

School Quality Assurance Guidelines: Its Implementation and Challenges in Public Secondary Schools in Temeke Municipality, Tanzania

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Quality assurance guidelines are indispensable elements in quality effectiveness and maintenance. The guidelines put more consideration on strengthening and promoting the quality of the teaching and learning process. This study aimed at assessing the implementation of quality assurance guidelines in promoting the quality of teaching and learning. It was guided by two research objectives; to describe the status of school quality assurance implementation, and to identify the challenges encountered by the internal and external School Quality Assurance Officers during quality assurance exercises. The study adopted a Mixed Methods research approach and a descriptive survey design. The targeted sample was drawn from Temeke Municipality and included six public secondary schools, 60 students, 34 teachers, 6 head of schools, 3 ward district officers, 1 district education officer and 6 district quality assurance officers. Data was analyzed using descriptive statistics and cross-tabulation. A synthesis of the findings revealed that public secondary schools in Temeke Municipality were exposed to quality assurance exercises by the school quality assurance officers. The findings also revealed that quality assurance reports were only shared to Education officer, Head of school, and teachers. Other stakeholders like students and ward education officers were not given the reports. On the basis of the findings, it was concluded that quality assurance guidelines are fairly implemented in secondary schools in Temeke Municipality. However, challenges such as shortage of funds, shortage of staff, lack of working facilities, overcrowded classrooms, and lack of transport and materials for SQAOs made it impossible for the guidelines to be effectively implemented and thus impeded the acquisition of educational competencies among students in public secondary schools in Temeke Municipality, Tanzania. Therefore, educational stakeholders should ensure adequate provision of resources to schools to facilitate the effective implementation of the quality assurance guidelines as stipulated in the NSQAF, (2017).

Keywords: School Quality, Competences, Quality Assurance, Implementation, Guidelines, Tanzania.

I. INTRODUCTION

The provision of quality education is very crucial for the development of the nation. It plays a vital role in equipping individuals with the knowledge, skills and competencies deemed necessary to participate effectively in contributing to the country's social and economic development (NSQAF 2017). Hence, improving quality of secondary school education is very important to Tanzania as it

is a strategic agent for spearheading national development. Studies conducted by Hakielimu, (2017) and Leonard, & Ibrahim (2021), revealed that, inputs into higher education and in the labor force in Tanzania highly depend on quality of outputs from secondary school education. Thus, concerns about the implementation and/or adoption of quality assurance guidelines as a way of ensuring quality of education provided in secondary schools have attracted increased attention from educational stakeholders in the country.

The adoption of quality assurance in education as an emerging policy perspective in the modern world originated at the World Conference on Education for all nations led by UNESCO in Jomtien, Thailand, in 1990. Representatives of the international community agreed that all countries should pay greater attention towards improving all aspects, achievement of recognized and measurable learning outcomes in schools, especially in literacy, numeracy and essential life skills (UNESCO, 2002). According to OECD (2012), in Europe, the presence of quality assurance and control towards quality education has been important in building the nation economically, socially, technologically, financially and well standards of living of their citizens. In its context, some key areas to be worked up on by the education agencies (authorities) so as to overcome students' failures when schooling with reference to policies through upper secondary schools are specified. They include: eliminating grade repetition, avoid early tracking and defer students selection to upper secondary, manage school choice to avoid segregation and decrease inequalities. Others are to make funding strategies responsive to students' and schools' needs, and design equivalent upper secondary education pathways to ensure completion with good performance, Mosha (2004).

The roles and significance of quality assurance are better concepts to be applied in the context of Africa. This is particularly on East African nations where the demand for secondary school education has been increasing rapidly, under different governance regimes. For instance in Uganda, Sammons and Day (2011) have put forward that about 85% of secondary school graduates achieved below standard while 15% achieved the required standard scores by 2014. Otieno (2012) observed that the mission for the provision of quality

education continues to be a matter of concern to both consumers and providers of the education service in Kenya and other developing countries at large due to massive failure or undesired performance of the secondary schools.

Likewise, the Tanzanian government has been investing a lot of resources in the education sector through the Fee Free school education program. The country is said to be spending Tanzania shillings (Tsh.) 20,000 per year per each secondary school student URT (2021). Nevertheless the output/products (secondary school graduates) are said to be of poor quality; they do not reflect the value for money that is spent MOEST (2019, 2020, 2021). This concern is shared by Mosha (2004) who argued that inefficiencies at school level were common and resulted from lack of effective teacher management and supervision. Mzomwe,(2020) also indicated that there is a serious scarcity of standard inputs, which includes; few textbook vs student-teacher ratio across schools and subject areas, which persistently affected much of the public secondary. Similarly, the Controller and Auditor General report of 2017 on the academic performance of the education sector asserted that the increasing number of secondary schools exceed the capacity of the school inspectorate as one of the important tool for the Government with the mission to notice and ensure the quality of good performance in the schools. Also, scholars have attributed this mismatch to improper utilization of Quality assurance exercises to oversee the implementation of quality assurance guidelines (Leonard, & Ibrahim, 2021).

