INTERNAL SCHOOL QUALITY ASSURANCE MECHANISMS AND ITS IMPLICATION ON STUDENTS' ACADEMIC PERFORMANCE: A CASE OF PUBLIC SECONDARY SCHOOLS IN BAGAMOYO DISTRICT, TANZANIA

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CERTIFICATION

The undersigned certifies to have read and hereby recommends for acceptance by The Open University of Tanzania a dissertation entitled: *"Internal School Quality Assurance Mechanisms and its Implication on Students' Academic Performance: A Case of Public Secondary Schools in Bagamoyo District, Tanzania."* in partial fulfillment of the requirements for the degree of Master of Education in Quality Management of the Open University of Tanzania.

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DECLARATION

I, **Andrew Kibona**, hereby declare that this dissertation is my own original work and has not been submitted to this university or any other university for receiving a similar or a different degree award, nor will it be submitted in the future. It is hereby presented in a partial fulfillment of the requirements for the degree of Master of Education in Quality Management of the Open University of Tanzania.

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DEDICATION

This work is dedicated to my beloved parents, my father, the late Richard David Kibona and my mother, the late Regina Benjamin Mapunda (May their souls rest in eternal peace).

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I would like to extend my sincere gratitude to Almighty God for keeping me alive and healthy and blessing me to complete this study. I also consider that this work could not be accomplished without the contribution of many hands guided by my information and ideas. I am deeply grateful to those who supported me in preparing this dissertation. Since it is difficult to mention all names, here are a few of them;

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ABSTRACT

This study explored the internal school quality assurance mechanisms and their implications on students' academic performance in public secondary schools in Bagamoyo district, Pwani region. The study had three objectives namely, to identify existing internal school quality assurance mechanisms used, to determine the relationship between internal school quality assurance mechanisms used and student academic performance in public secondary schools, and to establish the challenges facing internal school quality assurance mechanisms in the teaching and learning process in public secondary schools. The study was guided by system theory of education. The study adopted an explanatory sequential design using a sample of 83 respondents. Questionnaires, semi-structured interviews, and documentary reviews were used as data collection tools. Thematic analysis and regression analysis techniques were applied for data analysis. Findings revealed that there are specific training and development opportunities provided to teachers to enhance their understanding and implementation of internal school quality assurance mechanisms; Secondly it was found that teachers' training development, assessment and feedback, school culture and climate, and access to technology have significant impacts on students' academic performance. Lastly, the study identified several challenges affecting internal school quality assurance, including limited supervisory methods by school heads, resource shortages, failure to implement of the recommendations from internal school quality assurance team, teachers' negative attitudes, and constraints in funding and human capacity. It was concluded that the relationship between internal school quality assurance mechanisms and their implication on students' academic performance is positive and significant. Finally, the recommendations were presented in terms of policy formulation, actions and furthering research.

Keywords: Quality education, school quality assurance, internal school quality assurance mechanisms, Students' academic performance, teaching and learning

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LIST OF ABBREVIATIONS

AHDs	-	Academic Heads of Department
ANOVA	-	Analysis of Variance
CSEE	-	Certificate of Secondary Education Examination
DED	-	District Executive Director
DSEO	-	District Secondary Education Officer
ETP	-	Education and Training Policy
HoS	-	Heads of Schools
ISQA	-	Internal School Quality Assurance
ISQAT	-	Internal School Quality Assurance Team
MOEST	-	Ministry of Education Science and Technology
NECTA	-	National Examination Council of Tanzania
QASOs	-	Quality Assurance and Standard Officers
SEDP	-	Secondary Education Development Programme
SEE	-	School Self Evaluation
SPSS	-	Statistical Package for Social Sciences
SQAD	-	School Quality Assurance Department
SQAO	-	School Quality Assurance Officer
TRCs	-	Teacher's Resource Center
UK	-	United Kingdom
URT	-	United Republic of Tanzania
USA	-	United States of America
VIF	-	Variance Inflation Factor
WEO	-	Ward Education Officer

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Introduction

This chapter intends to show the background of internal school quality assurance mechanisms and their implications on students' academic performance in public secondary schools. It further shows the statement of the problem, research objectives, and research questions, significance of the study, limitation and delimitation of the study and operational definition of terms.

1.2 Background to the Problem

The issue of quality education has been one of the fundamental aspects of education development. Teaching and learning have been considered as important factors in ensuring quality education. Different countries are struggling to promote different ways to ensure quality education. Quality assurance has its roots in large-scale manufacturing. During the second part of the 20th century, monitoring production quality became more crucial. At the time, the concept of "quality," along with associated systems, procedures, and organisational structures, gave rise to a complete quality assurance profession. The "quality of profession" has advanced significantly since its inception, becoming a separate field of labour in its own right (Schmidt, 2018).

Internal School Quality Assurance (ISQA) refers to the internal mechanisms and processes established by schools to monitor, evaluate, and improve the quality of education offered to students. These mechanisms are typically aimed at ensuring that

teaching and learning meet established standards, and that school operations support student achievement. In the Tanzanian context, ISQA functions as an integral part of the education system's effort to enhance academic performance, particularly in public schools. It includes activities such as regular teacher evaluations, student assessments, monitoring of teaching practices, curriculum reviews, and feedback loops aimed at improving both the teaching environment and student outcomes (URT, 2010).

In Tanzania, ISQA is guided by the Ministry of Education's quality assurance framework, which mandates regular internal audits by internal school quality teams (ISQAT). These teams often consist of headteachers, academic officers, and department heads, who work together to ensure compliance with national education standards and to identify areas for improvement (Sumra & Rajani, 2006). Additionally, schools are required to submit reports on their internal evaluations to the district education officers, who provide further oversight and support.

The composition of ISQA in Tanzanian schools includes various stakeholders such as school administrators, teachers, and sometimes parents or community representatives. These groups collaborate to ensure that internal evaluations are aligned with external quality assurance requirements. However, the effectiveness of ISQA varies across the country, often depending on factors like resource availability, school leadership, and teacher training. While the framework exists, its implementation is sometimes hindered by challenges such as insufficient funding,

inadequate training of staff, and a lack of proper monitoring tools (Komba & Nkumbi, 2008).

Worldwide, the establishment of internal school quality assurance systems in educational institutions is perceived differently by educators either positively or negatively. For example, Nguyen's (2019) study on internal quality assurance in Vietnam's learning institutions, observed that teachers perceived positively that the establishment of the Internal School Quality Assurance (ISQA) system in schools had a constructive impact on school development. Teachers' views were that the ISQA system helped to provide a central focus and contact point for institutional audits or programme evaluation. Furthermore, Nguyen (2019) commented that the formation of ISQA was necessary to enhance teachers' accountability in teaching and learning.

According to Dismas (2020), in the United States (USA), quality assurance in education acts as a powerful driver of national development. Equipping individuals with the knowledge and skills they need, not only empowers them to achieve personal goals like improved health, nutrition, and financial security (reducing illiteracy, poverty, and infertility) but also fosters a more productive workforce and a stronger national infrastructure (enhancing labour productivity and the standard of governance). This aligns with the World Bank's perspective (2018) that education is a cornerstone of national development. Despite of the negative view in some countries such as Israel, in the study by Nevoth (2014) on school evaluation, it was found that teachers agreed that internal evaluators created a harmonious relationship

that increased teachers' involvement in the decision-making process, fostered collegiality and collaboration amongst the teachers and served as a means of promoting reflection. This implies that school quality mechanism could have positive implication in improving teaching and learning something that could enable to promote quality education.

In African countries, schools have been struggling to provide quality education in order to prepare individuals to fit in the society. In Nigeria, Uzoechina and Nwankwo (2017) studied the relationship between principals' instructional supervision practices and teacher performance. They found that teachers agreed that the ISQA control was one of the best ways of reflecting pedagogical practices which helped teachers evaluate their strengths and weaknesses in teaching and learning. In Ghana, the study by Ampofo, Onyango & Ogola (2019) on the influence of school heads' direct supervision on teacher role performance in public senior high schools, pointed out that, teachers saw the internal school evaluators being more interactive with teachers on a daily basis than other seniors did. It was believed that internal school supervisors were the right people to assess and evaluate the school daily routine practices. This implies that evaluation mechanism is important in assessing daily teaching and learning activities in provision of quality education.

The study by Rahel (2019) on the Egyptian accreditation system revealed that Quality Assurance and Standard Officers (QASOs) were facing several challenges that included being seen as faultfinders by teachers, lack of resources, finances, low salary, and non-facilitation from office, inadequate personnel, and lack of

motivation, inhospitable teachers and limitation in movement. Both principals and teachers perceived QASOs to have assisted in enhancing quality education. However, they did not visit schools regularly, to see whether there was a need and did not give feedback to schools after inspections. Results also indicated that assessment reports were rarely acted upon and followed up and the recommendations made were not always done. The majority of the QASOs very often felt that teachers did not take their comments seriously. The analyses also indicated that QASOs did not frequently visit schools. However, they were following the prescribed inspection guidelines in assessing schools.

Furthermore, in Tanzania, the Ministry of Education established the School Inspectorate Department in 1978. School inspectors were mandated to monitor and support education delivery and to ensure learning achievement in schools (Ministry of Education and Vocational Training, 2017). However, school inspection did not lead to the expected student academic performance improvement since the student academic performance kept on deteriorating (Ministry of Education, Science, and Technology of Tanzania, 2017). This led to changes from school inspectors to school quality assurance officers, which also resulted in improved performance through fostering collegiality and providing technical assistance to teachers.

This is supported by a study conducted by Dismas (2020) in Kilolo district, Tanzania which found that internal school quality assurance officers were more user-friendly than previous ones as they incorporated external school quality assurance officers who were harsh and unrealistic. In that study, teachers stated that there is a

relationship which facilitates love of work and creativity among teachers. Following such a situation, the government of Tanzania in collaboration with other educational stakeholders put efforts into promoting quality assurances to improve and promote quality teaching that acts as the determinant in promoting quality education (United Republic of Tanzania, 2014).

For instance, the Education and Training Policy (2014) states that the Government in collaboration with stakeholders, shall review the existing curriculums at all levels of education and training so that they keep up with time and meet the present and future education needs, and the review of the curriculums at all level should reconsider the requirements of the nation on the quality of education offered and performance of the output.

Despite a rise in student enrolment, Tanzania's government also increased its spending on providing quality education. For example, the monthly budget allocation for both primary and secondary schools grew from 18 billion Tanzanian shillings in 2016 to 22 billion and 23 billion shillings in 2017 and 2018, respectively (Munisi, et al., 2021).

Despite the efforts made still, there is variation in students' academic performance in public secondary schools. Furthermore, there is dissatisfaction on the issue of quality education in different ways among public secondary schools (Munisi, et al., 2021). For instance, over last the last three years (2019 – 2021), the Bagamoyo district has recorded a decline in students' academic performance on the Certificate of

Secondary Education Examination (CSEE). Bagamoyo district council has eleven (11) public secondary schools, but four (4) are new and have no three-year consecutive CSEE results from 2019 to 2021, so they are not included in this study. Table 1.1 provides a comparison of academic scores measured by divisions in the district during this period.

Table 1.1 CSEE Performance of Public Schools by Academic Scores (Division) in Bagamoyo District from 2019-2021

	Year	2019		2020		2021	
				Pass Division			
S/N	School	1-3	4-0	1-3	4-0	1-3	4-0
01	Zinga	17	117	19	112	30	133
02	Kingani	24	105	79	112	53	148
03	Dunda	15	72	51	65	47	125
04	Hassanali Damji	13	92	06	133	33	178
05	Kerege	46	149	58	160	58	187
06	Kiromo	25	113	40	118	56	123
07	Matimbwa	16	107	27	99	49	152

Source; (NECTA result, 2019 - 2021)

The evidence presented in Table 1.1 suggests that a majority of students in public secondary schools are still performing poorly on their examinations and failing to achieve satisfactory grades within the one to three-division range. Despite the efforts done by the government as mentioned above still majority of students can score division four and zero which are the last grades in academic performance. However, little is documented on internal school quality assurance mechanisms and their implications on the teaching and learning process. Therefore, the current study intends to fill the gap by exploring internal school quality assurance mechanisms and their implications on students' academic performance in public secondary schools in Bagamoyo district.

