THE INFLUENCE OF SCHOOL QUALITY ASSURANCE STRATEGIES IN ENHANCING COMPETENCIES IN 3RS AMONG LEARNERS OF GRADE THREE IN IGUNGA PUBLIC PRIMARY SCHOOLS

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A RESEARCH DISSERTATION SUBMITTED IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF EDUCATION IN ADMINISTRATION, PLANNING AND POLICY STUDIES (MED-APPS).

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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 entitled **"the Influence of School Quality Assurance Strategies in Enhancing Competencies in 3rs Among Learners of Grade Three in Igunga Public Primary Schools"** in partial fulfillment of the requirements for award of the Degree of Master of Education in Administration, Planning, and Policy Studies (MED-APPS) of the Open University of Tanzania.

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DECLARATION

I, **Ally Sadick**, declare that, the work presented in this dissertation is original. It has never been presented to any other University or Institution. Where other people's works have been used, references have been provided. It is in this regard that I declare this work is originally mine. It is hereby presented in partial fulfillment of the requirement for the Degree of Masters of Education in Administration, Planning, and Policy Studies (MED-APPS) of the Open University of Tanzania.

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Signature

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Date

DEDICATION

This research report is dedicated to my beloved wife, Asha Walii Hussein, for her prayers and emotional support in the preparation of this report.

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ABSTRACT

This study examined the impact of school quality assurance strategies on improving the competencies of Grade Three learners in reading, writing, and arithmetic at Igunga Public Primary Schools. Specifically, it aimed to identify the quality assurance strategies implemented, evaluate their effectiveness in improving learners' 3Rs competencies, and explore teachers' views on how these strategies influence learning outcomes. Guided by the Social-Cultural Learning Theory, the study employed a mixed-methods approach under a convergent design. A total of 175 respondents were selected through a combination of random and purposive sampling. Data were collected using questionnaires, interviews, and focus group discussions. Quantitative data were analyzed statistically, while qualitative data were examined through content analysis. Validity and reliability were ensured through pilot testing, and ethical standards were strictly adhered to throughout the study. The findings revealed that quality assurance strategies effectively improved the reading, writing, and arithmetic competencies of Grade Three pupils through strong leadership, teacher development, and community involvement. However, inadequate resources, regional disparities, and limited teacher training hindered consistent implementation. It was concluded that quality assurance strategies significantly improve learners' 3Rs competencies, but their sustained effectiveness depends on adequate resources, continuous teacher development, and strong leadership support. The study recommends that the government and education authorities should strengthen the implementation of quality assurance by investing in teacher training, providing adequate resources, improving infrastructure, and establishing continuous support to enhance and sustain learners' 3Rs competencies.

Keywords: *Reading, Writing, Authentic, Competence and Quality assurance*

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF ABBREVIATIONS

3Rs	Reading, Writing, and Arithmetic
ADEM	African Development and Education Management
ASER	Annual Status of Education Report
EFA	Education for All
EGRA	Early Grade Reading Assessment
EQUIP-T	Education Quality Improvement Program in Tanzania
GPE-LANES	Global Partnership for Education - Literacy and Numeracy Education Support
MDGs	Millennium Development Goals
MoEST	Ministry of Education, Science, and Technology
NBS	National Bureau of Statistics
OECD	Organization for Economic Co-operation and Development
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SDI	Service Delivery Indicators
SEA-PLM	South-East Asia Primary Learning Metrics
TIE	Tanzania Institute of Education
USAID	United States Agency for International Development
ZPD	Zone of Proximal Development

CHAPTER ONE

INTRODUCTION

1.1 Chapter Overview

This chapter provides introductory information about the influence of school quality assurance strategies on enhancing competencies in the 3Rs among learners in grade three of public primary schools. It presents the background to the study, the statement of the problem, and the objectives of the study. It also outlines the research questions that guide the study, its significance, scope, and the organization of the research report.

1.2 Background to the Study

Three Rs (3Rs) are widely used abbreviations for the basic elements of a primary school curriculum. These fundamental elements are reading, writing, and arithmetic. These three fundamental elements in the primary school curriculum are essential skills in pupils' learning development, as stipulated in Standards I and II of the curriculum. The main objective of the Tanzanian curriculum for Standards I and II is to develop competencies in reading, writing, and arithmetic (MoEST, 2023). The primary aim of education is to provide children with opportunities to acquire literacy, numeracy, and other skills necessary for their further education and career (Manjale & Mjema, 2017). It is globally believed that children with basic literacy and numeracy skills participate effectively in learning and future trajectories (Hamisi et al, 2020). In response to the need for literacy and numeracy among children, these skills have been a priority in education for many years in both developed and developing countries (UNESCO, 2015).

Globally, in countries like the Philippines, national reports of 2019 by South-East Asia Primary Learning Metrics (SEA-PLM) indicate that 27% of Grade 5 students failed to meet the reading proficiency level expected at the end of lower primary school, while only 1 in 10 students achieved or exceeded the reading proficiency level at the end of primary school. Additionally, 63% of students performed beyond the lower primary level but fell short of meeting end-of-primary expectations. Writing proficiency also poses a significant challenge, as 46% of Filipino Grade 5 students demonstrated limited ability to express ideas in writing, often producing only a few sentences with minimal content. Only 1 in 100 students achieved the highest level of writing proficiency. This data indicates the need for substantial improvements in literacy education to help more students reach advanced proficiency levels. As also observed in Pakistan, literacy rates remain low, ranging between 58% and 60%, and the country has failed to meet the Millennium Development Goals for education.

According to the ASER Pakistan Report (2016), 86% of Grade 3 students cannot read sentences in English at a Grade 2 level, while 71% cannot read Grade 2-level stories in Urdu or solve fundamental arithmetic problems at a Grade 2 level.

In Africa, persistent concerns over early literacy and numeracy achievement continue to draw the attention of education stakeholders. For instance, a study conducted by USAID (2014) in Egypt revealed that 22% of Grade 3 pupils could not correctly read even a single word from the first eight words of a given passage, while only 16% achieved or surpassed the benchmark of 45 correct words per minute. These findings reflect widespread learning deficiencies that raise questions about the effectiveness of foundational literacy instruction and the adequacy of early grade reading

interventions. Comparable challenges have been observed in Uganda, where Ssentanda (2014) found that children encounter significant difficulties in developing reading skills, regardless of their learning environments. Pupils in rural schools face more pronounced barriers due to persistent shortages of qualified teachers, limited instructional resources, and weak language transition policies. Such disparities underscore the broader concern that many African education systems continue to struggle with ensuring equitable learning outcomes, especially in the early years of schooling.

In the Tanzanian context, the acquisition of literacy and numeracy competencies has been recognized as a fundamental human right (UNESCO, 2010). The country has committed itself to global education frameworks such as the Education for All (EFA) Dakar Framework for Action and the Millennium Development Goals (MDGs)**. It** aligns with Sustainable Development Goal 4 (SDG 4) of the 2030 Agenda, which emphasizes inclusive and equitable quality education and lifelong learning opportunities for all (National, 2016). Despite these commitments, however, emerging evidence points to persistent gaps between policy aspirations and actual learning outcomes among young learners.

Research by the OECD (2013), Manjale and Mjema (2017), and Hamisi (2021) highlights that children are generally expected to attain basic literacy and numeracy competencies by the end of Grade 3. Yet, available assessments reveal alarming trends: seven out of ten pupils cannot read basic Swahili, nine out of ten cannot read simple English sentences, and eight out of ten are unable to perform fundamental mathematical operations (Uwezo, 2012). According to the National Bureau of

Statistics (NBS, 2022), the national literacy rate among children aged 6–12 is 68%, and 77.2% for those aged 7–13. In the Tabora region, approximately 32% of residents remain unable to read or write. These figures suggest that there are deep-rooted issues in the quality and effectiveness of early-grade instruction, calling for greater attention to teaching practices, learning environments, and systemic support mechanisms that influence the mastery of the 3Rs.

However, many challenges persist related to retention, completion, the quality of education, actual teaching and learning processes in Tanzania (USAID, 2016). With all the tremendous changes that have been taking place in ensuring access and equity in the provision of primary education in Tanzania, competencies in literacy and numeracy skills are still poor, and a common problem that affects many primary schools' pupils all over the world and in Tanzania, particularly(Komba & Shukia, 2021; Manjale & Mjema, 2017; Mubanga, 2015). Some students complete primary education, yet they still struggle to read, write, and perform simple arithmetic, as argued in the series of UWEZO reports (2010–2019).

Furthermore, various studies contended that there is tremendous improvement in terms of quantity. Not quality, where some pupils pass through primary education and still fail to read, write, and do simple arithmetic (mastery of literacy and numeracy) (Komba & Shukia, 2021; Manjale & Mjema, 2017; Mubanga, 2015; Ligembe, 2014; UWEZO, 2010, 2012). Many challenges persist in Tanzania's primary education, especially in early literacy development among children and poor school performance, which remain unsolved. Nevertheless, many pupils have been graduating from primary school without being competent in the 3Rs competencies,

especially in public schools. Therefore, the current study assessed the effectiveness of school quality assurance strategies in enhancing competencies in the 3Rs among learners in grade three in public primary schools.

1.3 Statement of the Problem

The primary objective of the Tanzanian curriculum for Standards I and II is to develop competencies in reading, writing, and arithmetic (Ministry of Education, Science, and Technology, 2023; ETP, 2014-2023). Reading and arithmetic subjects are allocated more time in the class timetable (7 periods per week, each containing 30 minutes) than other subjects, with the expectation that by the end of grade two, children will have acquired basic reading skills. However, the reality is that children still fail to develop the basics of literacy skills (TIE, 2023).

The Tanzanian government, alongside non-governmental organizations such as GPE-LANES (Global Partnership for Education - Literacy and Numeracy Education Support) and EQUIP-T (Education Quality Improvement Program in Tanzania), has undertaken several initiatives to combat illiteracy among primary school pupils by establishing library support, online textbooks, training teachers, supplying text books and teaching and learning material such as tablets for every teacher, and building new classrooms for pre-primary schools, conducting various training to teachers under EQUIP-T by ADEM and TIE facilitators. However, cases of competencies in the 3Rs for lower primary school learners are still highly reported in Tanzania, despite several interventions taken by the government (Hamisi, 2020; Komba & Shukia, 2021; Kigobe et al., 2021). This trend is detrimental to Tanzania's long-term

aspiration of creating a well-educated, learning, and well-being society (Podolsky, Kini & Mgimba, & Mwila, 2022).

Several studies have investigated the competencies of the 3Rs (Reading, Writing, and Arithmetic) in primary schools. For example, a series of studies (UWEZO, 2010-2019) noted that, among the primary pupils in Tanzania surveyed in 2017, 55% of standard two pupils in primary schools were unable to read, write, and perform numeracy proficiently in their curriculum. Moreover, the Early Grade Reading Assessment (EGRA) conducted in The Gambia (2011) found that only 75% of grade 3 students could not read a simple paragraph fluently, highlighting deficiencies in early literacy instruction. Similarly, the World Bank's Service Delivery Indicators (SDI) survey in sub-Saharan Africa (2018) reported that in countries like Nigeria, 63% of teachers failed to demonstrate sufficient content knowledge to effectively teach foundational numeracy, which poses a significant challenge to pupils' competencies in the 3Rs. The Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) study (2017) revealed that in countries such as Malawi and Zambia, fewer than 40% of grade 3 students had achieved basic proficiency in reading or mathematics, underscoring the persistence of gaps in the 3Rs beyond early grades.

Despite all these studies (TIE, 2023; Komba & Shukia, 2021; Podolsky, Kini & Mgimba, & Mwila, 2022; Kigobe et al, 2021; Hamisi, 2020; UWEZO, 2010-2019), few of them have discussed the little on the influence of SQA in enhancing the competence of 3Rs to learners. These studies offer an opportunity to investigate the impact of SQA strategies on improving competencies in the 3Rs among learners in grade 2 of public primary schools. This literature gap has motivated the researcher to

conduct this study to assess the influence of school quality assurance strategies on enhancing competencies in the 3Rs among learners in grade three of public primary schools.

1.4 The purpose of the Study

The primary purpose of this study is to assess the influence of school quality assurance strategies in enhancing competencies in 3Rs among learners of grade three in Igunga Public Primary Schools.

1.4.1 Specific objectives

The study intends to.

i. Identify quality assurance strategies implemented to enhance learners' competencies in reading, writing, and arithmetic.
ii. To assess the effectiveness of quality assurance strategies in improving learners' competencies in reading, writing, and arithmetic
iii. Explore the teachers' views on school quality assurance strategies in influencing the competencies in Reading, writing, and Arithmetic among learners of grade three in public primary schools.

1.5 Research questions

The following questions guided the study;

i. What are the quality assurance strategies implemented to enhance learners' competencies in reading, writing, and arithmetic?
ii. How effective are quality assurance strategies in improving learners' competencies in reading, writing, and arithmetic?

iii. What are the teachers' views on school quality assurance strategies in influencing the competencies in Reading, writing, and Arithmetic among learners of grade three in public primary schools?

1.6 Significance of the Study

This study will be significant as it aims to identify the quality assurance strategies currently implemented in public primary schools, specifically to enhance the core competencies of learners in reading, writing, and arithmetic. Understanding these strategies is crucial for evaluating the approaches that schools are taking to address foundational academic skills. By pinpointing effective quality assurance measures, this research will provide valuable insights into how educational practices are designed to foster essential competencies among grade three learners. This will also help policymakers and educators understand which strategies are effective and which may require refinement to support student achievement better better.

The significance of this study lies in assessing the impact of quality assurance strategies on learners' academic performance. By evaluating the effectiveness of these strategies, the study will contribute to the understanding of how well they enhance specific competencies in reading, writing, and arithmetic. The results of this assessment will provide evidence on the success or limitations of current practices, helping to identify areas that require improvement.

Exploring teachers' views on quality assurance strategies will be significant because it offers an in-depth understanding of how those directly involved in teaching perceive the impact of these strategies on student competencies. Teachers play a central role in implementing quality assurance practices, and their perspectives can

provide valuable feedback on the practical challenges, successes, and areas for improvement in these strategies. This will help educational leaders gain insights into whether the strategies are perceived as effective by the educators who work with the students daily.

The study's findings can inform future professional development and help shape strategies that are more teacher-centered and contextually relevant, ultimately improving learners' competencies in reading, writing, and arithmetic.

Examining the challenges faced by School Quality Assurance officers is critical to understanding the barriers that hinder the effective implementation of quality assurance strategies. Identifying these challenges will shed light on potential obstacles in the educational system, such as resource constraints, inadequate training, or structural issues that limit the officers' ability to execute successful strategies. By addressing these challenges, the study can contribute to policy development, suggesting ways to support and empower quality assurance officers. This research will help enhance the overall educational framework by ensuring that quality assurance efforts are implemented more efficiently, ultimately leading to improved academic outcomes in reading, writing, and arithmetic for grade three learners.

1.7 Scope and Delimitation of the Study

In its broadest sense, pupils' competence in the 3Rs is viewed as a multi-level construct based on three levels of school operations: organizational, teacher, and student levels. The proposed study was delimited to public primary schools in Igunga District Council based on the pupils' demonstrations in 3Rs skills. Also, the following participants were excluded from the study: Teachers, ISQA members,

Head teachers, WEO, Pupils, DPEO, and DSQA officers. Furthermore, the study was delimited to the Igunga District Council only due to the limited time provided by the university to conduct the study. Moreover, the study focused on the strategies employed by SQA to ensure the competence of the 3Rs, specifically those associated with reading, writing, and arithmetic.

1.8 Organization of the Research

This research is presented in five chapters. Chapter One covers the background to the study, including the statement of the research problem, research objectives, research questions, significance of the study, scope and delimitation, as well as the definition of key terms used in this study. Chapter two covers conceptual definitions, a literature review (both theoretical and empirical), the conceptual framework, and the gap. Further, the chapter presents the research gap and the conceptual framework that guided the study. Chapter three covers the research methodology of the study, including the research philosophy, research approach, research design, area of study, sample and sampling, data collection strategies, data analysis, and ethical considerations. Chapter Four covers data interpretation, analysis, and discussion of the findings, presenting the results in accordance with the study objectives. Lastly, Chapter Five presents a summary of the findings, conclusions, and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Chapter Overview

This chapter is organized into four sections: a theoretical literature review, an empirical literature review, a synthesis of the reviewed literature, and a presentation of the conceptual framework that guided the study.

2.2 Theoretical Literature Review

A review of the literature reveals numerous theories and models that attempt to assess the influence of school quality assurance strategies on enhancing competencies in the 3Rs among learners in grade three of public primary schools. This study is guided by the Social-Cultural learning theory, supplemented by Constructivist theories. This subsection provides an in-depth analysis of the Social-Cultural Learning Theory and its complementarity with Constructivism, elucidating their implications for the proposed study.

