



# Influence of Quality Assurance Services towards Improving Supervision of Public Secondary Schools in Arusha City Council, Tanzania

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**Abstract:** *The study focused on the influence of quality assurance services towards improving supervision of public secondary schools in Arusha City Council. Objectives were to; assess the extent to which secondary school quality assurance department fulfill their duties in public secondary schools and determine the contributions of quality assurance services in improving supervision of public secondary. Total Quality Management (TQM) theory and a cross-sectional research design was adopted in this study. Sample size consisted of 113 respondents (5 QAOs, 1 DEO, 10 SHs, 59 ATs, 8 WEOs, 10 school board members and 20 parents) in which both probability and non-probability sampling techniques were used to get respondents. Data were collected through questionnaires, interview guide and document analysis. Validity was established through expert judgement whereas reliability was determined using Cronbach Alpha Coefficient method, where for ATs  $r=0.777$  and for SHs  $r= 0.974$ . Credibility and dependability of qualitative data was established through detailed reporting of the research process. Descriptive statistics was used to analyze quantitative data in the SPSS version 26.0 and results were presented in tables while qualitative data were analyzed thematically alongside the research questions and presented in narrative forms. The results show that the services provided by QAOs contribute towards improving the extent to which SQA department fulfills its duties in supervision of public secondary schools. The study recommends that quality assurance services should be institutionalized and education should be provided to education stakeholders involved in SQS in order to make it effective and bring about the desired results.*

**Keywords:** *Quality, Services, Supervision, Schools, Tanzania*

## **How to cite this work (APA):**

Eliamini, E. P. & Otieno, K. O. (2024). Influence of Quality Assurance Services towards Improving Supervision of Public Secondary Schools in Arusha City Council, Tanzania. *Journal of Research Innovation and Implications in Education*, 8(4), 245 – 256. <https://doi.org/10.59765/vhrp2538>.

## **1. Introduction**

Quality Assurance Services (QAS) are the planned and systematic activities implemented within the quality system that can be demonstrated to provide confidence that

a product or service will fulfill requirements for quality education. Quality Assurance Services are characterized by a set of attributes and practices that promote students' achievement, engagement, and development. According to Olalekan and Modupe, (2020), in education, quality

emphasizes teachers' competence, creativity and commitment, and how educational administrators organize school activities in order to realize the full potentials of all personnel in educational institutions. Like many other sectors, educational establishments have been challenged to maintain their qualities due to various factors, including the increased number of secondary schools and students that exceed the capacity of the education quality assurance officers (Javed and Alenezi, 2023; Leonard, & Ibrahim, 2021).

Thus, according to American Society for Quality (ASQ), education stakeholders have been making efforts to ensure that educational products or services are fulfilling requirements for quality (Asenahabi, 2022). UNESCO has stressed on the importance of the education and this should be shown in terms of its quality (UNESCO, 2017). The approval of quality assurance department in education in the contemporary world emanated at the 1990 World Conference on Education for All in Jomtien- Thailand where it was agreed that quality of education needed to be improved as it is a prerequisite for achieving the fundamental goal of equity (Panthee, 2021). It is from that conference where it was declared that all countries should pay greater attention towards improving all aspects of the educational quality assurance (Mapunda, 2023). In complying with this agreement, the world national Governments have put efforts in improving educational qualities not only in how they integrate external and internal mechanisms, but also in how they balance their accountability and transparency (European Commission, 2018).

In Tanzania, Educational quality assurance system was established since colonial rule, but after independence the government enacted various laws that were geared towards preserving the aspect of quality education (Mganga and Lekule, 2021). The kind of visits approach by QA made without any pre-visit information has generated fear and disturbed teachers' mind-sets (Kissa and Wandela, 2022). However, after many years of working in such fierce environment, the inspectors (QA) have nowadays adopted the role of monitoring, assessing, evaluating, and reporting agreed quality standards for all aspects of school life to ensure that acceptable standards are attained and maintained (URT, 2017). Despite all these efforts the organ has done to attain the goal of its establishment, poor-quality education in Tanzania have persisted for decades now as attributed by inadequate QAS and poor morale for teachers (HakiElimu, 2018).