1.3 Statement of the Problem

Despite increased government expenditure on education, students in public secondary schools in Bagamoyo district continue to struggle with poor academic performance, as evidenced by NECTA results from 2019-2021. Several factors contribute to this issue, including socioeconomic conditions, availability of teaching resources, teacher quality, and parental involvement. However, this study focuses on internal school quality assurance mechanisms, which play a critical role in monitoring and enhancing the effectiveness of teaching and learning processes.

The high number of students receiving four and zero divisions compared to those receiving one, two, and three divisions raises concerns about the functionality of these mechanisms in improving academic performance. Internal school quality assurance mechanisms, such as teacher evaluations, curriculum reviews, and student assessments, may face challenges in implementation, consistency, or effectiveness. Therefore, it is essential to explore how these mechanisms influence student performance and assess their effectiveness in promoting better teaching and learning outcomes. The study aims to evaluate whether current practices adequately support students' academic achievement or if they require enhancement.

1.4 Purpose of the Study

The purpose of the study is to explore internal school quality assurance mechanisms and their implications on student academic performance in public secondary schools in Bagamoyo district.

1.5 Specific Objectives of the Study

The specific objectives of the study were to:

i. Identify existing internal school quality assurance mechanisms used in Bagamoyo district public secondary schools in Bagamoyo district.

ii. Determine the relationship between internal school quality assurance mechanisms used and student academic performance in public secondary schools in Bagamoyo district.

iii. Establish the challenges facing internal school quality assurances mechanisms in teaching and learning process in public secondary schools in Bagamoyo district.

1.6 Research Questions

The research questions were:

i. What is the internal school quality assurance mechanisms used in Bagamoyo district public secondary schools?

ii. What is the relationship between internal school quality assurance mechanisms used and student academic performance in public secondary schools?

iii. What are the constraints facing internal school quality assurances mechanisms on teaching and learning process in public secondary schools?

1.7 Significance of the Study

The study findings are significant to internal school quality assurance teams in guiding the teachers as a major area of concern to enhance teaching and learning in

the public secondary in Bagamoyo District. Through guiding teachers on the use of different mechanisms in teaching and learning and suggesting different strategies on the constraints faced by internal quality assurance in promoting teaching and learning.

The study findings are significant to educational planners in using the obtained data in line with internal school quality assurance mechanisms and its implication on the teaching and learning process in public secondary schools in Bagamoyo district Tanzania. For example, educational planners may use findings of challenges to prepare an action plan that will aim to solve or reduce existing challenges in public secondary schools in line with internal school quality assurance mechanisms.

Also, the study findings are significant to educational policymakers through using obtained findings for creating sound policies aimed at guiding education, promoting quality education through guiding the education provision and promoting quality teaching and learning practices under the supervision of district secondary education officers.

Moreover, the study finding is of great significance to heads of schools in public secondary school teachers to find out the effective strategies for enhancing the teaching and learning process by applying different strategies for handling barriers or constraints hindering internal school quality assurance in enhancing the teaching and learning process. Furthermore, the research findings would be significant to researchers in strengthening and adding to the existing knowledge on the strategies

employed by internal school quality assurances in enhancing the teaching and learning process.

The findings of this study provide valuable information for policymakers and education stakeholders to address the issue of poor students' academic performance in public secondary schools and improve the quality of education in the region.This study will be valuable to future researchers who will attempt to conduct this kind of study. It will provide an important literature review for their study and also add knowledge towards the phenomena that they are anticipating to study.

1.8 Limitations and Delimitations of the Study

1.8.1 Limitations of the Study

Firstly, the researcher had limited cooperation from the respondents, encountered by building clear rapport during the onset of the meeting day and explaining the purpose of the study and ethical issues to carry out the research process.Secondly, the researcher experienced limited time, for the heads of schools and teachers to provide the required data to the researcher this is because the study was carried out along with other academic activities, jobs and other personal related responsibilities. Hence, to cope with this limitation researcher asked permission from the school authority on the day that respondents were given time to share with the researcher in line with specific objectives.

1.8.2 Delimitation of the Study

The study was delimited on "Internal School Quality Assurance Mechanisms and its Implications on Students' Academic Performance. The study focused on public

secondary schools in Bagamoyo District, Tanzania, and excluded private or international schools. The study focused on specific internal school quality assurance mechanisms, such as teacher training and development programmes, student assessment and feedback, and school policies, and did not include external quality assurance mechanisms, such as government inspections or accreditation programmes.

1.9 Operational Definition of Terms

Academic performance: In this study, it refers to a student's ability to successfully complete academic tasks, assignments, and assessments in an educational setting. Academic performance in this study will be measured by a variety of factors, including grades, test scores, class participation and attendance.

Internal school quality assurance mechanisms: In this study, it refers to the processes and measures implemented within a school to ensure and enhance the students' academic performance. These mechanisms encompass various factors, including teachers' training and development programs, student assessment and feedback, professional development opportunities, school culture, and access to technology.

Internal school quality assurance: In this study**,** it refers to the processes, strategies, and systems implemented within a school to monitor, evaluate, and enhance the quality of education it provides. It involves systematic and ongoing efforts to maintain and improve the overall effectiveness of the school's educational

programs, teaching methodologies, student support services, and organizational practices.

Learning -In this study, it refers to the process of following and implementing curriculum on what teachers are supposed to do to perform better in academic dimension.

Mechanisms: In this study, it is defined as the strategies used to promote quality education.

Quality assurance: in this study, it is defined as the systematic administration of procedures for performance monitoring, ensuring the production of high-quality outputs, and ongoing process towards improvement in students' academic performance.

Teaching –In this study, it refers to the process of guiding students on what to learn and how to learn to perform better in the academic dimension.

Teaching and learning -In this study, it refers to the interaction between teacher and student during the implementation of curriculum in the classroom to promote learner academic performance.

1.10 Organization of the Study

This study has been organized into five chapters, whereby the first chapter consists of an introduction, background and statement of the problem. The chapter also

presents the general and specific objectives of the study, research questions, significances, limitation, delimitation and definition of the concepts. The second chapter consists of mainly four parts, namely; theoretical, empirical and conceptual and research gap sections. Chapter three presents the research methodology in which, study paradigm, approach, design, area of the study, population, sample and sampling technique, sample size, data collection methods, data analysis, reliability and validity as well as ethical consideration. Chapter four presents the findings and discussion. The last chapter five presents the summary, recommendation and conclusion of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides an overview of the theory guiding the study, reviewing the related empirical studies on internal school quality assurance and its implication on students' academic performance in different countries, a literature summary and gaps conceptual framework and points out the research gap.

2.2 Theory Underpinning the Study

A possible theory that could guide the study on "internal school quality assurance mechanisms and its implication on public secondary school students' academic performance in Bagamoyo district, Tanzania" is the systems theory of education. The Systems Theory of Education was first introduced by Walter F. Warren in the 1960s. It is a comprehensive framework for understanding the complex relationships between the various components of the educational system, including internal school quality assurance mechanisms, teacher training and development, student assessment, and other factors.

Systems Theory of Education is a comprehensive framework that views education as a complex system made up of interrelated components that work together to produce educational outcomes. In this theory, internal school quality assurance mechanisms are seen as a key component of the educational system, responsible for ensuring that students receive high-quality education that prepares them for their future lives (Warren, 1969).

According to the Systems Theory of Education, the relationship between internal school quality assurance mechanisms and students' academic performance can be understood as a feedback loop. In this loop, improved internal school quality assurance mechanisms lead to improved students' academic performance, which in turn provides feedback to the school on the effectiveness of its quality assurance mechanisms, allowing for further improvements.

One of the key strengths of the Systems Theory is its holistic approach, which allows for a comprehensive understanding of how different elements within the educational system interact. By emphasizing the relationships between components such as teaching, curriculum, and assessments, the theory helps educators and policymakers see how changes in one part of the system can affect others (Bertalanffy, 1968). This adaptability promotes continuous improvement within the educational system, fostering a culture of responsiveness to student needs.

However, the Systems Theory also has its limitations. One potential weakness is its overemphasis on structure and relationships between system components, which may overlook individual factors such as teacher motivation or student diversity that do not always fit neatly into the system model (Hoy & Miskel, 2005). While the theory offers a comprehensive view, it can be challenging to apply in practice due to the complexity of managing all the interrelated components, especially in resource-limited environments like Bagamoyo's public schools. Despite these limitations, this theory provides a useful framework for understanding the complex relationships between internal school quality assurance mechanisms and students' academic

performance and can help to guide the research in its examination of these relationships. By applying the Systems Theory of Education to the study, the researchers gain a deeper understanding of how internal school quality assurance mechanisms impact students' academic performance, and how these mechanisms can be improved to better support student learning and success.

2.3 Review of Empirical Literature.

This section reviews empirical studies from different countries including Tanzania to identify the research gap and establish a foundation of knowledge on the subject. To avoid repetition and to give credit to other academics, identify areas of earlier scholarship. Detect inconsistencies: gaps in research, disagreements in past studies, and unanswered issues left by previous studies, as demonstrated below.

2.3.1 Existing Internal School Quality Assurance Mechanisms

Mobegi et al. (2010) conducted a study on secondary school heads of schools' quality assurance and the challenges in Malaysia's quality education. The research design used was a descriptive survey method. The study population consisted of 120 public secondary schools. The stratified random sampling technique was used to select five girls, four boys, schools and 37 co-educational schools. Questionnaires, interviews and observations were used to obtain data. Data were analysed in terms of descriptive statistics of frequencies and percentages. Data from interviews were analysed qualitatively in an ongoing process as the themes and sub-themes emerged from the data. The findings of the study showed that the head of schools' curriculum supervisory methods were limited to checking teachers' professional records and

gave less emphasis to departmental supervision, self-appraisal and class visits. The study employed a descriptive survey design while the current study will employ a mixed method approach which expects to investigate the internal quality assurance practices and their implications on students' academic performance in public secondary schools in Bagamoyo district.

The study conducted by Hargreaves et al. (2019), titled "The Impact of Quality Assurance Mechanisms on school performance worldwide," embarked on investigating the effects of quality assurance mechanisms on school performance across various nations, with a particular focus on the United States as a case study. Employing a rigorous methodology comprising a literature review and meta-analysis, the researchers analysed 55 studies from 25 countries to collect insights into the relationship between quality assurance mechanisms and school performance. Through this robust approach, the study unearthed a consistent positive correlation between quality assurance mechanisms including professional development, monitoring, and evaluation, as well as school-based management and leadership and school performance on a global scale.

The findings underscored the significance of these mechanisms in enhancing educational outcomes. Consequently, the study advocates for policymakers to prioritize investments in quality assurance mechanisms to strengthen school performance and advance students' learning achievements, drawing on the evidence collected from the comprehensive sample analysed. Kakoza (2018) studied the effect of a shortage of teachers on curriculum implementation in secondary schools in

Uganda. The study employed a quantitative approach to gather information. The study shows that the Secondary Education Development Plan (SEDP) increased enrolment in schools; however, the students were just attending the school without effective learning and generally, the learning was not there. Additionally, Kakoza (2018) indicated that the schools had very weak plans for the school administration with many teachers holding positions of the headship but they could not manage well the school functions.

Therefore, unlike the previous study which used the quantitative method, the current study will employ a mixed-method approach which expects to investigate the internal quality assurance practices and their implications on students' academic performance in public secondary schools in Bagamoyo district. The study used the mixed approach since it would allow both objective and subjective responses from the respondents. These responses would complement each other giving the research a much-detailed discussion. The existing gap is that the previous study only focused on the effect of the shortage of teachers on curriculum implementation in secondary schools. However, the current study would give much attention effectiveness of internal school quality assurance mechanisms and their implication on student academic performance in public secondary schools.

