

## **The Contribution of School Quality Assurance for the Improvement of Instructional Practices in Secondary Schools in Zanzibar**

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### ***Abstract***

*The study investigated the contribution of school quality assurance in the improvement of instructional practices in secondary schools in Zanzibar. While employing a convergent parallel design, the study involved 167 teachers, 12 Heads of Secondary Schools, 11 External School Quality Assurers, 2 District Education Officers, and the Regional Education Officer, totalling 193 participants. Data were collected through interviews, documentary reviews, and questionnaires. Data were analysed through pie charts and content analysis. The results indicate that although ESQA plays a significant role in improving instructional practices in secondary schools, it was found that the respective authorities did not work on the ESQA reports and recommendations. The results also indicate that ESQ assurers had inadequate knowledge and technical competency in instructional supervision. It was again found that ESQ assurers used unfriendly language to the Heads of Schools (HoSs) and teachers. The results indicate that the ESQ assurers were few and the budget for ESQA was insufficient to enable them to perform their work efficiently and effectively. It is concluded that ESQA plays a significant role in the improvement of the quality of education and thus the ESQA Department needs to be strengthened by providing financial resources and relevant training programs to the ESQ assurers for effective monitoring of the quality of education provision in the country. The owners of the schools and responsible authorities need to take immediate actions upon receiving ESQA reports to achieve the desired impact in secondary schools.*

**Keywords:** *External school quality assurance, External school quality assurers, Heads of Schools, Instructional practices, Teaching and learning*

## **INTRODUCTION**

External School Quality Assurance (ESQA) is a global issue that calls for greater accountability and reflection in education institutions (Agut, 2015; Chika, 2019; Ehren & Shackleton, 2016; Farrell, 2011; Fungilwa, 2021; Wilcox, 2000). ESQA evaluates several areas, including learners' achievements, quality instructional practices for effective teaching and learning, and the quality of the curriculum to achieve the learning needs (URT, 2017). According to the European Union (2015), School Quality Assurance (SQA) is an integrated set of policies, procedures, rules, criteria, tools, verification instruments, and mechanisms that together aim to improve the quality of education provided. Thus, ESQA is a practice that supports the government in ensuring that the goals of education are attained.

ESQA can be traced back to the name of school inspection. Scholars refer to the origin of school inspection as being in France under the Napoleon government during the 18<sup>th</sup> century (Adewale, 2014; De Grauwe, 2007). In the United Kingdom (UK), the Education Act of 1992 mandated the school inspection for Standards in Education (OFSTED) under the office of Her Majesty's Chief Inspector (OHMCI) to monitor the educational quality provided (De Grauwe, 2007; Ehren & Visscher, 2008; Thomas, 1998; Wilcox, 2000). In many African countries, school inspection was introduced immediately after independence to ensure that the citizens receive education with the desired quality (De Grauwe, 2007). In Zanzibar, ESQA, in the name of school inspection, was introduced by the Education Act, No. 6 of 1982, to hold schools, HoSs, and teachers accountable for the quality of education (The Ministry of Education and Vocational Training [MoEVT], 2018a). Later, the government established the ESQA as a Government Agency under the Education Act No. 10 of 2018, known as the Office of the Chief Inspectorate of Education [OCIE] (MoEVT, 2018b). This was to ensure that ESQ assurers visit all schools and observe that there is compliance with the governmental rules and regulations (MoEVT, 2018a). ESQ assurers need to promote the quality of education provided in schools. Again, the Resolution of OCIE requires that the ESQ assurers supervise the curriculum implementation and monitor the instructional practices by visiting the classrooms regularly to observe the teaching and learning. In addition, ESQ assurers are supposed to offer professional support for teachers to improve their teaching for students' learning. Indeed, ESQA has been acknowledged for promoting instructional practices and student learning (Chika, 2019; Fungilwa, 2021; Matete, 2021; Saeed, 2018; Sebastian, 2020; Wong & Li,

2010). However, most of these studies focused on the effectiveness of school-based supervision and academic performance.