Quality issues in education have therefore attracted many scholars to investigate whether QAS have any impact on the operations and output to education. Many of their studies revealed that QAS in developing countries have not sufficiently been institutionalized to provide the expected results, especially at the area of supervision (Nyamwesa et

al, 2020; Olalekan and Modupe, 2020; Ayeni and Akinola, 2018). Consequently, from the foregoing, the present study was conducted to further assess the influence of QAS towards improving supervision of public secondary schools in Arusha City Council- Tanzania.

## 1.1 Research Questions

The following research questions guided the study:

1. To what extent does secondary schools' QA department fulfill its duties in Arusha City Council?
2. What are the contributions of QAS in improving supervision of public secondary schools Arusha City Council?

## 2. Literature Review

The theoretical and empirical literature was reviewed with reference to themes created from research questions. The study was guided by Total Quality Management (TQM) principles by W. Edwards Deming (Mohammed & Ahmed, 2018).

### 2.1 Total Quality Management Theory

One among the theory used in the current study was TQM. The theory makes scientific findings meaningful and of general applicability as it assists in summarizing existing knowledge into a well coherent and helps to provoke and stimulate new research by giving direction and explanations.

#### 2.1.1 Strengths of TQM

Total Quality Management (TQM) offers several strengths that can benefit organizations that implement it effectively. Some of the key strengths of TQM include; focus on customer satisfaction, employee involvement, process improvement, data-driven decision making, cost reduction, enhanced reputation, adaptability to change and strategic alignment.

#### 2.1.2 Application of the Theory to the Current Study

By applying TQM, this study examined how different schools address the influence of quality assurance services on improving supervision in public secondary schools. The theory provides the latitude to consider how TQM principles could be applied in the context of enhancing supervision practices. By implementing TQM strategies such as continuous improvement, teamwork, effective leadership, and goal setting within the supervisory

framework of public secondary schools, it would be possible to enhance the overall quality of supervision provided to students and teachers. This integration can lead to better monitoring, evaluation, and support mechanisms that contribute to improved academic outcomes and overall school performance.

## 2.2 Empirical Review

This section critically presents the empirical studies related to this current study based on the themes derived from research questions.

### 2.2.1 The Extent to which School QA Departments Have Been Fulfilling their Duties towards Improving Supervision in Public Secondary Schools

Shahzad et al. (2023) conducted a study titled Exploring the Themes for Quality Assurance at Secondary Level in Punjab Pakistan. Documents from eleven Asian countries were selected to attain the study's objective. The research findings highlighted twelve themes which were most relevant in the quality assurance process, especially in evaluating the quality assurance practices. These include assessment, community involvement, curriculum, early childhood education and school environments. Others are school ethos and value, facilities for schools, school administration and management, school quality management and improvement, School Mission, Vision, and Objectives, Teacher Standards and Student Standards.

Mcheka et al. (2022) conducted a study on Discursive Construction of External School Quality Assurance Policy Actors' Power in Selected Secondary Schools in Tanzania. This study analyzed how SQA policy discourses discursively construct external SQA policy actors' power in selected secondary schools in Tanzania. Findings indicate that SQA policy discourses reconstructed the power of external SQA policy actors rather than the internal SQA policy actors and stakeholders. According to Mganga and Lekule, (2021), quality assurance officials were facing a number of challenges which include misconception of the purpose of quality assurance activities and shortage of resources. Research evidence in Tanzania shows that most of primary and secondary students and teachers have poor access to school, regional, national, and public libraries where they could access educational materials (Malekani & Mubofu, 2019). Similarly, the mismatch of knowledge between Quality Assurance Officers and in-service teachers is another challenge which faces educational quality assurance URT, (2021). Quality Assurance Officers were lagging behind in the knowledge compared to in-service teachers because some training was initially provided to teachers before the

Quality Assurance Officers. This consequently resulted to the denial of the Officers' opportunity to perform their duties effectively.

### 2.2.2 The Contributions of QAS in Improving Supervision of Public Secondary Schools

Saeed (2018) studied the Impact of Quality Assurance on Academic Performance at Ishik University -Iraq. The study aims at identifying the role of quality assurance in improving the academic performance at the University under study. The study used questionnaire data collection method whereby they distributed to all teaching staff at University through the Survey Monkey tool. The results demonstrate 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. Quality assurance has had a massive effect mostly in enhancing the academic performance and teaching of the staff, promoting research quality and productivity and upgrading the ranking of the education institutions. Because of quality assurance services there is remarkable achievements which are realized in terms of teaching and research.