Ndirangu and Kibet (2019) explored the state of internal quality assurance mechanisms in secondary schools across Africa in their study titled "Internal quality assurance mechanisms in secondary schools in Africa." Utilizing a methodology involving survey questionnaires and interviews, the researchers examined 200

selected secondary schools to fulfil their objective of investigating these mechanisms. The findings unveiled a concerning trend, indicating that internal school quality assurance mechanisms in African secondary schools are notably weak. Key components such as teacher professional development, curriculum design, monitoring, and evaluation were found to be lacking or inadequate. In light of these findings, the study advocates for policymakers to prioritize investments in strengthening internal quality assurance mechanisms to enhance the overall quality of education in secondary schools across Africa, underscoring the urgency for improvement in this critical domain.

On the other hand, Mollel (2015) used community secondary Schools in Arusha District Council to study the quality of educational practices in Tanzania. The study employed both quantitative and qualitative approaches. The data collection involved 83 respondents reached through questionnaires and interviews. In addition, the study indicated that the practices to attain quality education in the district are hindered by the problem of science laboratories and science textbooks. Furthermore, the study recommended the strategies that could improve the quality of education in Arusha to be: improve Teacher's resource centres (TRCs) (as the centres function to improve teaching abilities), improve fundraising, and increase teachers' motivation and parent-school relationships.

Similarly, Mwanyika and Mtahabwa (2018) investigated the examination of internal quality assurance mechanisms within primary schools in Tanzania through their study titled "Internal quality assurance mechanisms in primary schools in Tanzania:

A case study of selected primary schools in Temeke municipality, Dar es Salaam." Employing a methodology comprising survey questionnaires and interviews, the researchers scrutinized 100 primary schools to fulfil their objective. The findings of the study uncovered significant inadequacies in internal quality assurance mechanisms across primary schools in Tanzania, with key areas such as teacher professional development, monitoring, and evaluation, as well as curriculum design, identified as lacking. In response to these findings, the study advocates for policymakers to allocate resources and attention towards bolstering internal quality assurance mechanisms in primary schools, emphasizing the imperative of enhancing the quality of education in Tanzania's primary education sector.

2.3.2 Relationship of Internal School Quality Assurance Mechanisms Used and Student Academic Performance.

Saeed (2018) conducted a study on the impact of quality assurance on academic performance in the United Kingdom (UK). The study employed a qualitative with a case study design and the results are supported by a survey questionnaire and interviews conducted with the teaching staff. The results demonstrated that the application of the quality assurance process has resulted in a fundamental change and improvement in the running process of teaching, learning and researching at the University, escalating its ranking as a result. The study employed a quantitative approach and concentrated much on quality education while the current study will employ a mixed method approach which expects to investigate the internal school quality assurance mechanisms and their implication on student's academic performance in public secondary schools in Bagamoyo district.

Akyeampong and Stephens (2018) conducted a study titled "The Relationship between internal quality assurance mechanisms and student academic performance worldwide, aiming to investigate this relationship with a focus on Brazil as a case study. Through a methodology involving literature review and meta-analysis, the researchers analysed data from 250 respondents. The findings of the study revealed a positive correlation between internal quality assurance mechanisms and student academic performance on a global scale. These mechanisms encompassed various aspects such as teacher professional development, curriculum design, monitoring, and evaluation, as well as school-based management. The study employed a quantitative approach and concentrated much on quality education while the current study will employ a mixed method approach which expects to investigate the internal school quality assurance mechanisms and their implication on student's academic performance in public secondary schools in Bagamoyo district.

However, Rahel (2019) conducted a qualitative study by using a case study design on teachers' perceptions of the role of quality assurance and standards in improving and maintaining the quality of education in Egypt. The study shows that principals' perception that the SQAD (School Quality Assurance Documents) were useful in helping in improving actual teaching and learning. Teachers perceived SQAD to be very helpful in the act of preparation and keeping the teaching records. On assessment and evaluation of students, principals perceived SQAD to be more helpful than the teachers did. Therefore, the education process should be monitored and evaluated before, during and after implementation to make sure standards are maintained. Kilonzo and Masatu (2017) conducted a study titled "The relationship

between internal quality assurance mechanisms and student academic performance in Africa," with a focus on selected secondary schools across the continent. Their objective was to investigate the correlation between internal quality assurance mechanisms and student academic performance in these schools. Employing a methodology comprising survey questionnaires and interviews, the researchers examined 200 secondary schools to fulfill their objective. The findings of the study revealed a positive relationship between internal quality assurance mechanisms and student academic performance in secondary schools across Africa. Key mechanisms such as teacher professional development, curriculum design, monitoring, and evaluation were highlighted as contributing factors.

Also, the study by Kosia and Okendo (2018) investigated the effects of School Quality Assurance Officers' feedback on improving teaching and learning in Arusha City public secondary schools. The convergent parallel mixed method using a concurrent approach and Ex-post Facto design case study design was employed in the study. The study findings show that the overall quality of SQAOs is good in terms of quality, the method used to gather feedback and the degree of acceptability of feedback. Also, there is a positive relationship between SQAOs feedback and improvement in teaching and learning in general and all school categories. The current study, however, would be explicitly focusing on the student academic performance because of the internal school quality assurance mechanisms.

2.3.3 Challenges Facing Internal School Quality Assurances Mechanisms on Teaching and Learning Process

James and David (2017) conducted a study titled "The effectiveness of school self-

evaluation: a critical review of the literature" whereby they conducted a systematic review of existing research on school self-evaluation (SSE) as an internal school quality assurance mechanism. Unlike case studies, their approach involved analysing literature to evaluate the effectiveness of SSE. Using a methodology centred around systematic review techniques, the researchers did not specify a sample size, as their focus was on synthesizing findings from multiple studies in the field. The review highlighted several challenges associated with SSE, including difficulties in defining and measuring quality, a lack of clear links between SSE and school improvement, the potential for bias and superficiality in self-evaluation processes, and the necessity for strong leadership and support to ensure effective SSE implementation. As recommendations, the study proposed the need for more rigorous research to evaluate the impact of SSE, the development of clearer frameworks for quality indicators, and enhanced professional development for teachers and leaders involved in self-evaluation processes. These recommendations aimed to address the identified challenges and improve the effectiveness of SSE in enhancing school quality and student academic performance.

Lupino (2014) conducted a study on school inspection in improving academic performance in community secondary schools in Kenya using sampled public schools in Kisumu County as a case study. The study adopted a descriptive case study design. It involved a population of 107 respondents sampled through purposive and simple random techniques. Both primary and secondary data were collected. The findings revealed that school inspection is not effective in enhancing academic performance since it was not done as expected; only one school among four schools

was inspected once between 2008 and 2014. The current study will fill the gap by employing a mixed method approach which expects to investigate the internal quality assurance practices and their implications on students' academic performance in public secondary schools in Bagamoyo district.

A study conducted by Mobegi, et al. (2020) on secondary school heads of schools' quality assurance and the challenges in Kenya's quality education. The research design used was a descriptive survey method. The study population consisted of 120 public secondary schools. The stratified random sampling technique was used to select five girls, four boys, schools and 37 co-educational schools. Questionnaires, interviews and observations were used to obtain data. Data were analysed by the use of descriptive statistics of frequencies and percentages. Data from interviews were analysed qualitatively in an ongoing process as the themes and sub-themes emerged from the data. The findings of the study showed that the head of schools' curriculum supervisory methods were limited to checking teachers' professional records and gave less emphasis to departmental supervision, self-appraisal and class visits. The study employed a descriptive survey design while the current study will employ a mixed method approach which expects to investigate the internal school quality assurance mechanisms and their implication on students' academic performance in public secondary schools in Bagamoyo district.

Additionally, the study by Tshabanga and Msafiri (2017) explored notions of quality in education and the challenges facing Tanzania. The study used mixed methods and non-probability sampling which selected 20 schools involving 200 participants. Data

was collected using written accounts, qualitative questionnaires, and a preliminary quantitative questionnaire, which was used before further exploration of the phenomena. The participants involved students, teachers, head teachers and education officers from both urban and rural schools in Northern Tanzania. Unlike the previous, study which incorporated the role of the education officers. The current study would solely rely on the internal school quality assurance officers. This is because the involvement of external quality assurance officers is likely to affect the responses. Furthermore, the study was not explicitly clear on the research design that was adopted during the study. Instead, the current study clearly showed the design to be adopted.

2.4 Literature Summary and Gaps

From the reviewed literature, most of the scholars conducted a study on the role played by SQAD to improve students' academic performance. Notably, studies such as those by Mobegi et al. (2010), Ndirangu and Kibet (2019), and Mwanyika and Mtahabwa (2018). However, school quality assurance is done differently across countries and national states at different levels of education, for example, the effectiveness of supervisors in Tanzania. In all the studies there were no specific studies that explored internal quality assurance practices.

On the side of the relationship between internal school quality assurance, studies show that there was a positive relationship between quality assurance and the overall performance of the school, such studies include Saeed (2018), Akyeampong and Stephens (2018), Rahel (2019), Kilonzo and Masatu (2017) and Kosia and Okendo

(2018). However, no study revealed the contribution or relationship that exists between internal school quality assurances on students' academic performance. Hence this is the gap the study is about to fill.

On the side of the challenges of the internal school quality assurance, studies in empirical parts show that the external inspectors were considered as bosses and hence negatively affected the result obtained during the inspection, studies such as those by James and David (2017), Lupino (2014), Mobegi et al. (2020) and Tshabanga and Msafiri (2017). However, their study did not explicitly address internal school quality assurance mechanisms and their implications on students' academic performance in Bagamoyo district. The other challenge identified was that school quality assurance was conducted by quality assurance officers from outside the school. The current study will focus on the school quality assurance practised by internal school quality assurance officers.

2.5 Conceptual Framework

Internal School Quality Assurance Mechanisms refer to the policies and practices adopted by schools to ensure that they meet the required standards of education. The study intended to examine the implications of internal school quality assurance mechanisms on public secondary school students' academic performance. Public Secondary School Students Academic Performance is the dependent variable in this study. It refers to the scores, grades, and overall academic achievement of the students in public secondary schools in Bagamoyo District, Tanzania. Teacher Quality, Curriculum Implementation, and Learning Environment are intervening

variables. These variables are expected to have an impact on the relationship between internal school quality assurance mechanisms and students' academic performance. For instance, the quality of teachers, the implementation of the curriculum, and the learning environment in schools may affect the effectiveness of the internal school quality assurance mechanisms in place.

