process. The study found that the student-centred approach advocated by ISQA provided opportunities for students to engage with learning materials, fostering creativity and sharpening their critical thinking skills, which ultimately contributed to improved academic performance. One teacher from School C, referred to as 'T11', commented during a focus group discussion (FGD):

*"It seems to be powerful and brings interaction during lessons. After I started implementing the student-centred approach suggested by ISQA in my class, I've noticed a significant improvement in how attentive and involved my students are".
(Field data, 2024)*

Similarly, the ISQA chairperson from School A shared during an interview:

“Our focus on improving student engagement and involvement has had a positive impact on academic performance. I’ve observed that when students are more actively engaged in the learning process, they tend to learn better and perform well in both internal and external examinations. Since we began implementing this strategy in our school, the positive results have become evident” (Field data, 2024).

The head of Secondary School B also noted during an interview that the ISQA unit in her school functions effectively, particularly in enhancing student engagement in various school programmes, especially academic activities. This has led to gradual improvements in students’ academic performance over time. She stated:

“We’ve noticed that students are more engaged in lessons where ISQA feedback has been implemented. This engagement has positively influenced their performance in exams”. (Field data, 2024)

During an interview, the District Secondary Quality Assurance Officer (DSQAO) explained that the ISQA team ensures the availability of relevant teaching and learning materials, such as syllabi and supplementary resources, while also ensuring that extracurricular activities are effectively executed in schools. These efforts create an interactive learning environment by addressing all the necessary requirements. The DSQAO commented:

“Engaging students actively in their learning has been a priority for ISQA, and the results are clear students are more motivated and perform better academically through this mechanism, which helps them retain what they’ve learned and apply it effectively in exams. However, supportive materials must be present to facilitate this process”. (Field data, 2024).

These findings indicate that the Internal School Quality Assurance (ISQA) unit contributed significantly to student engagement by encouraging teachers to adopt more interactive and student-centred teaching methods. This fostered an environment where students were more actively involved in their learning, thereby improving their academic outcomes. The ISQA team played a key role in ensuring that teachers engaged closely with students during the teaching and learning process, which helped students retain what they learned and apply it effectively in exams, ultimately enhancing their academic performance. Additionally, it was evident that close student engagement in the teaching and learning process facilitated deeper learning compared to traditional lecturing, making it easier for students to grasp concepts.

These findings align with the study by Mapunda (2023) who noted that fostering student engagement through active learning techniques leads to higher levels of academic achievement. Similarly, Njeri et al. (2019) highlighted that student-centred learning strategies, encouraged by internal quality assurance frameworks, contribute to greater student involvement in learning activities, which correlates with improved academic performance.

Additionally, ISQA units played a crucial role in monitoring students' academic progress in collaboration with school management and teachers. The study revealed that the ISQA units practice of cross-checking essential documents such as class journals, student attendance records, logbooks, and test and exam scores instilled discipline among both teachers and students, motivating them to work effectively and diligently to achieve the school administration's goals by the end of the

academic year. During a focus group discussion (FGD), one teacher from Secondary School A commented:

“The academic monitoring mechanisms used by ISQA have helped me keep track of my students’ progress and adjust my teaching methods accordingly, which has enhanced my students’ academic performance in my subject” (Field data, 2024).

Similarly, during an interview, the chairperson of the ISQA unit from School A stated:

“Our regular monitoring of academic progress ensures that students who are falling behind receive closer attention from teachers. This has led to improvements in their academic results to some extent” (Field data, 2024).

These findings revealed that ISQA ensured teachers could make necessary adjustments to their instructional strategies, leading to sustained improvements in student outcomes. It was also found that since the establishment of ISQA in respective schools, students’ performance in internal and external examinations had improved year after year due to effective monitoring of academic progress and supervision during the teaching and learning process. This view is consistent with Angelus (2021), who argued that regular monitoring of student performance, as highlighted in the findings, allowed for timely interventions that helped students stay on track academically.

During an interview, the Head of School (HoS) from School B shared:

“With ISQA’s assistance, we’ve been able to monitor students’ progress more closely, allowing teachers to intervene when

necessary and assist students in improving academically. Since the establishment of ISQA practices in 2018, performance has improved positively. For instance, in the 2021 Form IV NECTA results, there were 127 (45%) zeros. In 2022, this decreased to 104 (29%) zeros, and in 2023, it further reduced to 95 (34%) zeros, indicating progress” (Field data, 2024).

The District Secondary Education Officer (DSEO) further clarified during an interview that ISQA practices had contributed to improved district-level results, particularly in reducing the number of failures (Division Zero) in the Certificate of Secondary Education Examination (CSEE). However, performance in National Examinations at higher levels (Form II and Form VI) still showed room for improvement. The DSEO stated:

“The continuous monitoring of academic progress has been taken very seriously in our district to ensure overall improvement in students’ academic performance at all levels, including A-Level and O-Level. In schools that have adopted ISQA practices, most have seen positive changes in students’ performance. As education officers, when we assess and evaluate National Examination results for Forms II, IV, and VI, we observe at least some improvement in students’ academic performance. Compared to three to five years ago, our council has made significant progress in reducing Division Zero at the national level since 2020, as reflected in the Form IV and Form VI National Examination results” (Field data, 2024).

To validate these findings, the researcher reviewed Form IV National Examination results from 2021 to 2023 and compared them with results from 2015 to 2017, prior to the establishment of ISQA practices. The analysis revealed an improvement in students’ academic performance after the implementation of ISQA. For instance, in 2021, the pass rate was 59.1%, increasing to 77.2% in 2022 and 75.5% in 2023. In contrast, prior to ISQA implementation, the pass rates were 53.4% in 2015, 50% in

2016, and 83.3% in 2017. These trends demonstrate a general improvement in students' performance, as illustrated in Table 4.2 below.

Table 4.2: CSEE results in 3 Public Secondary Schools from 2021 to 2023 in Geita District

School	2021 DIVISION					2022 DIVISION					2023 DIVISION				
	I	II	III	IV	O	I	II	III	IV	O	I	II	III	IV	O
A secondary	4	19	20	111	127	5	18	34	189	104	9	24	32	112	95
B secondary	2	7	17	62	68	1	6	12	43	22	3	11	19	60	39
C secondary	2	5	11	29	5	5	19	39	131	22	3	18	40	135	17
Total	8	31	48	202	200	11	43	85	363	148	15	53	91	307	151
PASSED 289(59.1%)						PASSED 502 (77.2%)					PASSED 466(75.5%)				
FAILED 200(40.9%)						FAILED 148 (22.8%)					FAILED 151 (24.5%)				
TOTAL489 (100%)						TOTAL 650 (100%)					TOTAL 617 (100%)				

Source: Field data (2024)

The findings from Table 4.2 indicate that the performance of students in the Form Four National Examination results improved consistently over three years. This suggests a significant positive relationship between the implementation of internal school quality assurance (ISQA) practices and the enhancement of students' academic performance in Geita District.