According to Mosha, (2004), school quality assurance exercise is a form of evaluation, which involves the measurement, testing, supervising, supporting and evaluation of educational activities in school systems for the purpose of improving the standards and quality of education programs offered. It refers to a systematic and continuous process for ensuring that conditions are in place to achieve standards set by the institution or the means by which an institution can guarantee that the standards and quality of its mandates were being maintained. Fasasi and Oyeniran, (2014) examined quality assurance and control from two different perspectives. The first is from the internal criteria of the system such as profile expiration and the external criteria, which are the fitness and relevance on education to its environment.

The history of well-established school quality assurance exercise in Tanzania can be traced back in 2016, when a circular document was released (URT, 2016). According to this secular document, the School Inspectorate Department was changed to be called Quality Assurance Department. School Quality Assurance was adopted as a key instrument for monitoring, assessing, evaluating, and reporting the agreed quality standards in all aspects of school life to ensure that acceptable standards are attained and maintained. Thus the National School Quality Assurance Framework, (2017) aimed at providing holistic and collaborative approach on quality education with the major focus of improving the students' academic performance. In this transformation, quality assurers were expected to provide support for schools to put strategies

in place and monitor the progress of implementation of quality assurance guidelines in the spirit of collaboration. It puts more consideration on strengthening the school quality assurance system (SQAS) through the implementation of school quality assurance guidelines.

According to Lyimo, (2015) implementation of quality assurance guidelines is the surest way of ensuring the quality of products from any level of education. School quality assurance worldwide operates effectively where there are well organized guidelines. Guidelines contain domain and area of focus with the aspects of school improvement. In the context of Tanzania domains are the key aspects of education which have the most impact on school improvement. They provide a structure which, when coupled with a rigorous methodology, enables an evaluation of a school's quality to be made. They can be used by the internal school quality assurance team and those who provide close to school quality assurance so that everyone is focusing on the things that matter most URT (2017).

Quality assurance guidelines put more consideration on strengthening the School Quality Assurance System (SQAS). The focus of the SQAS is on capacity building, sharing of the information, management, supervision, monitoring and evaluation and adherence to the standards of education. The key elements which are critical in strengthening the SQAS include the improvement in their internal school quality assurance evaluation, information and communication system, staffing (qualifications and criteria) and the enabling environment (support to office operation facilities, code of conduct, ethics and confidentiality) In this face schools are expected to have the quality assurance committee whose core function will be to ensure that effective implementation is practiced as per prescribed principles. Similarly, it is the responsibility of the SQAS to ensure that teachers as the key implementers of the curriculum at the school level are all having the prescribed qualifications in order to be effective in teaching and learning process. Therefore, for the public school to improve in their academic performance these key elements are very crucial to be implemented.

The implementation of the new Schools Quality Assurance Framework (SQUAF) started in January 2018. According to the NQAF, (2017) the new school quality assurance framework is focused on the six guidelines in which the five key priority areas puts more consideration on strengthening the School Quality Assurance System (SQAS). The First among them is Learners' Achievement. These are skills, understanding, and competences of a particular skill or subject (URT 2017). This study used learner's achievement as the dependent variable. The second guideline is the Quality of teaching for good learning and assessment. This guideline assesses whether the teaching enables learners to acquire new knowledge and make progress against the national standards and competencies so that they continually and consistently increase their understanding and develop their skills. It further assesses if lessons are well planned to meet the learners differing needs, including those with special needs, and help them to make

progress. Lastly this guideline assesses if effective teaching methods and suitable learning activities are used to engage and motivate learners.