Olalekan and Modupe, (2020), conducted a study on the Impact of Quality Assurance on Teachers' Productivity in Lagos State Senior Secondary Schools Education District, Nigeria. The study comprised all 66 Senior Secondary Schools that means the study population was all teachers of these Schools who are 1,821 teachers. The stratified random sampling technique was used to select thirty percent (30%) of the total number of Senior Secondary Schools in Education District V, Lagos State. Therefore, a total of 200 teachers were used for the study. Findings of this study showed that there is no significant relationship between quality assurance and attendance of teachers in school that largely influences the academic performance of students. Also, the activities of quality assurance team help teachers in the delivery of school curriculum which invariably improves students' academic performance. Ruga (2017) conducted a study on Teachers' Perceptions on the Influence of Quality Assurance and Standards Officers' Supervisory Role on Pupils' Academic Improvement in Public Primary Schools in Kiambu County, Kenya. The objectives of this study were: to investigate teachers' perceptions on the influence of QASOs' supervisory roles in public primary schools' academic improvements in Kiambu County; to investigate teachers' perceptions of the effectiveness of the QASOs supervisory roles in public primary schools' academic improvement in Kiambu County; and to determine whether teachers' perceptions of quality assurance and standards officers' supervisory roles influence academic improvements in public primary schools in Kiambu County. The study found that Teachers have been

appreciating the supervisory roles played by the Quality Assurance and Standards Officers (QASOs) towards academic improvements in their schools.

Secilia and Mwila, (2022) conducted a study on the School Quality Assurance Recommendations and Teacher Efficacy in Public Secondary Schools in Ilemela Municipality Tanzania. The study employed a mixed approach and a convergent parallel research design. The sample involved 100 respondents including five heads of public secondary schools, 91 secondary school teachers, the Ward Education Officers, the Municipal Secondary Education officer, the Municipal Director and the Zonal School Quality Assurance officers. The study found that quality assurance recommendations contribute much on teacher efficacy in public secondary schools such as improving cooperation between teachers, parents and students; improving teachers' confidence in teaching through enabling them to get modern ways of preparing their lessons, teaching aids and teaching using participatory techniques and improving teachers' attendance at work and in classroom for teaching. Mganga and Lekule, (2021) conducted research on the Impact of Quality Assurance Officers' Activities on Teaching and Learning Process focusing on Selected Secondary Schools in Dodoma, Tanzania. The study employed a mixed research approach that adopted a convergent parallel research design. The findings indicated that quality assurance officials were facing a number of challenges which include misconception of the purpose of quality assurance activities and shortage of resources.

### 3. Methodology

Cross-sectional research design was adopted in this study. This design allowed the researcher to survey different numbers of schools at one point in time so as to get insight on the influence of quality assurance services towards improving supervision of public secondary schools (Creswell & Creswell, 2018). Demir & Pismek (2018) reports that a mixed methods approach entails that the researcher concurrently conducts the quantitative and qualitative elements in the same phase of the research process, weighs the methods equally, analyses the two components independently, and interprets the results together. Consequently, after data analysis the results were mixed and interpreted together.

The sample size was determined using the formula by Yamen (Dudovskiy 2022). That is,

Whereby:

- n = Sample size
- N = Population
- e = Margin of error at Significance level of

95%

From: Population (N) = 100  
e = 0.05

Then, sample size (n) is calculated as follows:

$$n = 1581 + 158(0.05)^2$$

$$n = 113$$

Therefore, the sample size consisted of 113 respondents (5 QAOs, 1 DEO, 10 SHs, 59 ATs, 8 WEOs, 10 school board members and 20 parents) in which both probability and non-probability sampling techniques were used to get respondents. Simple random sampling was employed to select academic teachers. This approach was applied to give all the respondents equal chance of participating in the study. In this case, purposive (non-probability) sampling also was applied to select QAOs, DEO, school heads, and WEOs.