2.2.1 The Socio-Cultural Theory

The Social-Cultural Learning Theory, developed by L. S. Vygotsky (1962), emphasizes the role of social interaction and cultural context in cognitive development. The learning theory by Lev Vygotsky (1962), a prominent and renowned Soviet psychologist, who believed that cognitive development cannot be understood solely through individual processes but must also consider the social and cultural contexts in which individuals live and learn. The social-cultural theories, thus, meant to stress social interaction and communication as the basic factor for

cognitive development (Eggen & Kauchak, 2010; Ahmad et al., 2012).

The significance of socio-cultural theory in teaching the 3Rs lies in considering factors such as school infrastructure, teachers' attributes, learners' characteristics, and school administration. A supportive learning environment, well-equipped with resources, can facilitate meaningful social interactions and access to cultural tools, thereby enhancing the development of the 3Rs. In this study, the Social Cultural theory was used to provide a framework for understanding how social interaction, cultural context, zone of proximity, and language influence the competence of 3Rs among learners in grade three in public primary schools.

2.2.2 Constructivist Learning Theory

Constructivist Learning Theory was developed primarily by Jean Piaget (1896–1980), who argued that learners actively construct knowledge through their experiences and cognitive processes. Piaget's work, particularly his stages of mental development, laid the foundation for understanding how children build knowledge over time. Later, Lev Vygotsky (1896–1934) expanded on this theory by emphasizing the role of social interaction and cultural context in learning, introducing concepts such as the Zone of Proximal Development (ZPD). John Dewey (1859–1952), another key figure, made significant contributions to the field by advocating for experiential and inquiry-based education, in which learners engage directly with their environment. Together, these theorists shaped constructivism into a framework that views learning as an active, dynamic process influenced by individual and social factors, and it continues to guide modern education practices.

In this study on assessing the influence of school quality assurance on enhancing

competencies in 3Rs among learners in public primary schools, constructivist learning theory provides a strong theoretical foundation for determining whether schools with strong quality assurance strategies should focus on interactive and learner-centered teaching approaches to enhance competencies in 3Rs.

Furthermore, the use of two theories in this study is inevitable, as it provides a broader insight into learning processes. A single theory might not fully explain the complexities of learning. For instance, while socio-cultural theory provides a lens to examine the importance of social interactions and cultural tools, another theory could focus on the role of structured practice, reinforcement, or developmental stages in skill mastery. Together, the theories can provide a holistic picture of how learners acquire and improve 3Rs skills in diverse contexts.

Additionally, the application of two theories can address different variables, including school infrastructure, teacher attributes, learner characteristics, and school administration, which influence 3Rs competence. A second theory can focus on specific variables, such as learners' developmental readiness (Piaget's theory) or behavior reinforcement techniques (Behaviorism), that the socio-cultural theory might not fully address.

2.3 Empirical Literature Review

This section reviews empirical studies related to the research problem. It focuses on studies conducted in the field of school quality assurance systems, enhancing competencies in the 3Rs among learners in grade three of public primary schools. The reviewed literature is organized according to the research-specific objectives of the study, as outlined in Chapter One.

2.3.1 Quality Assurance Strategies to Enhance Learners' Competencies in Reading, Writing, and Arithmetic.

Muthusamy (2019) conducted a mixed-methods study in Tamil Nadu, India, to examine the impact of quality assurance mechanisms on improving literacy and numeracy in primary schools. The study involved 300 pupils and 45 teachers across 15 schools, utilizing pre- and post-tests, as well as interviews with teachers and administrators. Findings revealed that schools implementing regular formative assessments and peer reviews recorded a 15% improvement in literacy and a 12% increase in numeracy. Teachers also reported that professional development sessions enhanced their instructional capacity. However, the study was confined to a single Indian state with strong institutional frameworks, limiting its applicability to low-resource contexts. It also failed to explore how such mechanisms can be sustained in environments with limited supervision and monitoring. This gap highlights the need for further investigation into how quality assurance practices operate in resource-constrained settings, such as Tanzanian public primary schools.

Uche and Eze (2021) conducted a quantitative study in Nigeria to investigate the role of teacher training programs in enhancing literacy and numeracy competencies among primary school pupils. The study involved 200 teachers and 500 pupils drawn from 10 primary schools, using teacher surveys and student pre- and post-tests. Results showed that schools where teachers received training on differentiated instruction and formative assessments achieved a 20% improvement in reading and a 15% increase in arithmetic scores. The study concluded that targeted teacher training substantially improved learners' foundational skills. However, its narrow focus on

teacher training as a single quality assurance element overlooked other institutional strategies, such as supervision, curriculum alignment, and classroom monitoring. This limitation highlights the need to develop a more comprehensive framework of quality assurance strategies that enhance foundational competencies in education systems, such as Tanzania's.

Kim and Lee (2020) examined the effectiveness of standardized assessment-based quality assurance mechanisms in improving early-grade literacy and numeracy in South Korea. Using a quantitative approach involving 1,000 pupils from 50 schools, the study employed pre- and post-tests, along with school records on assessment frequency and feedback practices. Findings indicated that schools integrating standardized assessments with structured feedback sessions recorded an 18% improvement in literacy and a 12% improvement in numeracy. Teachers reported that assessment data supported targeted interventions for students who were low-performing learners. However, the study was situated in a high-resource context with advanced monitoring systems, making it less relevant to developing countries with limited technological and institutional capacity. This contextual difference warrants further research in low-resource environments, such as Tanzania, where feedback and assessment systems are often poorly enforced.

Smit and Schirmer (2022) conducted a qualitative study in Johannesburg, South Africa, to investigate how curriculum alignment and teacher support contribute to the development of reading, writing, and arithmetic skills. The study engaged 40 teachers and 800 pupils through classroom observations, focus group discussions, and literacy and numeracy tests. Results revealed that schools with curricula aligned

to national standards and regular teacher professional development achieved a 25% improvement in writing and a 20% increase in arithmetic. Teachers noted that curriculum alignment ensured consistent content delivery across classes. However, the study did not examine systemic challenges such as limited inspection, follow-up, and teacher accountability mechanisms that affect sustainability. Moreover, its focus on urban schools limited its applicability to rural contexts, where resource shortages and teacher isolation are common. This gap underscores the need to explore how quality assurance strategies, including curriculum alignment, teacher support, and monitoring, can be effectively implemented in low-resource Tanzanian schools.

2.3.2 Effectiveness of Quality Assurance Strategies in Enhancing Learners' Competencies in Reading, Writing, and Arithmetic

Mmasa and Anney (2016) conducted a qualitative study in one district of the Tanga Region, Tanzania, titled *"Exploring Literacy and Numeracy Teaching in Tanzanian Classrooms: Insight from Teachers' Classroom Practices."* The study employed an embedded case study design involving 4 head teachers, 10 classroom teachers, one District Education Officer, and 582 pupils in grades one to three. Findings revealed that several factors constrained teachers' effectiveness in promoting literacy and numeracy, including teacher shortages, large class sizes, and inadequate in-service training. About 55% of pupils in Standards Two and Three were found to have limited reading proficiency, primarily attributed to teachers' weak literacy skills. The study concluded that teacher competency and ongoing professional support are essential to improving literacy outcomes. However, its focus on a single district and reliance on qualitative data limited generalizability. Moreover, the study did not

examine how quality assurance mechanisms, such as school supervision, assessment feedback, and continuous monitoring, could address these challenges. This limitation highlighted the need for further investigation into how quality assurance strategies can systematically enhance literacy and numeracy outcomes across Tanzanian schools.

Kumburu (2011) conducted a descriptive qualitative study in Tanzania to investigate the *effectiveness of short-term literacy skills interventions for children at risk of reading and writing difficulties.* The study involved 114 participants from five schools and revealed that collaboration among teachers, consultation, and shared instructional decision-making improved coordination and literacy outcomes. The findings emphasized the pivotal role of teachers as facilitators in students' mastery of reading, writing, and arithmetic (the 3Rs). The study recommended that teachers engage in continuous professional development focused on literacy pedagogy. However, it did not examine how institutional quality assurance mechanisms, such as supervision, peer reviews, or performance monitoring, support or hinder teachers in applying these interventions. This gap underscores the need to investigate the broader school-level structures that support teachers' instructional effectiveness in the 3Rs, particularly within the Tanzanian education system.

Hamis (2020) examined the *contribution of Literacy and Numeracy Education Support (LANES) professional development training* to enhancing literacy skills among primary school pupils in the Dodoma Region, Tanzania. The study employed a mixed-methods approach, involving 131 respondents: 100 pupils, 20 teachers, 10 headteachers, and one District Education Officer. Findings indicated that LANE's

professional training improved teachers' literacy instructional skills, which in turn enhanced pupils' reading competencies in Standards One and Two. The study concluded that teacher training initiatives can significantly strengthen foundational literacy when properly implemented. However, the study primarily focused on the outcomes of LANES training, without assessing the sustainability or institutional follow-up mechanisms that ensure continuous quality improvement. Furthermore, the study did not analyze the integration of LANES within the broader quality assurance framework at the school and district levels. This limitation suggested the need for further research on how teacher training and monitoring systems jointly contribute to sustainable improvements in literacy and numeracy competencies in Tanzanian primary schools.

2.3.3 Teachers' Views On School Quality Assurance in Enhancing Competencies in 3Rs

Stanislaus, & Msoroka (2022) conducted a study on the *influence of the learning environment on the mastery of 3Rs in public primary schools in Nyang'hwale District, Tanzania*. They employed a mixed research approach, combining qualitative and quantitative methods. The sample consisted of 106 respondents, selected using simple random sampling, stratified sampling, and purposive sampling techniques. Data were collected through questionnaires and interview guides. Quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) 20 edition, and thematic analysis was employed for qualitative data.

The findings revealed poor mastery of the 3Rs among primary school pupils in Nyang'hwale District, with the teaching and learning environment significantly

influencing this mastery. The study recommended that teachers implement strategic teaching methodologies and utilize current teaching and learning materials to improve literacy and numeracy skills.

Yangambi (2023) conducted a study on the *impact of school infrastructure on student learning and performance, focusing on three public schools in the Kinshasa-Ngaliema education division*. The study employed a quantitative research approach, analyzing data collected through a questionnaire design. The accessible population was selected based on research interest, utilizing convenience sampling. The study's results highlighted the significant influence of school infrastructure on student learning and achievement. It is suggested that continuous improvement of school infrastructure is essential for optimizing student achievement and teacher delivery.

Ndijuye & Beatus (2022) conducted a study on the rural-*urban divide in early literacy acquisition in Tanzania, examining differences in literacy levels between pupils from urban and rural backgrounds*. Employing a mixed-method research approach with a concurrent mixed design, the study recruited a total of 200 early-grade children, 120 parents, and 20 teachers. Data collection methods included the Early Grades Reading Assessment, semi-structured interviews, parent questionnaires, and documentary analyses.

The findings revealed that urban children generally outperformed rural children in all aspects of literacy assessed, except reading comprehension. Additionally, girls tended to outperform boys in both rural and urban areas, although rural boys were often older than expected for their grade level. The study highlighted the limited home learning environments for rural children, with less support compared to those

from even the poorest urban areas. Regardless of whether in urban or rural settings, challenges such as inadequate teaching and learning facilities, large class sizes, and curriculum issues were identified as significant obstacles to children acquiring literacy skills. These findings have implications for policymakers, teachers, parents, and other stakeholders, emphasizing the need for collaborative reform efforts to improve early literacy acquisition. While the study provides insights into learners' attributes in mastering literacy and numeracy skills, it primarily focuses on a single factor. In contrast, the current study is expected to encompass a range of school-based factors.

The study by Ngussa & Mjema (2017) on factors influencing the mastery of reading, writing, and arithmetic (3Rs) among learners in primary schools in Ilala District used descriptive and inferential statistics, collected from 231 teachers in 13 sampled schools through questionnaires. The study established that school administrative support, teaching methodologies, and teacher and learner-related factors significantly influence pupils' mastery of the 3Rs. Pupils are perceived by their teachers as having mastered the 3Rs, and school administration is concerned with pupils' mastery of the 3Rs by implementing effective strategies. Teachers perceive pupils as attending school regularly, but they often lack independent reading, writing habits, and self-discipline in their learning. Based on these findings, the study recommended that school administration should continue to support teachers' efforts to improve pupils' mastery of the 3Rs. School administration should ensure a conducive environment for learning, foster a reading culture, offer seminars on how to teach the 3Rs, and seek support from the government and non-governmental organizations. Finally,

teachers should encourage pupils to engage in independent reading, develop good writing habits, and cultivate self-discipline in learning literacy and numeracy skills.

2.4 Synthesis of the Reviewed Literature and Research Gap

The review of literature has highlighted the key aspects of the role played by School Quality Assurance officers, teachers' views on the school quality assurance system, as well as the challenges facing School Quality Assurance strategies in enhancing competencies in the 3Rs among learners. Furthermore, a critical analysis of the literature review reveals a myriad of empirical studies related to the current study. Nevertheless, the majority of such studies have primarily examined the factors influencing the mastery of literacy and numeracy across different dimensions. Only a few, if any, have focused their attention on the specific influence of SQAO in strategies for enhancing competencies in 3Rs among learners. Moreover, studies by UWEZO, 2010; 2017, 2019; Mussa, 2016; Kigobe, 2019; Kigobe et al., 2021; Hamisi, 2020; Komba & Shukia, 2021; Ngussa et al., 2017; Mussa, 2016; Hamisi, 2020; Komba et al., 2021; Jenatabadi, 2015; Chahe et ai, 2018have mainly highlighted the influence of mastery of literacy and numeracy skills as being embedded in variables such as teachers' attributes, school infrastructure, learners' attributes, and supportive school administration.

The lack of empirical evidence regarding SQA strategies in enhancing competencies in the 3Rs among learners creates a knowledge gap that this current study aims to fill by providing empirical evidence to support theoretical advancements and inform practices.

2.5 Conceptual Framework

The conceptual framework used in this work is an eclectic model developed to guide the study on the influence of SQA strategies in enhancing competencies in 3Rs among learners. The diverse approach enabled the study to combine the strengths of various models to obtain the best-fit model for this study. The use of this model, unlike other models, is not limited to a single field but can be applied across various fields, such as education (Chen et al., 2006) and the workplace (Masanja, 2013), to name two.

Independent Variable **Dependent Variable**

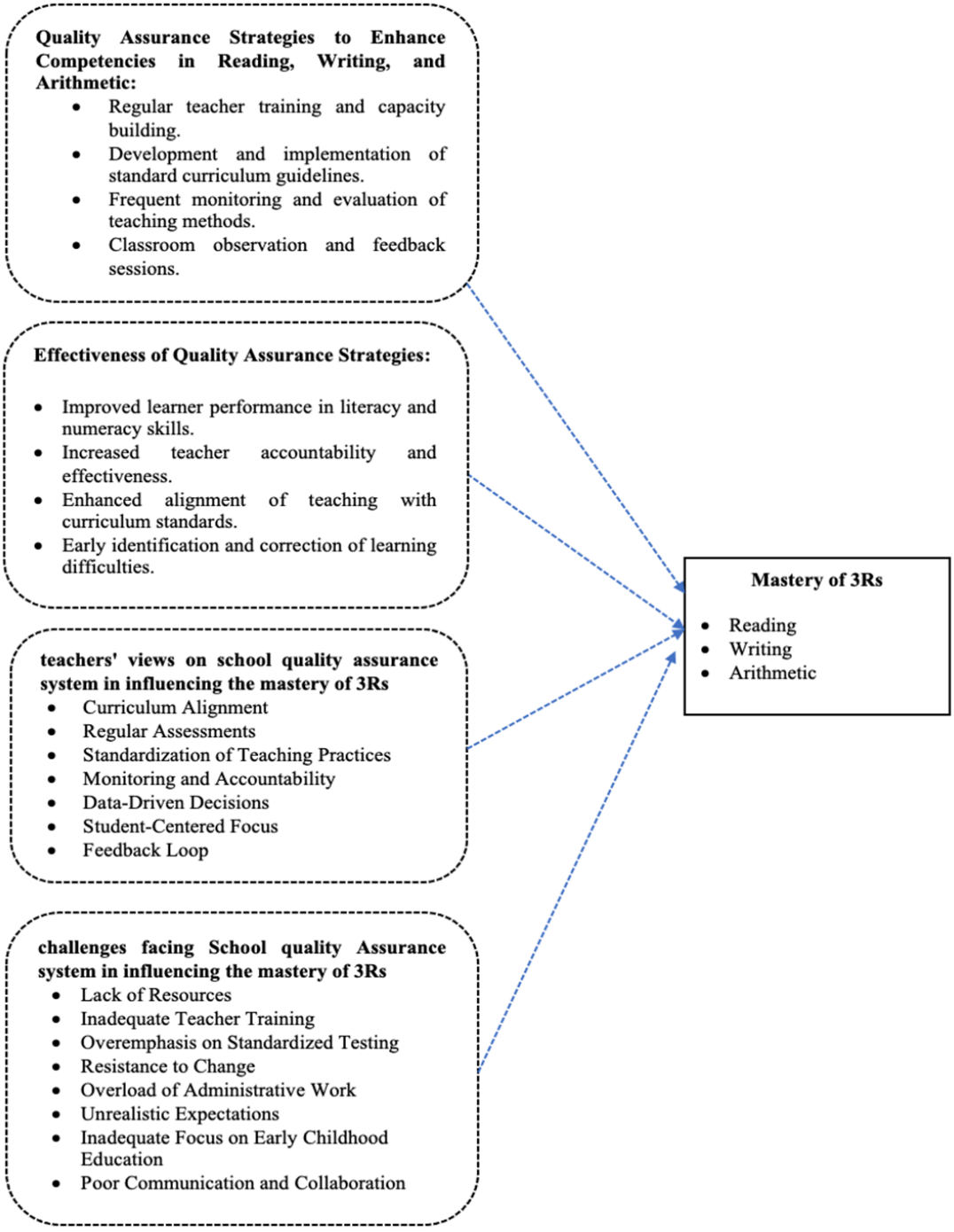

Figure 2.1: Conceptual Framework

Source: **Modified by the researcher, 2025**

Figure 2.1: Conceptual Framework for assessing the influence of school quality assurance strategies in enhancing competencies in 3Rs among learners of grade three in Igunga Public Primary Schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Chapter Overview

This chapter presents the research philosophy, research approach, research design, and the area of study. Other aspects covered in this chapter include the target population of the study, the sample size and sampling techniques, data collection techniques, data analysis, and ethical considerations.