The Third guideline is the Quality of the curriculum in meeting learners' needs. This was intended to see if the school provide personal, social and health education which reflects the needs of its learners and national priorities, the school provide extracurricular activities and whether they add value to the learning and the curriculum provide learners with a general knowledge of the responsibilities of citizenship in Tanzania. The fourth is Quality of leadership and management: leadership of learning, leadership of people and resources. This guideline assesses to see if the leadership, including the School Committee/Board (SC/SB), provide clear educational direction, as reflected in the quality of education, the care of learners, and the fulfillment of the school's vision and mission statements, leaders show awareness that further improvements can be made, also to ensure they do not let potential barriers prevent them from leading towards change and innovation and School leaders work effectively with others e.g. teachers/tutors, parents, learners, and the School Committee/Board (SC/SB) to establish a shared vision, which is communicated to all stakeholders and efficiency use the available resources. The fifth guideline is Quality of the school environment and its impact on welfare, health and safety. This guideline was put in place to check if the school has written policies which are implemented to prevent harassment and promote the welfare for learners at the school, the school environment is clean and well maintained and as much as is possible within the school's control, and the school is doing as much as it can to provide an attractive environment where learners want to learn. The Sixth guideline is Community engagement. This guideline assesses to see if: The school seek feedback from parents and community, and the school give regular, helpful, detailed and accurate information to parents about their child's achievements and targets for improvement URT. (2017).

Therefore, the aim of this study was to assess if the implementation of these quality assurance guidelines promotes the acquisition of educational competencies among secondary school students' in public secondary schools in Temeke Municipality. Most specifically, it was guided by the following objectives:

- i. To assess the status of school quality assurance implementation in Secondary Schools in Temeke Municipality.
- ii. To identify the challenges facing internal and external School quality assurance team during quality assurance exercises in Temeke Municipality

II. METHODOLOGY

The study adopted a Mixed Methods research approach and a descriptive survey design. The targeted sample was drawn from Temeke Municipality and included six public secondary schools, 60 students, 34 teachers, 6 head of schools, 3 ward district officers, 1 district education officer and 6 district

quality assurance officers making total sample of 109 respondents. Both probability and non-probability sampling techniques were used to sample participants. Method of data collection included questionnaires, interview guide and observation. Validity of instruments results were ensured through content validation, and member checking while reliability was checked through methodical triangulation, member checking, and dependability. Quantitative data was analyzed using descriptive statistics with the help of SPSS version 20 while thematic analysis was applied on qualitative data. Ethical consideration were ensured through participants consent form, confidentiality, and anonymity of participants- during and after the dissemination of the research findings.

III. RESULTS AND DISCUSSION

The findings of this study are presented and discussed according to the research objectives which guided this study.

3.1 Status of School Quality Assurance implementation in Secondary Schools

The first research objective sought to describe the status of school quality assurance implementation with focus on number of school visits undertaken by the quality assurance officers, quality of implementation of both internal and external school quality assurance. Aggregate of findings is presented in Tables and figures- respectively. Table 1 presents the findings on the question as to whether teachers had been inspected by school quality assurance officers.

Table 1. The visit of SQA at school

		Yes	Total
Name of Secondary School	A	11	11
	B	6	6
	C	6	6
	D	6	6
	E	7	7
	F	4	4
Total		40	40

Source: Field Data (2022)

Table 1 indicates that teachers and Head of Schools agreed to have been inspected by School Quality Assurer in their respective schools. This indicates that All Schools were inspected by School Quality Assurers. This shows there is an improvement as compared to the past. Reports claimed that SQAOs only visited schools in times of emergency and that their counsel was least likely to be sympathetic to the predicament of teachers (Moshia, 2004).

Frequent visits are required for school assessment to be successful so that the SQAOs can monitor the level of implementation of their recommendations and evaluate the effects of such implementation. An educational institution should undergo panel inspections every three years, according to the Handbook for Inspection of Educational Institutions

(NSQAF,2017). Mwila, Wambiya, and Lyamtane, (2019) who stated that the officers' lack of the necessary abilities hinders the operation of the SQAOs, supports this. This is mostly a result of the absence of a clear policy regarding Inspector recruitment and deployment. Additionally, there is no clear staff development policy. When they are deployed to the Inspectorate, some SQAOs take an induction course, whereas others are never inducted at all. Inspectors do not receive regular in-service training either.

The results of this study thus demonstrate that things are changing and that there are more frequent school quality assurance exercises. These results are in line with a study by Sumi (2016) conducted in Tanzania, where it was discovered that schools were often audited to guarantee compliance with quality assurance standards. Similar to this, being exposed to quality assurance activities is linked to student success and a positive sense of social and academic self-worth (Ryan, 2015); a more positive attitude toward the teaching process and higher academic achievement (Osaki, 2000); and personal and social growth, a sense of belonging at school, as well as satisfaction (Onocha, 2002). As a result of this data, secondary schools that routinely participate in quality assurance exercises are predicted to encourage their pupils to acquire educational competences. Similarly, Nwite Onuma and Nkiru Patricia Okpalanze (2017), argue that increased school evaluation helps to establish quality assurance to maintain established standards and ensure quality control, monitor students' performance and assist teachers to select relevant text books, assess the school plant and ensure the adequacy of physical facilities and equipment for a conducive teaching-learning environment. Furthermore, Table 2 shows the areas that school quality assurance officers recommended to teachers to be improved.