Independent Variable　　　**Intervening Variable**　　　**Dependent Variable**
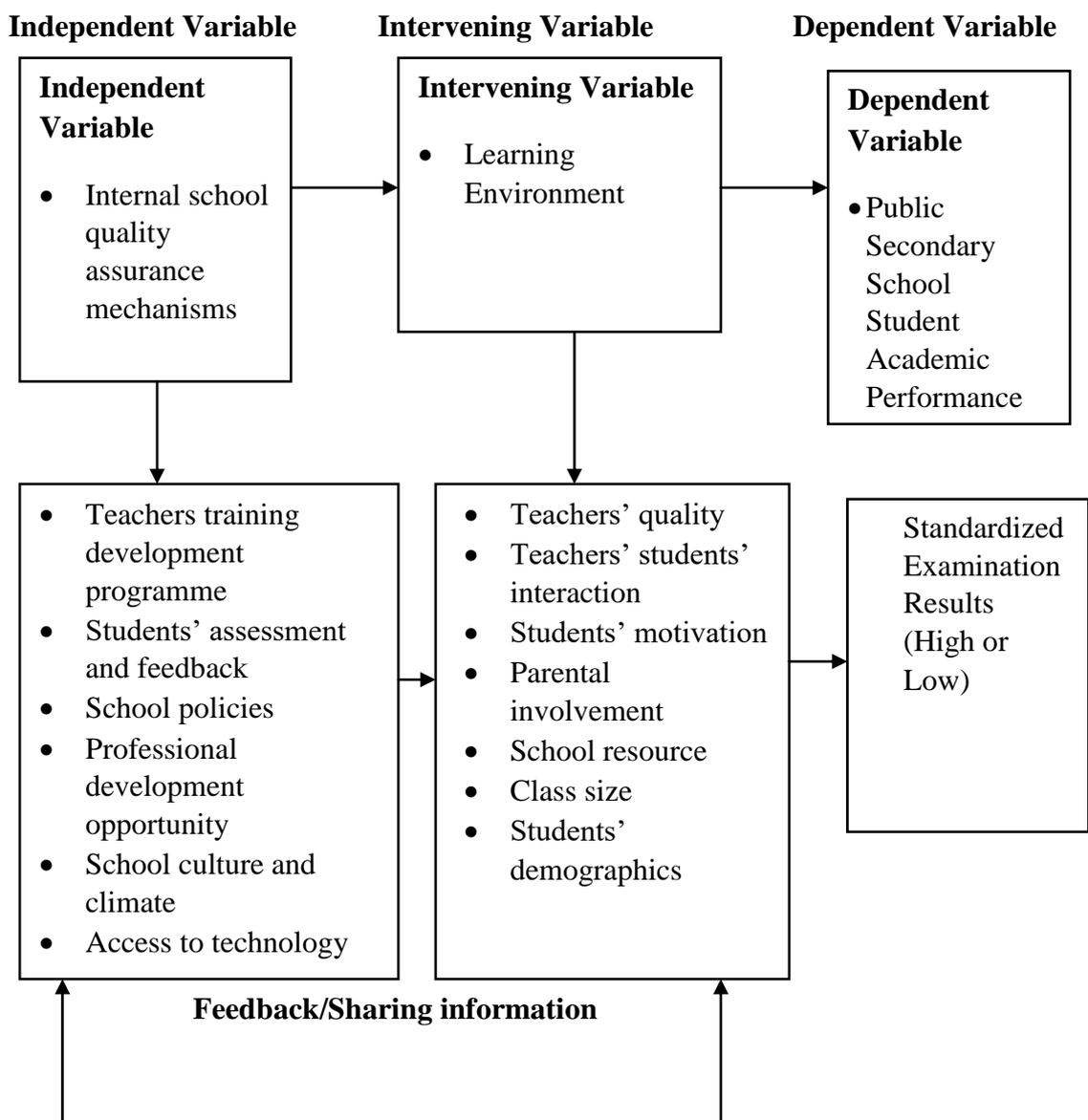
Figure 2.1: Conceptual Framework

Source: Researcher's Own Model (2023).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this chapter is to demonstrate how the study was carried out. It comprises of research paradigm, research design, research approach, area of study, study population, sample size and sampling procedure, data collection method, data processing and analysis, logistical issues and ethical considerations.

3.2 Research Paradigm

The pragmatism paradigm was used throughout the study. The paradigm was chosen for the study because of its ontological implications, which focus on an individual decision-maker in a real-world context. The paradigm favours the use of mixed methodologies, such as social surveys, official statistics, interviews, and questionnaires, particularly structured questionnaires. Furthermore, the paradigm has been adopted because it allows the researcher to identify a problem and view it in its broadest perspective, resulting in research inquiry that strives to better understand and eventually address the problem. The combination of methodologies promotes researcher participation, allows for flexible manipulation, and advances research to the greatest extent possible. Furthermore, it fosters robust trustworthiness, characterized by strong representativeness and credibility (Creswell & Plano Clark, 2018).

3.3 Research approach

This study adopted a mixed-methods research approach because the data which was

collected was in the form of numerical and non-numerical. It has been adopted since it enables the researcher conceptually and analytically to integrate qualitative research and qualitative data with traditional epidemiological and quantitative methods of research to facilitate translation. The researcher gathers and integrates both quantitative and qualitative data to investigate internal school quality assurance mechanisms and their implications on students' academic performance in public secondary schools in Bagamoyo district, Tanzania. This method is suitable because the researcher collects information from two different approaches. Also, the use of mixed methods gave the researcher an opportunity to triangulate information.

3.4 Research Design

To address research question and draw a conclusions, the study employed an explanatory sequential design This design is particularly appropriate given the need to gather statistical information on academic performance (quantitative) while also exploring the perceptions and experiences of educators, administrators, and students (qualitative) regarding ISQA in Bagamoyo. The research design also allows for the exploration of the current state of ISQA in Bagamoyo and its effectiveness in addressing the district's academic challenges. By utilizing questionnaires as the primary tool for collecting quantitative data, the study captured measurable aspects of student performance and ISQA implementation.

The qualitative data, collected through interviews, then supplements this by providing detailed descriptions and insights into how ISQA mechanisms are perceived and experienced by those directly involved in education. This combination

enables the researcher to fill gaps in understanding and build a fuller picture of the strengths and weaknesses of ISQA in the district.

Furthermore, this design supports the triangulation of data, ensuring that the conclusions drawn from the study are robust and well-supported by multiple data sources. By comparing Bagamoyo to other districts and considering multiple factors influencing academic performance, the study aims to draw valid, reliable conclusions that can inform educational policy and practice, both within Bagamoyo and potentially in other similar contexts.

3.5 Area of the study

The study was carried out in the Bagamoyo District. Bagamoyo is one of the six districts of the Coastal Region of Tanzania. It is bordered to the north by the Tanga Region, to the west by the Morogoro Region, to the east by the Indian Ocean and to the south by the Kibaha District. The district capital is at Bagamoyo town. Bagamoyo lies 75 kilometres (47 miles) north of Dar-es-Salaam on the coast of the Indian Ocean, across from the island of Zanzibar.

The reason for the choice of Bagamoyo was due to poor performance. Over the last seven years, Bagamoyo district was among the best-performing districts for academic performance in CSEE in the previous years. Nonetheless, none of the public secondary schools are among the top performers. Students' academic performance is generally poor in these public secondary schools. In the last three years, for example, the percentage of students who received divisions four and zero

was higher than the percentage of students who scored divisions one to three. This is supported by the following data, which shows that in 2019, only 17% of 911 candidates scored between divisions one and three, while 83% scored between divisions four and zero. In 2020, 26% of 1079 candidates scored in divisions one through three, while 74 scored in divisions four and zero.

In 2021, 24% of 1372 candidates scored in divisions one through three, while 76% scored in divisions four and zero (NECTA, 2019-2021). As a result, the study focused on internal school quality assurance mechanisms and their implication on students' academic performance in a public secondary school, particularly Bagamoyo district.

3.6 The Study Population

In this study, the target population comprised 506 individuals, including One (01) District Secondary Education Officer, eleven (11) Ward Education Officers, eleven (11) Heads of Schools, twenty-eight (28) Internal School Quality Assurance officers, eleven (11) Academic Heads of Departments, and four hundred and forty-seven (447) teachers (Bagamoyo District Council, 2023).

However, not all secondary schools were included due to some being new and lacking CSEE results in their records. Therefore, out of the 11 public secondary schools in Bagamoyo district, only 07 schools were considered for the current study. The exclusion criteria were based on CSEE experience in the last three years (2019 - 2021). This selection was made to ensure consistency and reliability in the data collected.

3.7 Sampling Procedure and Sample Size

3.7.1 Sampling Techniques

3.7.1.1 Simple Random Sampling

Teachers were chosen using a simple random selection from various departments and units. A list of teachers from each department was selected using sequence numbers from a random number table. The reason for the choice is the diverse nature of the schools, despite the fact that the schools are within the same region, they are diverse hence it matters a lot when a true representative sample is employed.

3.7.1.2 Purposive Sampling

The District Secondary Education Officer (DSEO), Ward Education Officer (WEO), Head of School (HoS), and Academic Heads of Department (Internal School Quality Assurance officers (ISQAT) were chosen through purposive sampling. This was done to assist the researcher in choosing respondents, based on purpose, expertise and technical know-how. As a result, the researcher was given a list of all departments and he chose the ones that were most convenient for the study.

The choice of purposive sampling was for precision and accuracy since the researcher employed a mixed research approach, hence both quantitative and qualitative approaches were employed. The technique was adopted since it helps the researcher to collect qualitative responses, resulting in more precise study results and better insights. The other reason is that the researcher intends to collect specific details from the best-fit individuals.

3.7.2 Sample Size

The sample size of this study was 83 participants. It included one (01) DSEO, seven (07) WEO, seven (07) Heads of Schools (HoS), and seven (07) Academic Heads of Department (AHD). 15 Internal School Quality Assurance Officers (ISQA) and 46 teachers. The sample composition and its structure are indicated in Table 3.1. The total population size as far as the study is concerned was 506 (100%) from which the expected sample size of 83 (16.0 %) respondents were chosen. The sample is a true representative of the entire population. The sample size of 83 respondents was obtained from the formula described below. The study adopted the formula by Yamane (1967)

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

Whereby;

Formular, $n = N/(1+N(e)^2)$

Where; n = sample size estimate

N = Population size or Sampling frame

e = Error of reduction is 0.1

So that;

N = 498

e = Confidence Interval 90% which is 10%=0.1standard error

n = sample size

n = $506/1+506\ (0.1)^2$.

n = $506/1+506\ (0.01)$.

n = 506 ⁄ 1+5.06

n = 506 ⁄ 5.06

n = 83.

Table 3.1: Summary of the Sample Composition for the Study Respondents

Respondents	Population	Sampling technique	Sample	%
District Secondary Education Officers	01	Purposive	01	100.0
Ward Education Officers	11	Purposive	07	63.6
Head of Secondary Schools	11	Purposive	07	63.6
Internal School Quality Assurance officers	28	Random	15	53.5
Academic head of Department	11	Purposive	7	63.6
Teachers	444	Random	46	10.3
Total	**506**		**83**	**16.6**

Source: Field Data (2023)

3.8 Data Collection Methods

The researcher applied both primary and secondary data collection instruments for this study. Primary data was collected through interviews and questionnaires and secondary data was collected through a documentary review.

3.8.1 Questionnaires

The questionnaire was chosen as one of the tools to be used in this study which was answered by teachers and internal school quality assurance officers. It was chosen because of the nature of this study to get the opinions and views of the respondents. 59 questionnaires were given to teachers and internal school quality assurance officers, they replied of their own free will without any influence from another person. Questionnaires were selected because they are easy to administer within a

short time and from the relatively larger groups of people who are scattered geographically (Pons, 2015).

3.8.2 Semi - Structured Interview

The researcher used semi-structured interviews to explore other important information in line with research objectives. An interview guide was prepared that directed the researcher in questioning the chosen participants who are heads of school, district educational officer, ward educational officer as well as academic head of department. The questions asked in the interview were in line with to research objectives where the interviews were held in a conducive environment and conducted in 45-60 minutes. This research tool was used to the purposively selected respondents which include, District Secondary Education Officers, Ward Education Officers, Head of Secondary Schools and Academic heads of Department.

3.8.3. Documentary Review

A documentary review was also used as a secondary data collection method for this study. Whereby CSEE examination results for the consecutive three years 2019–2021 were collected from the district secondary education office. Moreover, other documents from the internal school quality assurance teams within selected public secondary schools indicate their mechanisms. Also, the School Quality Assurance Framework (2017) was useful in tracing the context of internal school quality assurance. Yet, the secondary data in this study provided information useful for this research, and the researcher critically examined the literature and extracted what seemed relevant to the study.

3.9 Data Processing and Analysis

The data obtained through semi-structured interviews was analysed through three important stages, assembling, coding and assigning. In the first stage, all data obtained from each research method was collected together. In the coding stage, the researcher grouped the data obtained from each research method into different categories based on their themes (thematic analysis). Thematic analysis was applied for the first and third objectives.

The second objective was analysed using a regression analysis. The Pearson Product Moment was used to analyse the data in which the correlation coefficient (Ce) and the coefficient of determination (R) of the data set (for each determinant of internal school quality assurance mechanisms) were established. The results are presented using summarized and presentable tables. The choice of the regression analysis techniques was based on the fact that the study aims at finding or identifying which specific variable has an impact on the improvement of student academic performance. (i.e., which variables have stronger effects and which are to be ignored?).