3.2 Research Philosophy

The research philosophy that was adopted in this study is pragmatism. Pragmatism is a philosophical movement that encompasses those who claim that an ideology or proposition is true if it works satisfactorily, that the meaning of a proposition is to be found in the practical consequences of accepting it, and that impractical ideas should be rejected (Creswell, 2023).

In this study, the core of pragmatism is conceived initially as the Pragmatic Maxim, a rule for clarifying the meaning of research questions by tracing their 'practical consequences' and their implications on the School Quality Assurance strategies in enhancing competences in 3Rs in public primary schools.

3.3 Research Approach

This study adopted a mixed-methods research approach, which integrates both qualitative and quantitative methods within a single study to provide a comprehensive understanding of the research problem (Bowers et al., 2013). The central premise of this approach was to capture the complexity of 3Rs (reading,

writing, and arithmetic) competence development, which is influenced by multiple interacting factors, including teacher attributes, school infrastructure, learning resources, and pupil characteristics. These elements interact dynamically, making it essential to draw on both measurable data and rich, contextual insights.

The quantitative component involved the collection and analysis of numerical data, such as pupils' test scores and school performance records, to identify measurable trends and relationships, for instance, the correlation between teacher qualifications and pupils' literacy and numeracy outcomes.

The qualitative design, on the other hand, was used to explore the deeper meanings and contextual realities behind these patterns. Through interviews, focus group discussions, and classroom observations, the study gathered detailed information from teachers, pupils, head teachers, and school quality assurance officers. This enabled the researcher to understand the lived experiences, attitudes, and perceptions of participants regarding how quality assurance strategies influence the development of the 3Rs.

3.4 Research Design

Grounded in the overall research objective, this study employed a sequential mixed-methods design to guide both data collection and analysis. This design combines exploratory and explanatory elements, beginning with qualitative inquiry to explore key issues, followed by quantitative analysis to validate and explain the emerging findings. It allowed for the systematic integration of methods, capturing the multifaceted and interconnected factors that influence the development of 3Rs competencies, such as teacher–learner interactions, instructional resources, and

school infrastructure. A multiple case study design was also employed, with several public primary schools selected as individual cases. Each school represented a distinct context with unique administrative practices, teaching conditions, and levels of literacy and numeracy performance. The design enabled comparison across cases to identify common patterns and contextual differences in how school quality assurance strategies support learners' mastery of reading, writing, and arithmetic. The school served as the unit of analysis**,** focusing on how its internal mechanisms, such as supervision, teacher support, and assessment practices, contributed to improving pupils' competencies in the 3Rs.

3.5 Area of the Study

This study was conducted in the Mara Region, specifically in the Bunda District Council, as it provides a relevant setting for evaluating the effectiveness of quality assurance strategies in enhancing learners' competencies in reading, writing, and arithmetic (3Rs). Mara Region has continued to face challenges in literacy and numeracy among primary school pupils, as reflected in various education quality assessment reports. The region's fluctuating performance in national examinations indicates persistent issues related to teaching quality, monitoring, and supervision, making it an appropriate area for examining how quality assurance practices are implemented and their impact on learning outcomes.

Bunda District Council was purposely chosen because it encompasses both rural and semi-urban schools, allowing for a comprehensive understanding of how quality assurance strategies operate across different educational contexts. The district also has a significant number of public primary schools. It has been the subject of several

quality assurance and inspection reports between 2020 and 2023, which evaluated learners' progress in literacy and numeracy. These reports offered a strong basis for investigating whether the mechanisms and strategies established during that period, such as inspections, teacher evaluations, and feedback systems, have influenced pupils' 3Rs competencies.

3.6 Target Population of the Study

According to Kothari (2004), population refers to the number of items to be selected from the universe to constitute a sample.

The study reached 35 Ward Education Officers (WEO), teachers (1277), District Pre and Primary Education Officer (01), Pupils (11759), Head teachers (141), and District School Quality Assurance officers (8) and ISQA members (depending on schools selected).

Head teachers constituted a necessary strategic group of respondents because they form the core of the school management team. On the other hand, WEOs, DSQAOs, ISQAs, and DEOs are expected to provide valuable information as key informants to complement what was provided by the primary respondents.

3.7 Sample Size of the Study and Sampling Techniques

3.7.1 Sample Size

Since it is not feasible to involve the entire population in the study, the researcher selected a representative sample from the target population (Cohen, Manion, & Morrison, 2007). The sample for this study was drawn from the total targeted population of 310 respondents, and Yamane's (1967) formula was used to determine the sample size at a margin of error of 5%

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

Where:

n= sample size

N= target population

e= Level Precision - by a 95% confidence level (0.05)

Table 3.1: Sample Size

School sample selection	Teachers sample selection	Pupils Sample selection
n=141/1+141(0.0025) n= 104 The sample of teachers was 104	n=1277/1+1277(0.0025) n= 304 The sample of teachers was 304	n=11759/1+11759(0.0025) n= 386 The sample of pupils was 386

From a total of 104 schools, a criterion was established to include only those schools that had been visited by the District School Quality Assurance Officer (DSQAO) from July 2024. Based on this criterion, 15 schools were selected for the study. Three (3) teachers from each selected school were chosen to participate, which reduced the total number of teacher participants from 304 to 45. Additionally, two (2) In-School Quality Assurance Officers (ISQAO) were selected from each sampled school to participate in the study.

Ward Education Officers (WEO) were selected based on the location of the sampled schools; if a selected school was located in a particular ward, the corresponding WEO was included in the study by virtue of their position. Pupils were selected according to their grade level, specifically those in the same grades relevant to the study phenomenon. Therefore, five (5) pupils from each school were chosen and included in the study.

Table 3.2: Categories of Study Respondents

Participants	Sampling Technique	Data Collection	Target Population	Sample
Teachers	Simple Random	Questionnaire	1277	304
ISQA members	Purposive	Interview	423	30
Head teachers	Purposive and Criterion	Interview	141	15
WEO	Purposive	Interview	35	5
Pupils	Simple Random	FGD	11759	386
DPPEO	Purposive	Interview	01	1
DSQAO	Purposive	Interview	8	4
Total			**13644**	**745**

Source: Field Data, 2024

In this study, the researcher had a sample of 175 respondents from 15 primary schools in 5 Wards, including Teachers (45), ISQA (30), Head teachers (15), WEO (5), Pupils (75), DPEO1, and DSQA (4).

3.7.2 Sampling Techniques

To ensure a representative and meaningful sample, this study employed a combination of simple random sampling and purposive sampling techniques. The first step involved applying criterion sampling to identify schools eligible for the study. Out of 141 public primary schools in Igunga District, only those that had been visited by the District School Quality Assurance Officer (DSQAO) from July 2024 were considered. This criterion ensured that the schools selected had recent exposure to quality assurance interventions relevant to literacy, numeracy, and overall 3Rs development. Since the number of eligible schools exceeded the study's practical capacity, a lottery method was employed: the names of all eligible schools were written on separate slips of paper, shuffled, and fifteen (15) schools were randomly drawn. This method minimized selection bias while giving each school an equal chance of inclusion (Creswell, 2014).

Within each of the fifteen schools, three teachers were randomly selected to represent classroom-level perspectives on literacy and numeracy instruction. Similarly, five Grade Three pupils were randomly chosen from each school to provide insights into learners' experiences and competencies in the 3Rs. The use of random selection ensured that the sampled teachers and pupils accurately reflected the larger population in the selected schools (Babbie, 2016). To capture expert perspectives, purposive sampling was used to select school heads, In-School Quality Assurance Officers (ISQAOs), Ward Education Officers (WEOs), District School Quality Assurance Officers (DSQAOs), and the District Primary Education Officer (DPEO). These individuals were selected due to their direct involvement in school quality assurance processes, enabling the study to gather informed and authoritative insights into the implementation and impact of quality assurance strategies on 3Rs competencies (Patton, 2015).

By integrating random and purposive sampling, the study balanced the need for statistical representativeness with the requirement to capture in-depth, contextually rich perspectives. This approach not only ensured reliable data at the classroom and school levels but also provided a comprehensive understanding of how quality assurance strategies influence literacy, numeracy, and overall learning outcomes in primary education.

3.8 Data Collection Techniques

In this study, data were collected using four main techniques**:** questionnaires, interviews, observations, and documentary reviews. Each of these techniques is described in detail below.

3.8.1 Questionnaire

In this study, questionnaires were used to gather data from 45 primary teachers to assess their perceptions of the influence of SQA strategies on enhancing competencies in the 3Rs among learners in standard three. The questions were used to capture responses based on the list of questions prepared and the condition under each question.

3.8.2 Interview

This technique was employed to collect qualitative data from the DPEO, WEOs, DSQAOs, ISQAOs, and head teachers regarding the study theme. Each interview session lasted 30 to 45 minutes, and audio recording devices were used with the participants' prior consent. The interviews were conducted in Swahili**,** the participants' preferred language, to ensure clarity, comfort, and accurate expression of their perspectives.

3.8.3 Focus Group Discussion (FGD)

The study conducted Focus Group Discussions **(**FGDs**)** to collect data from 75 pupils on the influence of school quality assurance strategies in developing competencies in the 3Rs (Reading, Writing, and Arithmetic). Each FGD session lasted approximately 45 to 60 minutes. The discussions aimed to explore pupils' perspectives on the strategies in place, how these strategies affected their learning, and whether they felt more competent in the 3Rs as a result. To control domination by some members and ensure balanced participation, each group was limited to 6–8 participants, and a trained moderator facilitated the discussion using a structured guide. The moderator encouraged quieter participants to share their views while managing more dominant

members, ensuring that all voices were heard and recorded accurately.

3.8.4 Documentary Review

The documentary review was employed to generate data for the study from different official documents. These official documents included the SQA and ISQA working schedules, SQA and ISQA team reports, and guidelines on the 3Rs. The primary objective is to gather information about programs implemented by SQA strategies and their impact on school achievements in competencies in the 3Rs.

3.8.5 Observation

Standard one and two teachers were observed for their literacy teaching skills and the availability and use of various supportive resources. The observations involved keenly identifying learning strategies using both manifest and interpretive levels. Furthermore, the pupils were observed in their everyday practices, both in and out of the classroom, as they developed competence in the 3Rs.

3.9 Data Analysis Plan

In this study, the data analysis process was categorized based on the nature of the study objectives and the types of data collected.

3.9.1 Analysis of Qualitative Data

In this study, qualitative data were analyzed using content analysis and presented through verbatim quotes to describe and interpret participants' views on school quality assurance strategies that influence the competencies in reading, writing, and arithmetic among learners in grade three of public primary schools.

3.9.2 Analysis of Quantitative Data

The quantitative data collected through the questionnaire were analyzed using descriptive statistical techniques, including frequencies, percentages, mean, and standard deviation.

3.10 Trustworthiness

Throughout the whole process of conducting this study, starting from the report writing, preparation of instruments for data collection, data collection processes, data analysis, and research report stages, four aspects of trustworthiness were observed, namely: credibility, transferability, dependability, and conformability as explained by Patton (2015):

3.11 Validity and Reliability of the Study

Ensuring validity and reliability is crucial at every stage of the study's execution, from writing the report to preparing the instruments for data collection, conducting data collection procedures, analyzing the data, and preparing the research report (Creswell, 2019).

3.11.1 Validity

In this study, validity was ensured by preparing relevant instruments for data collection, which experts reviewed to verify that the content and grammar were clear and the requirements were met. Moreover, the instruments were piloted to a similar category of respondents in another area. Furthermore, the study ensured variables are clearly defined based on strongly validated literature, as the observable indicators

presented in the study areas are also validated and explained in other literature conducted in different areas.

3.11.2 Reliability

The instruments used in this study were evaluated using SPSS, where the scales were assessed for reliability using Cronbach's Alpha Coefficient to ensure they met the study's requirements. The coefficient ranges from 0 to 1. A value closer to 1 implies higher reliability. Where $\alpha \geq 0.9$: Excellent, $0.8 \leq \alpha < 0.9$: Good, $0.7 \leq \alpha < 0.8$: Acceptable, $0.6 \leq \alpha < 0.7$: Questionable, $0.5 \leq \alpha < 0.6$: Poor, $\alpha < 0.5$: Unacceptable (Ahmed et al. 2022; Olayinka and Tijani 2022). In that case, the output obtained ensured that the data collected from the study area met the criteria of answering the demands of the tested research questions.

Moreover, the study employed the inter-rater reliability method, where different individuals assessed a sample group using various data collection methods and compared their results.

3.12 Ethical Considerations

A research authorization from the appropriate authorities (OUT and DED Igunga), together with informed consent, voluntary participation, confidentiality, honesty, neutrality, anonymity, and non-discrimination, were among the ethical principles that this study adhered to.

CHAPTER FOUR

DANA ANALYSIS, INTERPRETATION, AND DISCUSSION OF THE FINDINGS

4.1 Introduction

This study focuses on evaluating the impact of school quality assurance strategies on improving competencies in the 3Rs (Reading, Writing, and Arithmetic) among Grade Three learners at Igunga Public Primary Schools. In recent years, the quality of education has been a key focus in efforts to enhance learners' academic performance. Understanding how quality assurance strategies impact core competencies, such as literacy and numeracy, is essential for shaping effective educational practices.

The primary purpose of this study is to evaluate the impact of these quality assurance strategies on Grade Three learners' development in key areas of learning. In line with this, the study aims to address several specific objectives, including identifying the quality assurance strategies currently implemented in these schools, assessing the effectiveness of these strategies, and exploring teachers' perspectives on their role in influencing competencies in reading, writing, and arithmetic.

4.2 Demographic Characteristics of the Respondents

This section presents the demographic characteristics of the respondents, providing insights into their gender, age, education level, and teaching experience. Understanding these factors is essential for contextualizing the perspectives and responses gathered in this study, as they offer a clearer picture of the participants' backgrounds and how these may influence their views on school quality assurance

strategies.

4.2.1 Gender Distribution of Respondents

The first subsection presents the gender composition of the respondents who participated in this study.

Table 4.1: Gender of the Respondents

Category	Sub-Categories	Frequency	Percentages
Gender	Male	30	40.5
	Female	44	59.5
Sub Total		**74**	**100**

Source: Field data, 2025

The findings in Table 4.1 indicate that among the total sample, male participants comprised 30 (40.5%), whereas female participants accounted for a larger proportion, totaling 44 (59.5%). This results in a combined total of 74 respondents participating in the study.

The fact that the number of female respondents exceeds that of male respondents suggests a higher representation of women in the study population. Several possible explanations could account for this trend. First, the institution or sector under investigation might have a workforce composition that naturally includes more female professionals than male professionals. This finding is prevalent in the education sector, particularly in teaching and vocational training environments, where women have historically been more engaged in specific roles.

Furthermore, the greater number of female participants could indicate an increasing trend of women's participation in education and training institutions, either as instructors, administrators, or students. In contrast, the relatively lower proportion of

male respondents could be attributed to several factors, such as a lower number of male educators in the specific field of study or a lower level of male participation in educational research studies.

Understanding gender distribution is essential because it may influence responses regarding the effectiveness and challenges of education quality assurance strategies. For instance, male and female respondents may have different perspectives on institutional policies, professional development, and the overall effectiveness of educational quality control mechanisms.