Table 2. The area that School quality assurer recommended to be improved at school (n = 40)

	Frequency	Valid Percent	Cumulative Percent
Management and administration	10	25.0	25.0
Curriculum Implementation	10	25.0	50.0
School Buildings	8	20.0	70.0
Furniture and School Materials	7	17.5	87.5
School Environment and Surroundings	4	10.0	97.5
School Culture	1	2.5	100.0
Total	40	100.0	

Source: Field Data (2022)

Table 2 indicates that out of 40 teachers including head of school said that during the school visit by school quality assurers, the recommendation given was to make improvement in some areas as follows: Management and administration was the first aspect with the highest score 10 (25%). The other important aspect just like the first one was Curriculum implementation with 10(25%). The next was

school building which had 8(20%) respondents. The next aspect was furniture and school materials that had 7(17.5%). School environment and surroundings were the fifth elements that had a score of 4(10%). And the last element was school culture which had only 1(2.5%) respondent. These results show that school management and administration in schools require special attention, because there are many problems in schools that are caused by a lack of management skills, in this case the government has to take action in order to equip the school management with managerial skills.

Also, curriculum implementation is another challenge for public schools in Tanzania because the changes of the curriculum involves many associated activities like training of implementers of the curriculum, but in reality, it is not practiced like that. For example, in an interview with several teachers and head of schools, one of the Teachers was asked about the current curriculum that was first implemented in 2019, his opinion was that the curriculum changes do not take place to all stakeholders, because the preparations for the change including training of few teachers started in 2015. But most of the teachers were not involved in those changes, at the same time they were required to implement the new curriculum.

Another teacher, responding on curriculum implementation, indicated that teachers are not fully involved in the changes of the curriculum. In this case students are the most affect because they are the one who enter into the examination under the new curriculum. "For example students who sat for the form four national examination in 2019 under the new curriculum which is about competence based, to some extent it was new to me as well as a teacher he said" because there were no enough training for teachers.

This is a serious problem that if not taken care of, students will always be affected as the result of frequent curriculum changes. So the changes should involve all stakeholders especially classroom teachers.

According to Onocha's (2002) argument, SQAOs are required to visit the schools on a regular basis and review the secondary schools' management, performance, and overall learning environment. SQAOs are given increased authority to support school leaders in implementing the appropriate curriculum, handle administrative and pedagogical concerns, and enhance teachers' job performance (URT, 2006). Given this, it is envisaged that it will contribute to secondary school students receiving an education of a reasonable quality and fostering long-lasting educational competencies.

School buildings

Table 2 indicate that 8(20%) of respondents said that school building need improvement

It means that, school building were either not enough or required maintenance. But because there was evidence that most of the schools had 80 students in one class, this proves deficiency of classrooms. Another issue related to school buildings as pointed out by respondents was furniture and

school materials. The analysis indicates that 7(17.5%) of respondents wanted furniture like chairs and table in the classrooms. Since students are overcrowded in classes, classrooms need to be improved by building more classes and filling in those classes with chairs and tables to avoid students sitting on floor during the learning process.

As reported by Emeribe (2020) presence of facilities and infrastructure, especially school buildings is an important aspect of classroom management and for carrying out effective classroom teaching sessions. According to this author facilities and infrastructure have a positive impact on teachers’ pedagogical and classroom management and thus facilitates effective attainment of educational competencies among students. A study by Mgimba and Mwila, (2022) in Tanzania on facilities and infrastructure in rural secondary schools, revealed that adequate educational facilities is likely to facilitate teaching and learning process, latest educational facilities to a large extent determines how the teachers teach and how learners learn. Furthermore, the study affirmed that there was a significant important relationship between the presence of facilities and infrastructure and quality of education. Therefore, educational stakeholders ought to ensure that schools are provided with adequate facilities and infrastructure. This would enable secondary schools not only to comply with quality assurance guidelines but also to ensure quality of teaching and learning.

School Environment and the Surroundings

It was found that 4(10%) of respondents suggested that school environment and surroundings improved. This indicates that schools need to make improvement on the schools environment to make the safety of the school more reliable. Additionally, educational officers were asked to state how they perceive school quality assurance officers in implementation of school quality assurance exercise. Their responses is as presented in Table 3.