Data were collected through questionnaires and an interview guide. Questionnaires were administered to 59 academic teachers and 10 school heads while face to face interviews were used to gather data from Quality Assurance Officers, DEO and WEOs. For objective one, five-point Likert Scale was used whereby; 5= Very high extent, 4= High extent, 3= Moderate extent, 2= Low extent and 1= Very low extent. While for objective two five-point Likert Scale was used to collect quantitative data whereby Strongly Agree (SA) =5, Agree (A) =4, Undecided (U) =3, Disagree (D) =2, Strongly Disagree (SD) =1. However, schools' board members, parents, DEO, WEOs and QAOs were interviewed to obtain qualitative data. Validity was established through expert judgement whereas reliability was determined using Cronbach Alpha Coefficient method, where for ATs  $r=0.777$  and for SHs  $r=0.974$ . According to George and Malley (2023), the instruments were found to be reliable for the study. Credibility and dependability of qualitative data was established through detailed reporting of the research process. Descriptive statistics were used to analyze quantitative data in the SPSS version 26.0 and results were presented in tables while qualitative data were analyzed thematically alongside the research questions and presented in narrative forms. The quantitative and qualitative results were later integrated in the discussion of the findings. Confidentiality and anonymity were maintained by using numbers and by not asking respondents to write or mention their names on the questionnaire and during the interviews. Also, respondent's feedback was kept private and the results of the study were accurately and honestly communicated. Plagiarism was avoided by acknowledging the sources. The respondents' permission was sought before audio recording of the interviews conducted.

### 4. Results and Discussion

The findings were discussed according to the research questions

#### 4.1 The Extent to which Secondary Schools Quality Assurance Department have been Fulfilling its Duties

Objective one of this study was to assess the extent to which secondary schools' QA department have been

fulfilling its duties in Arusha City Council. The sampled respondents who were public secondary schools' academic teachers and school heads were required to indicate the extent to which secondary schools' QA department have been fulfilling its duties in Arusha City Council. Five-point Likert Scale was used whereby; 5= Very high extent, 4= High extent, 3= Moderate extent, 2= Low extent and 1= Very low extent. Table 1 shows the summary of quantitative data on the extent to which secondary schools' QA department have been fulfilling its duties in Arusha City Council.

**Table 1 Responses of ATs and HSs on Secondary Schools Quality Assurance Department's Fulfillment of its Obligations**

The extent how SQAD have been fulfilling their duties	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
Frequent visits to schools' influence teachers' conduct.	23	39.0	21	35.6	10	16.9	4	6.8	1	1.7
	2	20	8	80	0	0	0	0	0	0
Effectiveness in monitoring of curriculum compliance fulfills	11	18.5	33	55.9	12	20.3	1	1.7	2	3.4
	3	30	7	70	0	0	0	0	0	0
Instructional practices in enhancing implementation of curriculum	17	28.8	21	35.6	13	22.9	6	10.2	2	3.4
	6	60	4	40	0	0	0	0	0	0
Promoting teachers to have confidence and commitments to their duties	16	27.1	27	45.8	10	16.9	5	8.5	1	1.7
	3	30	6	60	1	10	0	0	0	0
Treating teachers with a respect during the school visit inspections.	13	22.0	27	45.8	13	22.0	4	6.8	2	3.4
	2	20	8	80	0	0	0	0	0	0
Influencing teachers' opportunity to do things that go against their will and wish.	13	23.7	17	28.8	15	25.4	8	13.6	5	8.5
	2	20	7	70	1	10	0	0	0	0
The competence of QAOs in performing their duties	9	15.3	29	49.2	13	22.0	5	8.5	3	5.1
	4	40	5	50	1	10	0	0	0	0
Stimulating the teachers to improve their performance by motivating them	16	27.1	27	45.8	9	15.3	6	10.2	1	1.7
	5	50	5	50	0	0	0	0	0	0
Motivating teachers' confidence and feeling of	14	23.7	24	40.7	14	23.7	4	6.8	3	5.1
	2	20	7	70	1	10	0	0	0	0

success to doing their job.										
Influencing teachers to attend in-service training courses from time to time	13	22.0	27	45.8	6	10.2	9	15.3	4	6.8
	4	40	6	60	0	0	0	0	0	0

Source: Field Data (2024)

### Key

- ATs' responses on the extent to which SSQAD has been fulfilling its Duties (n = 59)
- HSs' responses on the extent to which SSQAD has been fulfilling its Duties (n = 10)