The studies conducted by Sebastian (2020) and Fungilwa (2021) in Tanzania also focused on Internal School Quality Assurance (ISQA). Other studies such as that of Ali (2019), Alkutich (2015), Haule (2012), Kambuga and Dadi (2015), Lupimo (2014), and Matete (2009) focused on school inspection. SQA has been viewed to be sustainable for supporting teachers as it considers a teacher and the SQ assurer as friends who need to work together for the improvement of the student's learning (Bagaya, 2020; De Grauwe, 2001; Matete, 2009; UNESCO, 2007). Thus, this study investigated the contribution of ESQA to the improvement of instructional practices in secondary schools in Zanzibar. The key research question was: How can ESQA practices contribute to the improvement of instructional practices in secondary schools? It was also important to consider the availability of human and financial resources, and working conditions of the ESQ assurers as they play a significant role for them to be committed towards the fulfilment of their school supervision duties and hence resulting in the improvement of the quality of education.

### **Rationale for ESQA in the Education System**

The ESQA plays a great role in helping schools improve their students' learning outcomes. This paper provides only four main rationales for why the ESQA is needed in schools. These include ESQA for informing the government on education practices, safeguarding the quality of education, supporting teachers professionally, and stimulating teacher Accountability.

### **ESQA for Informing the Government on Education Practices**

The ESQA is one of the mechanisms that governments use to ensure accountability to the public in terms of the value for money invested in the education systems. It also facilitates the improvement of the standards and education quality in schools (De Grauwe, 2007; Jackson & Wallis, 2006). The establishment of the ESQA system intends to monitor, assess, and evaluate the status of the ongoing school programs, that is, how far a set of objectives given by the government are being met (Farrell, 2011). In Sri Lanka, Nepal, and Bangladesh, school supervision is considered essential for the realization of national goals (Jaffer, 2010). Those in authority need to understand the objectives and goals of the school, and thus, ESQ assurers need to facilitate this end and help teachers to improve

their instructional practices, which is the aim of any government in the world (Mbonde, 2010).

### **ESQA for Safeguarding the Quality of Education**

ESQA is believed to play a great role in safeguarding the quality of education (Agut, 2015; Chika, 2019; Ehren & Shackleton, 2016; Fungilwa, 2021; Matete, 2021). According to the Organization for Economic Cooperation and Development (OECD, 2013), school evaluation is intended to safeguard the quality of education, and it is judged by an external body. In this regard, ESQ assurers assess, monitor, and evaluate the quality of teaching and learning. They also assess the organisations, management, and environment of the school in which education of the children is provided (URT, 2017). In Norway, the government has planned to introduce the ESQA to safeguard the quality of education provided to the children, as it did not have school supervision before (Hall, 2018). In Tanzania and Zanzibar, the ESQA department evaluates the schools' performance based on agreed criteria and reports to the education stakeholders (MoEST, 2017). The mission of ESQA is to provide a national system with defined standards to improve the student's performance and achievement (MoEST, 2012).

### **ESQA for Supporting Teachers Professionally**

Professional development is considered a major requirement for enhancing teachers' quality in pedagogy and content, classroom management, and school administration (Ayeni, 2011). ESQ assurers need to organise teachers' development training programmes to update their knowledge and skills, such as in-house training and team teaching (Ayeni, 2011; Sursock, 2011). Teachers also need to arrange and participate in training and development programs to upgrade their knowledge and skills regarding new techniques and approaches (Ololube & Major, 2014). In various countries, including Tanzania and Zanzibar, ESQ assurers spend some days at school observing the classroom environment, teacher mastery of subject content, and teaching methodology. They are also expected to discuss with individual teachers how the lessons could be improved (Haule, 2012). During classroom observation, ESQ assurers need to focus on subject content, teaching-learning methods, teaching and learning materials, and classroom control. ESQ assurers are also expected to facilitate the improvement of schools in areas of teaching and learning by giving feedback and advising teachers after classroom observation (Kosia & Okendo, 2018). The intention is to

encourage teachers to work harder to improve and remain in their profession (Okoro, 2004).