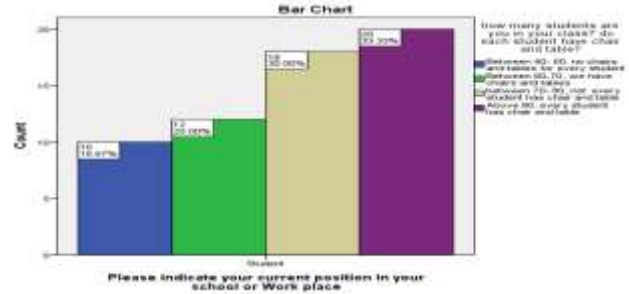
Table 3. Education officers’ perception about quality assurance exercise

		Frequen cy	Valid Percent	Cumulative Percent
	it is so helpful in maintaining education quality	3	75.0	75.0
	we perceive positively	1	25.0	100.0
	Total	4	100.0	

Source: Field Data (2022)

Table 3 indicates that, out of 4 educational officers, 3(75%) said it is so helpful in maintaining education quality, 1(25%) perceived positively. This result is a good indicator that SQA are supported by education officers in implementation of their wok. Furthermore, students were also requested to give their views on quality assurance issues with respect to class size, and the nature of teachers in their respective classrooms. Data were presented in Figure 1 and Figure 2 respectively. Figure 2 shows the responses of students on class size.

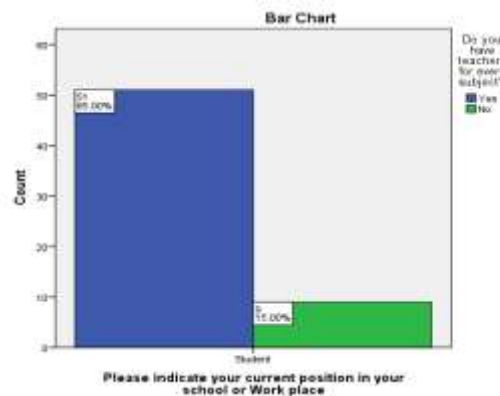
Figure 2. Class size



Source: Field Data (2022)

Figure 2 indicates that the number of students in one class was as follows as per the responses from the respondents: 20 respondents (33.3%) said they were more than 80 in one class, and 18(30%) said they were in a range between 70-80 in a class, 12 (20%) said they were 60-70, and 10 (16.6%) were 40- 60 in a class. These information tells that more than 83% of the schools have classes with more than 60 students, which means there are overcrowded. This reduces the Quality Education in Schools. NAOT (2008), The Controller and Auditor General reported about the academic performance of the education sector on the challenges facing educational agencies in the country. It stated that the rapid increase in number of secondary schools exceed the capacity of the school officers. This makes it impossible for the School Inspectorate to conduct its duties in an efficient and effective way. According to the MBO approach, the school quality assurance officers injects an element of dialogue into the process of passing plans and objectives from one organizational level to another. The superior brings specific goals and measures for the subordinate to a meeting with this subordinate, who also brings specific objectives and measures that he or she sees contributing to better accomplishment of the job. The teaching/ learning process requires the same to be done. Management by Objectives (MBO) theory can be used as a tool for assisting in the more effective management of organizations engaged in Secondary School education, where there is School Quality Assurer, District Education, Ward education officer, Head of School, Teachers and students.

Figure 3. Teachers in School



Source: Field Data (2022)

Number of Student-Teachers ratio in School

When Students were answering a question, do you have teachers for every subject at your school? 51 (85%) said yes and 9 (15%) said no. This answer reveals that most of the subjects that are taught in Secondary school have teachers as it can be seen in Figure 3. In responding on the interview with Several Head of Schools, about school environment and Surroundings in which teaching and learning takes place, one of the school head said that,

“In my school the total number of students is 3046, and in each class there are 70 students” while Teachers are only 63. This number exceeds the required number according to the agreed standard which should be 40. Therefore student- teachers’ ratio is 49:1 (Head of school, July 2022).