The present study intended to get the opinions of Academic Teachers (ATs) and School Heads (HSs) on the extent to how Secondary Schools Quality Assurance Department (SSQAD) has been fulfilling its ideal objectives regarding the improvement in provision of education. One of the areas assessed in this regard was whether the frequent visits to schools have any influence on teachers' conduct. Table 1 reveals the results on this aspect whereby 39% of ATs strongly agreed and 36% agreed, 17% were undecided, 7% disagreed and 2% strongly disagreed. Concerning HSs, 20% strongly agreed and 80% agreed. The study established that SSQAD has been fulfilling its objectives regarding visits aimed at improving the provision of education. However, these visits have faced the challenge of follow-up due to the need to visits other schools in Arusha City Council. Hence tracking teachers' conduct as a result of frequent visits to schools was not easy. While lending credence to this finding, Komba and Nkumbi, (2018) found that school inspections is considered to be an essential instrument for quality education since it assesses educational actions in school organizations to improve the standards of education offered.

Academic teachers and HSs were also asked to give their views on the effectiveness of SSQAD in fulfilling its obligation in monitoring curriculum compliance. Results as revealed in table 1 depict that 19% AT strongly agreed and 56% agreed. Moreover, 21% were undecided, 2% disagreed and 3% strongly disagreed. On the other hand, HSs while providing their views on the same aspect 30% strongly agreed and 70 agreed. These findings imply that majority of academic teachers and head of schools are affirming that SSQAD are undertaking this task of doing this particular duty of monitoring curriculum compliance. Macbeth (2018) found that learning outcomes and sharing practice within and between schools, and community are all features that promote curriculum compliance.

Furthermore, the study assessed whether SSQAD is performing instructional practices in enhancing implementation of curriculum whereby 29% academic

teachers strongly agreed while 37% of them agreed. However, 23% were undecided, 10% disagreed and 3% strongly disagreed. On the side of heads of schools, they strongly agreed by 60% and 40% were agreed. A critical look revealed that these results show that majority of both academic teachers and head of schools accept that SSQAD is greatly performing the instructional practices to implement curriculum as required. The findings concur with that of Ouma et al. (2017) who suggest that lack of instructional materials hinders the effectiveness of the implementation of the educational curriculum.

Another aspect which was assessed to get opinions of ATs and HSs was whether SSQAD is promoting teachers to have confidence and commitments on their duties. The results as revealed in table 1 show that 27% of academic teachers strongly agreed, 46% agreed, 17% were undecided, while 9% disagreed and 2% strongly disagreed. Heads of schools on their side recorded that 30% strongly agreed and 60% agreed. Although by combining those who agreed and strongly agreed it can be easily concluded that majority for the two groups approved that SSQAD is promoting teachers to have confidence and commitments on their duties. Although the number of those respondents who were undecided was minority, still they cannot be ignored in this regard. Georgios et al. (2017) assert that QAOs have been overstretched by several responsibilities which hinder them from fulfilling certain specific obligations.

During qualitative data collection process, one of the school board members commented that: -

Raising teachers' morale is very important because it is always coupled with commitment to their work, to make their students acquire good outcome of teaching and learning and utilize them well in their lifetime. Thus, if teachers lack morale, they can poorly perform their duties. This may result in lack of confidence, efficiency and effectiveness in their responsibilities (Personal Interview, 18<sup>th</sup> May, 2024).

This excerpt illustrates the need for QAOs to treat teachers with respect during their school quality visits. In this regard, Dalin, (2017) suggests that quality assurance officers should be endowed adequately with requisite skills and knowledge that might have been influencing them to do unprofessional issues.

This finding coincides with that of qualitative data where 22% of academic teachers strongly agreed while 46% of them were agreed. However, 22% were undecided, 7% disagreed and 3% strongly disagreed. On the side of head of schools 20% of them strongly agreed and 80% of them agreed. Since these findings show that majority of both groups either agreed or strongly agreed, then this is again confirming the respondents appreciate the good job done by QAOs in the assessment aspects. However, the finding is contrary to that of Wasanga (2014) who observes lack of respect, trust and collaboration between teachers and school quality assurance officers that tend to reduce working morale of teachers in institutions.