Table 4.3 below presents data from three consecutive years (2015 to 2017), prior to the establishment of Internal School Quality Assurance in 2018, providing a baseline for comparison.

Table 4.3: CSEE Results in 3 Public Secondary Schools from 2015 to 2017

School	2015 Division					2016 Division					2017 Division				
	I	II	III	IV	O	I	II	III	IV	O	I	II	III	IV	O
A secondary	02	03	10	39	56	00	05	14	35	71	00	08	15	45	18
B secondary	00	03	08	34	59	01	06	12	22	60	00	03	13	47	06
C secondary	03	07	16	50	38	01	09	19	38	31	01	09	21	61	21
Total	05	13	34	123	153	02	20	45	95	162	01	20	49	153	45
Passed 175 (53.4%)						Passed 162(50%)					Passed 223 (83.3%)				
Failed 153 (46.7%)						Failed 162 (50 %)					Failed 45 (16.7%)				
Total 328 (100%)						Total 324(100%)					Total 268 (100%)				

Source: Field data (2024)

Table 4.3 shows that the Form IV National Examination results from 2015 to 2017 were unsatisfactory. For instance, the pass percentages for 2015, 2016, and 2017 were 53.4%, 50%, and 83.3%, respectively. In contrast, after the establishment of internal school quality assurance (ISQA) practices, the pass percentages for 2021, 2022, and 2023 improved to 59.1%, 77.2%, and 75.5%, respectively. This demonstrates a consistent improvement in students' academic performance following the implementation of ISQA practices.

Hence, the findings indicate that the performance of students in the Form Four National Examination results improved consistently over three consecutive years from 2021 to 2023, compared to the period from 2015 to 2017. This suggests that significant efforts were made to achieve such results. These findings align with the study by Peter and Mkulu (2022), who emphasized that effective monitoring mechanisms, such as those implemented by Internal School Quality Assurance (ISQA) units, are critical for identifying students' learning gaps. Such mechanisms enable teachers to adjust their teaching methods, thereby improving student performance.

The study also found that the Internal School Quality Assurance (ISQA) unit plays a significant role in analysing students' performance data, which is considered an effective way to improve academic outcomes. By examining student grades, test results, and other academic metrics, the ISQA unit helps teachers and school administrators plan strategically to support students in achieving their goals. This process involves identifying students' strengths and weaknesses in their studies and

working towards addressing them in a positive and constructive manner. During a focus group discussion (FGD), one teacher, referred to as ‘T4’ from School A, stated:

“Previously, we only focused on preparing analysis for national examinations. However, the ISQA unit introduced the idea of conducting simple analyses for school tests as well. I began implementing this approach, which has significantly helped my students work towards their academic goals. Analysing student performance data enabled me to identify areas where my students were struggling the most. This insight allowed me to review and adjust my teaching methods to address these challenges more effectively” (Field data, 2024).

Through an interview with the chairperson of the ISQA team from Secondary School B, it was revealed that:

“The approach of analysing students’ results helps us focus on improving specific areas where students are struggling. This is achieved by cross-checking their exercise books, test results, and examination scores, and providing teachers with actionable feedback to ensure they address these issues effectively” (Field data, 2024).

Furthermore, during a focus group discussion (FGD), Teacher T4 from Secondary School A shared:

“By reviewing student performance analysis, we can provide teachers with valuable insights into areas where their teaching methods may need improvement. We offer targeted recommendations that enable teachers to enhance their instructional strategies, ultimately leading to improved student performance”. (Field data, 2024)

The study highlights that academic data analysis played a crucial role in identifying weaknesses in both students’ understanding and teaching approaches, enabling

targeted interventions. It also helped pinpoint gaps and determines immediate actions needed to address emerging challenges. This approach allowed teachers to focus on specific areas where students faced difficulties, offering tailored strategies to address these issues. As a result, noticeable improvements were observed in students' engagement and academic performance.

The reliance on data to inform instructional practices aligns with the findings of Tarimo and Lekule (2024), who argue that data-driven decision-making in schools enables teachers to identify students' learning gaps and adapt their instructional strategies accordingly. Similarly, Secilia and Mwila (2022) emphasised that the systematic use of student performance data provides teachers with clear insights into areas where students struggle, facilitating personalised interventions that enhance learning outcomes. Furthermore, this perspective is consistent with Lekule (2021) study, which found that data-driven practices enable timely instructional adjustments, thereby fostering academic growth.

4.3.2 Teachers' Perceptions on Outcomes of Internal School Quality Assurance Practices in Public Secondary Schools

The second objective of the study aimed to explore teachers' perceptions regarding the effectiveness of Internal School Quality Assurance (ISQA) practices on students' academic performance in public secondary schools. Study participants were asked to describe the extent to which they perceived the impact of ISQA practices on their daily school activities. The results indicate that most teachers viewed ISQA practices positively, describing them as a friendly and supportive approach that enhanced their

working experience and reignited their passion for teaching. However, three out of fifteen teachers expressed antagonistic views, perceiving ISQA as fault finding and as a source of increased pressure in the workplace. The responses provided insights into how teachers and other stakeholders perceive ISQA practices. One teacher from School C commented during a focus group discussion (FGD):

"I have seen a noticeable improvement in my students' performance thanks to the practical advice and resources provided by the quality assurance department. They gave us teaching materials and ideas that we hadn't considered before, which significantly improved our classroom interactions and students' understanding" (Field data, 2024).

Similarly, the Head of School (HoS) from School B remarked during an interview:

"The regular check-ups by the ISQA team have transformed our teaching practices, motivating teachers to go beyond their routine and improve their pedagogical approaches. It's not just about monitoring; they actually provide us with actionable feedback that we can implement in the classroom to see real results" (Field data, 2024)

Another teacher from School C shared during an FGD:

"With their support and the fresh strategies, they introduced, I have discovered new ways to engage students and encourage active participation. This has led to a noticeable improvement in students' confidence and understanding of the subject" (Field data, 2024).