3.10 Validity and Reliability of the Instruments

3.10.1 Validity of the Instruments

To ensure the validity of the study, the researcher employed various methods to validate the instruments used for data collection. These methods included both qualitative and quantitative approaches, allowing the researcher to assess whether the

instruments yielded the expected data or information. This comprehensive validation process aimed to enhance the reliability and credibility of the study's findings.

3.10.2 Reliability of the Instruments

The researcher in this study ensured the authenticity of data through environmental triangulation and methodological triangulation whereby the researcher got information from different areas and used different data collection methods. The tools have to be cross-examined and checked by the supervisors. Their opinions are to be used to improve the quality of the research tools, by deleting or adding according to the changes suggested by the supervisors.

3.10.3 Logistical Issues and Ethical Consideration

Research ethics involves obtaining the necessary clearance and permits from the Open University of Tanzania (OUT) and the District Executive Director (DED). The permit ensured the confidentiality of the respondents is well stated. This study ensured that all participants' responses and personal information were kept confidential and private, and were used for research purposes. Participants were informed about the measures taken to protect their privacy and confidentiality, and their consent was obtained before they were included in the study. All personal information was stored securely and only authorized personnel had access to them.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents findings and a discussion of the data collected, the chapter is divided into several topics, including an introduction, and the demographic characteristics. Other sections present findings based on the study objectives which were:

1. Identify existing internal school quality assurance mechanisms used in Bagamoyo district public secondary schools in Bagamoyo district.

2. Determine the relationship between internal school quality assurance mechanisms used and student academic performance in public secondary schools in Bagamoyo district.

3. Establish the challenges facing internal school quality assurance mechanisms in teaching and learning process in public secondary schools in Bagamoyo district

4.2 General and Demographics Information

This section presents the general information and demographic characteristics of the respondents.

4.2.1 General Information

General information includes the return rate of the questionnaire from the respondents; there were a total of 83 returns, constituting 100% of the returns. No items were categorized as "Not Returned." Hence, the total count of returns aligns

with the total percentage, making it a complete set. The statistics of the respondents were enough to reveal the results of three research objectives.

4.2.2 Demographic Information

The respondents' age, working experience and level of education were among the demographic information collected in this study. The information is presented in Table 4.2.

Table 4.1 Demographic Information

Demographic Data	Frequency	Percentage
Age		
Below 30	2	2.4
31-35	40	48.2
36-40	19	22.9
41-45	19	22.9
Above 45	3	3.6
Total	**83**	**100.0**
Working Experience		
2-5 years	20	24.1
6-10 years	20	24.1
Above 10	43	51.8
Total	**83**	**100.0**
Professional Qualification		
Diploma	10	9.2
Degree	65	78.7
Post Graduate Diploma	6	8.0
Masters	2	4.0
Total	**83**	**100.0**

Source: Field Data, (2023)

The respondents were mainly experienced secondary school teachers (over 10 years for 76.5%). The majority (76.5%) held bachelor's degrees. This implies that, this

experienced group provides valuable insights into current internal school quality assurance mechanisms.

4.3 Presentation of Findings and Discussion

This subsection presents and discusses findings based on the research objectives.

4.3.1 Existing Internal School Quality Assurance Mechanisms

The first objective of the study was to identify existing internal school quality assurance mechanisms used in Bagamoyo district public secondary schools. To obtain the result on six (6) items were put under scrutiny, as described in Table 4.2.

Table 4.2 Strategies for improvement of Students' Academic Performance

	Frequency									
	SA		A		UD		DA		SDA	
	n	%	n	%	n	%	n	%	n	%
Availability of Specific Training or Professional Development Opportunities	19	22.94	38	45.8	12	14.5	7	8.48	7	8.4
Internal School Quality Assurance Ensures there is Students' Assessment and Feedback	38	45.8	34	41.5	4	4.8	7	8.4	0	0
Internal School Quality Assurance ensures that, School Policies are well observed	11	13.3	42	50.6	7	8.4	10	12	13	16
Professional Development Opportunity is among the areas checked by internal school quality assurance	11	13.3	42	50.6	7	8.4	10	12	13	16
School Culture and Climate are among the Common area during internal school quality assurance practices	11	13.3	42	50.6	7	8.4	10	12	13	16
Internal School Quality Assurance Mechanism has Access to Technology	11	13.3	42	50.6	7	8.4	10	12	13	16

Source: Field Data, 2023

4.3.1.1 Availability of Specific Training or Professional Development Opportunities

Findings in the Table 4.2 above identify existing internal school quality assurance mechanisms practiced to enhance students' academic performance. The availability of specific training or professional development opportunities is perceived differently by respondents. A significant portion of respondents 68.7%, n=55 indicated a positive reaction towards enhancing teachers understanding and implementation of internal school quality assurance mechanisms. This implies that availability of the specific training or professional development opportunities provided to teachers to enhance their understanding and implementation of internal school quality assurance mechanisms have an impact towards student academic performance. This is in line with Arifin (2018) who perceives that, arguably, the availability of specific training under SQA involves systematic monitoring and review of education programs to maintain and improve the quality, equity and efficiency. For teachers, SQA is believed to improve their work performance and professional growth and therefore positively influence the teaching and learning processes.

4.3.1.2 Internal School Quality Assurance ensures there is Students' Assessment and Feedback

On the other hand, the results in Table 4.3 show that internal school quality assurance mechanisms play a crucial role in ensuring students' assessment and feedback, 86.8%, n= 72 of respondents affirm that school policies are well observed as ensured by internal school quality assurance mechanism. This implies that students' assessment and feedback affect the students' academic performance. The

provision of feedback to learners would not only help the student's academic performance, it also improves the education quality of the society. The statement above is supported by Ampofo (2019) who argued that the ISQA system in schools has contributed towards Teachers training development of teaching and learning in secondary schools. It was also found that ISQA has enhanced teachers' accountability for their teaching including the improved quality of education provision through provision of the feedback on whatever they do. In line with the above result, Ayeni (2020) argued that deliberate, systematic quality assurance ensures that assessment processes, standards and any other criteria are applied consistently and equitably, with reliability, validity and fairness.

In addition to that, the researcher interviewed an Academic head of department (AHD) to describe the internal school quality assurance mechanisms currently in place within the academic department of a public secondary school.

The academic head of the department of school A (pseudo-named) had this to say

> *".... The mechanism employed by the internal heads of departments, includes, learners' assessment and teachers' assessment, in some rare cases, there are also checking of the professional documents..." (AHD, 11.12.2023)*

Moreover, the researcher asked one of the DSEO involved in the study, almost a similar question, "How would you describe the current school quality assurance mechanism implemented in public secondary schools?" The district education officer had this to say,

"… There is constant document analysis, training, monitoring and evaluation aiming at teaching processes, wait I almost forgot one, there is also review of teaching methodology…."
(DEO, 11.12.2023)

4.3.1.3 Professional Development Opportunity is among the areas checked by Internal School Quality Assurance

Furthermore, the results in Table 4.2 show that professional development opportunities are integrated into internal school quality assurance mechanisms. A majority of respondents 63.9%), n= 53 acknowledge their presence or effectiveness in these processes. This implies that schools that tend to have good students' academic performance are more likely to be the ones fostering teachers' professionalism. The findings of the study are supported by the study of Campbell (2019) who argued that professional development expands your knowledge base.

Professional development and continuing education opportunities can expose both young and experienced professionals to new ideas, solidify their knowledge, and increase their expertise in their field. The results also show the importance of taking professional development courses, this is supported by Ayeni (2020) who argued that, by taking training courses and developing your skills you are more likely to get a job that you love. Continual learning also ensures that your career has variety. Furthermore, by learning about yourself and dedicating yourself to personal development you will be able to determine the kind of work that will make you happiest.

4.3.1.4 School Culture and Climate are among the common area during Internal School Quality Assurance Practices

Additionally, the results in Table 4.3 show that, school culture and climate are considered common areas of focus during internal school quality assurance mechanisms, with a substantial percentage 63.9%), n= 53. These results signify that school culture and the climate are important aspects determining student academic performance. Thus, when the emphasis is put on this, the students' academic performance is positively affected. It can also be argued that school culture has effects on the achievement of students in terms of motivation (will to study), sense of competition and their development in all respects. These results are supported by the study of Arifin (2018) as indicated in the literature review thus; a positive school culture provides a healthy learning environment for children to have fun while fully utilizing their potential. A positive school culture encourages student engagement and motivation, leading them to take initiative.

4.3.1.5 Internal School Quality Assurance Mechanism has Access to Technology

In addition to internal school quality assurance mechanism access to technology; a significant portion of respondents (63.9%), n = 53 affirm its availability. This suggests a recognition of the role of technology in enhancing the efficiency and effectiveness of quality assurance processes within educational institutions. This implies that the district has considered the use of technology to foster improvement in quality assurance services towards students' academic performance. It also implies that the school with technology supporting the internal school quality assurance mechanisms are likely to have good students' academic performance. Ayeni (2020)

is in favour of the finding thus, technology saves time and improves effectiveness in assurance practice. The use of technology would not only save time but also give out the best yield to support the academic performance of the students.

4.3.2 The Relationship of Internal School Quality Assurance and Students' Academic Performance

The second objective of the study aimed to determine the relationship existing between internal school quality assurance mechanisms used and student academic performance in public secondary schools in Bagamoyo district. To obtain the result correlation matrix was used in the multiple linear regression model to investigate the multicollinearity among the independent variables and presented in Table 4.4

Table 4.3 Correlation Matrix

Correlations

		TTD	SAFB	PDO	SCC	IAP
TTD	Pearson Correlation	1	.700**	.928**	.762**	.863**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	83	83	83	83	83
SAFB	Pearson Correlation	.700**	1	.715**	.731**	.729**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	83	83	83	83	83
PDO	Pearson Correlation	.928**	.715**	1	.793**	.800**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	83	83	83	83	83
SCC	Pearson Correlation	.762**	.731**	.793**	1	.630**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	83	83	83	83	83
IAP	Pearson Correlation	.863**	.729**	.800**	.630**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	83	83	83	83	83

**. Correlation is significant at the 0.01 level (2-tailed).

Source: Field Data (2023).

The correlation analysis in Table 4.4 reveals compelling relationships between various factors crucial to educational effectiveness. Teacher Training Development (TTD) emerges as a cornerstone, exhibiting strong positive correlations with all other variables assessed assessment and feedback to students (r = 0.700, p < 0.01), contributing to a positive school culture and climate (r = 0.762, p < 0.01), improved students' academic performance (r = 0.863, p < 0.01). This finding highlights the importance of investing in teacher training and development initiatives, suggesting that improvements in this area can have widespread positive impacts on other aspects of the educational environment. It implies that well-trained teachers are better equipped to provide effective assessment and feedback to students and ultimately, facilitate improved students' academic performance.

Students' assessment and feedback (SAFB) also demonstrate significant positive correlations with several key factors. The strong associations between SAFB and variables such as professional development opportunities (PDO) (r = 0.715, p < 0.01), school culture and climate (SCC) (r = 0.731, p < 0.01), and improved academic performance (IAP) (r = 0.729, p < 0.01) highlight the interconnectedness of these components within the educational system. These findings imply that fostering a culture of constructive assessment and feedback can contribute not only to student learning outcomes but also to the broader professional development and organizational climate within educational institutions.

Professional development opportunities (PDO) emerge as another critical factor positively linked with various aspects of educational effectiveness. The strong

correlations between PDO and SCC (r = 0.793, p < 0.01), as well as PDO and IAP (r = 0.800, p < 0.01), underscore the role of ongoing learning and skill development among educators in enhancing school culture, climate, and ultimately students' academic performance. This suggests that investing in professional development initiatives for teachers can yield multiple benefits, ranging from fostering a supportive and collaborative school environment to directly impacting students' academic achievement.