4.2.2 Age Distribution of Respondents

The second subsection of the study illustrates the distribution of respondents by their respective age groups. The age breakdown is as follows:

Table 3.2 Age of the Respondents

Category	Sub-Categories	Frequency	Percentages
Age	20-25	3	4.1
	25-35	21	28.8
	35-40	31	42.5
	40-45	10	13.7
	45-60	8	11.0
Sub Total		**73**	**100**

Source: Field data, 2025

From Table 4.2, it is evident that the majority of respondents are within the 35- to 40-year age group, which constitutes 31 (42.5%) of the total participants. This data suggests that most participants in the study are likely mid-career professionals who have gained considerable experience in the education sector. They are at a stage where they have spent a significant amount of time in their profession and may have

developed strong opinions on the effectiveness of education management policies and quality assurance mechanisms.

The second largest group comprises individuals aged 25 to 35 years, with 21(28.8%) respondents. This category represents relatively younger professionals who are still in the early or middle stages of their careers. They may bring fresh perspectives on educational policies and may be more open to adopting innovative teaching and assessment strategies.

On the other hand, respondents aged 40 to 45 years account for 10 (13.7%) of the sample, while those aged 45 to 60 years represent 8 (11.0%). These individuals have spent a significant number of years in their careers, likely witnessing various educational reforms and institutional changes over time. Their perspectives may be more traditional, shaped by long-term experiences in the field.

Lastly, the 20- to 25-year age group, consisting of only 3 (4.1%) respondents, is the least represented. This data suggests that younger individuals, who are either fresh graduates or in the early stages of their professional journey, were not as actively involved in the study. Their limited participation could mean that insights from the youngest professionals in the field are underrepresented in the findings.

4.2.3 Education Level of Respondents

The third subsection focuses on the educational qualifications of the respondents and presents the following distribution.

Table 4.3: Education Level of the Respondents

Category	Sub-Categories	Frequency	Percentages
Education	Certificates	36	50.0
	Diploma	26	36.1
	Bachelor Degree	9	12.5
	Masters	1	1.4
	Others	0	0.0
Sub Total		**72**	**100**

Source: Field data, 2025

From Table 4.3, it is evident that certificate holders form the majority of the respondents, accounting for 36 (50.0%) of the total sample. This data suggests that a significant number of participants have received vocational or technical training, rather than advanced academic education. This is common in vocational education institutions where practical skills are prioritized over higher educational degrees.

The second-largest group, consisting of diploma holders, accounts for 26 (36.1%) of the total respondents. This data suggests that a considerable number of participants have pursued further education beyond the certificate level, indicating a trend of professional advancement.

In contrast, the number of respondents with bachelor's degrees is relatively low, at 9 (12.5%), while those with a master's degree are even fewer, with only 1 (1.4%) respondent. The low representation of individuals with higher academic qualifications may indicate that advanced degrees are not a significant requirement for professional roles in the studied institution.

However, this distribution raises questions about whether the respondents with lower educational qualifications are fully equipped with the latest knowledge on quality assurance strategies. Institutions may need to invest in additional professional

development programs to bridge the gap between formal academic qualifications and the practical skills required in the sector.

4.2.4 Teaching Experience of Respondents

The fourth subsection categorizes respondents based on their years of teaching experience, with the following results:

Table 4.4: Teaching Experience

Category	Sub-Categories	Frequency	Percentages
Teaching Experience	Below 5 Years	6	8.5
	5 to 10	12	16.9
	10 to 15	26	36.6
	15 to 20	16	22.5
	above 20	11	15.5
Sub Total		**71**	**100**

Source: Field data, 2025

This data indicates that the majority of respondents have between 10 and 15 years of teaching experience, accounting for 26 (36.6%) of the total sample. This data suggests that most participants are well-versed in educational practices and have a strong understanding of institutional policies and quality assurance strategies.

The second largest group, comprising respondents with 15 to 20 years of experience, consists of 16 (22.5%), followed by those with more than 20 years of experience at 11 (15.5%). This data means that a significant proportion of the respondents are highly experienced educators who have spent more than a decade in the field.

On the other hand, only 6(8.5%) respondents have less than 5 years of experience, indicating a low representation of early-career educators. Their limited presence

means that insights from younger professionals, who may have new approaches to quality assurance and pedagogy, are somewhat limited in the study.

4.3 Quality Assurance Strategies Implemented to Enhance Learners' Competencies in Reading, Writing, and Arithmetic

This section presents the perceptions of respondents regarding the quality assurance strategies implemented in schools to enhance students' competencies in reading, writing, and arithmetic (3Rs). The table contains responses categorized into Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD) along with their respective frequencies and percentages.

Table 4.5: Quality Assurance Strategies Implemented to Enhance Learners' Competencies in Reading, Writing, and Arithmetic

S/no	STATEMENTS	SA		A		N		D		SD		Total
		F	%	F	%	F	%	F	%	F	%	
1	There are specific policies that guide the implementation of quality assurance strategies in schools	31	41.9	33	44.6	8	10.8	2	2.7		0.0	74
2	Instructional practices are prioritized under the quality assurance framework	19	25.7	44	59.5	5	6.8	5	6.8	1	1.4	74
3	School administrators monitor the effectiveness of SQA strategies	27	36.5	34	45.9	7	9.5	3	4.1	2	2.7	73
4	Teacher professional development plays a role in implementing quality assurance strategies	37	50.0	27	36.5	3	4.1	3	4.1	1	1.4	71
5	There are community-based initiatives supporting quality assurance in education	13	17.6	43	58.1	12	16.2	4	5.4	2	2.7	74
6	Curriculum aligned with quality assurance measures to support literacy and numeracy development	24	32.4	35	47.3	10	13.5	4	5.4	1	1.4	74
7	Resources are provided to ensure the successful implementation of quality assurance strategies	21	28.4	25	33.8	19	25.7	8	10.8	1	1.4	74
8	Quality assurance is frequently reviewed and updated in schools	15	20.3	37	50.0	13	17.6	5	6.8	2	2.7	72
9	Parents contribute to the quality assurance process in improving learners' competencies	14	18.9	37	50.0	12	16.2	9	12.2	1	1.4	73
		201		315		89		43		11		659

Source: Field data, 2025

4.3.1 Existence of Specific Policies Guiding the Implementation of Quality Assurance Strategies in Schools

This statement aimed to investigate the presence of school policies that guide the implementation of quality assurance strategies.

Data in Table 4.5 reveal that a large majority (76.5%) of respondents agreed or strongly agreed that schools have established policies guiding quality assurance. In contrast, a small proportion (14.7%) disagreed, and none strongly disagreed, while 8.8% remained neutral. This data suggests that most respondents recognize the existence of structured frameworks intended to guide the implementation of quality assurance practices in schools. The results indicate that educational institutions are making deliberate efforts to uphold and monitor academic standards through formalized policies and regulations. The high percentage of agreement further implies that schools recognize the importance of having clear guidelines that promote consistency, accountability, and continuous improvement in the delivery of education. Conversely, the small percentage of disagreement and neutrality may reflect limited awareness or unequal implementation of these policies in some schools.

During a face-to-face interview with the District Primary and Pre-Primary Education Officer (DPPEO), it was noted that:

> *"The implementation of quality assurance strategies in schools is primarily guided by the Education Act No. 25 of 1978, as amended by Act No. 10 of 1995, alongside the Education and Training Policy of 1995. These policies led to the establishment of the School Inspectorate Division, which plays a key role in ensuring schools adhere to required standards for quality education." (*DPPEO *personal communication, February 14, 2025).*

Similarly, an officer from the Internal School Quality Assurance (ISQA-1)

emphasized that:

> *"Our role as ISQA officers is guided by national education policies that ensure every school follows the same quality standards. These frameworks help us monitor performance, provide feedback, and promote consistency in teaching and learning across schools." (ISQA-1, Personal communication, February 17, 2025).*

Additionally, an official from the District School Quality Assurance Department (DSQAD-1) stated:

> *"Schools in our district operate under clear policy guidelines that direct inspection, evaluation, and reporting. The existence of these policies helps us maintain quality and accountability, though challenges remain in ensuring all schools fully implement them." (DSQAD-1, Personal communication, February 18, 2025).*

To gather more information, the researcher sought input from head teachers. During the interview, one of the head teachers (HT1) noted that,

> *"Our school operates under clear national education policies that guide all quality assurance activities. These include the Education Act and the Education and Training Policy, which direct how teaching, learning, and school supervision should be conducted. Through these policies, we receive regular inspections and feedback that help us improve our academic standards. The policies ensure that every school is accountable and that teaching meets the expected quality. However, the main challenge is that some teachers and community members are not fully aware of these policies, which sometimes limits their implementation."*
> *(HT1, Personal communication, February 19, 2025)*

The responses from the DPPEO, ISQA officer, DSQAD official, and HT1 1 indicate that quality assurance policies in schools are widely recognized and implemented through national education frameworks. The DPPEO noted that these policies, grounded in the Education Act No. 25 of 1978 (as amended by Act No. 10 of 1995) and the Education and Training Policy of 1995, also established the School Inspectorate Division to ensure that schools meet national standards. The ISQA officer emphasizes that the policies promote consistency and accountability, enabling

inspectors to monitor performance, provide feedback, and maintain uniform teaching and learning practices. The DSQAD official adds that while schools follow clear guidelines for inspections and reporting, some face challenges in fully implementing them due to limited resources or a lack of awareness. HT1 confirms that policies guide quality assurance activities, enhance accountability, and improve standards; however, limited awareness among some teachers and community members can constrain their full implementation.

These responses demonstrate that quality assurance in schools is firmly rooted in robust legal and policy frameworks. While DPPEO, ISQA, and DSQAD emphasize regulatory commitment and consistency, the Head Teacher highlights practical challenges at the school level, particularly related to awareness and engagement. This finding suggests that adequate quality assurance depends not only on formal policies but also on active participation from teachers and the school community.

Collectively, the findings from the questionnaires and interviews present a coherent picture: the high level of agreement from respondents confirms broad recognition of policy-driven quality assurance. In contrast, the interviews offer valuable contextual insights into how policies are implemented and the challenges they present. These findings align with Muthusamy's (2019) emphasis on the importance of formalized assessments and teacher training in enhancing literacy and numeracy. The finding demonstrates that clear and structured policies are essential for monitoring teaching practices, enhancing student competencies, and ensuring consistent supervision, accountability, and continuous improvement of educational standards in schools.

4.3.2 Instructional practices are prioritized under the Quality Assurance Framework

This part aimed to determine whether instructional practices are a key focus of quality assurance in schools. Data in Table 4.5 reveal that a majority of respondents, 44 (59.5%), agreed that instructional practices are prioritized under quality assurance frameworks, while 19 (25.7%) strongly agreed. In contrast, 5 (6.8%) remained neutral, 5 (6.8%) disagreed, and 1 (1.4%) strongly disagreed. This data indicates that most respondents recognize the emphasis placed on effective teaching methodologies as a key component of educational quality. The high level of agreement suggests that schools understand the importance of prioritizing instructional practices to enhance student learning outcomes. Conversely, the small proportion of neutral or disagreeing respondents may reflect gaps in awareness or inconsistent implementation of instructional practices in some schools.

During interviews, further insights were provided. An ISQA2 emphasized that:

> *"Our work as ISQA officers is guided by national policies that require schools to prioritize effective instructional strategies. These strategies allow us to monitor teaching quality, provide feedback, and ensure uniformity in teaching and learning across schools." (ISQA2, Personal communication, February 20, 2025)*

A DSQAD2 official added:

> *"Schools in our district follow clear guidelines to evaluate instructional practices during inspections and reporting. While these policies help maintain quality and accountability, some schools face challenges in fully implementing effective teaching strategies due to limited resources or awareness." (DSQAD2, Personal communication, February 21, 2025)*

Head Teacher 2 (HT2) confirmed:

> *"Our school operates under national policies that guide all quality assurance activities, including instructional practices. These policies*

> *ensure regular inspections, feedback, and accountability, which improve teaching and learning standards. However, some teachers and community members are not fully aware of these guidelines, which can limit their effective implementation." (HT2, Personal communication, 24, 2025).*

The responses from the ISQA officer, DSQAD official, and HT2 collectively indicate that instructional practices are a recognized priority within quality assurance frameworks. While the ISQA and DSQAD officers emphasize regulatory commitment, standardization, and accountability, the Head Teacher highlights practical challenges at the school level, particularly related to awareness and engagement. These findings suggest that prioritizing effective instructional practices requires both strong policy frameworks and active involvement from teachers and the broader school community.

Findings from the questionnaire and interviews provide a coherent picture: the high level of agreement among respondents reflects a broad recognition of the importance of instructional practices in quality assurance. In contrast, interview responses offer insight into the realities and challenges of implementation. These findings are consistent with those of Uche and Eze (2021), who emphasized that the effectiveness of instructional practices largely depends on teachers' professional competence and the structured use of assessment and feedback. Their study revealed that well-trained teachers who apply strategies such as differentiated instruction and formative assessment create more engaging learning environments that enhance literacy, numeracy, and overall academic achievement. This alignment reinforces the view that prioritizing instructional practices within quality assurance frameworks is crucial for improving educational outcomes and maintaining teaching excellence.

4.3.3 School Administrators Monitor the Effectiveness of Quality Assurance Strategies

This statement assessed whether school administrators actively monitor the implementation of quality assurance strategies. From the distribution of responses in Data in Table 4.5 reveal that a majority of respondents, 34 (45.9%), agreed that school administrators are actively involved in monitoring quality assurance strategies, while 27 (36.5%) strongly agreed. In contrast, 7 (9.5%) remained neutral, 3 (4.1%) disagreed, and 2 (2.7%) strongly disagreed. This data indicates that most respondents acknowledge the critical role played by school administrators in overseeing the implementation of quality assurance strategies to ensure the maintenance of educational standards. The high level of agreement suggests that administrators are perceived as key actors in promoting accountability and supporting the consistent application of quality assurance measures in schools. Conversely, the small proportion of neutral or disagreeing respondents may reflect variations in administrative commitment, resource availability, or awareness across different schools.

During interviews, further insights were provided by *ISQA3,* who emphasized that:

> *"School administrators monitor the effectiveness of quality assurance strategies through the Integrated School Quality Assurance (ISQA) system. This process involves collaboration between head teachers and the ISQA team, who conduct regular inspections and hold feedback meetings to discuss outcomes, identify areas for improvement, and ensure effective implementation of the strategies." (ISQA3, Personal communication, February 13, 2025)*

HT 3 confirmed that:

> *"As a school leader, we take the lead in ensuring that all quality assurance guidelines are properly followed. This guideline Involves*

> *supervising teachers,*
> *reviewing teaching plans, and organizing internal assessments to track progress. However, some challenges, such as limited training and lack of resources, occasionally affect our ability to implement all quality assurance measures effectively." (HT3, Personal communication, February 25, 2025)*

The responses from the *ISQA3* and the HT3 collectively indicate that school administrators play a central role in ensuring that quality assurance frameworks are effectively implemented at the school level. Their engagement in supervision, evaluation, and feedback enhances accountability and promotes continuous improvement in teaching and learning. However, the challenges highlighted by the Head Teacher, such as inadequate resources and limited professional capacity, demonstrate that the successful implementation of quality assurance measures requires both administrative commitment and adequate institutional support.

Findings from the questionnaire and interviews provide a coherent picture: the high level of agreement among respondents reflects a broad recognition of the importance of administrative oversight in maintaining educational quality. In contrast, interview responses illustrate how such oversight is operationalized through collaborative monitoring and internal evaluation systems. These findings are consistent with those of Kim and Lee (2020), who emphasized that effective school leadership, supported by standardized monitoring and data-driven feedback, is crucial in improving teaching quality and student performance. Their study revealed that when administrators actively monitor and support quality assurance practices, schools are better positioned to uphold standards, identify performance gaps, and enhance educational outcomes. This alignment reinforces the view that strong and consistent administrative Involvement is fundamental to sustaining effective quality assurance

mechanisms and ensuring continuous improvement in education delivery.

4.3.4 Teacher Professional Development Plays a Role in Implementing Quality Assurance Strategies

The data in Table 4.5 reveal that a majority of respondents, 37 (50.0%), strongly agreed that teacher professional development is essential for implementing quality assurance strategies, while 27 (36.5%) agreed. In contrast, 3 (4.1%) remained neutral, 3 (4.1%) disagreed, and 1 (1.4%) strongly disagreed. This data indicates that most respondents recognize the importance of continuous professional development for teachers as a key driver in maintaining and enhancing educational quality. The high proportion of agreement suggests that teachers' continuous training and capacity building are perceived as crucial components of quality assurance, enabling them to improve instructional delivery and student learning outcomes. Conversely, the small percentage of neutral and disagreeing respondents may indicate that some schools face challenges in accessing or effectively implementing professional development programs.