The findings revealed that teachers from three public secondary schools generally held positive perceptions of ISQA practices in their schools. Twelve out of fifteen

teachers expressed favourable views, indicating that ISQA practices are largely seen as beneficial to both teachers and students, playing a vital role in promoting the effectiveness of teaching and learning. Teachers credited ISQA teams for providing practical teaching resources, actionable feedback, and professional guidance, which improved classroom interactions and student comprehension. The regular check-ups by ISQA teams were perceived as motivational, encouraging teachers to refine their pedagogical approaches and remain accountable, thereby fostering a cycle of continuous improvement. This view aligns with Muchanje (2020), who found that teachers appreciated the role of Quality Assurance and Standards Officers (QASOs) in helping them develop new skills and improve student performance.

Furthermore, during an FGD, one teacher from School C stated:

"The ISQA team encourages accountability, keeping both us teachers and students active and responsible at all times. This accountability system ensures that everyone in the school is performing to the best of their ability. Without the ISQA, there would be a tendency for laziness or complacency, as I know our nature in my school". (Field data, 2024)

Additionally, the Head of School from School B reiterated during an interview:

"The regular check-ups by the ISQA team have transformed our teaching practices, motivating teachers to go beyond their routine and improve their pedagogical approaches. It's not just about monitoring; they actually provide us with actionable feedback that we can implement in the classroom to see real results" (Field data, 2024).

The study also found that teachers valued ISQA practices for promoting accountability within schools. The emphasis on regular data-driven assessments

encouraged both teachers and students to remain focused and responsible for their academic responsibilities. This perception of accountability is echoed in studies like Kissa and Wandela (2022), which highlight the positive impacts of structured feedback systems on maintaining high standards of teaching and learning. During an FGD, another teacher from School B commented:

"The ISQA team members perform their tasks fairly and democratically, solving problems without favouritism. Unlike the school administration, which can be rigid and authoritative, ISQA team members actually take the time to listen to us and offer meaningful advice on how to address the issues we face in the classroom". (Field data, 2024)

Similarly, a Head of School from School B highlighted during an interview:

"The democratic process of ISQA allows teachers to freely express their challenges, unlike the more intimidating external quality assurers. We discuss weaknesses openly with teachers, and the team works with them to find practical solutions. This makes teachers feel valued as professionals" (Field data, 2024)

The study found that the transparency and fairness of the ISQA process, particularly when compared to external quality assurance or school administration, further contributed to teachers' positive perceptions. Teachers appreciated the democratic nature of ISQA, which allowed for open discussions about strengths and weaknesses, fostering a supportive environment where they could freely express challenges and receive constructive feedback. They perceived the ISQA system as user-friendly, noting that during assessments and evaluations, the ISQA team openly discussed strengths and weaknesses with teachers. This approach created a collaborative

atmosphere, making teachers feel more involved in improving academic performance. Compared to school administration or external quality assurance teams, the ISQA practice was viewed as fairer, more transparent, and approachable.

During an interview, the ISQA chairperson from School A commented:

“Teachers view the support provided by the ISQA unit as a vital approach for addressing challenges in the education process. Through this system, they can collaborate with us to refine teaching methods, which in turn enhances students’ academic success. It also allows teachers to continuously improve, ensuring that obstacles are effectively managed, leading to better outcomes for both teachers and students”. (Field data, 2024)

Furthermore, a teacher from School C shared during a focus group discussion (FGD):

“The ISQA programme is designed and led by teachers who truly understand our challenges. It empowers us to find practical solutions tailored to our unique environment, making us active contributors rather than just following instructions” (Field2024).

The study revealed that many teachers appreciated the ISQA practice as a problem-solving mechanism within the school setting. Since the ISQA teams were composed of fellow teachers, they were closely connected to the real challenges faced in teaching, enabling them to address issues swiftly and effectively. One key aspect that teachers valued was the peer-driven structure of ISQA. Teachers believed that ISQA provided a peer-to-peer support system that helped them overcome obstacles encountered in their daily teaching responsibilities.

This perspective aligns with Lekule (2021), who noted that ISQA operates as a collaborative platform where teachers work together to identify and solve problems. This peer-driven approach ensures that solutions are practical and tailored to the specific needs of each school, enhancing the system's effectiveness (ibid.). Similarly, Adeyemi (2020) emphasized the importance of collaboration in addressing educational challenges.

However, not all teachers held positive views. During an FGD, one teacher from School C, referred to as T12, expressed dissatisfaction:

"The ISQA system brings more conflict than benefits, as it pushes teachers to work harder without tangible rewards. We are expected to do more, but there is no recognition or compensation for our extra efforts" (Field data, 2024).

Another teacher, T6 from School B, echoed this sentiment during an FGD:

"The ISQA system needs restructuring. As it stands, it is ineffective and places additional burdens on us. Instead of supporting us, it feels like we are constantly being monitored and judged, which creates a negative atmosphere" (Field data, 2024).

The study found that some teachers perceived the ISQA practice as creating additional challenges rather than offering practical solutions, leading to resentment and disengagement. These teachers felt that the system imposed unnecessary pressure and conflict, especially when they were already overburdened with their existing workload. The increased scrutiny and lack of tangible rewards were seen as exacerbating feelings of stress and frustration.

These concerns resonate with findings from Kissa and Wandela (2022), who reported that teachers often feel overwhelmed by the demands of quality assurance systems, leading to stress and burnout. The perceived lack of compensation for the additional workload required by ISQA further intensified these negative feelings, highlighting a potential area for improvement in the system's implementation (Kissa &Wandela 2022).

4.3.3 Challenges Facing the Internal School Quality Assurance Units in Public Secondary Schools

The third objective of this study was to determine the challenges facing Internal School Quality Assurance (ISQA) units in public secondary schools in Geita District Council. Study participants were asked to describe possible factors hindering the effectiveness of ISQA units in their schools. The study found that ISQA units faced several challenges that impeded the effective implementation of ISQA practices in their respective schools, as revealed through interviews, documentary reviews, and focus group discussions (FGDs).