Lastly, the correlation between school culture and climate (SCC) and improved academic performance (IAP) provides further insights into the multifaceted nature of educational success. The positive association between these variables (r = 0.630, p < 0.01) suggests that a positive and inclusive school culture, characterized by supportive relationships among staff and students, can contribute to students' academic excellence. This highlights the importance of nurturing a conducive learning environment that prioritizes factors such as mutual respect, collaboration, and a sense of belonging, all of which are integral to students' academic performance. Overall, the correlation analysis offers valuable insights for educational policymakers and practitioners, emphasizing the interconnectedness of various factors and the importance of addressing them holistically to promote students' academic performance.

These findings are in line with the study by Rahel (2019) that suggests that a well-trained teacher will deliver the subject content professionally and effectively. This should be a reality by all manners of fairness though studies show that apart from the

acquired skills by these teachers, factors such as environmental, economic and socio-cultural, among others, also play a major part in determining the students' performance in examinations. It is also supported by the study of Rahmania (2018) that, performance in schools is attributed to various aspects of training. These may be in terms of content delivery, time management and use of resources among many others. Teachers who are well prepared and trained are more effective in the content delivery in the classroom and therefore have the greatest influence on student learning.

Also, the researcher used the correlation coefficient to display the predictors' variables and to perform a multicollinearity test to evaluate if there was multicollinearity among the predictors' variables. This is due to multicollinearity, which occurs when the predictors of the model are linked to one another. Results are presented in Table 4.5.

Table 4.4 Collinearity Statistics

Coefficients			
Model		Collinearity Statistics	
		Tolerance	VIF
1	TTD	.120	8.330
	SAFB	.390	2.564
	PDO	.104	9.595
	SCC	.263	3.798
a. Dependent Variable: IAP			

Source: Field Data (2023).

Table 4.5 shows that, teachers training development had a VIF value of 2.226 and a tolerance value of 0.449. Additionally, a VIF of 2.291at a tolerance level of 0.436

was developed for students' assessment and feedback. Moreover, VIF for professional development opportunity was 1.387 and its tolerance level 0.721. Finally, VIF and school culture, climate, and access to technology were 1.438 and 0.696 respectively. These results show that none of these independent variables were multicollinear. VIF were clearly within the permissible range (neither less than 0.2 nor larger than 5). To demonstrate the relationship between the research variables, it is asserted that these variables have no effect on one another. This explains why a multiple regression analysis was used.

In the study, the variance inflation components were employed to investigate multicollinearity. The VIF (Variance Inflation Factor) indicates multicollinearity. Low levels of VIF are desirable because higher levels are thought to have a negative impact on the outcomes of the regression analysis (Ayeko & Wamalwa, 2015). Similarly, the extent of multicollinearity-related inflation in beta weight-related standard errors is shown by VIF. When the VIF exceeds 10, it implies that there is a multicollinearity problem. Montgomery (2001) claims that values less than 0.2 indicate a likely problem, whilst values greater than 10 imply the presence of multicollinearity.

Addition to that, a researcher presents the results from regression analysis, which consists of model summary, ANOVA table, and coefficients table. Result was shown in Table 4.6, Table 4.7 and Table 4.8.

Table 4.5 Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	$.907^a$	.822	.809	.4380250
a. Predictors: (Constant), SBF, PDO, SCC, TTD				

Source: Field Data, (2023)

The goal of the study's model summary is to demonstrate the regression model's goodness of fit. The result shows that the regression model's standard error is 43.8 per cent, which indicates that the average distance between the data points and the fitted line is roughly 44 per cent. This demonstrates that the regression model accurately predicts 54% of the variation in performance, with the remaining 44% being explained by variables that are currently excluded from the regression model.

After accounting for errors (adjusted R square), the model accounts for 80.9% of improved student academic performance. Furthermore, the researcher used Analysis of variance (ANOVA) to examine variations between variables, with the goal of the study.

Table 4.6: Analysis of Variance (ANOVA)

$ANOVA^b$						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	47.876	4	11.969	62.382	$.000^a$
	Residual	10.361	54	.192		
	Total	58.237	58			
a. Predictors: (Constant), SBF, PDO, SCC, TTD						
b. Dependent Variable: IAP						

Source: Field Data (2023).

The ANOVA Table 4.7 demonstrates that the significance of the variables is .000, and the findings show that the model is the best match for the variable analysis. In essence, the researcher displays the analysis's coefficient results. The coefficients are meant to show whether the results are positive or unfavourable. Furthermore, the coefficients show how much a change in one of the independent variables affects the dependent variable; the result is presented in Table 4.8.

Table 4.7 Coefficient Analysis Results

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	T	Sig.
1	(Constant)	.097	.157		.618	.539
	TTD	.786	.145	.792	5.428	.000
	SAFB	.298	.072	.337	4.168	.000
	PDO	-.016	.156	-.016	-.100	.921
	SCC	-.164	.085	-.190	-1.929	.057
a. Dependent Variable: IAP						

Source: Field Data (2023)

The regression result clearly shows that there is a positive and significant relationship between Teachers training development and students' academic performance. The coefficient of Teachers training development is 0.786. Its P-value test is .000. This means that teachers training development has a significant effect on the improvement of students' academic performance.

Furthermore, the results show that students' assessment and feedback had a positive and strong significant effect in improving the academic performance of students at

public secondary schools in Bagamoyo district. This was shown by the P value and Coefficient values which are 0.003 and 0.241 respectively. This suggests that students' assessment and feedback have a significant influence on students' academic performance in public secondary schools in Bagamoyo district in Tanzania. As for the professional development opportunity, the results show that Professional development opportunity had a negative and insignificant effect on improving the academic performance of students in public secondary schools in Bagamoyo district. Its P-value test stood at -0.407while its coefficient value stood at -.054. This implies that Professional development opportunities have an insignificant influence on students' academic performance in public secondary schools in Bagamoyo district in Tanzania.

Furthermore, the results show that school culture, climate, and access to technology had a positive and significant effect in improving the academic performance of students in public secondary schools in Bagamoyo district. Its P-value test stood at 0.000 while its coefficient value stood at 0.627. This implies that school culture, climate, and access to technology have a significant influence on students' academic performance in public secondary schools in Bagamoyo district.

Furthermore, several interview sessions were conducted to determine the relationship and impact of the internal school quality assurance mechanisms on students' academic performance.

An interview with one of the head of school (H1) B (Pseudo named), who was asked

> *"...how do these internal school quality assurance mechanisms impact the overall academic performance of students in your school?"*

The head of school had this to say…

> *"...They are useful since they help provide more time of interaction between teachers and students, furthermore teachers spend more time with students helping them on areas with some difficulties. The camping and commitment of teachers lowers the rate of truancy, which all together improves the performance of the students"* (H1, 22. 11. 2023)

As if that was not enough, the researcher asked another head of school B (pseudo named) similar questions. The head of the school B had this to say…

> *"…. Yes, has high impact can be observed in 2021 -2022 national assessment."* (H2, 23. 11. 2023)

District Secondary Education Officer (DSEO) was asked to respond to similar research question, and the DSEO had this to say

> *"...the performance of the students would improve, through the review of teaching and learning environment, and continuous improvement in academic performance...."* (DSEO, 28. 11. 2023).

The researcher was not satisfied with the how response, therefore, he inquired the Academic head of department of school C (pseudo named) to give out his view with regards to the above question. The academic head of department (AHD) had this to say….

> *"...Yes, the internal school quality assurance has impact due to improvement in students' academic performance in form IV national assessment, some student continued to high school some to technical colleges"* (AHD2;27/12/2023)

The outcome on whether school culture, climate, and access to technology improve students' academic performance had the P-value test stood at 0.05 while its coefficient value stood at .164. This implies that School culture, climate, and access to technology have a significant influence on students' academic performance in public secondary schools in Bagamoyo district. This implies that a unit change in school culture, climate, and access to technology would have a significant impact on the improvement of student's academic performance. These findings align with a study by Denzin (2018) which indicated that perceived classroom climate was positively associated with student engagement and academic performance among English-major teacher education students; their student engagement was positively associated with their academic performance, and student engagement partially mediated the relationship.

The results are further supported by Braaksma and Heinink (2021) who stated that people working together at school unite on the matters of what should be considered important at school and what things are expected to be performed at school, and school culture plays a significant role in the emergence of what is expected from teachers and students

4.3.3 Challenges Facing Internal School Quality Assurances Mechanisms on Teaching and Learning Process

The third objective of the study aimed to establish the challenges facing internal

school quality assurance mechanisms in teaching and learning process in government secondary schools in Bagamoyo district. To obtain the result six (6) items were put under scrutiny, and the responses are presented in Table 4.9.

Table 4.8: Challenges Facing Internal School Quality Assurances Mechanisms on Teaching and Learning Process

	Frequency									
	SA		A		UD		DA		SDA	
	n	%	n	%	n	%	n	%	N	%
Limited head of schools' supervisory methods	8	10.3	30	36.1	18	21.6	23	27.7	4	4.3
Shortage of teaching and learning resources	27	32.5	39	46.9	6	7.2	6	7.2	5	6.2
Failure of implementation of the recommendations	34	40.9	34	40.9	5	6	5	6	5	6
Teacher's negative attitudes	27	32.5	35	42.1	6	7.2	6	7.2	9	11
Cost and human capacity	25	30.1	33	39.7	10	12	14	16.8	1	1.2
Less emphasis	19	22.8	31	37.3	14	16.8	9	10.4	10	12.7

Source: Field Data (2023)

Findings in Table 4.9 illustrate challenges facing internal school quality assurance mechanisms in teaching and learning process. Limited heads of schools' supervisory methods are acknowledged, with a prominent portion of 46.4%, n= 38 expressing agreement or strong agreement with this assertion. The majority of the respondents do not concede that limited head of school supervisory methods would affect the quality assurance in school. These findings are supported by the study of Kakooza (2018) who argued that limited head-of-school supervisory methods would have

minimal to no effect on quality assurance practices. This is at all quality assurance levels, such as internal and external.

Moreover, an interview with the Head of School (H3) D (pseudo name) was guided by the interview question, "what challenges or obstacles do you face in implementing and maintaining effective internal school quality assurance mechanism within your school?" The head of the school had this to say…

> *"…truancy problem, resources problems such as insufficient materials and teaching and learning resources, teacher's redness due to financial constraints, these are common". (H3. 13/12/2023).*

Similarly, the study outcome showed that more than 74.4%, n =66, respondents consider that the shortage of teaching and learning resources affects the internal school quality assurance process. This implies that there would have been better students' academic performance in school if there had been enough teaching and learning resources for best quality assurance practices. Furthermore, an interview conducted showed that implementation of the recommendation from the internal school quality assurance team was the problem. This is shown by the statement by one Ward Education Officer (WEO) who had this to say…

> *"…Poor parent readiness upon challenges on attendance, as well as poor implementation over decision to improve academic performance is among the key problems affecting academic performance of the students" (WEO,11/12/2023).*

The findings are supported by the study of Juma (2018) who was of the view that quality assurance practices can only be effective when all the standards have been

met. It is illogical to question the students' academic performance while key standard quality assurance procedures are being violated. He further argued that in the event of insufficient teaching and learning resources, quality assurance practice is dull.

Furthermore, the study outcome shows that more than 85%, n= 64 respondents consider that failure of implementation of the recommendations put forward by the internal school quality assurance team demoralizes the process. This implies that there would have been better students' academic performance when schools incorporate in practices all the recommendations from the internal school quality assurance teams. It also implies that the schools that are performing better, very likely are putting into use the recommendations from internal school quality assurance teams. The study conducted by Inandı et al. (2017) validates the results, demonstrating that the internal school quality assurance team's recommendation is not for bookkeeping or storage. They are meant to be implemented immediately they are not even meant to be discussed.

On the side of teachers' negative attitudes, results indicate that the majority of the respondents 74.6, n=62 consider that, some teachers have negative attitudes towards internal school quality assurance mechanisms. This signifies that there is low knowledge among teachers on the importance of internal school quality assurance. It can also imply that current poor students' academic results in public secondary schools are because of ignoring the importance of quality assurance. According to Haule (2019), quality assurance would not attain its full benefits in an environment where there are negative attitudes among practitioners.