Another one said there was a total of 2171 for the whole school, and 90 students in each class. But there were only 41 teachers. This indicates that the student- teacher ratio is 53:1 the third head of school was quoted saying there were a total number of one thousands eight hundred and ninety seven (1897) students in the whole school and each class had 90-120 student, and there were 51 Teachers. And thus the student- teachers’ ratio is 38:1. Another participant revealed that a school had a total of 1582, and students in one class were 80-98. There were 41 teachers, hence the student-teacher ratio is 39:1. This study’s range of the pupil-teacher ratio is remarkably comparable to the data reported in Leonard et al (2021), which indicated a ratio of roughly 70:1. This percentage is relatively high for competence-based curriculum implementation and effective classroom delivery of the teaching-learning process. This ratio suggests that, if each student is given personalised attention, the teacher will need to spend, on average, less than a minute with each student. This suggests that in a large class, some students who may need the teacher's attention for problems may be left out due to the teacher's possible time constraints, which could impede the acquisition of educational competencies. Lower teacher-to-student ratios have been linked to better educational outcomes, according to studies (Chepkuto et al., 2012; Okoth et al., 2018). The teacher- student ratio is another important factor in determining high quality in early childhood education, according to Emeribe (2020).

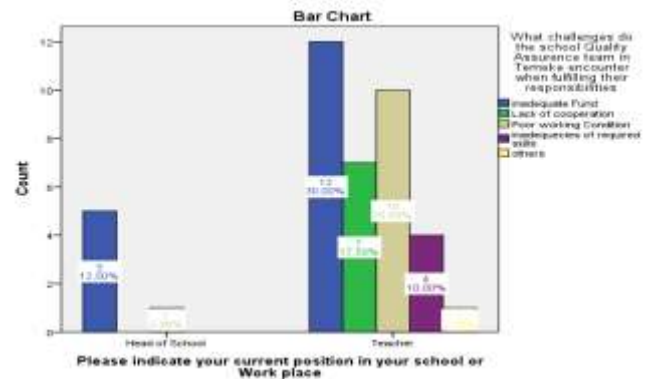
The synthesis of this study ‘objective revealed that in public secondary schools there are area of focus that SQA need to put more effort and emphasis, these include management and administration, curriculum implementation, school building, furniture and school materials, school environment and Surroundings, school culture and Teaching Method. For instance, Class size indicated that more than 83% of the School have classes with more than 60 students, how comes Management and administration at District and school level allowed students to be overcrowded with 80 students in one class. The study showed that school buildings including toilets were not enough to meet the number of students. Teaching

and learning facilities like book were not sufficient for every subject

3.2 Challenges encountered by internal and external School Quality Assurance Officers during quality assurance exercises.

In the second objective, the study sought to identify the challenges encountered by the internal and external School Quality Assurance Officers during quality assurance exercises. This was against undocumented allegations that there existed some challenges that hindered the implementation of quality assurance guidelines. Figure 4 presents the responses of head of schools and Teachers.

Figure 4. Challenges by Heads and Teachers



Source: Field Data (2022)

On responding to the question, what challenges the school quality assurance team encounter when fulfilling their responsibilities? 5 (12.5%) Head of schools were and 12(30%) Teachers, making a total of 42.5% said inadequate fund, and those who said poor working condition were 10 (25%), 7(17.5%) said lack of cooperation and 4(10%) said inadequacies of required skill as indicated in figure 4. All these challenges affect the work performance. When the same question was exposed to the SQA, similar responses were pointed. Table 4 indicate the response of Quality Assurer on the challenges that face them in implementation of their work.

Table 4: SQA Challenges

Variable	Frequency	Valid Percent	Cumulative Percent
shortage of fund and shortage of staff	2	40.0	40.0
lack of working facilities	1	20.0	60.0
lack of transport and materials	2	40.0	100.0
Total	5	100.0	

Source: Field Data (2022)

Table 4 indicate that there were 5 respondents, 2(40%) who said the challenge was shortage of fund and shortage of staff, 2(40%) said that lack of transport and materials was their challenge, 1(20%) said there was lack of working facilities. All these challenges affect the work performance of SQAs as indicated in Figure 4:8 SQA challenges. Table 5 presents the

findings on the challenges faced by Quality Assurance as pointed out by education officers.

Table 5: Challenges –Education officers

		lack of resources like fuel,	change of curriculum implementation,	
	District Education Officer	1	0	1
	Ward Education officer	1	2	3
Total		2	2	4

Source: Field Data (2022)

Table 5 indicates that when responding to the question, what are the challenges faced by Quality Assurance in your District? 1 (25%) and 1(25%) said lack of resources like fuel, car maintenance and stationaries, 2 (50%) said, change of curriculum implementation. School quality assurance officers pointed out inadequate funds, transport problem from and to the work place, working facilities, poor perception of some education stakeholders and lack of cooperation. This indicate that school quality assurance officers experiences difficulties and challenges that makes them fail to carry out their responsibilities accordingly. Challenges facing education system seem to be international in nature. Ngware, Oketch and Ezeh (2011) found that quality education comprises three interrelated aspects namely; Quality of human and material resources available for teaching (inputs); quality of teaching practice (process) and the quality of results (outputs and outcomes). This implies that the quality of education offered to the learners is judged in three components namely; in the input where the quality of students is assessed, quality assurance need to intervene the process through which the teaching and learning process is taking place and finally the output which entails quality of students graduating from schools.