One significant challenge highlighted by participants was overcrowded classrooms, which hindered the effectiveness of ISQA units in public secondary schools. The study revealed that overcrowded classrooms posed a major obstacle for ISQA teams in fulfilling their roles. For instance, during an interview, an ISQA team member from School C stated:

“Our ISQA team struggles because the classrooms are overcrowded. With so many students in one class, it becomes

difficult to observe how teachers manage their lessons and identify specific areas where they need support”. (Field data, 2024)

Similarly, the chairperson of the ISQA team from School A commented during an interview:

“We often face challenges during classroom observations. When there are 60 or more students in one room, it becomes nearly impossible to assess whether teachers are using effective teaching methods or if students comprehend the lessons. This overcrowding severely limits our ability to provide accurate and useful feedback”. (Field data, 2024)

The researcher noted that overcrowded classes made it difficult for ISQA teams to effectively monitor teaching practices and provide meaningful feedback. This situation complicated the evaluation process, as large class sizes affected both the quality of teaching and teachers’ ability to engage with students individually. These findings are consistent with Angelus (2021), who found that overcrowded classrooms in developing countries significantly hindered teachers’ ability to engage with individual students and provide personalised instruction.

Additionally, during an FGD, a teacher from School C, referred to as T12, remarked:

“Sometimes the ISQA team can’t fully understand the challenges we face in the classroom because they are dealing with such large numbers of students. This affects the quality of feedback they can provide, and we don’t always get the targeted support we need to improve”. (Field data, 2024)

Similarly, the chairperson of the ISQA team from School B stated during an interview:

“When we are dealing with classrooms that have 50 or 60 students, the ISQA team cannot effectively observe teaching practices or assess student engagement. The environment is too chaotic, which limits how well we can help teachers improve their instructional methods” (Field data, 2024).

The study found that overcrowded classrooms hindered the effectiveness of ISQA practices and significantly restricted the capacity of ISQA units to conduct thorough evaluations and provide timely, constructive feedback to teachers.

This finding aligns with previous research by Mpaata (2019), who emphasized that the student-to-teacher ratio is a key factor influencing the success of quality assurance mechanisms in schools. Larger classes tend to overwhelm both teachers and evaluators, leading to less effective teaching and feedback processes. Similarly, this issue mirrors findings from studies by Likuru and Mwila (2022), who noted that class overcrowding negatively impacts not only the quality of education but also the effectiveness of internal quality assurance systems in Tanzanian schools.

The findings of the study also highlighted insufficient training for the ISQA unit, which directly affected the implementation of effective ISQA practices. The ISQA unit was found to lack adequate technical skills required to perform their roles effectively. During a focus group discussion (FGD), one teacher from School C, referred to as T11, commented:

“The ISQA programme is a new initiative that has been introduced without proper directives, seminars, or workshops to equip the unit with the necessary knowledge of what is expected of them” (Field data, 2024).

This was also supported by one of the ISQA unit members from School A, who stated during an interview:

“We are doing our best with the training we’ve received, but I believe we could be even more effective with additional opportunities for professional development” (Field data, 2024).

The study found that the lack of seminars and workshops on how to implement ISQA practices hindered their effectiveness in public secondary schools. Overall, the findings revealed that insufficient training was a major barrier to the success of ISQA practices. Professional development opportunities, including regular seminars and workshops, were deemed necessary to equip ISQA teams with the skills and knowledge required to conduct effective evaluations and provide valuable feedback to teachers.

This finding aligns with research conducted by Ayeni (2012), Who noted that limited access to professional development opportunities for quality assurance personnel significantly weakens the effectiveness of school inspection programmes in Tanzania. Similarly, Wartini and Indriayu (2020) emphasized the importance of ongoing training for quality assurance personnel, highlighting that a lack of up skilling opportunities results in ineffective assessments and feedback.

Additionally, the study found that limited time for executing ISQA practices posed a significant challenge for both ISQA units and teachers. One teacher from School C, referred to as T11, commented during a focus group discussion (FGD):

“It’s hard to find the time to meet with the ISQA team or implement their feedback when we’re already overloaded with classes and administrative duties. (Field data, 2024)

Similarly, during an interview, an ISQA chairperson from School C stated:

“We know that time is a big issue for teachers. It’s also an issue for us, as we try to juggle our responsibilities and still provide meaningful support” (Field data, 2024).

Furthermore, during an interview with a Head of School (HoS) from School C, it was noted:

“In reality, the ISQA team members are always very busy because they are needed to prepare their professional documents. At the same time, they must work as school quality assurers. We do not have sufficient time to conduct classroom observations because sometimes periods may clash with the intended time for inspections”. (Field data, 2024)

The study revealed that ISQA units faced heavy workloads, which overwhelmed teachers as they balanced their normal school responsibilities alongside ISQA activities. This made it difficult for them to dedicate the necessary time to quality assurance tasks, thereby limiting the impact of ISQA on improving teaching practices and student outcomes. These findings reflected the challenges teachers encountered in engaging with ISQA activities due to their demanding schedules. Teachers were already responsible for fulfilling roles such as teaching subjects, preparing professional documents, marking students’ assignments, and providing feedback to meet required standards. Taking on additional responsibilities as ISQA personnel further compounded their workload, making it challenging to effectively

contribute to quality assurance initiatives. It was also noted that some schools had a limited number of teachers, which exacerbated the issue. The shortage of staff resulted in teachers being overburdened with multiple roles, leaving them with insufficient time to focus on the implementation of ISQA activities.

These findings align with a study by Peter and Mkulu (2022), who highlighted that teachers and quality assurance officers in Tanzanian schools faced significant time management challenges, making it difficult for them to fulfil all their responsibilities effectively. Similarly, Njeri et al. (2019) noted that teachers in overcrowded schools were often overburdened, reducing the time available for professional growth and quality assurance activities.

Communication emerged as a significant challenge between ISQA teams and teachers, acting as a barrier to the effectiveness of quality assurance initiatives in public secondary schools. During interviews, a Head of School from Secondary School B remarked:

“At times, communication between the ISQA team and teachers isn’t as clear as it should be. This results in misunderstandings and delays in implementing feedback from the ISQA department”. (Field data, 2024)

Similarly, an ISQA committee member from School A noted during a focus group discussion (FGD):

“We try to keep communication open, but there are sometimes delays in conveying messages, which affects the process.”

Occasionally, ISQA instructions lack clarity, and we waste time trying to interpret them” (Field data, 2024).

The study found that communication issues, particularly during feedback sessions, hindered the implementation of ISQA recommendations. Effective communication was crucial for the success of ISQA activities, and its absence often led to misunderstandings, delays, and a reduction in the overall impact of the programme. These communication breakdowns slowed down the process of identifying and addressing areas for improvement in teaching and learning.