It is clear from the findings that the majority of the teachers 69.8%, n=58, perceive that, cost and human cost affect internal school quality assurance practices. This signifies that not all schools have a department or unit that deals with internal school quality assurance. This is due to the shortage of expertise. It also signifies that quality assurance practices do not work out with some budget. Hence, schools that have a budget set aside for internal school quality assurance are more likely to get good student academic performance (Gunter, 2019).

Lastly, the majority of the respondents involved in the study 60.1%, n=50 consider that less emphasis was on self-appraisal and class visits. The study result signifies that the head of the school's ignorance of the role of internal school quality assurance mechanisms affects their student academic performance. Self-appraisal and frequent class visits are not just the mere recommendation from the internal school quality assurance team, they are supposed to be observed. They matter not only for teachers' performance but also for the academic performance of the students (Dismas, 2020).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the study, conclusion and recommendation on various concerns raised in the study. The chapter starts by presenting the summary of the study followed by conclusion and recommendations.

5.2 Summary of the Study

The study's main objective of the study was to explore the implications of internal school quality assurance mechanisms and their implications on students' academic performance in public secondary schools in Bagamoyo district: The research had three specific objectives which are firstly, to identify existing internal school quality assurance mechanisms used in Bagamoyo district public secondary schools in Bagamoyo district secondly, to determine the relationship of internal school quality assurance mechanisms used and student academic performance in public secondary schools in Bagamoyo district and lastly to establish the challenges facing internal school quality assurances mechanisms on teaching and learning process in public secondary schools in Bagamoyo district.

The Literature Review examines various aspects crucial for understanding the research context and framing the study. It begins by introducing the theoretical foundation of the study, particularly the Systems Theory of Education, which underpins the examination of internal school quality assurance mechanisms and their implications on students' academic performance. The literature review then

synthesizes findings from empirical studies conducted globally, within the African countries and Tanzania in particular examining existing internal school quality assurance mechanisms, their relationship with academic performance, and the challenges they face.

The study adopted a pragmatism paradigm and a mixed-methods research approach because the data collected were in form of numerical and non-numerical forms. Furthermore, the study adopted an explanatory sequential design while the sample size employed was covering 83 respondents who were selected using simple random and purposive sampling techniques. The study also employed both primary and secondary data sources and data were collected using a questionnaire, interview method documentary. Data was analysed using the SPSS package 26 version, from which descriptive statistics showing frequencies and percentages were obtained as well as the regression analysis was done.

In the first objective, the researcher sought to identify existing internal school quality assurance mechanisms used in Bagamoyo district public secondary schools in Bagamoyo district. The findings revealed that there are specific training development opportunities provided to teachers to enhance their understanding and implementation of internal school quality assurance mechanisms, ensure there is students' assessment and feedback, and ensure that school policies are well observed thus teachers consider that professional development opportunity is among the areas checked by internal school quality assurance, moreover school culture and climate are among the common area during internal school quality assurance practices. This

implies that existing internal school quality assurance mechanisms used would not only help the student's performance, it also improves the education quality of the society.

In the second objective, the researcher sought to determine the relationship between internal school quality assurance mechanisms used and student academic performance in public secondary schools. It was found that teachers training development, assessment and feedback, school culture, climate, and access to technology have a significant improvement to the student's academic performance in Bagamoyo District Tanzania. This implies that a one-unit change in the teacher's training development would have a positive and significant effect on improving the academic performance of the students.

Lastly, the researcher sought to examine the challenges facing internal school quality assurance mechanisms in teaching and learning process in public secondary schools. It was found that there are several challenges affecting the internal school quality assurance mechanisms which include, limited head of school's supervisory methods, shortage of teaching and learning resources, failure of implementation of the recommendations put forward by internal school quality assurance team, teacher's negative attitudes, cost and human capacity and less emphasis. This implies that students' academic performance is highly affected by the presence of the above-addressed challenges.

5.3 Conclusions

The first objective of the study aimed at identifying existing internal school quality

assurance mechanisms used in Bagamoyo district public secondary schools in Bagamoyo district. From the findings, it is therefore concluded that public secondary schools ought to establish a clear practice supporting the existing mechanisms to foster the academic performance of the students. It is also concluded that schools should invest in assessment and feedback. This is because, from feedback, teachers and students know the areas for improvement. Furthermore, it was found that school culture and climate are among the common areas during internal school quality assurance practices. It is therefore concluded that, for better student academic performance, the school environment needs to be improved. Finally, it was found out that, the internal school quality assurance mechanism has access to technology, it is therefore concluded that, for the students' academic performance to improve, the schools need to consider the aspect of technology.

Secondly, the relationship between internal school quality assurance mechanisms used and students' academic performance in public secondary schools in Bagamoyo district. It was found that all the variables involved in the study, all have a positive relation and significant influence on the academic performance of the students. However, professional development opportunity was found to have a negative and insignificant effect on students' academic performance. It is therefore concluded that schools and internal school quality assurance officers should concentrate on the variables showing a significant effect on the students' academic performance.

Thirdly, the findings showed that there are several challenges affecting internal school quality assurance mechanisms on teaching and learning process in public

secondary schools in Bagamoyo district. It can therefore be concluded that schools which have poor student academic performance are experiencing an array of challenges that need to be taken care of. It can also be concluded, that, the schools with minimal challenges are the ones where students perform better academically.

5.4 Recommendations

This section provides recommendations of this study. The recommendations in this section are grouped into recommendations for action and recommendations for further researches.

5.4.1 Recommendations for Action

i. It is recommended that a clear policy had to be formulated to inform education stakeholders and practitioners of the internal school quality assurance mechanisms. Based on the main findings of the current study, the policy should provide guidelines, regulations, and direction and emphasize the internal school quality assurance practices in public secondary schools.

ii. It is recommended that evaluate and revamp professional development programs. Based on the current study findings professional development opportunities were found to have a negative and insignificant effect, it is crucial to reassess the content, delivery, and relevance of these programs. It might be beneficial to tailor professional development initiatives more closely to the specific needs of the teachers and the challenges they face in the teaching and learning processes.

iii. It was recommended that schools to focus on effective internal quality assurance variables. Based on the current study findings schools and internal school quality assurance officers should prioritize and enhance the mechanisms that have shown a significant positive effect on students' academic performance. These could include areas such as regular assessments, feedback systems, curriculum supervision, and learning environment improvements.

iv. Each school should identify the specific challenges affecting the academic performance of students academically by interfering with the internal school assurance practices. Based on the main findings of the current study in terms of the challenges facing internal school quality assurance mechanisms in the teaching and learning process, the school ought to invest more in teaching and learning resources.

v. It is recommended that public secondary schools need to cope with the changes by adopting the required technology to enhance students' academic performance. Based on the current study findings internal school quality assurance mechanism has access to technology, it is therefore, for the students' academic performance to improve, the public secondary schools need to consider the aspect of technology.

vi. It is recommended that public secondary schools ought to establish a clear practice supporting the existing mechanisms to foster the academic performance of the students. Based on the current study findings schools should invest in assessment and feedback. This is because, from feedback, teachers and students know the areas for academic improvement.

vii.   It is recommended that public secondary schools incorporate the recommendations put forward by the internal school quality assurance team. From the current study findings failure to implement the recommendations put forward by the internal school quality assurance team demoralizes the process, implying that, the schools which are performing better are very likely to use the recommendations from internal school quality assurance teams.

5.4.2 Recommendations for Further Research

The study focused on the implications of internal school quality assurance mechanisms and their implications on students' academic performance in public secondary schools in Bagamoyo district. Therefore, there is a need to carry out another study of the same topic by employing one research approach especially qualitative and examine this phenomenon in Bagamoyo district or other districts in Tanzania.

The focus of this study was mainly set on public secondary schools found in Bagamoyo district and not in other districts. Therefore, this suggests that there is a need for other studies to be conducted in other kinds of schools especially private schools in Bagamoyo and other districts in Tanzania to check its implications towards students' academic performance.

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APPENDICES

APPENDIX I

QUESTIONNAIRES FOR TEACHERS

Dear respondents

I am Andrew Kibona, a student at the Open University of Tanzania, faculty of Education pursuing a Master of Education in Quality Management (MED-QM). I am conducting research **"On internal school quality assurance mechanisms and its implication on public secondary school students' academic performance in Bagamoyo District, Tanzania,"** I kindly ask you to actively participate in this study so that the study is successfully. You have the option to accept or deny the study if you are not comfortable. The information you submit will be treated privately, used solely for research purposes, and will not be distributed to anyone who is not a participant in this study.

SECTION A:

DEMOGRAPHIC INFORMATION

1. Which age category do you belong to?

i. 30 years and below ( )

ii. 31 – 35 years (   )

iii. 36 – 40 years (   )

iv. 41 – 45 years (   )

v. Above 45 years (   )

2. What is your highest professional qualification?

i. Diploma ( )

ii. Bachelor ( )

iii. Post graduate Diploma ( )

iv. Masters ( )

v. PhD ( )

3. Working experience

i. 1 year and below   ( )

ii. Between 2 – 5 years   ( )

iii. Between 6 - 10 years ( )

iv. Above 10 years   ( )

SECTION B:

Internal School Quality Assurance Mechanisms Used in Bagamoyo District Public Secondary Schools in Bagamoyo District

The following are Internal School Quality Assurance Mechanisms. Indicate with a tick in the appropriate box the extent to which you agree or disagree with these statements. The scale is rated from the highest to the lowest degree in the following order: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

S/N	STATEMENTS	SA	A	U	D	SD
4.	There are specific training or professional development opportunities provided to teachers to enhance their understanding and implementation of internal school quality assurance mechanisms					
5.	Internal school quality assurance ensures there is students' assessment and feedback					
6.	Internal school quality assurance ensures that, school policies are well observed					
7.	Professional development opportunity is among the areas checked by Internal school quality assurance					
8.	School culture and climate are among the common area during Internal school quality					

	assurance practices.				
9.	Internal school quality assurance mechanism in Bagamoyo includes access to technology				

SECTION C:

THE RELATIONSHIP OF INTERNAL SCHOOL QUALITY ASSURANCE MECHANISMS USED AND STUDENT ACADEMIC PERFORMANCE

Read each item carefully and think of the relationship between *internal school quality assurance mechanisms used and student academic performance*. Indicate your response to each item by ticking one of the five alternatives to the right of each item.

Key: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA).

S/N	STATEMENT	SA	A	U	D	SD
10	The application of the internal school quality assurance mechanism has resulted in a fundamental change and improvement in the running process of teaching, learning					
11	Being a teacher, internal school quality assurance is very helpful in the act of preparation and keeping the teaching records which affect student academic performance.					
12	Internal school quality assurance mechanisms feedback help in improving teaching and learning					
13	Internal school quality assurance mechanisms monitor the quality of assessment judgments which have impact on student academic performance					
14	Internal school quality assurance ensures consistent and reliable assessment judgments of the students and the teachers which have a significant impact on both students and teacher's performance.					
15	Internal school quality assurance helps in					

	highlighting any problems, trends and development needs to improve performance of the students.					
16	Perception on the impact of the internal quality assurance mechanisms on students' academic performance in our school is very positive					
17	There have been noticeable improvements in students' academic performance since the implementation of these internal quality assurance mechanisms					
18	Internal quality assurance leads to improvement of the individual students' scores					
19	Internal school quality assurance leads to improvement of overall students' academic performance.					

C. CHALLENGES OF INTERNAL SCHOOL QUALITY ASSURANCE

Read each item carefully and think of the challenges facing internal school quality assurances mechanisms on teaching and learning process. Indicate your response to each item by ticking one of the five alternatives to the right of each item.

Key: Strongly Disagree (SD), Disagree (D), Undecided (U), Agree (A), and Strongly Agree (SA).

S/N	STATEMENT	SA	A	U	D	SD
20	Head of school curriculum supervisory methods are limited to checking teachers' teaching documents					
21	Head of school give less emphasis to departmental supervision					
22	Head of school give less emphasis to self-appraisal and class-visits					
23	Cost and human capacity requirements affect the internal school quality assurance in public secondary school					
24	Some teachers have negative attitudes towards internal school quality assurance mechanisms.					
25	Failure of implementation of the recommendations put forward by the					

	internal school quality assurance team demoralizes the process.				
26	Shortage of teaching and learning resources affect the internal school quality assurance process.				