Similar to this, Kijo's (2017) research revealed that quality assurance officers struggle with issues such a lack of human, financial, and physical resources. The survey also showed that quality assurance officials are lacking in seminars, which prevents them from assisting teachers and advancing the quality of education. It was also said that the methodologies employed are not adequately implemented as a result of several process difficulties. According to the report, SQAOs must have access to sufficient resources for them to function well if they are to improve the quality of education. In order to keep quality assurance officials knowledgeable and up to date, the government should ensure that they attend enough seminars.

These challenges require government intervention to rescue the situation because they lack working facilities, so government should provide working facilities for them. When the education officers were interviewed on how they support them to minimize their challenges, they said they support them in term of car service.

Overcrowded classrooms were another challenge hindering the implementation of quality assurance guidelines. It was observed that one classroom was made up of about 70-80 students - exceeding the set standard which is 40 student in one class. Data also indicated that there were about 21 classrooms against the requirements of 40 classrooms-translating into a shortage of 19 classroom. This was a challenge because it is practically impossible to teach a class of 80 students –with a consideration of competence based curriculum. This finding is in line with the study conducted by Emeribe (2020), about the learning environments in public secondary schools in Calabar Municipal-Nigeria which reported poor achievement scores among students –due to insufficient infrastructural and instructional facilities such as functional libraries, laboratories, recreational facilities. Likewise, Gatua (2015)' study revealed that there was inadequate sanitation facilities, learning facilities such as laboratory, classrooms and reference books. The study reported that the absence of these facilities and infrastructure hindered the effective teaching and learning process.

For the public school to foster the acquisition of educational competencies among secondary school students, there should be adequate support and facilities which will finally ensure proper implementation of the curriculum at schools. On the other hand for the effective functioning of SQAS, adherence to the guidelines by schools and teachers is also a potential aspect.

Lacks of transport and materials was one of the challenges mentioned by participants. This means that most private secondary schools fail to attain and implement quality assurance guidelines because of inadequate funds for running various activities in their schools. This is supported by Ahmad et al. (2014) who in their study found out that, most schools failed to pay teachers high salaries, motivation, allowances, and in-service training because they do not have adequate funding to do most of these important education activities. Also, Saga (2014) found inadequate number of teaching staff influences the implementation of quality assurance guidelines. Thus, secondary schools should develop extra source of income like agriculture, animal husbandry to generate more income rather than depending on school fees for running various school activities.

Additionally, the findings reveled that there were shortage of staff especially science teachers. 'Most of the selected secondary schools in Temeke Municipality had only one permanent physics teacher and two mathematics teachers. As contended by Saga (2014), shortage of teachers is among the factors that limit the implementation and attainment of quality assurance guidelines in most schools. Adequate teaching staff is vital because it enables students to attain quality education which can assist them to acquire the required educational competencies. The inputs that affect educational quality include curriculum content, instructional materials and equipment, school culture, teacher-to-student ratio, financial constraints, guiding principles, quality assurance, length of learning, and, most importantly, the calibre of the instructors

and management techniques. Even while there is still much to be done in terms of teacher development, it is also impacted by the outcomes of an educational system, therefore the focus should be comprehensive and not confined to teacher performance. However, according to O Mwila, M.P, Wambiya,P and Lyamtane, E,. (2019), most of these factors are absent from Tanzania's educational system, and those that are being implemented, such quality assurance, are done so without extensive engagement with all parties concerned, notably the teachers.

The availability of and adequacy of the resources is the integral part of the quality assurance indicators of NSQAF 2017. Inadequate flow of resources at school directly hinders the effective teaching and learning thus compromise the aspect of quality within the process. However, the control of the actual availability adequacy and maintenance of physical resources such as offices, means of transport, furniture, hardware and software, essential buildings, teaching and learning materials as well as budgets at different levels shall be determined by the ministries concerned and the schools owners(NSQAF 2017).Therefore, all the key actors of quality assurance at different levels have the responsibility of ensuring the adequate resources are mobilized and deployed for the effective implementation of school quality assurance (SQA) activities.

