

**INTERNAL QUALITY ASSURANCE APPROACHES ADOPTED
FOR QUALITY TEACHING-LEARNING IN SECONDARY
SCHOOLS IN MVOMERO DISTRICT, MOROGORO TANZANIA**

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FOR QUALITY TEACHING-LEARNING IN SECONDARY
SCHOOLS IN MVOMERO DISTRICT, MOROGORO TANZANIA**

By

Kitaraga I. Julius

**A Research Report Submitted in Partial Fulfilment of the Requirements for Award
of the Degree of Master of Arts in Education (MA-EDU) of Mzumbe University**

2020

CERTIFICATION

We, the undersigned, certify that we have read and hereby recommend for acceptance by the Mzumbe University, a dissertation entitled; **Internal quality assurance approaches adopted for quality teaching- learning in secondary schools in Mvomero District, Morogoro Tanzania** in partial fulfilment of the requirements for award of Master of Arts in Education (MA-EDU) of Mzumbe University.

Major Supervisor

Internal Examiner

Accepted for the Board of Faculty of Social Science

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DEDICATION

The dedication of this dissertation goes to my beloved parents; my late father Julius Garinde Kitaraga and my mother Mkami Naomi Messo. My dear sisters: Wakyo Messo, Bugusi Julius, Neema Julius and Devota Julius. My gland parents; Messo Elias Messo and Mgesi Zipora Messo as well as my close relatives Kiringo Messo, Nyakahu Messo, Wakuru Messo, Wankyo Joseph Marwa as to mention. All mentioned above have played a large role towards supporting me spiritually, financially and materially as well as encouragement and advice in the whole period of doing this work.

LIST OF ABBREVIATIONS AND ACRONYMS

ACSE	Advanced Certificate of Secondary Education
CIT	Continuous Improvement Theory
CMSA	Classroom Management and Student Assessment
CMSAA	Classroom Management and Student Assessment Approach
CSE	Certificate of Secondary Education
DEQA	District Education Quality Assurers
EQA	External Quality Assurance
ESDP	Education Sector Development Programme
ETP	Education Training Policy
HoS	Heads of School
IIS	Internal Inspection and Supervision
IQA	Internal Quality Assurance
IQAA	Internal Quality Assurance Approach
ISQAT	Internal School Quality Assurance Team
ISQAT/D	Internal Schools Quality Assurance Team or Department
MDGs	Millennium Development Goals
MoEVT	Ministry of Education and Vocational Training
NECTA	National Examination Council of Tanzania
NSGPR	National Strategy for Growth and Poverty Reduction
OECD	Organisation for Economic Cooperation and Development
OPRAS	Open Review and Appraisal System
PCK	Pedagogical and Content Knowledge
QT/L	Quality Teaching-Learning
SPSS	Statistical Package for Social Science
SRS	Simple Random Sampling
SSE	School Self-Evaluation
SSEA	School Self-Evaluation Approach
SSEF	School Self-Evaluation Form
SSEF	School Self-Evaluation Form

T/L	Teaching-Learning
TAF	Teacher Appraisal and Feedback
TAFA	Teacher Appraisal and Feedback Approach
TPD	Teacher Professional Development
TPD	Teaching Professional Development
URT	United Republic of Tanzania
URT	United Republic of Tanzania
WEO	Ward Education Officers

ABSTRACT

The study investigated internal quality assurance approaches adopted for quality teaching-learning in Mvomero District secondary schools, Tanzania. Three specific objectives guided the current study which was to (1) to identify the internal quality assurance approaches adopted for quality teaching-learning process, (2) to examine the internal quality assurance approaches adopted and implemented for quality teaching-learning process and (3) to examine the outcome of the adopted internal quality assurance approaches for quality teaching-learning process in secondary schools guided the study. Also, three management theories for quality assurance namely; Deming, continuous improvement and Juran's theories were used. Quantitative and qualitative data for this cross-sectional design were collected through questionnaires and interview. A study used a sample of 96 respondents who were selected through random and purposive sampling procedures from 3 selected schools. Qualitative data were thematically analysed while quantitative data were analysed via SPSS version 25 and presented in frequencies and percentages. The study found that school self-valuation, internal inspection and supervision, teachers' appraisal and classroom management approaches were mainly adopted and enforced in schools. The findings ascertained that every school works on its own action plan in ensuring quality teaching and learning process. The study established that the implementation of internal quality assurance approaches in secondary schools was contextual. The study further identified improving academic performance, positive rapport and collaboration between teachers, learners and school leadership, effective execution of subject syllabuses and continuous improvement culture as the outcomes of internal quality assurance approaches in teaching and learning process. The study recommends that schools should recognise the role of internal school quality assurance team or department (ISQAT/D) as mechanism that influence quality teaching and learning. Also, school should create the culture of carrying out an internal evaluation for quality teaching and learning. The study recommends policy makers to empower ISQAT in terms of approaches to ensure quality education is attained through an internal mechanism.

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CHAPTER ONE

PROBLEM SETTING

1.1 Introduction

This study intended to investigate internal quality assurance approaches adopted for quality teaching-learning in secondary schools in Mvomero District, Morogoro, Tanzania. This chapter introduces the background of the study, a statement of the problem, purpose of the study, research objectives, and research questions. The chapter also presents the significance of the study, scope and delimitation and operational definition of key terms.