### **ESQA for Stimulating Accountability of Teachers**

Teachers need to be given guidance on how to carry out their assignments (Ololube & Major, 2014). ESQ assurers need to communicate with teachers on the set standards in a written form to all teachers for accountability purposes (Tesema, 2014). Teachers also need constructive criticism from the ESQ assurers to develop their teaching proficiency, which may result in effective pupils' learning (Oyewole & Ehinola, 2014). As teachers are public servants, they need to give an account to society and the parents whose children they teach (Neave, 1987; Ranson, 2003). Through guidance, monitoring, and direction, ESQA assurers support the teachers in improving students' academic performance. As teachers are responsible for preparing the future generation (Ndaita, 2013; Mondal & Roy, 2013), they need to receive support to help them become better teachers. In the Netherlands, ESQ assurers are supposed to sort out the at-risk schools that need more support to improve the students' learning outcomes (OECD, 2013). Indeed, the ESQA reports need to fulfil both the improvement and accountability framework through the provision of guidance to teachers for affirming good practices (Hislop, 2017).

### **Research Methodology**

The study employed a mixed research approach and a convergent parallel design with the aim that each approach could complement the other by offsetting the weaknesses of one approach. The study was carried out in Unguja Island, covering two districts from Kaskazini Region. Kaskazini Region was selected because students have been performing poorly in the National Examinations for the past four years despite the existence of ESQA (Office of the Chief Inspectorate of Zanzibar, 2019). The study involved 12 secondary schools that were purposively chosen based on their localities, both rural and urban. The aim was to check whether ESQ assurers have been visiting the schools and what their contribution has been to improving the students' learning. The HoSs were conveniently chosen based on their willingness to take part in this study, and they are the ones who need to support their fellow teachers in implementing the curriculum properly.

The study also used purposive sampling to select 11 ESQ assurers because they are the ones who need to visit the schools and help teachers

in instructional practices. In addition, two DEOs and one REO were also selected purposefully as educational leaders. A simple random sampling technique was employed to select 167 teachers as they are the curriculum's main implementers and the study's target group. Thus, a total of 193 participants were involved in the study. Data were collected through questionnaires, in-depth interviews, and documentary reviews. Questionnaires can yield a high return on the response rate as one is likely to collect ample information within a short time (Abawi, 2014; Mcleod, 2018). As questionnaires tend to yield a low rate of responses if mailed, and sometimes there is a possibility of skipping some questions (Debos, 2019), it was necessary to administer them to teachers in person. The in-depth interviews provided greater flexibility to rephrase the questions and give clarifications where possible. They were mainly used to collect the data from the HoSs, ESQ assurers, REO, and DEOs. However, interviews as a method of data collection are time-consuming (Abawi, 2014; Ary et al., 2010), especially when the sample is large. In this study, the interviews were conducted at the convenience of each respondent, and each participant took part in between 30 and 50 minutes. The documents include the ESQA forms and the OCIE Act No. 10 of 2018 of SQA. Different journal articles and academic reports were reviewed to understand the ESQA better. According to Shoba (2009), the analysis of documents provides valuable information that fills the gaps that might have been left by other data collection instruments, such as interviews. However, it may also be biased and time-consuming (US Department of Health and Human Services, 2018).

It was, thus, important to sort out to ensure that the data collected could communicate the required information. Pie charts and descriptive statistical analysis were employed to calculate the frequencies and percentages of all responses from the questionnaires. Content analysis was used to analyse the qualitative data; Braun and Clarke's (2006) procedures were followed in the analysis. The first step was to read the data to get a general picture of the collected data. Second, the authors re-read the data to gain meaning and find out if all the collected data reflected the objectives of the study. The third step was to generate the initial codes by grouping them based on their relevance. Those with relevance to the study were labelled using a green colour, less relevant data were labelled using a yellow colour, and irrelevant ones were labelled with a red colour. The fourth step was about coding and creation of themes. The fifth step was to review and define the themes. The sixth and last step was to write the research report.

## Results

### Provision of Feedback and Recommendations

The respondents were required to show their agreement levels of whether ESQ assurers were giving feedback and recommendations to the HoSs and teachers. The results indicated that 65 (39%) strongly agreed and 71 (43%) agreed that ESQ assurers provided feedback and recommendations to HoSs. If those who strongly agree and agree are combined together, then 136 (82%) teachers agreed, whereas only 10 (6%) of teachers disagreed on the matter (Table 1).