In order to overcome these challenges, respondents pointed out various suggestions as presented in Table 6 and Table 7 respectively.

Table 6: SQA’ Suggestions on how to overcome those difficulties

		Government should provide adequate facilities and fund on time	Organizations should give transparent cooperation to SQAs	
	shortage of fund and shortage of staff	2	0	2
	lack of working facilities	0	1	1
	lack of transport and materials	2	0	2
Total		4	1	5

Source: Field Data (2022)

According to Table 6, the suggestion given by SQA on the shortage of fund and shortage of staff 02(40%) said Government should provide adequate facilities and fund on time, 1(20%) in order to handle the challenge of lack of working facilities they said, organizations should give transparent cooperation to SQAs and the challenge of lack of transport and Materials, 2(40%) said Government should provide adequate facilities and fund on time. Table 7 shows the suggestions by students’ respondents.

Table 7: Students’ suggestions to overcome the challenges

		Frequency	Valid Percent
	The government should bring learning material like books	22	36.7
	to increase laboratory facilities	7	11.7
	to builds more classrooms and toilets	8	13.3
	to increase more teachers and chairs	22	36.7
	to establish security in order to minimize truancy	1	1.7
	Total	60	100.0

Source: Field Data (2022)

Table 7 indicates suggestions from the students. Out of 60 students from 6 secondary schools in Temeke Municipality, 22(36.7%) suggested that the government should bring learning materials in schools, this indicates that there is shortage of book in the government schools, another suggestion was to increase laboratory facilities, 7(11.7%) of respondents suggested it. Others needed the government to build classrooms and toilets 8(13.3%). It is true that classes and toilets in government schools are not enough compared to the number of students.

Additionally, 22(36.7%) suggested that the government should employ more teachers and increase more chairs and tables in schools. these suggestions were also mentioned by teachers. that means these problems should not be ignored , the government should work on it and come up with solutions of the adequate number of teachers, classrooms and toilets. If all these are taken care of Education quality according to the established standard will be achieved in Tanzania.

In conclusion, the findings from this objective has revealed the following variables as being the main challenges that faces SQAs, these include inadequate fund, lack of cooperation, poor working condition, lack of resources like fuel, car maintenance and stationaries and inadequacies of required skills. The result finding also show that suggestions given by SQA, Teachers, students and education officers is that, Government should provide adequate facilities, Provide fund on time and Organizations should give transparent cooperation to SQAs. In line with this finding Mosha (2004) revealed that inefficiencies at school level were common and resulted from lack of effective teacher management and supervision. There is a serious scarcity of standard inputs, which includes; low textbook/student ratios across schools and subject areas, which persistently affected much of the public secondary schools in their performance when compared with private owned secondary schools.

These challenges obtained from the result findings are in line with the proposed variables in the conceptual framework of this study, which include, Funding level, Cooperation of staff, Working condition, Management /supervision, and Required skills. Likewise, the result corresponds with the Management by Objective (MBO) theory, since using a management approach that teaches the subordinates (and the manager, for

that matter) to think in terms of results in the future an approach that teaches them to try to anticipate change, to define clear and specific objectives, and to outline concrete measurements that will tell them when they have achieved their goals. This approach minimizes the challenges since planning of fund, working materials are well planned and being able to see their strengths and weakness in operation on a specific objective.

IV. CONCLUSION AND RECOMMENDATION

Conclusion

On the basis of the findings, it was concluded that quality assurance guidelines are fairly implemented in secondary schools in Temeke Municipality. However, the effective implementation is hampered by challenges such as shortage of funds, shortage of staff, lack of working facilities, overcrowded classrooms, and lack of transport and materials for school quality assurance officers. These challenges made it impossible for the school quality assurance guidelines to be effectively implemented, and thus impeded the acquisition of educational competencies among students in public secondary schools in Temeke Municipality, Tanzania. The study also comes to the conclusion that while some schools are regularly inspected by school quality assurance officers, other schools are not frequently visited. This is primarily due to a lack of dependable transportation and sufficient resources for the quality assurance officers.

Recommendation

Based on the findings and conclusion of this study The government through Ministry of Education Science and Technology (MoEST) and President Office Regional Administrative and Local Government (PO – RALG) should plan and conduct awareness training on School Quality Assurance for all Secondary School Teachers and head of School to enable teachers and Head of school get adequate knowledge about school quality assurance – for them to willingly cooperate, accept and implement the recommendations given by the quality assurance officers. Additionally, PO-RALG should also provide adequate funds and material to school quality officers for them to carry out their roles effectively and efficiently.

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