Furthermore, the Ward Education Officer (WEO) from Ward B elaborated on the issue during an interview:

“In our schools, we’ve encountered communication breakdowns with ISQA activities. Effective communication is the foundation of any successful ISQA operation, and a lack of clarity between teachers, ISQA teams, and administrators disrupts progress and reduces the impact of quality assurance efforts. (Field data, 2024)

Additionally, one teacher, T11 from School C, commented during an FGD:

“Sometimes we receive feedback late, and it’s not always easy to understand what changes need to be made. This leaves us stuck, and by the time we figure it out, it’s often too late to make the adjustments.” (Field data, 2024).

These observations highlight that poor communication not only affects interactions between individual teachers and ISQA teams but also disrupts broader school-wide efforts to improve students’ academic performance. When teachers are unclear about

expectations or when feedback is delayed, the potential for ISQA initiatives to drive meaningful change is significantly diminished. Teachers expressed frustration with the delays and lack of transparency in the communication process, noting that unclear or delayed messages created confusion. This confusion ultimately affected their ability to make necessary adjustments to their teaching methods, illustrating the practical implications of poor communication. As a result, teachers were often left unsure of how to proceed, which undermined the effectiveness of ISQA practices.

This view is consistent with Peter and Mkulu (2022), who asserted that successful ISQA practices are built on open, clear, and consistent communication between stakeholders, including teachers, administrators, and quality assurance officers. When communication is weak, the goals of quality assurance such as improving teaching practices and student outcomes are less likely to be achieved (Peter & Mkulu, 2022). Similarly, this perspective aligns with the study by Muchanje (2020), who found that poor communication in quality assurance processes often led to a lack of teacher engagement. When communication was inadequate, teachers felt isolated and disconnected from the quality assurance process, perceiving it as a top-down mechanism rather than a collaborative effort (Muchanje, 2020).

Additionally, the study findings revealed that the success of Internal School Quality Assurance (ISQA) initiatives heavily depended on the support provided by school administration. For instance, during an interview, the chairperson of the ISQA team from School C emphasized the critical need for administrative support:

“We need more support from the school leadership to make ISQA practices more effective. Without their involvement, it’s hard to get teachers fully on board. We rely on the school administration to provide the resources and support we need to carry out our duties, but sometimes that support isn’t there. (Field data, September, 2024).

A similar sentiment was expressed by the District Secondary Quality Assurance Officer (DSQAO) during an interview:

“Without strong backing from the school administration, ISQA practices are unlikely to succeed. Administrative support is crucial for driving quality improvement” (Field data, 2024).

Furthermore, one teacher from School A highlighted the detrimental effects of inadequate administrative support during a focus group discussion (FGD):

“In our school, the ISQA unit struggles due to inadequate support from the head office, limited financial resources such as for learning materials and facility improvements, and delays in implementing key recommendations. This directly affects teaching quality and student performance. Without proper administrative backing, ISQA efforts are weakened, resulting in little improvement in academic outcomes” (Field data, 2024).

The study found that inadequate administrative support hindered the effectiveness of ISQA activities, limiting their positive impact on both teachers and students. In many cases, cooperation between ISQA units and school administrators was insufficient. According to Muchanje, (2020), without the active involvement and backing of school leadership, ISQA efforts were often undermined, slowing down the process of improving teaching practices and student outcomes. Also, Muchanje (2020), noted that limited engagement from school administrations often led to communication

barriers between ISQA units, teachers, and leadership. Without open and frequent communication, misunderstandings could arise, further complicating the implementation of ISQA recommendations (Muchanje,2020).

CHAPTER FIVE

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study, including its main findings, conclusions, and recommendations. The study aimed to examine the effectiveness of internal school quality assurance (ISQA) on public secondary school students' academic performance in Geita District Council, Tanzania. The first subsection provides a brief overview of the study, outlining its purpose, objectives, literature review, and the methodology used to collect and analyse the data. The second subsection summarises the major findings of the study, highlighting key insights derived from the research. The third subsection presents the conclusions drawn from these findings, offering an interpretation of their implications for educational practice and policy. Finally, the last subsection provides recommendations based on the study's findings, suggesting practical steps to enhance the implementation and effectiveness of ISQA practices in public secondary schools.

5.2 Summary of the Study

The general objective of this study was to examine the effectiveness of internal school quality assurance (ISQA) in enhancing public secondary school students' academic performance in Geita District Council. The research objectives that guided the data collection and analysis process were as follows:

- i. Assess the implementation of the roles of internal school quality assurance units in improving students' academic performance in public secondary schools.

- ii. Examine teachers' perceptions of the outcomes of internal school quality assurance practices in public secondary schools.
- iii. Determine the challenges facing internal school quality assurance units in public secondary schools.

The study drew insights from the Total Quality Management (TQM) Theory, developed by W.E. Deming in the late 1950s. This theory focuses on enhancing organisational performance through teamwork, collaboration, and a strong emphasis on customer satisfaction. It is underpinned by fourteen management principles and a system of profound knowledge, which include setting improvement goals, providing on-the-job training, fostering leadership, and removing barriers among staff. These principles were instrumental in enhancing the academic achievement of students in public secondary schools when applied through internal school quality assurance (ISQA) practices.

Effective implementation of TQM in secondary schools requires school heads, management teams, and teachers to manage processes and activities with a focus on quality. This involves fostering teamwork, adopting new philosophies, and offering continuous professional development. As such, ISQA emerged as a vital tool in schools for fostering students' academic achievement. Therefore, the theory guided the researcher in understanding the importance of implementing ISQA in public secondary schools to improve academic performance in Geita District. The literature review examined diverse empirical studies on the implementation of ISQA and its impact on students' academic performance in schools across various countries

globally. The review synthesised findings from empirical studies conducted in different regions of the world. Additionally, the literature addressed the objectives of the study, which guided the research process. Finally, assorted views from related empirical studies conducted both within and outside Tanzania were synthesised, and gaps in the existing literature were identified, providing a foundation for this study.

The study was conducted in three public secondary schools in Geita District, located in the Geita Region of Tanzania. A qualitative research approach was adopted, utilising a phenomenological research design. Non-probability sampling methods, including purposive and snowball sampling, were employed. The study involved a total of 29 participants, comprising 3 Heads of Schools (HoSs), 3 ISQA chairpersons, 3 ISQA members, 15 secondary school teachers, 2 Ward Education Officers (WEOs), 1 District Secondary Education Officer (DSEO), and 2 District Secondary Quality Assurance Officers (DSQAOs). Data were collected through interviews, focus group discussions (FGDs), and documentary reviews and were analysed using content analysis techniques.