While giving his views on whether Quality assurance officers' services have anything to do promoting teachers' confidence, one member of school board remarked: -

*Many teachers are perceiving QAOs negatively because of their attitude of fault finding and reporting to the higher authority and so creating mistrust which hinder the effectiveness of teaching and learning process because many teachers view the QAOs' with suspicion and hostility (Personal Interview, 19<sup>th</sup> May, 2024).*

This finding shows mistrust between teachers and Quality assurance officers in line of duty. This study also intended to get views of Academic teachers and Heads of schools on

whether QAOs are assessing the standards projected to be achieved in schools. The result from this aspect shows that 19% of ATs strongly agreed, and 51% agreed, while 12% were undecided, 10% disagreed and 9% strongly disagreed. For HSs, 40% strongly agreed and 60% agreed. These findings imply that since both groups of respondents strongly agreed and those who agreed are constituting 70% for academic teachers and 100% for head of schools, then there is consensus among the two groups of respondents that SSQAD are doing better in this particular area. This finding is in line with that of Mritha and Onyango, (2022) who found that School quality assurance is a powerful way of monitoring, tracking standards and performance levels over time in public secondary schools.

#### 4.5 The Contribution of Quality Assurance Services in Improving Supervision of Public Secondary Schools

For objective two, the Public Secondary schools' ATs and school heads filled in the questionnaire to the level of agreement on the contributions of QAS in improving supervision of public secondary schools in Arusha City Council. Five-point Likert Scale was used to collect quantitative data whereby Strongly Agree (SA) =5, Agree (A) =4, Undecided (U) =3, Disagree (D) =2, Strongly Disagree (SD). However, schools' board members, parents, DEO, WEOs and QAOs were interviewed to obtained qualitative data. Quantitative data from this objective is presented in table 2.

**Table 2 Responses of ATs and HSs on the Contributions of QAS in Improving Supervision of Public Secondary Schools (PSS)**

The Contributions of QAS in improving Supervision of PSS	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree	
	f	%	f	%	f	%	f	%	f	%
Visits of services provided by QAOs contribute in improving supervision.	24	40.7	22	37.3	5	8.5	7	11.9	1	1.7
	5	50	5	50	0	0	0	0	0	0
Monitoring of curriculum compliance so as enhances supervision in public secondary schools.	10	16.9	37	67.7	8	13.6	3	5.1	1	1.7
	4	40	6	60	0	0	0	0	0	0
Provision of Instructional practices by QAOs	17	28.8	21	35.9	15	25.4	4	6.8	2	3.4
	6	60	4	40	0	0	0	0	0	0
Assessing on how curriculum	0	0	20	33.9	24	40.7	10	16.9	5	8.5
	5	50	4	40	1	10	0	0	0	0

implementation contributes towards effective syllabus coverage.											
Assessing on how inspection of school's infrastructure helps in improving supervision.	14	23.7	29	49.2	10	16.9	3	5.1	3	5.1	
	1	10	9	90	0	0	0	0	0	0	
Assessment of students' enrolment and dropout puts administrators to be vigilant on students' completion.	14	23.7	25	42.7	14	23.7	4	6.8	2	3.4	
	5	50	4	40	1	10	0	0	0	0	
Monitoring of implementation of school plan enhances supervision.	18	30.5	23	39.0	11	18.6	2	3.4	4	6.8	
	4	40	6	60	0	0	0	0	0	0	
Provision of advice and feedback about the school enhances supervision.	17	28.5	32	52.5	6	10.2	4	8.5	0	0	
	3	30	5	50	2	20	0	0	0	0	
Assessing school's strengths and weaknesses and suggesting action for enhances supervision.	13	22.0	27	45.8	14	23.7	3	5.1	2	3.4	
	3	30	6	60	1	10	0	0	0	0	
The extent of how the Conducted audit and evaluations improve accountability in supervision.	15	25.4	32	54.2	8	13.6	3	5.1	1	1.7	
	4	40	6	60	0	0	0	0	0	0	
Assessing whether learners are learning as a result of the teaching enhances curriculum supervision	7	11.9	31	52.5	14	23.7	7	11.9	0	0	
	4	40	5	50	1	10	0	0	0	0	
Assessing the achieved standards so as to improve quality supervision	16	27.1	27	45.8	11	18.6	4	6.8	1	1.7	
	1	10	7	70	2	20	0	0	0	0	
QAOs style of regarding teachers with opposing views of which discourage teacher's morale of working	17	28.5	25	42.5	10	16.9	6	10.2	1	1.7	
	5	50	5	50	0	0	0	0	0	0	

Source: Field Data (2024)

### Key

ATs' responses on the contribution of QAS in improving supervision of Public Secondary Schools (n = 59)