**Table 1: Feedback and Recommendations**

Agreements	Frequency	Percent
Strongly Agree	65	38.9
Agree	71	42.5
Uncertain	21	12.6
Disagree	6	3.6
Strongly disagree	4	2.4
<b>Total</b>	<b>167</b>	<b>100.0</b>

Source: Field data (2021)

The data gathered through interview sessions with HoSs also revealed that the ESQ assurers provided feedback to HoSs and teachers. One of the HoSs had this to say:

*ESQ assurers usually give us school supervision reports and recommendations. The feedback helps us improve classroom practices a lot. ESQ assurers also usually recommend syllabus coverage and a better way of teaching and learning. This helps the schools improve the students' performance (Interview with HoS at school 'I').*

However, it was noted that some teachers did not work on ESQA reports and recommendations, and authorities did not take action against those who did not comply with the recommendations. One of the HoSs at school 'E' said:

*The ESQA reports are provided in a timely manner, but the teachers do not work on the recommendations extensively because they take it easy. This limits the attainment of positive changes and improvement in teaching and learning (Interview with HoS at school 'E').*

It was also revealed that ESQA reports and recommendations were not good enough. Sometimes, the ESQ assurers were blamed for giving wrong information as weaknesses of the school. One of the HoSs commented during the interview:

*Sometimes, ESQ assurers give false information. For example, in the follow-up inspection, the report stated that Form Two Biology subject had never been taught even for a single period. This was not correct, as the teacher had been teaching all the time. This indicates that sometimes the ESQ assurers are not keen, and maybe it was a different subject. I cross-checked and found that the teacher has always been attending the classes, and the students have been given assignments and exercises (Interview with HoS at school 'H').*

Likewise, the results suggest that there was a lack of follow-up of ESQA reports by the responsible authorities. Thus, no changes took place because the responsible people did not take any action or react to ESQA reports. One of ESQ assurers commented during the interview:

*ESQA reports do not bring about positive outcomes, and efficiency is not achieved because no follow-up is carried out at all levels from the General Secretary, Regional Education Officers, and the HoSs. As a result, no changes are experienced. We do not see any cooperation from these officers either (Interview with ESQ Assurer '3').*

On the other hand, the Regional Education Officer admitted that they did not receive the ESQA reports, although they had the right to know what happened to their schools and to comment on those reports. During the interview, the Regional Education Officer said:

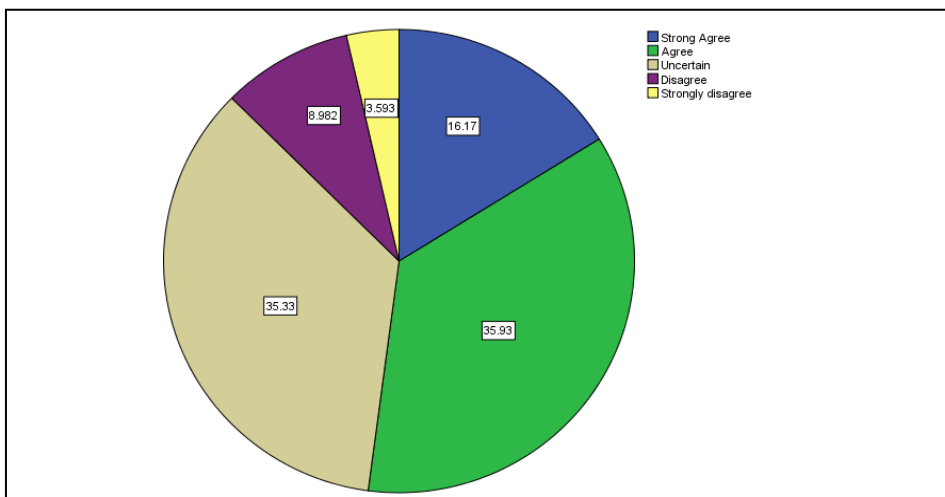
*The ESQA reports have never been brought here, and I have not seen them for two years now. Previously, they used to give us the reports. Currently, we do not receive any information from them. We only receive information about ESQ assurers visiting from the HoSs (Interview with REO).*

The results generally indicated that ESQ assurers provided ESQA reports and recommendations in time, although some HoSs and ESQ assurers complained that teachers did not work on those ESQA reports. ESQ assurers were acknowledged to give quite important recommendations, but they were not implemented and taken into consideration by authorities. However, the REO admitted to not having received the ESQA reports.