5.3 Summary of Research Findings

Based on the objectives of the study, it is evident that education serves as a liberating tool for both genders and remains the cornerstone for achieving Tanzania's National Development Goals and Millennium Development Goals (MDGs) by 2025. Therefore, analysing the effectiveness of internal school quality assurance (ISQA) practices on public secondary school students' academic performance in Geita District Council, Tanzania, is of critical importance.

However, if educational organisations fail to raise awareness about the significance of ISQA units in the education sector and their role in enhancing students' academic performance, public secondary schools will continue to underperform. This persistent challenge could hinder Tanzania's progress towards achieving the 2025 Millennium Development Goals, rendering them an unattainable dream. The data collected from study participants revealed diverse opinions, views, and perceptions regarding the effectiveness of ISQA practices in improving public secondary school students' academic performance in Geita District. These findings were analysed to address the study's objectives, as outlined below:

- (i) The study explored the roles of internal school quality assurance (ISQA) units in public secondary schools. The findings revealed that the level of supervision conducted by ISQA units in schools was still limited. This conclusion was drawn based on participants' responses regarding the tasks performed by ISQA units in their respective schools. Despite this limitation, the findings highlighted that ISQA units carried out essential management roles and conducted regular inspections in their schools. Furthermore, the study concluded that ISQA is an effective tool for enhancing students' academic performance in public secondary schools in Geita District. The main roles of ISQA units in improving academic performance included: facilitating teacher development programmes, supporting curriculum implementation, enhancing student engagement, monitoring academic progress, and conducting data-driven analyses. These roles were implemented through the establishment of ISQA units in each school, which served as a mechanism to ensure accountability and continuous improvement in teaching and learning processes.

(ii) The study also examined teachers' perceptions of the outcomes of internal school quality assurance practices in public secondary schools. Data from the findings indicated that teachers held both positive and negative perceptions about ISQA practices. On the positive side, teachers valued ISQA for promoting accountability within schools. They appreciated the transparency and fairness of the ISQA process and viewed it as a problem-solving mechanism that addressed challenges in the school setting. Teachers also acknowledged the practical support provided by ISQA units, such as actionable feedback, professional guidance, and resources to improve classroom interactions and student comprehension. However, some teachers expressed negative perceptions, viewing ISQA as a system that created unnecessary pressure and conflict rather than solving problems.

These teachers perceived the increased scrutiny and workload as demotivating, particularly in the absence of tangible rewards or recognition for their efforts. The findings further revealed that teachers' perceptions of ISQA practices influenced their seriousness in fulfilling their daily duties. For instance, ISQA inspections of academic documents such as schemes of work, lesson plans, and students' academic results prompted teachers to adhere more closely to their responsibilities. However, some teachers felt that these inspections did not significantly improve teaching and learning processes, as they failed to address deeper issues affecting students' academic performance. Consequently, public secondary schools in the district continued to struggle with poor academic outcomes. Overall, the majority of teachers viewed ISQA practices as a helpful reminder to fulfil their daily responsibilities at school, although its impact on academic performance remained inconsistent. The

study aimed to determine the challenges facing internal school quality assurance (ISQA) units in public secondary schools and their implications for students' academic performance. The findings summarised several challenges outlined and analysed by District Secondary School Quality Assurance and Control Officers during the study. These challenges included overcrowded classrooms, limited time for executing ISQA practices, inadequate in-service training, and poor communication skills among ISQA officers.

One significant challenge was the inability of ISQA units to conduct effective inspections during the teaching and learning process due to overcrowded classrooms. The large number of students placed in a single classroom made it difficult for officers to observe whether teachers provided sufficient opportunities for student interaction and effectively demonstrated teaching methodologies and techniques. This hindered efforts to improve students' academic performance in their schools. Additionally, most head teachers reported that some teachers held negative attitudes towards instructional supervision by ISQA units, often due to fear of intimidation by unfriendly supervisors.

Another challenge was the insufficient time available for ISQA officers to carry out their responsibilities effectively. Since ISQA officers are also regular teachers, they must fulfil their teaching duties alongside their ISQA roles. This dual responsibility made it difficult for them to implement ISQA practices as required. Furthermore, ISQA units highlighted the lack of adequate support from school management, which further impeded their ability to execute their duties effectively. To address these

challenges, ISQA units suggested the need for frequent training on the roles and responsibilities of internal school quality assurance units. They also recommended reviewing the relationship between teachers and ISQA units as part of their professional development. Such measures could help change teachers' attitudes towards ISQA practices and improve communication between teachers and ISQA officers, fostering a more collaborative and supportive environment.

Generally, the current status of the internal school quality assurance (ISQA) unit within the Ministry of Education, Science and Technology in Tanzania needs to be critically reviewed in light of its roles and the growing number of secondary schools requiring supervision. In Geita District, in particular, the number of public secondary schools has increased significantly, correlating with a rise in student enrolment. This growth necessitates a larger number of trained personnel to ensure proper supervision of all schools, especially given the increasing student population.

Moreover, all education stakeholders must address the challenges associated with this expansion if significant improvements in students' academic performance are to be achieved. While the effectiveness of ISQA plays a critical role in enhancing academic outcomes, it is not the sole determinant of success. Achieving high academic performance requires collaborative efforts from multiple stakeholders to address a range of challenges, including the scarcity of infrastructure, insufficient teacher deployment, and other resource constraints arising from the rapid increase in student numbers.

5.4 Conclusions

This study is summarised into three (3) main conclusions as follows:

i. Roles of ISQA Units in Enhancing Students' Academic Performance

Based on the findings, it is concluded that the Internal School Quality Assurance (ISQA) unit plays a significant role in promoting the attainment of school goals and objectives, which in turn enhances students' academic performance. The ISQA unit implements various roles that foster accountability among teachers, school administrators, and students, ultimately contributing to improved academic outcomes. Key roles of the ISQA unit include conducting school inspections, promoting an effective teaching and learning environment, fostering accountability within schools, ensuring transparency and fairness in its processes, and serving as a problem-solving mechanism in the school setting.

ii. Teachers' Perceptions of ISQA Practices

The findings revealed mixed perceptions among teachers regarding the outcomes of ISQA practices in Geita District. It is concluded that the majority of teachers view ISQA practices as a supportive and friendly approach that helps them fulfil their daily responsibilities at school and enhances their accountability, thereby improving students' academic performance. However, some teachers perceive ISQA practices as fault-finding mechanisms that exert pressure on their daily routines, leading to poor performance in enhancing students' academic outcomes. The positive perceptions held by most teachers stem from the fact that ISQA practices assist them in managing student behaviour, creating a conducive learning environment,

employing diverse teaching and learning techniques, and implementing school goals and objectives effectively.

iii. Challenges Facing ISQA Units

The study identified several challenges that hinder the efforts of ISQA units in achieving better academic performance among students in public secondary schools. Based on the findings, it is concluded that these challenges contribute significantly to the poor academic performance of students. Key challenges include overcrowded classrooms, insufficient training for ISQA personnel, time constraints that limit the proper execution of ISQA practices, poor communication skills among ISQA officers, inadequate support from school administrations, and a shortage of experienced ISQA personnel. These barriers impede the effectiveness of ISQA practices and highlight areas requiring urgent attention to improve educational outcomes.