During interviews, further insights were provided by ISQA4, who emphasized that:

> *"Teacher professional development plays a crucial role in ensuring the successful implementation of quality assurance strategies. It equips teachers with the necessary skills, knowledge, and strategies to conduct effective teaching and learning activities in the classroom. This development is vital for enhancing the teaching process and ensuring that educational standards are upheld." (ISQA4, Personal communication, February 12, 2025).*

DSQAO2 confirmed that:

> *"Professional development keeps teachers updated with modern teaching methods and curriculum changes. Through workshops and seminars, teachers enhance their pedagogical*

> *skills, which contribute to improved classroom instruction and student performance. However, inadequate funding and limited training opportunities sometimes hinder teachers from participating regularly in such programs." (DSQAO2, Personal communication, February 26, 2025)*

The responses from ISQA4 and DSQAO2 collectively indicate that teacher professional development is an essential pillar in the effective implementation of quality assurance strategies. Continuous professional training ensures that teachers are well-equipped to meet curriculum demands, apply effective instructional techniques, and maintain high teaching standards. However, as highlighted by the DSQAO2, challenges such as limited resources, inadequate funding, and uneven access to training opportunities may hinder consistent professional growth among teachers. Addressing these challenges would help strengthen the implementation of quality assurance practices in schools.

Findings from both the questionnaire and interviews complement each other: the high level of agreement among respondents demonstrates an explicit acknowledgment of the importance of teacher professional development in achieving and maintaining educational quality, while the interview insights reveal the practical challenges that influence teachers' access to continuous training and professional support. These findings are consistent with those of Smit and Schirmer (2022), who emphasized that ongoing professional development and instructional support are essential to enhancing teachers' capacity and improving students' competencies in literacy, numeracy, and overall academic performance. Their study revealed that well-supported teachers are better positioned to deliver effective instruction and uphold educational standards. This alignment reinforces the view that investing in

teacher professional development is a cornerstone of effective quality assurance systems and a key strategy for ensuring sustained excellence in education delivery.

4.3.5 Community-Based Initiatives Support Quality Assurance in Education

Data in Table 4.5 reveal that a majority of respondents, 43 (58.1%), agreed that community-based initiatives support education quality assurance, while 13 (17.6%) strongly agreed. In contrast, 12 (16.2%) remained neutral, 4 (5.4%) disagreed, and 2 (2.7%) strongly disagreed. This distribution suggests that most respondents acknowledge the crucial role played by community-based initiatives in improving educational quality through collaboration, resource provision, and environmental enhancement. The high level of agreement suggests that community participation is perceived as a key driver in promoting accountability, improving school conditions, and supporting student learning outcomes. However, the small proportion of neutral and disagreeing respondents may reflect disparities in community engagement levels or resource availability across different schools.

During interviews, further insights were provided by the Ward Executive Officer (WEO), who emphasized that:

> *"Yes, there are several community-based initiatives that play an important role in supporting quality assurance efforts within schools. These include community contributions, such as providing food for students to ensure they are adequately nourished and focused during learning, as well as active participation in the construction and maintenance of school infrastructure. These initiatives help to create a conducive learning environment and ensure that students' needs are met." (WEO1, Personal communication, March 18, 2025)*

Similarly, HT4 affirmed that:

> *"The community around our school has been very supportive. Parents and local leaders often organize fundraising events to improve school facilities and ensure that pupils attend regularly. Their contributions, whether financial or material, have significantly contributed to maintaining quality standards. However, in some cases, community participation is irregular due to economic hardships or lack of awareness of their role in education quality assurance." (HT4, Personal communication, March 21, 2025)*

The above responses collectively highlight that both the head teacher and Ward Executive Officer (WEO) emphasize the crucial role of community-based initiatives in enhancing education quality assurance. They noted that such initiatives significantly improve learning environments, support student well-being, and foster partnerships between schools and the community. However, both the WEO and head teachers also pointed out persistent challenges, including inconsistent community participation and limited local resources, which hinder the full realization of the potential of these initiatives.

The findings from both the questionnaire and interviews reveal a consistent and compelling pattern: respondents widely recognize the pivotal role that communities play in sustaining educational quality. This acknowledgment is reinforced by the interview narratives, which provide concrete examples of how communities actively contribute to quality assurance. From supplying essential material resources to implementing programs that promote student welfare, these initiatives demonstrate that community involvement is not merely supportive but integral to the effective functioning of schools. Together, the quantitative and qualitative evidence underscores that the collaboration between schools and their communities forms a crucial foundation for achieving and maintaining high standards in education. These findings align with Smit and Schirmer (2022), who emphasized that community engagement enhances educational quality by fostering shared responsibility and

strengthening support structures for schools. The consistency between quantitative and qualitative data reinforces the conclusion that strong and consistent community involvement is vital for the effective implementation and sustainability of education quality assurance initiatives.

4.3.9 Parents Contribute to the Quality Assurance Process in Improving Learners' Competencies

Data in Table 4.5 reveal that a majority of respondents, 37 (50.0%), agreed that parents contribute to the quality assurance process by enhancing learners' competencies, while 14 (18.9%) strongly agreed. In contrast, 12 (16.2%) remained neutral, 9 (12.2%) disagreed, and 1 (1.4%) strongly disagreed. This distribution suggests that most respondents recognize parental involvement as a crucial factor in enhancing educational quality. The high level of agreement suggests that parents' engagement is perceived as integral to improving students' learning outcomes. At the same time, the small proportion of neutral or disagreeing respondents may reflect differences in parental participation or awareness of its impact.

During interviews with the Ward Executive Officer, WEO emphasized:

> *Parents play a crucial role in supporting quality assurance efforts in schools by actively engaging in the learning process. Their contributions include providing food for students, ensuring that they are well-nourished and able to focus during lessons. Additionally, parents help manage truancy by encouraging regular school attendance, which is essential for students' continuous learning and academic progress. These contributions are integral to maintaining a high level of student engagement and performance." (WEO, Personal communication, February 27, 2025)*

ISQA4 also highlighted:

> *Parental involvement is crucial for enhancing learners' competencies. When parents participate in school activities, monitor*

> *their child's progress, and reinforce learning at home, students tend to perform better academically and remain more motivated. Schools that actively engage parents tend to see improved student outcomes, but where parental involvement is low, maintaining quality assurance becomes more challenging." ISQA4, Personal communication, March 14, 2025)*

The interview responses collectively highlight that parental engagement plays a vital and direct role in the quality assurance process by supporting both the academic and welfare needs of learners. Parents contribute to educational quality by promoting regular school attendance, reinforcing learning at home, and providing essential resources that enable effective classroom participation. Beyond these tangible contributions, their involvement fosters a supportive learning environment, strengthens the partnership between schools and the community, and encourages accountability in students' academic progress. These insights underscore that active parental participation is not merely supplementary but integral to ensuring that learners achieve their full potential and that schools maintain high standards of education.

The findings from both the questionnaire and interviews present a consistent and compelling picture: the high level of agreement among respondents underscores widespread recognition of the critical role that parental involvement plays in maintaining educational quality. The interview insights further illuminate the concrete ways in which parents contribute to quality assurance, ranging from supporting student welfare to actively participating in school activities and reinforcing learning at home. These observations align with the conclusions of Kim and Lee (2020), who emphasized that active parental engagement not only enhances student performance but also strengthens school-based quality assurance mechanisms. Taken together, the evidence suggests that cultivating strong

partnerships between schools and parents is crucial for maintaining high educational standards, fostering continuous improvement, and enabling learners to develop their full academic potential.

4.4 Effectiveness of Quality Assurance Strategies in Improving Learners' Competencies in Reading, Writing, and Arithmetic

This section presents the respondents' perceptions of the effectiveness of quality assurance strategies implemented in schools to improve learners' competencies in reading, writing, and arithmetic (3Rs). The table displays responses categorized into Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), along with their respective frequencies and percentages.

Table 4.6: Effectiveness of Quality Assurance Strategies in Improving Learners' Competencies in Reading, Writing, and Arithmetic

S/no	STATEMENTS	SA		A		N		D		SD		Total
		F	%	F	%	F	%	F	%	F	%	
1	Assessment tools are used to evaluate the impact of quality assurance strategies on learner outcomes	27	37.0	41	56.2	3	4.1	2	2.7		0.0	73
2	learners' performance trends change after implementing quality assurance strategies	20	27.4	44	60.3	6	8.2	2	2.7	1	1.4	73
3	There are disparities in effectiveness across different schools or regions	15	20.5	38	52.1	14	19.2	2	2.7		0.0	69
4	Teachers perceive the success of quality assurance strategies in their classrooms	22	30.1	42	57.5	7	9.6	1	1.4	1	1.4	73
5	There is a correlation between quality assurance and improved learner competencies	14	19.2	44	60.3	12	16.4	3	4.1		0.0	73
6	External inspections play a significant role in evaluating the effectiveness of SQA strategies	19	26.0	32	43.8	17	23.3	1	1.4	1	1.4	70
7	Quality assurance has significantly improved learner outcomes in our school	29	39.7	29	39.7	11	15.1	3	4.1		0.0	72
8	Some barriers limit the effectiveness of quality assurance strategies in schools	23	31.5	32	43.8	13	17.8	1	1.4	3	4.1	72
9	learners respond effectively to interventions introduced through quality assurance programs	14	19.2	41	56.2	17	23.3	1	1.4		0.0	73
10	Innovations in quality assurance have shown the highest effectiveness in improving literacy and numeracy	16	21.9	42	57.5	13	17.8	1	1.4	1	1.4	73

Source: Field data, 2025

4.4.1 Assessment tools used to evaluate the impact of quality assurance strategies on learner outcomes

Data in Table 4.6 reveal that a majority of respondents, 41 (56.2%), agreed that assessment tools are employed to evaluate the impact of quality assurance strategies on learner outcomes, while 27 (37.0%) strongly agreed. In contrast, 3 (4.1%) remained neutral, and 2 (2.7%) disagreed, with no respondents strongly disagreeing. These findings indicate a broad consensus among participants that assessment tools are essential for gauging the effectiveness of quality assurance initiatives in improving learner performance. The small proportion of neutral or disagreeing respondents may reflect limited experience, variations in the availability of assessment instruments, or insufficient familiarity with evaluation procedures in some schools.

Insights from face-to-face interviews with DSQAO further clarify how these assessment tools are applied. During the interview, DSQAO3 explained:

> *Various assessment tools are employed to evaluate the impact of quality assurance strategies, including class tests, examinations, and lesson exercises that measure students' understanding. National assessments, such as the Standard Two and Standard Four exams, as well as regional assessments, are also used to monitor performance. In addition, the School Quality Assurance (SQA) team sometimes develops specialized tools to assess the three Rs: Reading, Writing, and Arithmetic, following the Department of Primary and Pre-Primary Education (DSQAO3, Personal communication, February 27, 2025).*

Head Teacher 5 emphasized the practical role of these tools in school-level quality assurance:

> *"As a school leader, we rely on assessments not only to track learner progress but also to evaluate how effectively quality assurance strategies are being implemented. By reviewing test results and conducting internal evaluations, we identify areas that*

> *need improvement and provide targeted support to teachers and students." (HT5, Personal communication, February27, 2025).*

The ISQA5 member further highlighted the systemic perspective:

> *Assessment tools are crucial for monitoring the impact of quality assurance interventions. Our team uses both standardized national and school-specific tools to measure learning outcomes and inform feedback sessions with teachers and administrators. This allows us to identify strengths, weaknesses, and gaps in the implementation of quality assurance strategies." (ISQA5 Personal communication, March 19, 2025).*

Taken together, these responses underscore that assessment tools are widely recognized as a fundamental component of quality assurance, providing schools with a systematic means of evaluating the effectiveness of strategies aimed at enhancing learner outcomes. The strong agreement among respondents underscores the central role of evaluation in driving educational improvement. Insights from DSQAO HT and ISQA members illustrate how these tools are applied in practice at both the school and system levels. The Head Teacher emphasized their use in monitoring student progress and informing targeted interventions. In contrast, the ISQA member highlighted their role in ensuring adherence to national quality standards and identifying areas for professional support. Nevertheless, the presence of neutral and disagreeing responses suggests that inconsistencies may exist in the implementation or awareness of assessment tools across schools, pointing to a need for more standardized application, capacity building, and monitoring to ensure that all institutions fully benefit from these essential evaluation mechanisms.

This finding underscores that assessment is far more than a procedural formality; it is a vital mechanism for ensuring that educational interventions achieve their intended outcomes. As highlighted by Mmasa and Anney (2016), assessment tools play a

particularly critical role in tracking learners' progress in foundational skills such as literacy and numeracy, where gaps can have long-lasting effects on academic achievement. In a similar vein, Hamis (2020) emphasizes that continuous monitoring and evaluation are essential for measuring the effectiveness of professional development programs and other quality assurance initiatives. Collectively, these studies indicate that the systematic and consistent use of assessment tools equips schools and quality assurance bodies with actionable insights, enabling them to identify areas of weakness, implement targeted interventions, and ultimately improve learner outcomes. In the context of this study, the strong consensus among respondents regarding the use of assessment tools reflects a clear awareness of their central role in enhancing accountability, refining teaching practices, and maintaining high standards of education. This alignment between empirical evidence and professional practice underscores the indispensable role of assessment in maintaining effective quality assurance systems.

4.4.2 Impact of Quality Assurance Strategies on Learners' Performance Trends

Data in Table 4.6 reveal that a majority of respondents, 44 (60.3%), agreed that learners' performance trends improve following the implementation of quality assurance strategies, while 20 (27.4%) strongly agreed. In contrast, 6 (8.2%) remained neutral, 2 (2.7%) disagreed, and 1 (1.4%) strongly disagreed. This distribution indicates that most respondents recognize the positive impact of quality assurance initiatives on learners' academic outcomes. The high level of agreement suggests that these strategies are perceived as effective in enhancing teaching practices, learning processes, and overall student performance. Conversely, the small

proportion of neutral or disagreeing respondents may reflect variability in the implementation of strategies, differences in school contexts, or limited observation of performance improvements in some settings.

During interviews, the ISQA member emphasized that:

> *"Quality assurance strategies are designed to monitor and improve learner outcomes systematically. Through regular classroom observations, assessment reviews, and performance tracking, we can identify trends in students' learning and provide feedback to teachers to enhance instructional quality." (ISQA6, Personal communication, February 28, 2025).*

Head Teacher 6 added:

> *"As a school leader, we track learners' performance closely after implementing quality assurance measures. We review examination results, monitor classroom activities, and provide guidance to teachers on adjusting their teaching methods to enhance student learning. While improvements are generally visible, challenges such as large class sizes and insufficient training sometimes limit the full impact of these strategies." (HT6, Personal communication, March 3, 2025).*

The responses from the ISQA6 and HT6 collectively indicate that quality assurance strategies contribute to observable improvements in learners' performance trends. These strategies support continuous monitoring, targeted instructional adjustments, and structured feedback mechanisms, all of which enhance academic outcomes. However, the neutral and dissenting responses suggest that contextual factors, such as school resources, teacher capacity, and class sizes, can influence the degree of improvement observed.

Findings from both the questionnaire and interviews provide a clear and coherent picture: the strong consensus among respondents underscores widespread recognition of the effectiveness of quality assurance strategies in improving learner outcomes. At

the same time, interview insights illustrate how these strategies are operationalized in practice through systematic monitoring, targeted assessments, and continuous instructional support. This combination of quantitative and qualitative evidence suggests that quality assurance mechanisms are not merely theoretical constructs but are actively implemented in schools to drive ongoing academic improvement and enhance teaching and learning processes. These findings align with Kumburu's (2011) emphasis on the importance of teacher collaboration and informed instructional decision-making in improving student performance. Similarly, Mmasa and Anney (2016) highlighted that challenges such as large class sizes and insufficient teacher training can limit the effectiveness of these interventions, underscoring the need for sustained support, capacity building, and effective resource allocation. Collectively, this evidence demonstrates that well-structured and consistently applied quality assurance strategies are indispensable for fostering continuous improvement in learners' academic achievement across schools.

4.4.3 Disparities in the Effectiveness of Quality Assurance Strategies across Schools and Regions

Data in Table 4.7 reveal that a majority of respondents, 38 (52.1%), agreed that there are disparities in the effectiveness of quality assurance strategies across different schools or regions. This data suggests that many respondents perceive variability in the implementation or impact of quality assurance measures, possibly due to regional or institutional differences. While 15 (20.5%) strongly agreed, indicating that a portion of participants believe these disparities are significant. In contrast, 14 (19.2%) remained neutral, which could imply that they have not observed notable

differences or are unsure about the extent of these disparities. On the other hand, 2 (2.7%) disagreed, and none strongly disagreed. This distribution indicates that most respondents perceive variability in how quality assurance measures are implemented or the impact they produce, likely due to differences in regional contexts, school resources, and institutional capacities. The high level of agreement suggests that while quality assurance strategies are generally recognized as necessary, their effectiveness may not be uniform across all schools. Conversely, the neutral and disagreeing responses indicated that some participants either have not observed significant disparities or believe that certain schools achieve more consistent outcomes.