### **Competence in Instructional Supervision among ESQ Assurers**

This study sought to understand whether the ESQ assurers were competent enough to conduct instructional supervision in schools. The results indicated that almost 52 percent considered the ESQ assurers competent in school supervision; about 12 percent of the teachers disagreed, and about 35 percent were uncertain (Fig 1).





**Figure 1: Teachers' Competence in Instructional Supervision**

Source: Field data (2021)

Those who claimed that some ESQ assurers were not competent enough argued that some of them did not help them with teaching the content and that no training programme was given to them. One of the HoSs at school 'A' commented during the interview:

*Some of the ESQ assurers and even the HoSs are not competent enough. We are just assigned the responsibilities without being trained. Usually, we are given the guidebook without getting instructed on how to work with it. They need to help us with the content through a training program (Interview with HoS at school 'A').*

It was further learned that there was no training for ESQA. Consequently, many ESQ assurers hindered them from performing their job effectively. The HoS from school 'J' gave the following explanations during the interview: "The standards used for recruiting HoSs and ESQ assurers are inappropriate. Most of the HoSs lack this quality of professional competence as they are not training" (Interview with HoS at school 'J').

The HoS from school 'K' made the following remarks during the interview:

*The ESQ assurers are professionals, but their expertise is not satisfactory. They need to support teachers professionally based on the subject content to help the teacher improve in classroom practices. If they do not, then ESQA becomes meaningless (Interview with HoS at school 'K').*

This observation was also made by the DEO, who claimed that many of the ESQ assurers and HoSs lacked the desired quality because they were

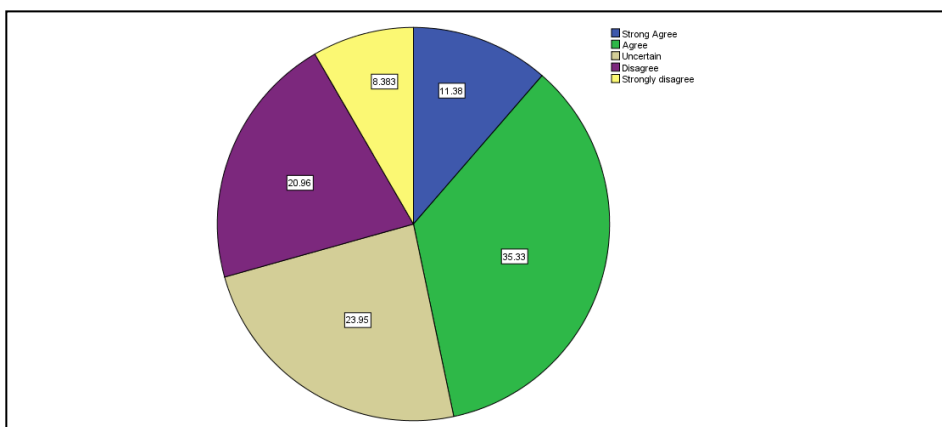
not professionally competent. During the interview session, one of the DEOs explained:

*The quality of the ESQ assurers and HoSs are below the standards. Their administrative ability is not good since they are not provided with leadership training. The standards used for recruiting the HoSs and the ESQA are not appropriate. Most HoSs and ESQ assurers, and even some of us, lack this quality of competence. There are no fixed criteria for appointing the HoSs and ESQ assurers. This is why the quality of education in Zanzibar is declining from day to day (Interview with DEO '2').*

As can be seen, the results from more than half of teachers indicated that ESQ assurers were professionally competent. However, the results from the HoSs and DEO indicated that ESQ assurers did not meet such quality standards. Most HoSS wanted the ESQ assurers to help teachers with the subject content so they could improve classroom practices. In addition, it was revealed that the recruitment of both the HoSs and the ESQ assurers was not clearly defined, which might have negative implications when it comes to the support teachers need for the improvement of teaching and learning.