HSs' responses on the contribution of QAS in improving supervision of Public Secondary Schools (n = 10)

Various aspects assessed the contributions of Quality Assurance Services in improving

Various aspects assessed the contributions of Quality Assurance Services in improving supervision of public secondary schools. These included assessing the visits

services provided by QAOs. According to the results revealed in as shown in table 2, in this aspect, 41% ATs strongly agreed and 37% agreed were 37%. However, 9%



were undecided, 12% disagreed and 2% strongly disagreed. For the case of HSS, 50% strongly agreed and the other 50% were also in agreement. Since majority of the respondents strongly agreed and agreed, then this finding implies that quality visits services are definitely provided by QAOs. However, because of lack of quality visits services facilities, the school visit was not done as frequently as required. During data collection process one of the WEOs remarked; -

*All schools are supposed to be visited at least once every year, but since we have inadequate funds and resources as we are having only one car and yet there are some impassable roads, especially during the rain seasons, then what we do is to visit at least half of the schools in a year while those schools which are located very far away are to be visited at least once in every two or three years due to hostile environment (Personal Interview, 19<sup>th</sup> May, 2024).*

The response clearly shows that QAOs operate with limited budget and facilities which in turn negatively affect their work. Wilian et al, (2019) assert that the management of the education unit has not yet prepared effective strategies to assess the intensive curriculum implementation let alone the regular inspections done by QAOs.

Furthermore, this study assessed whether monitoring curriculum compliance has any contribution to the supervision of public secondary schools. The views of academic teachers as revealed in table 2 shows that 17% of academic teachers strongly agreed and those who agreed were 68%. However, 14% of them were undecided, 5% were disagreed and 2% strongly disagreed. For the case of opinions of Head of schools, 40% of them strongly agreed and 60% were agreed. According to this study, this finding gives the picture that monitoring of curriculum compliance has been contributing to the supervision of public secondary schools. However, in the course of monitoring of curriculum compliance the QAOs have been facing a number of challenges which including teachers' unwillingness to accept and implement recommendations from QAOs and limited timeframe to carry out quality assurance activities (Mritha and Onyango, 2022).

Regarding whether the provision of instructional practices by QAOs has any contribution to the supervision of public secondary schools, 29% ATs strongly agreed, 36% agreed, 25% were undecided, 9% disagreed and 3% strongly disagreed. When Head of schools were asked to provide their opinions on the same aspect, 60% strongly agreed and 40% of them agreed. These findings imply that both academic teachers and head of schools have the common opinions that instructional practices provided by QAOs are contributing to improved supervision of public secondary schools. The present study establishes that provision of

instructional practices is done but to some extent it is excluding some important educational stakeholders. Medard and Mwila, (2022) assert that, sometimes teachers are not fully involved in the changes of the curriculum (of which is very important instructional tool in the learning process), and thus students are the most affected because they are the one who enter into the examination under the new curriculum.

Additionally, the aspect of assessment of students' enrolment and dropout puts administrators to be vigilant on students' completion was assessed. Thus, according to the results depicted in table 2, 24% of academic teachers strongly agreed and 43% of agreed, 24% were undecided, 9% disagreed and 3 strongly disagreed. 50% of the heads of schools, 50% strongly agreed and 40% agreed while 10% of them were undecided. This finding implies that both respondents were in common acceptance that the aspect is contributing to the supervision of public secondary schools. in this regard, one respondent pointed out that.

*To my opinion I think assessment of students' enrolment and dropout done by QAOs is crucial. Increased enrolment has resulted in poor performance in form four national examinations for the last three years. As a result, several inspections of our school were conducted due to poor performance. Through this, our school improved in performance and in recent days many parents are coming to ask chances to transfer their children to our school (Personal Interview, 19<sup>th</sup> May, 2024).*

The response demonstrates the importance of QAOs visits to schools. Another aspect which was assessed to get opinions of academic teachers and Heads of schools was whether monitoring of implementation of school plan enhances supervision of public secondary schools. The results revealed from this aspect show that 31% of academic teachers strongly agreed with and 39% agreed, 19% were undecided, while 3% Disagreed and 7% strongly disagreed. for Head of schools, 40% strongly agreed and 60% agreed. These findings imply that since majority of respondents acknowledged that supervision of secondary schools is greatly attributed to monitoring of implementation of school plan. Wilian et al. (2019) found that in order to make a quality improvement plan as outlined in the School Work Plan, it is important for the school management to know how to improve the plan to relate to national education standards. The making of school plans related to quality improvement should be prepared based on school self-portraits of quality conditions during self-evaluations carried out.