During interviews, the ISQA7 member explained:

> *"Yes, there are disparities in the effectiveness of quality assurance strategies across different schools and regions. Factors such as the school's location, whether rural or urban, play a significant role in determining how well these strategies are implemented. Rural schools often face challenges that urban schools may not, which can affect learners' performance and the overall impact of quality assurance initiatives." (ISQA7, Personal communication, March 7, 2025).*

Head Teacher 7 also highlighted:

> *"In my experience, differences in infrastructure, availability of teaching materials, and teacher capacity contribute to variations in how quality assurance strategies influence learner outcomes. Some schools can implement strategies more effectively due to favorable conditions, while others struggle because of limited resources and support." (HT7, Personal communication, March 4, 2025).*

The responses from the ISQA7 and HT7 collectively indicate that both contextual and institutional factors influence disparities in the effectiveness of quality assurance strategies. These include resource allocation, teacher availability and training, school

location, and infrastructure, all of which affect the degree to which methods can be successfully implemented.

Findings from both the questionnaire and interviews provide a coherent understanding: while quality assurance strategies are broadly valued for their role in improving learner outcomes, their impact varies across different schools and regions. Interview insights reveal that contextual factors, including rural–urban differences, resource distribution, and institutional support, play a crucial role in shaping these outcomes. These findings align with Hamis (2020), who noted that regional variations, including teacher shortages and differences in school infrastructure, contribute to unequal educational outcomes. Collectively, this evidence underscores the need for more standardized approaches, targeted support, and capacity-building measures to ensure that quality assurance initiatives benefit all schools equally, reducing disparities and promoting equitable improvements in learner achievement.

4.4.5 The correlation between quality assurance and improved learner competencies

From the distribution of responses, it is evident that the majority of participants, 44 (60.3%), agree that there is a positive correlation between quality assurance and improved learner competencies. This data indicates that most respondents recognize the close link between the implementation of quality assurance strategies and improvements in learners' academic outcomes. A smaller group, 14 (19.2%), strongly agreed, further reinforcing the perception that quality assurance directly contributes to the development of learners' competencies. However, 12 (16.4%) of respondents remained neutral, suggesting that some participants may not have

observed significant changes or are uncertain about the strength of this correlation. In contrast, 3 (4.1%) disagreed, with none strongly disagreeing, indicating that while a small minority questions the connection, the overall perception among participants is overwhelmingly positive.

To gain deeper insight, the researcher conducted an interview during which the DSQAO4 stated:

> *"Evidence supporting the correlation between quality assurance and improved learner competencies is primarily found in the performance of pupils, especially in schools that have been visited and assessed by the quality assurance teams. In these schools, noticeable improvements in student performance can be directly attributed to the effective implementation of quality assurance strategies." (DSQAO4, Personal communication, March 24, 2025).*

This observation highlights that the relationship between quality assurance and learner outcomes is not merely theoretical but can be clearly demonstrated, especially in schools where systematic monitoring and evaluation are consistently applied. It suggests that quality assurance interventions such as instructional supervision, assessment reviews, and targeted feedback have a tangible and measurable impact on improving students' competencies.

The majority of respondents acknowledged a positive correlation between quality assurance and enhanced learner competencies, reflecting a widespread perception that the effective implementation of these strategies directly contributes to improved academic performance. These findings align with those of Kumburu (2011) and Mmasa and Anney (2016), who emphasized that quality assurance initiatives, particularly those focused on teacher development, play a crucial role in enhancing student performance in foundational areas such as literacy and numeracy.

Nonetheless, some respondents remained neutral, which may indicate limited exposure to outcomes or insufficient data in their contexts. A small number of participants disagreed, suggesting that while the overall perception supports a positive correlation, variations exist in how these benefits are experienced across different schools and regions. This finding highlights the need for further investigation to identify factors that may limit the effectiveness of quality assurance interventions, including disparities in resources, teacher capacity, and the fidelity of implementation.

4.4.7 **The implementation of quality assurance strategies to improve learner outcomes in school.**

Data in Table 4.7 reveal that a majority of respondents, 29 (39.7%), agreed that quality assurance has significantly improved learner outcomes in their schools. This data indicates that a large portion of respondents believe that the implementation of quality assurance strategies has had a positive impact on student performance. A substantial majority, 29 (39.7%), strongly agreed, reinforcing the view that quality assurance has had a significant positive effect on learner outcomes. In contrast, 11 (15.1%) remained neutral, suggesting that some may not have witnessed noticeable improvements or are unsure about the impact of quality assurance on learner outcomes. On the other hand, 3 (4.1%) disagreed, and none strongly disagreed. Indicating that while a few may feel that quality assurance has not had a significant effect, the overall perception is positive. This distribution suggests that most respondents view quality assurance strategies as having a positive impact on student performance by enhancing teaching, learning, and overall outcomes. The neutral and

dissenting responses likely reflect variations in school contexts, resources, or implementation challenges that may limit their effectiveness in some settings.

During interviews, further insights were provided by ISQA8, who emphasized:

> *"Evidence of the positive impact of quality assurance on learner outcomes is obvious in schools that are regularly monitored and assessed by quality assurance teams. In these schools, improvements in student performance can be directly linked to the effective implementation of quality assurance measures." (ISQA8, Personal communication, March 8, 2025).*

WEO 4 also noted:

> *"In our schools, we have observed significant improvements in academic performance following the introduction of quality assurance strategies. Focused teacher supervision, lesson evaluations, and structured feedback mechanisms support these improvements. However, in some schools, limited resources and capacity sometimes reduce the full effectiveness of these interventions." (WEO4, Personal communication, March 10, 2025).*

The responses from ISQA8 and WEO4 collectively highlight that quality assurance strategies play a significant role in enhancing learner outcomes, particularly when implemented consistently and supported by adequate supervision and resources. These strategies not only foster accountability but also strengthen instructional practices and create structured learning environments that promote student achievement.

Findings from both the questionnaire and interviews offer a coherent and complementary understanding. The strong agreement among respondents underscores the widespread recognition of the positive impact of quality assurance on learner performance. At the same time, the interview insights demonstrate how these strategies are operationalized in practice through systematic monitoring, targeted evaluations, and ongoing support for teachers. These findings underscore

that quality assurance initiatives achieve their most significant impact when they focus on teacher professional development, as emphasized by Hamis (2020). By providing teachers with up-to-date pedagogical skills, effective instructional strategies, and continuous professional support, such initiatives strengthen teaching quality, which directly contributes to measurable improvements in students' literacy and numeracy outcomes. This finding highlights that investing in teacher capacity is a pivotal mechanism through which quality assurance efforts translate into tangible enhancements in learner competencies, reinforcing the critical link between teacher development and student achievement.

4.4.8 Barriers that limit the effectiveness of quality assurance strategies in schools

Data in Table 4.5 reveal that a majority of respondents, 32 (43.8%), agreed that specific barriers limit the effectiveness of quality assurance strategies in schools. This data suggests that many respondents recognize challenges or obstacles that hinder the successful implementation of these initiatives. While 23 (31.5%) strongly agreed, highlighting that some participants perceive these barriers as particularly significant. In contrast, 13 (17.8%) remained neutral, possibly reflecting limited experience with such challenges or uncertainty about their impact. 1 (1.4%) disagreed, and 3 (4.1%) strongly disagreed. This data indicates that most respondents recognize the challenges that may hinder the successful implementation of quality assurance initiatives. The high level of agreement suggests that these barriers are perceived as significant factors affecting the efficacy of quality assurance measures. Conversely, the small proportion of neutral or disagreeing respondents may reflect

limited experience with such challenges or contexts where these obstacles are less prominent or effectively addressed.

During interviews with ISQA 9, further insights were provided. ISQA9 noted that:

> *Several barriers limit the effectiveness of quality assurance strategies in some schools, including inadequate teacher training, insufficient teaching facilities, a shortage of teaching staff, and poor school infrastructure. These challenges can hinder the full implementation and success of quality assurance measures, ultimately impacting students' learning outcomes." (ISQA9, Personal communication, March 6, 2025).*

The responses from the participants indicate that resource limitations, staffing shortages, and infrastructural inadequacies are key factors reducing the impact of quality assurance strategies. The qualitative insights align with the quantitative findings, showing widespread recognition of barriers such as large class sizes and limited teacher professional development. The neutral responses may reflect respondents who have not directly experienced these challenges. At the same time, the small proportion of disagreement suggests that in some contexts, barriers are either minimal or effectively mitigated.

Findings from the questionnaire and interviews provide a coherent picture: the high level of agreement among respondents reflects a broad recognition of the challenges that constrain the effectiveness of quality assurance measures. In contrast, interview responses illustrate how these barriers manifest in schools and affect implementation. These findings are consistent with Mmasa and Anney (2016), who reported similar challenges affecting literacy and numeracy instruction in Tanzanian schools. Addressing these barriers through improved teacher training, adequate staffing, and enhanced school infrastructure is therefore critical to ensure the successful

implementation of quality assurance strategies and to improve student learning outcomes.

4.5 Teachers' Views on School Quality Assurance Strategies in Influencing the Competencies in Reading, Writing, and Arithmetic

This section presents the views of teachers regarding the influence of school quality assurance strategies on learners' competencies in reading, writing, and arithmetic (3Rs). The table provides responses categorized into Strongly Agree (SA), Agree (A), Neutral (N), Disagree (D), and Strongly Disagree (SD), along with their corresponding frequencies and percentages.

Table 4.7: Teachers' Views on School Quality Assurance Strategies in Influencing the Competencies in Reading, Writing, and Arithmetic

S/no	STATEMENTS	SA		A		N		D		SD		Total
		F	%	F	%	F	%	F	%	F	%	
1	Teachers describe their role in implementing quality assurance strategies	40	56.3	24	33.8	5	7.0		0.0	2	2.8	71
2	Teachers' perceptions of the relevance of these strategies to classroom practices?	25	35.2	36	50.7	5	7.0	1	1.4	3	4.2	70
3	Teachers feel adequately supported to apply quality assurance strategies in their teaching	20	28.2	39	54.9	8	11.3	3	4.2		0.0	70
4	Teachers rate the impact of quality assurance on learners' reading competencies	21	29.6	39	54.9	8	11.3	2	2.8	1	1.4	71
5	Teachers' thoughts on how quality assurance addresses arithmetic challenges among learners	16	22.5	43	60.6	9	12.7	2	2.8		0.0	70
6	Teachers view the alignment of quality assurance strategies with curriculum goals	17	23.9	42	59.2	8	11.3	1	1.4	2	2.8	70
7	Teachers face challenges in aligning their teaching with quality assurance requirements	19	26.8	42	59.2	5	7.0	5	7.0		0.0	71
8	Teachers perceive the role of school leadership in promoting quality assurance	16	22.5	41	57.7	10	14.1	2	2.8	2	2.8	71
9	Teachers improve quality assurance processes in schools	19	26.8	41	57.7	7	9.9	1	1.4	3	4.2	71
10	Teachers believe quality assurance strategies are sustainable in the long term	27	38.0	32	45.1	7	9.9		0.0	4	5.6	70
		220		379		72		17		17		705

Source: Field data, 2025

4.5.1 Teacher's role in implementing quality assurance strategies

From the distribution of responses in Table 4.7, it is evident that the majority of participants, 40 (56.3%), strongly agree that teachers describe their role in implementing quality assurance strategies. This data suggests that a significant number of respondents are confident in their ability to articulate their involvement in quality assurance efforts. A smaller group, 24 (33.8%), agrees, further indicating that many teachers have a clear understanding of their responsibilities in implementing these strategies. However, 5 (7.0%) respondents are neutral, possibly due to a lack of clarity regarding their exact role in the process. On the other hand, 2 (2.8%) strongly disagree, suggesting that a very small minority of teachers do not feel they have a defined role in implementing quality assurance. These results indicate that while most teachers understand and describe their role in quality assurance, there is still a need to further define or communicate these roles clearly to all staff.

During interviews with the head teacher, the researcher gained further details. This was particularly evidenced by HT8, who explained:

> "*Teachers describe their role in implementing quality assurance strategies as integral to the teaching and learning process. They emphasize the use of participatory teaching methods, which engage students actively in their learning. This approach aligns with quality assurance strategies aimed at improving student engagement and learning outcomes." (HT8, Personal communication, March 25, 2025).*

Interviews with head teacher revealed that they perceive their role as central to the effective implementation of quality assurance strategies. The head teacher emphasized the use of participatory teaching methods, active student engagement, and adherence to quality assurance guidelines to enhance learning outcomes.

The findings from quantitative and interview responses complement each other, indicating that while most head teachers understand and describe their role in implementing quality assurance, gaps remain in the clarity and consistency of their engagement. This finding aligns with Stanislaus and Msoroka (2022), who emphasize that transparent teaching methodologies and a well-defined understanding of teacher responsibilities are essential for improving literacy and numeracy outcomes. The small proportion of teachers who were neutral or disagreed highlights the importance of structured support, ongoing professional development, and targeted guidance to enhance teacher engagement and the overall effectiveness of quality assurance initiatives.

4.5.2 Teachers' perceptions of the relevance of these strategies to classroom practices

From the distribution of responses in Table 4.7, it is evident that the majority of participants, 36 (50.7%), agree that quality assurance strategies are relevant to classroom practices. This data suggests that many teachers recognize the importance of these strategies in enhancing their teaching methods. A smaller group, 25 (35.2%), strongly agrees, highlighting that some teachers view these strategies as highly relevant to their daily classroom activities. However, 5(7.0%) respondents are neutral, possibly indicating that they are unsure about the practical application of quality assurance strategies in their classrooms. On the other hand, 1 (1.4%) disagrees, and 3 (4.2%) strongly disagree, indicating that a small number of teachers believe that quality assurance strategies are not relevant to their teaching practices.

During interviews, the head teacher (HT9) stated:

> *"Teachers generally perceive these quality assurance strategies as highly relevant to their classroom practices. They view them as essential for improving both the teaching process and student performance, ensuring that learning activities are more structured and aligned with the curriculum goals." (HT9, Personal communication, March 13, 2025.*

The above voice suggests that teachers view quality assurance strategies as efficient tools for guiding lesson delivery and enhancing student learning outcomes. It underscores that the perceived relevance of these strategies depends not only on their design but also on teachers' capacity to implement them effectively, which can be influenced by the availability of resources and the quality of school infrastructure. These findings align with Yangambi (2023), who highlights the significant role of school infrastructure and quality assurance systems in enhancing teaching effectiveness, and Ndijuye and Beatus (2022), who note that limited resources can constrain teachers' ability to apply these strategies in classroom settings fully.

4.5.3 Teachers' Support in Implementing Quality Assurance Strategies

From the distribution of responses in Table 4.7, it is evident that the majority of participants, 39 (54.9%), agree that they feel adequately supported in applying quality assurance strategies in their teaching. This data suggests that many teachers receive the necessary support to implement these strategies effectively. A smaller group, 20 (28.2%), strongly agrees, further emphasizing the importance of support in applying quality assurance strategies in the classroom. However, 8(11.3%) respondents are neutral, possibly indicating that some teachers feel they do not receive sufficient support or guidance. On the other hand, 3 (4.2%) disagree, suggesting that a small portion of teachers feel unsupported in their efforts to implement quality assurance strategies.

During interviews, ISQA10 explained:

> *"Yes, teachers feel adequately supported in applying quality assurance strategies within their teaching. This support comes through professional development opportunities, clear guidelines, and feedback from school leadership and quality assurance teams, which help them to implement these strategies effectively." (ISQA10, Personal communication, March 12, 2025).*

This insight underscores the vital role of ongoing professional development, mentorship, and administrative support in enabling teachers to implement effective quality assurance strategies. The findings align with Ngussa and Mjema (2017), who emphasize that structured support from leadership enhances teaching practices and promotes a conducive learning environment. The neutral and negative responses underscore the importance of ensuring that support mechanisms are consistent and accessible across all schools.

4.5.4 Impact of Quality Assurance on Learners' Reading Competencies

From the distribution of responses in Table 4.7, it is evident that the majority of participants, 39 (54.9%), agree that quality assurance strategies have had a positive impact on learners' reading competencies. This data indicates that teachers recognize improvements in students' reading skills as a result of these strategies. A smaller group, 21(29.6%), strongly agree, highlighting that a portion of teachers view the impact as particularly strong in enhancing reading competencies.

However, 8 (11.3%) respondents are neutral, suggesting that some teachers have not noticed significant changes in their learners' reading abilities. On the other hand, 2 (2.8%) disagree, and 1 (1.4%) strongly disagree, indicating that a minority of teachers do not share this perception of quality.