APPENDIX II

QUESTIONNAIRES FOR INTERNAL SCHOOL QUALITY ASSURANCE TEAM

Dear respondents

I am Andrew Kibona, a student at the Open University of Tanzania, faculty of Education pursuing a Master of Education in Quality Management (MED-QM). I am conducting research "On internal school quality assurance mechanisms and its implication on public secondary school students' academic performance in Bagamoyo District, Tanzania, "I kindly ask you to actively participate in this study so that the study is successfully. You have the option to accept or deny the study if you are not comfortable. The information you submit will be treated privately, used solely for research purposes, and will not be distributed to anyone who is not a participant in this study.

SECTION A:

DEMOGRAPHIC INFORMATION

1. Which age category do you belong to?

i.   30 years and below (   )

ii.   31 – 35 years (   )

iii. 36 – 40 years (   )

iv.   41 – 45 years (   )

v.   Above 45 years (   )

2. What is your highest professional qualification?

i.   Diploma (   )

ii.   Bachelor (   )

iii.   Post graduate Diploma ( )

iv.   Masters ( )

v.   PhD   ( )

  3. Working experience

i.   1 year and below   ( )

ii.   Between 2 – 5 years ( )

iii.   Between 6 - 10 years ( )

iv.   Above 10 years   ( )

SECTION B:

Internal School Quality Assurance Mechanisms Used in Bagamoyo District Public Secondary Schools in Bagamoyo District

The following are Internal School Quality Assurance Mechanisms. Indicate with a tick (√) in the appropriate box the extent to which you agree or disagree with these statements. The scale is rated from the highest to the lowest degree in the following order: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

S/N	STATEMENTS	SA	A	U	D	SD
4.	There are specific training or professional development opportunities provided to teachers to enhance their understanding and implementation of internal school quality assurance mechanisms					
5.	Internal school quality assurance ensures there is students' assessment and feedback					
6.	Internal school quality assurance ensures that, school policies are well observed					
7.	Professional development opportunity is among the areas checked by Internal school quality assurance					

9.	School culture and climate are among the common area during internal school quality assurance practices.					
9.	Internal school quality assurance mechanism in Bagamoyo includes access to technology					

SECTION C:

THE RELATIONSHIP OF INTERNAL SCHOOL QUALITY ASSURANCE MECHANISMS USED AND STUDENT ACADEMIC PERFORMANCE

Read each item carefully and think of the relationship between *internal school quality assurance mechanisms used and student academic performance*. Indicate your response to each item by ticking one of the five alternatives to the right of each item.

Key: Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

S/N	STATEMENT	SA	A	U	D	SD
11	The application of the internal school quality assurance mechanism has resulted in a fundamental change and improvement in the running process of teaching, learning					
12	Being a teacher, internal school quality assurance is very helpful in the act of preparation and keeping the teaching records which affect student academic performance.					
13	Internal school quality assurance mechanisms feedback help in improving teaching and learning					
14	Internal school quality assurance mechanisms monitor the quality of assessment judgments which have impact on students' performance					
15	Internal school quality assurance ensures consistent and reliable assessment judgments of the students and the teachers which have a significant impact on both students and teachers performance.					

S/N	STATEMENT					
16	Internal school quality assurance mechanisms help in highlighting any problems, trends and development needs to improve performance of the students.					
17	Perception on the impact of the internal quality assurance mechanisms on students' academic performance in your school is very positive					
18	There have been noticeable improvements in students' academic performance since the implementation of these internal school quality assurance mechanisms					
19	Internal school quality assurance leads to improvement of the individual students' scores					
20	Internal school quality assurance leads to improvement of overall students' performance.					

D. CHALLENGES OF INTERNAL SCHOOL QUALITY ASSURANCE

Read each item carefully and think of the challenges facing internal school quality assurances mechanisms on teaching and learning process. Indicate your response to each item by ticking (√) one of the five alternatives to the right of each item.

Key: Strongly Agree (SA), Disagree (A), Undecided (U), Disagree (D), and Strongly Disagree (SD).

S/N	STATEMENT	SA	A	U	D	SD
21	Head of school curriculum supervisory methods are limited to checking teachers' professional records					
22	Head of school give less emphasis to departmental supervision					
23	Head of school give less emphasis to self-appraisal and class-visits					
24	Cost and human capacity requirements affect the internal quality assurance in secondary school					
25	Some teachers have negative attitudes towards internal quality assurance mechanism					
26	Failure of implementation of the					

	recommendations put forward by the internal school quality assurance team demoralizes the process.					
27	Shortage of teaching and learning resources affect the internal school quality assurance mechanisms					

APPENDIX III

AN INTERVIEW GUIDE WITH DISTRICT EDUCATIONAL OFFICER.

1. How would you describe the current internal school quality assurance mechanisms implemented in public secondary schools in Bagamoyo District, Tanzania?

2. What specific measures or strategies are in place to ensure the academic performance of students in public secondary schools?

3. How do these internal school quality assurance mechanisms impact the overall academic performance of students in Bagamoyo District?

4. What challenges or obstacles do you face in implementing and maintaining effective internal school quality assurance mechanisms in public secondary schools?

5. How do you assess the effectiveness of these mechanisms in improving students' academic performance?

6. Are there any specific interventions or initiatives you have implemented recently to enhance the internal school quality assurance mechanisms in schools? If yes, could you provide some examples?

APPENDIX IV

AN INTERVIEW GUIDE WITH WARD EDUCATION OFFICER

1. What specific measures or strategies are in place to ensure the academic performance of students in public secondary schools in your ward?

2. How do these internal school quality assurance mechanisms impact the overall academic performance of students within your ward?

3. What challenges or obstacles do you face in implementing and maintaining effective internal quality assurance mechanisms in public secondary schools in your ward?

4. How do you collaborate with the District Education Office and other stakeholders to ensure the successful implementation of quality assurance mechanisms in public secondary schools within your ward?

5. What role do you play in monitoring and supporting the implementation of internal school quality assurance mechanisms in public secondary schools within your ward?

6. How do you assess the effectiveness of internal school quality assurance mechanisms in improving students' academic performance within your ward?

APPENDIX V

AN INTERVIEW GUIDE WITH HEAD OF SCHOOL

1. How would you describe the internal quality assurance mechanisms currently in place within your public secondary school in Bagamoyo District, Tanzania?

2. What specific strategies or measures are implemented to ensure the academic performance of students in your school?

3. In your opinion, how do these internal school quality assurance mechanisms impact the overall academic performance of students in your school?

4. What challenges or obstacles do you face in implementing and maintaining effective internal school quality assurance mechanisms within your school?

5. How do you collaborate with the District Education Office and other stakeholders to ensure the successful implementation of internal school quality assurance mechanisms in your school?

6. Have you observed any noticeable improvements in academic performance since the implementation of these internal school quality assurance mechanisms? If yes, could you provide some examples?

APPENDIX VI

AN INTERVIEW GUIDE WITH ACADEMIC HEAD OF DEPARTMENTS

1. How would you describe the internal school quality assurance mechanisms currently in place within your academic department in public secondary schools in Bagamoyo District, Tanzania?

2. What specific strategies or measures are implemented within your academic department to ensure the academic performance of students?

3. In your opinion, how do these internal school quality assurance mechanisms impact the overall academic performance of students in your department?

4. What challenges or obstacles do you face in implementing and maintaining effective internal school quality assurance mechanisms within your academic department?

5. How do you collaborate with the Head of School and other stakeholders to ensure the successful implementation of internal school quality assurance mechanisms within your academic department?

6. Have you observed any noticeable improvements in academic performance since the implementation of these internal school quality assurance mechanisms within your academic department? If yes, could you provide some examples?

APENDIX VII

Research clearance letter from Open University of Tanzania

THE UNITED REPUBLIC OF TANZANIA

MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY

THE OPEN UNIVERSITY OF TANZANIA
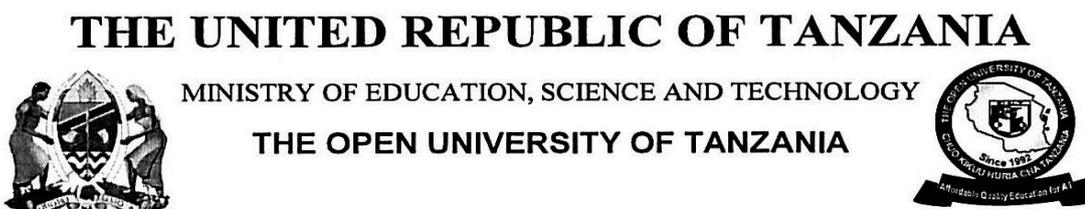
Ref. No OUT/PG202100896   17th November, 2023

District Executive Director,
Bagamoyo District Council,
P.O.Box. 59,
COAST.

Dear Director,

RE: <u>RESEARCH CLEARANCE FOR MR. ANDREW KIBONA, REG NO: PG202100896</u>

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

3.   To facilitate and to simplify research process therefore, the act empowers the Vice Chancellor of the Open University of Tanzania to issue research clearance, on behalf of the Government of Tanzania and Tanzania Commission for Science and Technology, to both its staff and students who are doing research in Tanzania. With this brief background, the purpose of this letter is to introduce to you **Mr. Andrew Kibona, Reg. No: PG202100896), pursuing Master of Education in Quality Management (MEDQM).** We here by grant this clearance to conduct a research titled **"Internal School Quality Assurance Mechanisms and its Implication on Students' Academic Performance:**

A Case of Public Secondary Schools in Bagamoyo District, Tanzania". He will collect his data at your area from 20th November 2023 to 30th December 2023.

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

Yours sincerely,

THE OPEN UNIVERSITY OF TANZANIA
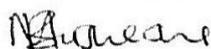
Prof. Magreth S.Bushesha

For: VICE CHANCELLOR

Research permit letter from Bagamoyo District Council

JAMHURI YA MUUNGANO WA TANZANIA
———
OFISI YA RAIS
TAWALA ZA MIKOA NA SERIKALI ZA MITAA
HALMASHAURI YA WILAYA BAGAMOYO

Unapojibu tafadhali taja

Kumb Na.: HWB/I.20/49/VOL.IV/52

Tarehe: 29 Novemba, 2023

Mkuu wa Chuo,
Chuo Kikuu Huria cha Tanzania,
S.L.P 23409,
DAR ES SALAAM.

Yah: **RUHUSA YA KUFANYA UTAFITI KWA NDUGU. ANDREW KIBONA**

Kichwa cha habari hapo juu cha husika na rejea barua yako yenye **Kumb. Na.OUT/PG202100896** ya tarehe **17 Novemba, 2023** kuhusu mtajwa hapo juu.

2.   Kwa barua hii, Ofisi ya Mkurugenzi Mtendaji Halmashauri ya Wilaya ya Bagamoyo inapenda kukufahamisha kuwa mtajwa hapo juu **ameruhusiwa** kufanya Utafiti katika Halmashauri ya Wilaya ya Bagamoyo **Idara ya Elimu Sekondari** katika mada ya " **Internal School Quality Assurance Mechanisms and its Implication on Students' Academic Performance** kwa kipindi cha kuanzia tarehe **20 Novemba – 30 Disemba, 2023.**

3.   Namtakia Utafiti mwema.

Majid S. Mhina
KAIMU MKURUGENZI MTENDAJI
HALMASHAURI YA WILAYA
BAGAMOYO.

MKURUGENZI MTENDAJI (W
HALMASHAURI YA WILAYA
BAGAMOYO

Nakala: Mkuu wa Idara,
Idara ya Elimu Sekondari,
Halmashauri ya Wilaya,
S.L.P 59,
BAGAMOYO - PWANI.   - Mpokee na kumpa ushirikiano

Andrew Kibona   - Ripoti ya Idara ya Elimu Sekondari,