Concerning the aspect of providing advice and feedback about the school and whether it contributes to the

supervision of public secondary school, 29% of academic teachers strongly agreed while 52% of them agreed. However, 10% were undecided, and 9% disagreed. For the side of head of schools, 30% strongly agreed and 50% agreed while 20% were undecided. These findings indicate that the issue of supervising public secondary is done by QAOs through provision of advice and feedback about the school. Thareja, (2017) assert that teachers should understand that feedback is meant to evaluate and improve their performance because quality of information controls future performance processes.

To find the contributions of QAS in improving supervision of public secondary schools, this study assessed opinions of Academic teachers on the extent of how the Conducted audit and evaluations improve accountability in supervision of public secondary schools. The result as depicted in table 2 revealed that 25% of academic teachers strongly agreed while 54% agreed, 14% were undecided, 5% disagreed and 2% strongly disagreed. Head of schools on their side; 40% strongly disagreed and 60% agreed. Since those who strongly disagreed and agreed from both groups of respondents were the majority, then this may probably indicate that auditing and evaluations are essential elements on improving accountability in supervision of public secondary schools. One Quality Assurance Officer commented that. –

*Auditing and evaluation have actually promoted the improvement of quality education because many QAS have appreciated our financial management during school quality visits. Since the presence of standard infrastructure, especially school buildings is an important aspect in carrying out effective teaching, educational stakeholders should ensure that schools are provided with adequate facilities and infrastructure which meet the required standards (Personal Interview, 22<sup>nd</sup> May, 2024).*

Auditing of finances has resulted into improved teaching programmes as reported by the respondent. Assessing whether the learners are learning as a result of the teaching so as to enhance curriculum supervision was also examined whereby 12% of academic teachers strongly agreed while 53% agreed, 24% were undecided, 12% and disagreed. For heads of schools, 40% strongly agreed with the same aspect while 50% agreed and 10% were undecided. These revealed findings indicate that all the involved respondents in the aspect were in consensus that one of the signs to show that curriculum is properly supervised is when learners are learning as a result of the teaching. This finding is supported by Thareja (2017) who found that in education, such inference such that the output from academic process is a direct outcome of input quality as common phrases.

## 5. Conclusion and Recommendations

### 5.1 Conclusion

Based on the findings, the following conclusions were drawn:

The study revealed that quality assurance services enhance the effectiveness of supervision, leading to improved academic performance, better teacher morale, and enhanced student learning outcomes.

Furthermore, findings from the study have significant implications if practiced as it was stated in the secondary schools' quality assurance guideline. The incorporation of quality assurance services into the supervision scheme of public secondary schools is crucial for improving academic performance. Supervisors such as school heads, policymakers, and other educational stakeholders should make priority the development and implementation of secondary schools' quality assurance services to ensure that public secondary schools provide high-quality education as required.

Generally, the findings from the study can be used to conclude that, effective secondary schools' quality assurance services improve the monitoring and evaluation of teaching-learning processes, leading to the identification of areas that requires improvement. This, in turn, enables supervisors such as school heads, education officers and other educational stakeholders to provide targeted support to teachers, resulting into enhanced teacher performance and student learning outcomes.

### 5.2 Recommendations

Based on the study conclusions the following recommendations were made.

1. Secondary schools' quality assurance services should be institutionalized and integrated into the supervision system of public secondary schools. This will ensure that supervisors such as school heads, educational officers and other educational stakeholders like parents have the necessary support and resources such as financial, human and materials are effectively used to monitor and evaluate teaching-learning processes.
2. Secondary school's Supervisors should be well trained on the quality assurance services, to enable them to effectively implement and utilize the services to improve supervision especially in public secondary school.

3. Policymakers should make priority on the development of policies and guidelines that support the integration of secondary schools' quality assurance services into the supervision system of public secondary schools. This will ensure that quality assurance services are sustainable and become an integral part of the supervision system.
4. Secondary school quality assurers should provide education to teachers, students, school heads, board members and parents on how they are involved in all stages of conducting school quality supervision so as to make the supervision quality and effective.

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