During interviews, HT11 elaborated:

> *Teachers rate the impact of quality assurance on learners' reading competencies as highly positive. They observe that the alignment of curriculum goals with quality assurance strategies has led to significant improvements in students' reading abilities, particularly through the adoption of targeted instructional practices and assessments." (HT11, Personal communication, March 14, 2025).*

This insight from the head teacher emphasizes that teachers link improvements in learners' reading competencies to the implementation of structured teaching strategies, clearly defined lesson objectives, and assessment-driven instruction. It demonstrates that teachers view quality assurance not merely as an administrative requirement, but as a practical mechanism that directly enhances classroom outcomes and supports student literacy development. These findings are consistent with Stanislaus and Msoroka (2022), who argue that systematic instructional planning, aligned assessments, and adherence to quality assurance frameworks are critical for improving literacy and numeracy outcomes in Tanzanian schools. Similarly, Wachira et al. (2018) note that targeted, structured teaching approaches supported by quality monitoring significantly improve students' reading skills and overall academic performance.

4.5.5 Teachers' Perspectives on the Role of Quality Assurance in Addressing Learners' Arithmetic Challenges

From the distribution of responses in Table 4.7, it is evident that the majority of participants, 43 (60.6%), agree that quality assurance strategies address arithmetic challenges among learners. This data suggests that teachers believe these strategies are effective in improving students' arithmetic skills. A smaller group, 16 (22.5%), strongly agrees, reinforcing the view that quality assurance strategies have a

substantial positive impact on addressing arithmetic difficulties. However, 9(12.7%) respondents are neutral, possibly indicating that they have not observed significant changes in students' arithmetic performance. On the other hand, 2 (2.8%) disagree, suggesting that a few teachers feel that quality assurance strategies do not adequately address arithmetic challenges.

During interviews, ISQA11 stated:

> *"Teachers believe that one of the most effective ways quality assurance addresses arithmetic challenges is by increasing the teacher-to-pupil ratio. This ensures that there is more individual attention given to students who may struggle with arithmetic, improving their understanding and performance in this area." (ISQA11, Personal communication, March 20, 2025).*

This participant's insight underscores that teachers view quality assurance as more than a set of procedural requirements; they see it as a practical tool for addressing learners' challenges. It highlights the importance of individualized attention, differentiated instruction, and targeted interventions in supporting students' understanding and performance in arithmetic. These findings align with those by Ndijuye and Beatus (2022), who emphasize that active teacher engagement, coupled with adequate resource allocation, is essential for enhancing learners' competencies in numeracy and other foundational skills.

4.6 Interpretation of Observational Information

The interpretation of observational information is a critical process that involves analyzing the data collected through direct observation, identifying patterns, and deriving meaningful insights to support decision-making or draw conclusions about a particular subject or phenomenon.

Table 4.8: Observational Data

SN	OBSERVATION SCHEDULE	Not available		Very Poor		Poor		Good		excellent		Total
		f	%	f	%	f	%	f	%	f	%	
1	Use of bricks	13	86.7					2	13.3			**15**
2	Use of different counting methods							10	66.7	5	33.3	**15**
3	Proper use of materials available for numeracy and literacy	1	6.7			2	13.3	9	60.0	3	20.0	**15**
4	Proper integration of play in learning numeracy and literacy							14	93.3	1	6.7	**15**
5	Lower primary pupils' ability to answer questions effectively							13	86.7	2	13.3	**15**
6	Participatory learning among lower primary pupils					2	13.3	8	53.3	5	33.3	**15**
7	Proper use of personal material for learning literacy and numeracy							7	46.7	8	53.3	**15**

Source: Field data, 2025

4.6.1 Use of bricks

From the distribution of responses, it is clear that 13(86.7%) participants reported that the use of bricks is not available for numeracy and literacy activities. This data suggests a significant gap in resources for using bricks in teaching. Only 2(13.3%) respondents rated it as "good," indicating a minimal presence of this resource in the classroom. These results suggest that bricks are largely unavailable as a teaching aid, which could limit the teaching of numeracy and literacy in lower primary schools.

4.6.2 Use of different counting methods

From the distribution of responses, it is evident that 10 (66.7%) participants reported the use of different counting methods as good, while 5 (33.3%) rated it as excellent. This data shows that the majority of respondents recognize the importance and effectiveness of varied counting methods in teaching numeracy. These results suggest that teachers are effectively utilizing diverse counting techniques, which is beneficial for developing numeracy skills among lower primary pupils.

4.6.3 Proper use of materials available for numeracy and literacy

From the distribution of responses, 9 (60.0%) participants rated the proper use of materials as good, and 3 (20.0%) rated it as excellent. However, 1 (6.7%) respondent rated the use of materials as not available, and 2 (13.3%) rated it as poor. This data suggests that while materials are generally used effectively, there is still room for improvement in resource availability and usage. These results indicate that most classrooms effectively utilize available materials for teaching literacy and numeracy, but some challenges remain in fully leveraging all available resources.

4.6.4 Proper integration of play in learning numeracy and literacy

From the distribution of responses, it is clear that 14 (93.3%) participants rated the integration of play in learning as good, and 1 (6.7%) rated it as excellent. This data suggests a strong focus on play-based learning in lower primary classrooms, which is recognized as a highly effective method for engaging young learners. These results demonstrate that play is successfully integrated into the learning process, making a positive contribution to the development of numeracy and literacy.

4.6.5 Lower primary pupils' ability to answer questions effectively

From the distribution of responses, 13 (86.7%) participants rated the pupils' ability to answer questions effectively as good, and 2 (13.3%) rated it as excellent. This data indicates that lower primary pupils are generally able to respond to questions competently. These results suggest that students are making good progress in their ability to engage with learning materials and answer questions, likely due to the effectiveness of the teaching strategies employed.

4.6.6 Participatory learning among lower primary pupils

From the distribution of responses, 8 (53.3%) participants rated participatory learning as good, 5 (33.3%) rated it as excellent, and 2 (13.3%) rated it as poor. This data suggests that a significant portion of pupils are actively involved in their learning. However, the 13.3% rating of participatory learning as poor indicates that in some instances, pupils may not be as engaged in the learning process as desired. These results suggest that participatory learning is a common practice; however, there may be opportunities to enhance student involvement further.

4.6.7 Proper use of personal materials for learning literacy and numeracy

From the distribution of responses, 7 (46.7%) participants rated the use of personal materials as good, and 8 (53.3%) rated it as excellent. This data suggests that students are using personal materials effectively in their literacy and numeracy learning activities. These results indicate that personal materials are effectively integrated into the learning process, likely enhancing students' learning experiences in these subjects.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Introduction

The primary goal of this study is to evaluate the impact of quality assurance strategies on the development of Grade Three learners in key learning areas. To achieve this, the study focuses on several specific objectives, including identifying the quality assurance strategies currently employed in these schools, evaluating their effectiveness, and exploring teachers' views on their role in enhancing competencies in reading, writing, and arithmetic. This chapter provides a summary of the findings, conclusions, and recommendations.

5.2 Summary of the Study

This study assessed the influence of school quality assurance (SQA) strategies on enhancing learners' competencies in the 3Rs: reading, writing, and arithmetic, among Grade Three pupils in public primary schools in Igunga District, Tanzania. Specifically, the study sought to: (i) identify the quality assurance strategies implemented to enhance competencies in the 3Rs, (ii) assess the effectiveness of these strategies in improving learners' competencies, and (iii) explore teachers' views on the influence of quality assurance strategies in fostering the 3Rs among learners.

Guided by the Social-Cultural Learning Theory and supplemented by Constructivist Theory, the study examined how school quality assurance mechanisms contribute to improving foundational literacy and numeracy skills. These theoretical frameworks emphasize the role of interaction, collaboration, and contextualized learning in

shaping students' cognitive and skill development, key principles underpinning the effective implementation of quality assurance in education.

Adopting a pragmatic research philosophy and a mixed-methods sequential design, the study integrated both quantitative and qualitative approaches to provide a comprehensive understanding of how SQA strategies influence learning outcomes. The study targeted teachers, school heads, and quality assurance officers from selected public primary schools, from which a total sample of 175 respondents was obtained using a combination of random and purposive sampling techniques.

Data collection involved multiple tools, including questionnaires, interviews, focus group discussions, observations, and documentary reviews, to ensure depth and triangulation of evidence. Quantitative data were analysed using descriptive and inferential statistics, while qualitative data were subjected to content analysis to capture emerging themes and participant perspectives. To ensure validity and reliability, the instruments were pre-tested, and Cronbach's Alpha was used to establish internal consistency. Ethical standards, including informed consent, confidentiality, and voluntary participation, were strictly observed throughout the study.

5.3 Summary of the Findings

5.3.1 Quality Assurance Strategies Implemented to Enhance Learners' Competencies in Reading, Writing, and Arithmetic

The first research objective examined the quality assurance strategies used to enhance learners' competencies in reading, writing, and arithmetic among Grade Three pupils in Igunga public primary schools. Findings showed that schools have

established clear policies and prioritize instructional practices within the quality assurance framework. Strong leadership and continuous teacher professional development were key to sustaining high standards, while community and parental involvement further supported improvements in literacy and numeracy. Furthermore, community and parental involvement were recognized as critical contributors to the success of quality assurance initiatives, underscoring the value of shared responsibility in fostering literacy and numeracy development. However, the study also revealed that inadequate resources remain a significant obstacle, constraining the consistent application of quality assurance practices across schools, though regular reviews helped maintain the relevance and effectiveness of these strategies.

5.3.2 Effectiveness of Quality Assurance Strategies in Improving Learners' Competencies in Reading, Writing, and Arithmetic

The second research objective assessed the effectiveness of quality assurance strategies in improving learners' competencies in reading, writing, and arithmetic among Grade Three pupils. Findings revealed that assessment tools and external inspections play a vital role in measuring the impact of these strategies, with most teachers acknowledging noticeable improvements in learner performance following their implementation. Teachers also recognized a strong correlation between quality assurance and enhanced learner competencies, particularly in literacy and numeracy. However, variations in effectiveness across schools were linked to regional disparities, limited teacher training, and inadequate resources. Despite these challenges, the findings indicated that learners respond positively to interventions introduced through quality assurance programs, and innovative practices

within these frameworks have proven highly effective in strengthening the 3Rs competencies.

5.3.3 Teachers' Views on School Quality Assurance Strategies in Influencing the Competencies in Reading, Writing, and Arithmetic

The third research objective examined teachers' views on the impact of school quality assurance strategies on learners' competencies in reading, writing, and arithmetic. The findings showed that most teachers understood their roles and viewed these strategies as relevant and beneficial to classroom practices, thereby improving reading and arithmetic skills. Teachers also acknowledged that quality assurance has a positive influence on learners' reading and arithmetic skills, aligning well with curriculum goals. However, limited resources, inadequate infrastructure, and inconsistent support hindered full implementation. Despite these challenges, teachers remained committed to enhancing quality assurance, though concerns about sustainability highlighted the need for more decisive leadership and continuous professional support.

Generally, the study found that quality assurance strategies effectively improved the reading, writing, and arithmetic competencies of Grade Three pupils through strong leadership, teacher development, and community involvement. However, inadequate resources, regional disparities, and limited teacher training hindered consistent implementation and sustainability.

Based on the findings, the study made the following conclusions:

1) Schools implemented structured quality assurance strategies that enhance learners' reading, writing, and arithmetic competencies. Strong leadership,

practical instruction, and ongoing professional development drive these improvements; however, limited resources hinder their consistent application. Strengthening resource allocation and regular reviews is key to sustaining progress in the 3Rs.

2) Quality assurance strategies effectively enhance 3Rs competencies through assessments, inspections, and innovative teaching methods. Despite disparities caused by inadequate training and resources, overall learner performance has improved. Continued investment in teacher development and the equitable distribution of resources is vital for achieving a lasting impact.
3) Teachers clearly understand their roles and recognize the positive effects of quality assurance on teaching and learning. However, challenges such as limited infrastructure and inconsistent support impede full implementation. More decisive leadership, better teacher support, and sufficient resources are essential for sustaining quality assurance in primary schools.

Generally, the study concludes that quality assurance strategies significantly improve learners' 3Rs competencies, but their sustained effectiveness depends on adequate resources, continuous teacher development, and strong leadership support.

5.4 Recommendations of the Study

5.4.1 Recommendation for Action

Based on the conclusions, the study made the following recommendations.

- The Ministry of Education, Science and Technology, and local education authorities should strengthen the provision of adequate financial and material resources, institutionalize continuous professional development programs to

enhance teachers' instructional capacity, and establish robust review and monitoring mechanisms to ensure that quality assurance strategies are consistently implemented, evidence-based, and effectively aligned with efforts to improve learners' 3Rs competencies.

- The ministry of Education Science and Technology in collaboration with District Quality Assurance Department should increase investment in teacher training to build practical competencies in assessment, instructional innovation, and classroom management; ensure equitable distribution of resources across schools to minimize regional performance disparities; and strengthen external inspection systems with structured feedback mechanisms to enhance teaching practices and sustain measurable improvements in learners' literacy and numeracy outcomes.
- The government, through regional and district education officers, should foster a supportive environment for effective implementation of quality assurance by providing continuous mentorship, coaching, and clear guidance on teachers' roles; improving school infrastructure; ensuring the availability of adequate teaching and learning materials; and promoting regular stakeholder engagement including parents, community members, and education officers to strengthen collective responsibility and sustain quality assurance initiatives.

Generally, the study recommends that the government and education authorities should strengthen the implementation of quality assurance by investing in teacher training, providing adequate resources, improving infrastructure, and establishing continuous support and monitoring systems to enhance and sustain learners' 3Rs competencies.

5.4.2 Recommendations for Further Studies

Future studies could examine the specific leadership styles and practices that most effectively promote quality assurance in schools. Research could explore how school leaders can better support teachers in implementing quality assurance measures and ensure alignment between leadership and the goals of improving educational quality.

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APPENDICES

APPENDIX I

QUESTIONNAIRE TEACHERS

Dear respondent, my name is Ally Sadick. I am researching to "**Assess the Influence of School Quality Assurance Strategies in Enhancing Competencies in 3Rs among Learners of Grade Three in Igunga Public Primary Schools**" for the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

Kindly answer the questions to the best of your knowledge. Please tick [√] or provide brief explanations in the spaces provided.

SECTION A

1. What is your gender? Male ☐ Female ☐
2. What is your age group? 20-25 ☐ 25-35 ☐ 35-40 ☐ 40-45 ☐ 45-60 ☐
3. What is your level of academic education? Certificate ☐ Diploma. ☐ Bachelor's Degree ☐ Master's Degree ☐ others……..
4. How long have you been teaching? Below five years ☐ , 5 to 10 years ☐ , 10 to 15 years ☐ , 15 to 20 years. ☐ above 20 years ☐

SECTION B

1 Strongly Agree. 2 Agree. 3 Neutral. 4 Disagree. 5 Strongly Disagree.

QUALITY ASSURANCE STRATEGIES IMPLEMENTED TO ENHANCE LEARNERS' COMPETENCIES IN READING, WRITING, AND ARITHMETIC

S/No	Statement	1	2	3	4	5
i.	There are specific policies that guide the implementation of quality assurance strategies in schools.					
ii.	Instructional practices are prioritized under the quality assurance framework.					
iii.	School administrators monitor the effectiveness of SQA strategies.					
iv.	Teacher professional development plays a role in implementing quality assurance strategies.					
v.	There are community-based initiatives supporting quality assurance in education.					
vi.	curriculum aligned with quality assurance measures to support literacy and numeracy development					
vii.	Resources are provided to ensure the successful implementation of quality assurance strategies.					
viii.	Quality assurance is frequently reviewed, and measures are updated in schools.					
ix.	Parents contribute to the quality assurance process in improving learners' competencies.					

EFFECTIVENESS OF QUALITY ASSURANCE STRATEGIES IN IMPROVING LEARNERS' COMPETENCIES IN READING, WRITING, AND ARITHMETIC

S/No	Statement	1	2	3	4	5
i.	Assessment tools are used to evaluate the impact of quality assurance strategies on learner outcomes.					
ii.	learners' performance trends change after implementing quality assurance strategies					
iii.	There are disparities in effectiveness across different schools or regions.					
iv.	Teachers perceive the success of quality assurance strategies in their classrooms.					
v.	There is a correlation between quality assurance and improved learner competencies.					
vi.	External inspections play a significant role in evaluating the effectiveness of SQA strategies.					
vii.	Quality assurance has significantly improved learner outcomes in our school.					
viii.	Some barriers limit the effectiveness of quality assurance strategies in schools.					
ix.	Learners respond effectively to interventions introduced through quality assurance programs.					
x.	Innovations in quality assurance have shown the highest effectiveness in improving literacy and numeracy.					