5.5 Recommendations

Based on the research findings and conclusions drawn from the study, two types of recommendations have been proposed:

5.5.1 Recommendations for Action

Based on the findings of this study, the following recommendations are made:

- i. To ensure the effectiveness of internal school quality assurance (ISQA) in improving students' academic performance, it is recommended that external school quality assurance officers conduct regular school visits and provide

training to teachers and school administrators. This will enhance their knowledge and skills in implementing ISQA programmes effectively in their schools.

- ii. ISQA programmes should be incorporated into teachers' training colleges as part of administration and management courses. This will familiarise teachers with the functions and purpose of ISQA, enabling them to contribute more effectively to its implementation.
- iii. To reduce the workload of teachers in public secondary schools and enable them to carry out ISQA practices effectively, it is recommended that the government employ an adequate number of secondary school teachers. This additional support will help facilitate the successful execution of ISQA practices.
- iv. Teachers should cultivate a culture of actively engaging students during lessons. This approach will promote better student performance and improve their overall academic achievements.

5.5.2 Recommendations for Further Research

Based on the scope and limitations of this study, the following areas are suggested for further research:

- i. This study was confined to Geita District. Therefore, it is recommended that a similar study be conducted in other regions of Tanzania. Such research would allow for comparative analysis of how the participation of internal school quality

assurance units in educational matters influences students' academic performance in secondary schools. The findings could help generalise the results of the current study.

- ii. While the present study focused on the roles played by ISQA units in enhancing students' academic performance, there may be other factors influencing academic outcomes. For instance, remuneration, allowances for ISQA personnel, and supervision styles or strategies could play a significant role. It is recommended that further research be conducted to explore these factors and establish their real impact on students' academic performance.
- iii. Additionally, it is recommended that a similar study be conducted to examine the effectiveness of internal school quality assurance practices at other levels of education, such as primary schools, colleges, and universities, either within the same district or elsewhere. This would allow for a comparison of results across different educational levels and provide broader insights into the effectiveness of ISQA practices.

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APPENDICES

APPENDIX I: INTERVIEW GUIDE FOR CHAIRPERSONS OF ISQA AND MEMBERS OF ISQA

PART A: Invitation to the Study

Dear Sir/Madam

My name is **Michael Levy**, I invite you to participate in the research entitled “**the effectiveness of internal school quality assurance on student’s academic performance in public secondary schools in Geita District, Tanzania**”. This study is aimed at the fulfilment of my Master’s Degree study at the Open University of Tanzania and the result of this study will be available to the University. Information which will be obtained in this study will remain confidential and in any report or publication, no one will be identified. I kindly welcome you to participate.

PART B: Personal particulars

i) Name (Optional).....ii) Gender.....

iii) Education level.....iv) Programme experience (years).....

PART C: Questions for semi structured interview

1. What do you understand the concept of ISQA?
2. Can you describe the typical composition and responsibilities of the ISQA team in your school?
3. How often does the ISQA team meet to discuss school quality assurance practices?
4. How the ISQA team conducts internal school evaluations?

5. How does the ISQA team's feedback on school practices get communicated to the Head of the School and teachers?
6. What are challenges the ISQA team faces in carrying out their duties?

APPENDIX III: INTERVIEW GUIDE FOR HEAD OF SCHOOLS

PART A: Invitation to the Study

Dear Sir/Madam

My name is **Michael Levy**, I invite you to participate in the research entitled “**the effectiveness of internal school quality assurance on public secondary schools student’s academic performance in Geita district council, Tanzania**”. This study is aimed at the fulfilment of my Master degree study at the Open University of Tanzania and the result of this study will be available to the University. Information which will be obtained in this study will remain confidential and in any report or publication, no one will be identified. I kindly welcome you to participate.

PART B: Personal particulars

i) Name (Optional).....ii) Gender..... iii) Education level.....iv) Programme Experience (years).....

PART C: Questions for semi structured interview

1. What is ISQA?
2. What are the roles of ISQA in public secondary schools?
3. How does the school administration support the ISQA at your school?
4. In what ways school's internal quality assurance practices have contributed to the student’s learning and academic performance?
5. What do you think are the challenges facing ISQA in your school?

APPENDIX III: INTERVIEW GUIDE FOR DSEO, WEO AND DSQA

PART A: Invitation to the Study

Dear Sir/Madam

My name is **Michael Levy**, I invite you to participate in the research entitled “**the effectiveness of internal school quality assurance on student’s academic performance in public secondary schools in Geita District, Tanzania**”. This study is aimed at the fulfilment of my Masters Degree study at the Open University of Tanzania and the result of this study will be available to the University. Information which will be obtained in this study will remain confidential and in any report or publication, no one will be identified. I kindly welcome you to participate.

PART B: Personal particulars

i) Name (Optional).....ii) Gender.....
 iii) Education level..... iv) Programme Experience
 (years.....

PART C: Questions for semi structured interview

1. What do you understand by the concept ‘ISQA’?
2. What are the roles of ISQA in public secondary schools?
3. How do teachers perceive ISQA in public secondary schools in your area?
4. What are the contributions of ISQA towards students’ learning and academic performance?
5. What are the challenges do ISQA face in implementing its role in public secondary schools?

APPENDIX IV: INTEVIEW GUIDE FOR FGD FOR TEACHERS

PART A: Invitation to the Study

Dear Sir/Madam

My name is **Michael Levy**, I invite you to participate in the research entitled “**the effectiveness of internal school quality assurance on student’s academic performance in public secondary schools in Geita District, Tanzania**”. This study is aimed at the fulfilment of my Master’s degree study at the Open University of Tanzania and the result of this study will be available to the University. Information which will be obtained in this study will remain confidential and in any report or publication, no one will be identified. I kindly welcome you to participate.