### ESQA for Good Communication

This study sought to understand whether the ESQA practices resulted in good interaction and communication between the ESQ assurers and teachers or not. It was indicated that 46.71 percent of the teachers agreed that ESQA was the source of good interaction between teachers and ESQ assurers (strongly and agree combined together) as opposed to 44.91 percent who disagreed that ESQA improved communication among ESQ assurers, HoSs, and teachers (Fig. 2).



**Figure 2: EQA for Good Communication**

Source: Field data (2021)

The results also indicated that the two groups of teachers of nearly equal size had opposing opinions regarding the communication of ESQ assurers towards teachers. Some believed that ESQ assurers communicated well with teachers, but others stated that they were not friendly. A similar pattern of arguments was observed in the interview data. One of the HoSs from school 'F' stated:

*We have had good communication since the ESQ assures came here as our counselors. If you go astray, they direct you on what to do. Nowadays, they give us visitation letters in advance, signifying that we are friends and they do not come as enemies (Interview with HoS at school 'F').*

In the same line, ESQ assurer '10' also commented that they have been acting as friends to teachers as they visit the schools to help teachers improve the teaching and learning. He then commented during the interview:

*We ESQ assures use friendly language. However, some of us are hot-tempered because some teachers lack commitment. Although our communication is good, teachers are still worried because they consider us just like soldiers and not as advisers (Interview with ESQ Assurer at school 'J').*

Again, data from interviews indicated that while some ESQ assures used friendly language, there were also some who used harsh language when communicating with teachers and HoSs. The REO made the following remarks during the interview:

*For the time being, communication between teachers and ESQ assurers is good to some extent. They are very close to teachers, approachable, and good advisers. However, some of them are troublesome as they tend to force teachers to do what they wish, although, in reality, it is not what is supposed to be done. As a result, both teachers and the ESQ assurers contradict each other (Interview with REO).*

From the results, it can be learned that the HoSs and the teachers appreciated the ESQ assurers' tendency to use friendly language. This might not only encourage teachers to become committed to teaching but also facilitate productive discussion and the creation of good relationships between them. However, some ESQ assurers still used unfriendly language to teachers and HoSs. This might have happened because of the individual problems of teachers, HoSs and ESQ assurers who might have failed to communicate politely and friendly or tend to be rude.

### **ESQ Assurers' Working Conditions**

The results revealed that the ESQ assurers faced several constraints that limited their contribution towards the achievement of the quality of teaching and learning. ESQ assurers mostly faced poor working conditions, as they did not have a sufficient budget for them to fulfill their key responsibilities related to school visits. One of the ESQ assurers '2' had this to explain during the interview:

*We do not get any kind of incentives as SQA assurers; no transport allowance or commission is provided. We are treated the same as teachers. We are demotivated and thus efficiency is not achieved. The transport cost to the office is a bit difficult as we usually pay the bus fares from our salaries (Interview with ESQ Assurer '2').*

On the other hand, the results indicated that there was a shortage of ESQ assurers, which hindered the efficiency and effective supervision of the schools. The number of schools did not match the number of ESQ assurers available. One of the ESQ assurers commented during the interview:

*The school visit takes mostly three days. However, since we are few, we find that it is difficult to finish supervising the whole school for only three days. It becomes a huge burden for us as we have to work harder to ensure that we accomplish the work (Interview with ESQ assurer '4').*

From the District Education Officer's point of view, school inspectors were very few to have an impact on teaching and learning, as commented during the interview:

*We have few ESQ assurers in the Kaskazini Region as we have only 10 ESQ assurers. Three of them went for further studies. One may not expect only seven ESQ assurers to be effective in supervising both secondary and primary schools. It is not well known if they carry out the classroom observation. In actual sense, it is very difficult for them to go around all the classrooms and discuss with every teacher (Interview with DEO '2').*

The results indicated that ESQ assurers were disheartened by the poor working conditions and shortage of human resources. The poor working conditions experienced by the ESQ assurers might have inhibited SQA practices in schools and could be a major hindrance to effective and efficient school supervision, as HoSs commented.