TEACHERS' VIEWS ON SCHOOL QUALITY ASSURANCE STRATEGIES IN INFLUENCING THE COMPETENCIES IN READING, WRITING, AND ARITHMETIC

S/No	Statement	1	2	3	4	5
i.	Teachers describe their role in implementing quality assurance strategies.					
ii.	Teachers' perceptions of the relevance of these strategies to classroom practices?					
iii.	Teachers feel adequately supported to apply quality assurance strategies in their teaching.					
iv.	Teachers rate the impact of quality assurance on learners' reading competencies.					
v.	Teachers' thoughts on how quality assurance addresses arithmetic challenges among learners					
vi.	Teachers view the alignment of quality assurance strategies with curriculum goals.					
vii.	Teachers face challenges in aligning their teaching with quality assurance requirements.					
viii.	Teachers perceive the role of school leadership in promoting quality assurance.					
ix.	Teachers improve quality assurance processes in schools.					
x.	Teachers believe quality assurance strategies are sustainable in the long term.					

APPENDIX II
INTERVIEW GUIDE TO DPPEO

Dear respondent, my name is Ally Sadick. I am researching to "**Assess the Influence of School Quality Assurance Strategies in Enhancing Competencies in 3Rs among Learners of Grade Three in Igunga Public Primary Schools**" for the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies at the Open University of Tanzania.

Kindly answer the questions to the best of your knowledge. Please tick [√] or provide brief explanations in the spaces provided.

QUALITY ASSURANCE STRATEGIES IMPLEMENTED TO ENHANCE LEARNERS' COMPETENCIES IN READING, WRITING, AND ARITHMETIC

1. What specific policies guide the implementation of quality assurance strategies in schools?
2. Which instructional practices are prioritized under the quality assurance framework?
3. How do school administrators monitor the effectiveness of these strategies?
4. What role does teacher professional development play in implementing quality assurance strategies?
5. Are there any community-based initiatives supporting quality assurance in education?
6. How is the curriculum aligned with quality assurance measures to support literacy and numeracy development?

7. What resources are provided to ensure the successful implementation of quality assurance strategies?
8. How frequently are quality assurance measures reviewed or updated in schools?
9. What challenges do schools face when implementing quality assurance strategies?
10. How do parents contribute to the quality assurance process in improving learners' competencies?

EFFECTIVENESS OF QUALITY ASSURANCE STRATEGIES IN IMPROVING LEARNERS' COMPETENCIES IN READING, WRITING, AND ARITHMETIC

1. What assessment tools are used to evaluate the impact of quality assurance strategies on learner outcomes?
2. How do learners' performance trends change after implementing quality assurance strategies?
3. Are there any disparities in effectiveness across different schools or regions?
4. How do teachers perceive the success of quality assurance strategies in their classrooms?
5. What evidence exists to show a correlation between quality assurance and improved learner competencies?
6. What role do external inspections play in evaluating the effectiveness of these strategies?
7. Are there specific examples of schools where quality assurance has significantly

improved learner outcomes?

8. What barriers limit the effectiveness of quality assurance strategies in some schools?
9. How do learners respond to interventions introduced through quality assurance programs?
10. What innovations in quality assurance have shown the highest effectiveness in improving literacy and numeracy?

TEACHERS' VIEWS ON SCHOOL QUALITY ASSURANCE STRATEGIES IN INFLUENCING THE COMPETENCIES IN READING, WRITING, AND ARITHMETIC AMONG LEARNERS OF GRADE THREE IN PUBLIC PRIMARY SCHOOLS

1. How do teachers describe their role in implementing quality assurance strategies?
2. What are teachers' perceptions of the relevance of these strategies to classroom practices?
3. Do teachers feel adequately supported to apply quality assurance strategies in their teaching?
4. How do teachers rate the impact of quality assurance on learners' reading competencies?
5. What are teachers' thoughts on how quality assurance addresses arithmetic challenges among learners?
6. How do teachers view the alignment of quality assurance strategies with curriculum goals?
7. What challenges do teachers face in aligning their teaching with quality

assurance requirements?

8. How do teachers perceive the role of school leadership in promoting quality assurance?
9. What recommendations do teachers have for improving quality assurance processes in schools?
10. Do teachers believe quality assurance strategies are sustainable in the long term?

APPENDIX III
INTERVIEW GUIDE TO WEO

Dear respondent, my name is Ally Sadick. I am researching to "**Assess the Influence of School Quality Assurance Strategies in Enhancing Competencies in 3Rs among Learners of Grade Three in Igunga Public Primary Schools**" for the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies of the Open University of Tanzania.

Kindly answer the questions to the best of your knowledge.

QUALITY ASSURANCE STRATEGIES IMPLEMENTED TO ENHANCE LEARNERS' COMPETENCIES IN READING, WRITING, AND ARITHMETIC

1. What specific policies guide the implementation of quality assurance strategies in schools?
2. Which instructional practices are prioritized under the quality assurance framework?
3. How do school administrators monitor the effectiveness of these strategies?
4. What role does teacher professional development play in implementing quality assurance strategies?
5. Are there any community-based initiatives supporting quality assurance in education?
6. How is the curriculum aligned with quality assurance measures to support literacy and numeracy development?
7. What resources are provided to ensure the successful implementation of quality assurance strategies?

8. How frequently are quality assurance measures reviewed or updated in schools?
9. What challenges do schools face when implementing quality assurance strategies?
10. How do parents contribute to the quality assurance process in improving learners' competencies?

EFFECTIVENESS OF QUALITY ASSURANCE STRATEGIES IN IMPROVING LEARNERS' COMPETENCIES IN READING, WRITING, AND ARITHMETIC

1. What assessment tools are used to evaluate the impact of quality assurance strategies on learner outcomes?
2. How do learners' performance trends change after implementing quality assurance strategies?
3. Are there any disparities in effectiveness across different schools or regions?
4. How do teachers perceive the success of quality assurance strategies in their classrooms?
5. What evidence exists to show a correlation between quality assurance and improved learner competencies?
6. What role do external inspections play in evaluating the effectiveness of these strategies?
7. Are there specific examples of schools where quality assurance has significantly improved learner outcomes?
8. What barriers limit the effectiveness of quality assurance strategies in some schools?

9. How do learners respond to interventions introduced through quality assurance programs?
10. What innovations in quality assurance have shown the highest effectiveness in improving literacy and numeracy?

TEACHERS' VIEWS ON SCHOOL QUALITY ASSURANCE STRATEGIES IN INFLUENCING THE COMPETENCIES IN READING, WRITING, AND ARITHMETIC AMONG LEARNERS OF GRADE THREE IN PUBLIC PRIMARY SCHOOLS

1. How do teachers describe their role in implementing quality assurance strategies?
2. What are teachers' perceptions of the relevance of these strategies to classroom practices?
3. Do teachers feel adequately supported to apply quality assurance strategies in their teaching?
4. How do teachers rate the impact of quality assurance on learners' reading competencies?
5. What are teachers' thoughts on how quality assurance addresses arithmetic challenges among learners?
6. How do teachers view the alignment of quality assurance strategies with curriculum goals?
7. What challenges do teachers face in aligning their teaching with quality assurance requirements?
8. How do teachers perceive the role of school leadership in promoting quality assurance?

9. What recommendations do teachers have for improving quality assurance processes in schools?
10. Do teachers believe quality assurance strategies are sustainable in the long term?

APPENDIX IV

INTERVIEW GUIDE TO DSQAO

Dear respondent, my name is Ally Sadick. I am researching to "**Assess the Influence of School Quality Assurance Strategies in Enhancing Competencies in 3Rs among Learners of Grade Three in Igunga Public Primary Schools**" of the requirements for the Master of Education in Administration, Planning and Policy Studies at the Open University of Tanzania.

Kindly answer the questions to the best of your knowledge.

QUALITY ASSURANCE STRATEGIES IMPLEMENTED TO ENHANCE LEARNERS' COMPETENCIES IN READING, WRITING, AND ARITHMETIC

1. What specific policies guide the implementation of quality assurance strategies in schools?
2. Which instructional practices are prioritized under the quality assurance framework?
3. How do school administrators monitor the effectiveness of these strategies?
4. What role does teacher professional development play in implementing quality assurance strategies?
5. Are there any community-based initiatives supporting quality assurance in education?
6. How is the curriculum aligned with quality assurance measures to support literacy and numeracy development?
7. What resources are provided to ensure the successful implementation of quality

assurance strategies?

8. How frequently are quality assurance measures reviewed or updated in schools?
9. What challenges do schools face when implementing quality assurance strategies?
10. How do parents contribute to the quality assurance process in improving learners' competencies?

EFFECTIVENESS OF QUALITY ASSURANCE STRATEGIES IN IMPROVING LEARNERS' COMPETENCIES IN READING, WRITING, AND ARITHMETIC

1. What assessment tools are used to evaluate the impact of quality assurance strategies on learner outcomes?
2. How do learners' performance trends change after implementing quality assurance strategies?
3. Are there any disparities in effectiveness across different schools or regions?
4. How do teachers perceive the success of quality assurance strategies in their classrooms?
5. What evidence exists to show a correlation between quality assurance and improved learner competencies?
6. What role do external inspections play in evaluating the effectiveness of these strategies?
7. Are there specific examples of schools where quality assurance has significantly improved learner outcomes?
8. What barriers limit the effectiveness of quality assurance strategies in some schools?

9. How do learners respond to interventions introduced through quality assurance programs?
10. What innovations in quality assurance have shown the highest effectiveness in improving literacy and numeracy?

TEACHERS' VIEWS ON SCHOOL QUALITY ASSURANCE STRATEGIES IN INFLUENCING THE COMPETENCIES IN READING, WRITING, AND ARITHMETIC

1. How do teachers describe their role in implementing quality assurance strategies?
2. What are teachers' perceptions of the relevance of these strategies to classroom practices?
3. Do teachers feel adequately supported to apply quality assurance strategies in their teaching?
4. How do teachers rate the impact of quality assurance on learners' reading competencies?
5. What are teachers' thoughts on how quality assurance addresses arithmetic challenges among learners?
6. How do teachers view the alignment of quality assurance strategies with curriculum goals?
7. What challenges do teachers face in aligning their teaching with quality assurance requirements?
8. How do teachers perceive the role of school leadership in promoting quality assurance?

9. What recommendations do teachers have for improving quality assurance processes in schools?
10. Do teachers believe quality assurance strategies are sustainable in the long term?

APPENDIX V

INTERVIEW GUIDE TO HEAD TEACHER

Dear respondent, my name is Ally Sadick. I am researching to "**Assess the Influence of School Quality Assurance Strategies in Enhancing Competencies in 3Rs among Learners of Grade Three in Igunga Public Primary Schools**" for the requirements for the Degree of Master of Education in Administration, Planning and Policy Studies at the Open University of Tanzania.

Kindly answer the questions to the best of your knowledge.

QUALITY ASSURANCE STRATEGIES IMPLEMENTED TO ENHANCE LEARNERS' COMPETENCIES IN READING, WRITING, AND ARITHMETIC

1. What specific policies guide the implementation of quality assurance strategies in schools?
2. Which instructional practices are prioritized under the quality assurance framework?
3. How do school administrators monitor the effectiveness of these strategies?
4. What role does teacher professional development play in implementing quality assurance strategies?
5. Are there any community-based initiatives supporting quality assurance in education?
6. How is the curriculum aligned with quality assurance measures to support literacy and numeracy development?
7. What resources are provided to ensure the successful implementation of quality

assurance strategies?

8. How frequently are quality assurance measures reviewed or updated in schools?
9. What challenges do schools face when implementing quality assurance strategies?
10. How do parents contribute to the quality assurance process in improving learners' competencies?

EFFECTIVENESS OF QUALITY ASSURANCE STRATEGIES IN IMPROVING LEARNERS' COMPETENCIES IN READING, WRITING, AND ARITHMETIC

1. What assessment tools are used to evaluate the impact of quality assurance strategies on learner outcomes?
2. How do learners' performance trends change after implementing quality assurance strategies?
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5. What evidence exists to show a correlation between quality assurance and improved learner competencies?
6. What role do external inspections play in evaluating the effectiveness of these strategies?
7. Are there specific examples of schools where quality assurance has significantly improved learner outcomes?
8. What barriers limit the effectiveness of quality assurance strategies in some schools?

9. How do learners respond to interventions introduced through quality assurance programs?
10. What innovations in quality assurance have shown the highest effectiveness in improving literacy and numeracy?

TEACHERS' VIEWS ON SCHOOL QUALITY ASSURANCE STRATEGIES IN INFLUENCING THE COMPETENCIES IN READING, WRITING, AND ARITHMETIC

1. How do teachers describe their role in implementing quality assurance strategies?
2. What are teachers' perceptions of the relevance of these strategies to classroom practices?
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6. How do teachers view the alignment of quality assurance strategies with curriculum goals?
7. What challenges do teachers face in aligning their teaching with quality assurance requirements?
8. How do teachers perceive the role of school leadership in promoting quality assurance?
9. What recommendations do teachers have for improving quality assurance

processes in schools?

10. Do teachers believe quality assurance strategies are sustainable in the long term?

APPENDIX VI

FGD GUIDE TO PUPILS

Session Details

Target Group: Grade 3 pupils (6–8 participants) Duration**:** 30–45 minutes

Facilitator: Researcher and Teacher or trained moderator with experience in engaging young children

Setting: Comfortable and informal environment (example, a classroom with floor seating or small desks arranged in a circle)

Discussion Questions

Section 1: Reading

i. Do you enjoy reading? What kinds of stories or books do you like to read in class?
ii. Is it easy or hard to read new words? Why?
iii. What activities does your teacher use to help you learn to read better?
iv. How can your teacher make reading more fun for you?

Section 2: Writing

i. Do you like writing letters, words, or sentences? Why?
ii. What kinds of writing activities do you do in school?
iii. Are there any words or sentences you find hard to write?
iv. Does your teacher help you when you make a mistake in writing? How?
v. What do you like most about writing time in class?

Section 3: Arithmetic (Math)

i. Do you like doing math problems or counting in class? Why or why not?

ii. What's your favorite math activity?

iii. Are there any math problems you find challenging? What makes them hard?

iv. How does your teacher help you when you don't understand a math question?

v. What would make math lessons more exciting for you?

APPENDIX VII

OBSERVATION SCHEDULE

OBSERVATION		**RATING**				
SCHOOL RESOURCES		Not Available	Very Poor	Poor	Good	Excellent
1	Use of bricks					
2	Use of different counting methods					
3	Proper use of materials available for numeracy and literacy					
4	Proper integration of play in learning numeracy and literacy					
5	Lower primary pupils' ability to answer questions effectively					
6	Participatory forms of learning among lower primary school pupils					
7	Proper use of personal materials for learning literacy and numeracy					

APPENDIX VIII

RESEARCH CLEARANCE LETTER

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA

Ref. No OUT/PG201900282 **10th February, 2025**

District Executive Director (DED),
Igunga District Council,
P.O. Box 19,
TABORA.

Dear Director,

RE: RESEARCH CLEARANCE FOR MR. ALLY SADICK, REG NO: PG201900282

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

3. To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Ally Sadick, Reg.No: PG201900282),** pursuing **Master of Education in Administration Planning and Policy Studies (MEDAPPS).** We here by grant this clearance to conduct a research titled "**The Influence of School Quality Assurance Strategies in Enhancing Competencies in 3rs Among**

Learners of Grade Three in Igunga Public Primary Schools" He will collect his data at your area from 11th February 2025 to 30th March 2025.

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 IX

RESEARCH PERMIT LETTER

THE UNITED REPUBLIC OF TANZANIA
PRESIDENT'S OFFICE
REGIONAL ADIMINISTRATION AND LOCAL GOVERNMENT
IGUNGA DISTRICT COUNCIL

Tel: +255 (026) 2650019 (G/L)
+255 (026) 2650021 (D/L)
Fax: +255 (026) 2650242
Email: ded@igungadc.go.tz
Website: http://www.igungadc.gotz

Igunga District Council,
16 Bomani Street,
45682 Igunga Urben,
P.O BOX. 19,
IGUNGA – TABORA.

Reff. No. AB.260/307/01/69

13 February, 2025

Director,
The Open University Of Tanzania,
P. O. BOX 23409,
DAR ES SALAAM.

RE: PERMISSION FOR DATA COLLECTION IN RESPECT OF RESEARCH TITLED "THE INFLUENCE OF SCHOOL QUALITY ASSURANCE STRATEGIES IN ENHANCING COMPETENCIES IN 3rs AMONG LEARNERS OF GRADE THREE IN IGUNGA PUBLIC PRIMARY SCHOOLS".

Please kindly refer to your letter dated **10th February, 2025**. With Ref No. **OUT/PG201900282.**

2. With this letter I would like to inform you that, your request has been accepted for **Ally Sadick,** Undertaking, **Master of Education in Administration Planning and Policy Studies.** to Collect data pertaining to his Research/project.

3. Remember that, there will be no financial implication in our side by accepting him.

4. During his arrival, he is supposed to report to **District Primary Education Officer.** for more clarification.

IGUNGA DISTRICT COUNCIL
Jackson G. Kutisa FOR: DISTRICT EX
For: DISTRICT EXECUTIVE DIRECTOR

Copy to:- District Primary Education Officer,
P. O. Box 19,
IGUNGA

Ally Sadick,
P. O. BOX 23409,
DAR ES SALAAM.