PART B: Personal particulars

i) Name (Optional).....ii) Gender.....
 iii) Education level.....iv) Programme experience
 (year).....

PART C: Questions for FGD

1. What do you understand by the concept ‘ISQA’?
2. What are the roles of ISQA in public secondary schools?
3. How do teachers perceive ISQA in public secondary schools?
4. What are the contributions of ISQA towards students’ learning and academic performance?
5. What are the challenges do ISQA face in implementing its role in public secondary schools.

APPENDIX V: Documents to be reviewed

Documents to be reviewed	Source	Information to be obtained
Professional documents	ISQA	To verify lesson plans, schemes of work and teachers preparation towards curriculum delivery
ISQA team reports	ISQA	To assess the activities undertaken by ISQA units including monitoring inspections, and follow up
ISQA Guidelines	ISQA	To understand the standard procedures and regulations guiding ISQA implementation in schools
Educational policies	ISQA	To review national education policies relevant to ISQA practices
ISQA working Schedule	ISQA	To examine planned schedules for ISQA activities such as internal inspections and evaluations
BEST and other official documents	Government and schools	To analyze students' academic performance trends and compare them with ISQA practices.

APPENDIX VI: CONSENT FORM

Dear Sir/Madam,

My name is Michael Levy, a student of the Open University of Tanzania (OUT), studying Master of Education in Quality Management (MED-QM). I am currently conducting research on **“Effectiveness of Internal School Quality Assurance Practices on Public Secondary Schools Students’ Academic Performance in Geita District Council, Tanzania”**. You are one of the informants selected to participate in the study, therefore, I request for your honestly views/answers on the study questions. Your identity will not be exposed in any way and the responses you give will be used for the purpose of this study only. Please read the following content and sign if you agree to participate in the study. You can keep a copy of this form for your reference.

Agreement:

- i. That, I have well informed of the purpose of the research and the researcher has well introduced himself to me.
- ii. I am informed that my participation is voluntary and I can withdraw from this study at the time discussion ends.
- iii. I am aware that ethical approval for this study has been granted by The Open University of Tanzania, Regional and District authority
- iv. I understand that the research is for academic use only and the information I provide will be held confidentially.
- v. I agree that my information to be used in the research and presentation of the findings of the research but my name should not be used anywhere

vi. I understand that I will not be paid for the participation in the research but compensated for transport and refreshments.

vii. I agree to be taken photos, in case my photos will be used, my identity should be hidden.

Name of the participant ----- Signature ----- Date -----

Thank you for your co-operation

Appendix VII: Research Clearance from the Open University of Tanzania



Ref. No OUT//PG202285836

16th August, 2024

District Executive Director (DED),
Geita District Council,
P.O Box 139,
GEITA.

Dear Director

RE: RESEARCH CLEARANCE FOR MR MICHAEL LEVY REG NO: PG202285836

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

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Michael Levy, Reg.No: PG202285836**, pursuing **Masters of Education in Quality Management (MEDQM)**. We here by grant this clearance to conduct a research titled **"Effectiveness of Internal**

School Quality Assurance Practices on Public Secondary School Students' Academic Performance in Geita District Council, Tanzania". He will collect his data at your area from 19th August 2024 to 30th 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**


Appendix VIII: Research Permit from RAS

THE UNITED REPUBLIC OF TANZANIA

PRESIDENT'S OFFICE
REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT

GEITA REGION

Tel Address: "ADMIN"
Phone No: 028 - 2520025
028 - 2520035
Fax: 028 - 2520033
Email: ras.geita@tamisemi.go.tz



Regional Commissioner's Office,
52 Mkoani Road,
P.O.BOX 315,
GEITA.

02/09/2024...

Name of Authority DED-GEITA
Box 139
GEITA


RE: RESEARCH / FIELD ATTACHMENT PERMIT

I introduce MR. MICHAEL LEVY (name of candidate)
of THE OPEN UNIVERSITY OF TANZANIA (college
/university) pursuing MASTERS OF EDUCATION IN QUALITY MGT (MEDQM)
... (Degree Classification) with Registration number P620228836 for the
purpose of conducting study / Attending field attachment at your institution for the period
Of TWO (Weeks/Months) from 19th May 2024 to 20th Dec 24. The title of the study
EFFECTIVENESS OF INTERNAL SCHOOL QUALITY ASSURANCE
PRACTICES ON PUBLIC SECONDARY SCHOOL STUDENTS' ACADEMIC
PERFORMANCE IN GEITA DISTRICT COUNCIL, TANZANIA.

Write in full or put N.A as Not Applicable for the field attachment).

Your good office should not bear any financial coast as mandatory, however in kinds support is highly acknowledged.

Thank you for your cooperation.


R. J. SUBIRA
For: REGIONAL ADMINISTRATIVE SECRETARY
GEITA

For: REGIONAL ADMINISTRATIVE
SECRETARY, GEITA.

Copy: MR. MICHAEL LEVY (Name of candidate),

The permit is only valid if signed and stamped

Appendix IX: Research Permit from Geita District Council



UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL AND LOCAL GOVERNMENT
GEITA DISTRICT COUNCIL



GEITA REGION

P.O.BOX139

TEL: 028 – 2520061
028 – 2520003
FAX: 028 – 2520061
Email: ded@geitadc.go.tz

GEITA.

Ref: No. GDC/E.10/99/VOL.V/337

4/09/2024

TO WHOM MAY CONCERN

RE: RESEARCH PERMIT FOR MR. MICHAEL LEVY

Kindly refer to your letter dated **16/08/2024** concerning the heading above.

This is to inform you that Michael Levy from Open University has been accepted to conduct /collect data in Geita District Council titled of **"Effectiveness of Internal School Quality Assurance Practice on Public Secondary School Students Academic Performance in Geita District Council Tanzania"**. His research project will be attached to Secondary Schools, from **19th August, 2024** to **31th October, 2024**.

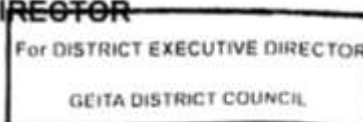
However be informed that the Council shall not be responsible for any expenses during his research project.

Yours,


Salome M. Alipheno

**FOR: DISTRICT EXECUTIVE DIRECTOR
GEITA**

Copy to: - District Executive Director,
P.O.BOX 139
GEITA.



- For information

Mr Michael Levy,
The Open University of Tanzania,
P.O. BOX 139
GEITA.