### **Discussion of the Results**

In this study, HoSs and teachers confirmed that ESQA reports are sent to schools; however, they were not implemented properly to provide intended results. This contradicts the proposition that ESQA reports needs

to be implemented properly so as to enhance teachers' and students' achievements (Kiruma, 2013; Kivinnen, 2014). The findings of the current study concur with Lupimo (2014) who argued that the instructions provided during the ESQA were not implemented accordingly. This contributed to the poor performance of Tanzanian schools. One of the findings of the current study is that some ESQ assurers had inadequate competency and knowledge of instructional supervision. This is in line with Mmbonde (2010) who argued that despite having a clear policy of identifying the appropriate candidates (teaching experience and track record), there is evidence from the field that unqualified personnel find their way into the inspectorate field. Teachers often complain that some ESQ assurers are incompetent and unable to apply the desired practices of SQA. The current findings suggest that there is a need to recruit ESQ assurers in accordance with specific set criteria.

The ESQ assurers should be given the required in-service training that empowers them to reach the appropriate level of conducting supervision and to meet the challenges of supervising instructional practice school context. When it comes to communication, teachers had different views. Some viewed ESQ assurers using friendly language when communicating with the HoSs and the teachers. This is in connection with Alkutch (2015) who found that the language style used between the ESQ assurers and teachers in Dubai was friendly. Arguably, this would make teachers not only agree with the feedback about their teaching but also use the recommendations to bring about progress in their instructional practices. However, other participants had a different opinion; they viewed ESQ assurers using unfriendly communication with teachers and HoSs. The finding of the current study is relatively similar to Matete (2009) who argued that sometimes bad verbal communication between an ESQ assurer and a HoS or a teacher might be caused by individual weaknesses among themselves.

According to Matete, ESQA becomes a waste of useful public resources if they are not conducted effectively and communication and feedback are not provided. This suggests that communication is a vital aspect in a school area for better students' outcomes. It was also found that the ESQ assurers' work environment was poor; they were also insufficient in number. These impeded their efficiency and effectiveness in visiting schools and provide relevant support to teachers to improve the teaching and learning. Matete (2021) reported the same; she found that the ESQA department faced a shortage of human resources in Tanzania. However, it

seems that these problems are not faced in the Tanzanian ESQA system alone. In Kenya, Major (2014) found that ESQ assurers suffered from a shortage of funds, human resources and a means of transport to visit schools. This signifies a need to recruit more human resources in the field and improve their work conditions such as giving them incentives and a means of transport to enable them perform their duties in a desired quality. To improve instructional practices, the responsible authorities must work on ESQ assurers' reports and recommendations.

### **Conclusion and Implications**

The study was concerned with the contribution of school quality assurance in the improvement of instructional practices in secondary schools in Zanzibar. It is concluded that ESQ assurers provided feedback and recommendations to teachers. However, such reports and recommendations were not acted upon by responsible authorities to bring about improvement of the instructional practices in secondary school education. The results indicated that teachers needed to be supported in the classroom based on content area to improve their teaching and students' learning. The results again indicated that most teachers appreciated using friendly language when communicating with the ESQ assurers. This facilitated the creation of a positive relationship between the ESQ assurers and teachers, which in turn is likely to improve the teachers' work as they may view ESQ assurers as friends and work together for a common goal. The results further indicated that the working environment of the ESQ assurers was poor as they lacked a means of transport and incentives to perform their duties. To ensure that ESQA contributes to the improvement of instructional practices in secondary schools, the responsible authorities have to work on the ESQA reports and recommendations. There is also a need to ensure that the working conditions of the ESQ assurers are improved by the provision of means of transport and incentives to encourage them to work hard.

Thus, the government needs to increase the budget for the ESQA department. As the department faces a shortage of ESQ assurers, there is a need to increase their number to cope with the number of schools. There is further a need to ensure that ESQ assurers support teachers on the subject content based on classroom observation. The friendly language among ESQ assurers to teachers has to be maintained so that when teachers see the ESQ assurers, they become happy, hoping that a colleague has visited them to help improve the instructional practices that

are the essence of the achievement of student's academic performance and learning outcomes.

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