1.2 Background of the study

Long time ago, quality assurance in any production field and service provision has been a striving factor for every society, institution, company and organisation. With stance to this, despite being for the first time applied in manufacturing sectors (Allias, 2009; Doherty, 2012), it was adopted and became important in education arena since 1980's (Almadani, Reid & Rodrigue, 2011).

Recently, quality assurance to a great extent is emphasized in World country's education systems, Tanzania inclusive (URT, 2014; URT, 2019). Quality assurance, an advanced system in contemporary era for promoting quality in education emerged to replace Quality Control (QC) or Quality Management (QM) or Quality Inspection (QI) system that were exercised in form of school inspection. School inspection, as opposed to quality assurance, focused only on school's weaknesses that arose after the release of National examination results. Quality assurance frequently works on the process undertaken in education. This means, it predominantly identifies weaknesses and instantly solve and prevent them from emerging again (Doherty, 2012). Quality assurance being a new term in education (Allias, 2009), is divided into two dimensions namely; internal quality assurance (IQA) and external quality assurance (EQA).

Both internal and external quality assurance are operating in secondary education system in Tanzania. External quality assurance is performed by external quality assurance agents. These agents who are composed of members from administrative ward to national level visit schools on an arranged date for quality assurance exercise. The exercise is done by cross-checking procedures and practices regarding all educational activities undertaken in school. Similarly, external quality assurance experts scrutinize school's adherence to country's formulated policies, regulations, standards, and education guidelines (URT, 2014; URT, 2019). Internal quality assurance is done by the school itself through formulated, trusted and empowered school internal quality assurance. The school internal quality assurance that is composed of selected group of professionally teachers assesses and evaluates teaching-learning activities within the school (URT, 2014). It is mandated with responsibilities of effecting school's set education quality standards and guideline compliance to external quality assurance standards through implementation and evaluation for continuous quality enhancement and school development (URT, 2014)

Quality assurance, being a novel advance in education (Allias, 2009), is conceived from manufacturing sector following the issue of the idea for the need of quality in factory systems, processes and organisations in the 20th century. Quality assurance, known as quality control in manufacturing industry, ensured inspectors designated by factory owners to contain flaws in the manufacturing items (Allias, 2009; Doherty, 2012). According to Almadani, Reid and Rodrigue (2011:10), quality assurance was first introduced in factories from 1950's. However, as time went on, quality assurance was then adopted in educational discipline in the 1980's. Quality in teaching by then was ensured thorough inspection process as a technique to quality control that aimed at correcting faults that arose in the final results of the process being experienced as "reactive approach" to weaknesses (Doherty, 2012).

Since Quality control was a reactive-approach to weaknesses, it failed to control weaknesses. This made frequent persistence of faults and reduced consistence of quality enhancement. Thus, this led to a search for a new quality enhancement system

in education. The search ultimately ended up adopting quality assurance system, a “proactive- approach” to quality assurance in teaching-learning processes (Alias, 2017). The approach concentrates on problem identification, immediate solving the identified problems and containing them from happening again (Doherty, 2012; Ravhudzulo, 2012).

Quality assurance has strongly been accepted, adopted and developed in different country’s education systems to ensure quality in education processes. Quality assurance aimed to maintain and preserve status quo in education offering processes (European Commission, 2018; Doherty, 2012). Beneath this belief, quality assurance in secondary school training has been practiced almost on every continent of this world. In Europe, quality assurance approaches have been taken up and practiced to lift standards in education teaching-learning processes, innovation, creativity and performance among teachers and learners as well as fostered ways forward for entire schools’ improvement and development (European commission, 2018).

Apart from Europe, quality assurance approaches subsequently have been also adopted in African countries. African countries launched quality assurance departments in their education systems. Quality assurance departments not only use diverse approaches to raise standards but also ensures implementation of country’s set standards, regulations, policies and curriculum is kept and maintained in secondary school (Allias, 2009; Ravhudzulo, 2012; Regina, 2016; URT, 2014; URT, 2019).

Quality assurance despite being regarded as a new and good mode for raising standards and quality in the education process (Allias, 2009:9); it has been widely researched in higher education in most African countries. In case of secondary level, quality assurance is mostly researched in Nigeria (Oduma, 2013; Olufunke, Joseph & Adetayo, 2012; Regina, 2016) and South Africa (Ravhudzulo, 2012). As it has been in most of the European countries, African countries adopted quality assurance approaches in education in a bid to raise standards, promotes improvement and development of schools.

Like other countries in the world, Tanzania has its quality assurance system that operates at all education levels including secondary school level. Education in Tanzania and wherever else has been watched as an important sector to social transformation and development. The sector guides people to economic transformation and human development in the view of imparting knowledge and skills to innovation and creativity that ultimately foster people and country's technological development (URT, 2010; URT, 2016). This resulted in the establishment of National Examination of Tanzanian (NECTA) in 1971 with a mandate to determine the achievements in primary and secondary instruction. NECTA is a certification authority dealing with quality assurance through setting, moderating and providing certificates categorized as Certificate of Secondary Education (CSE) after completion of four years of ordinary level secondary education and Advanced Certificate of Secondary Education (ACSE) after two years of advanced secondary school education (TCU, 2010). Also, the urge for economic transformation and human development brought the need for quality assurance bodies that were introduced in the 1995 education training policy for all education tiers. Apart from all activities concern with teaching-learning processes in schools, the final evaluation of the students' progress in terms of academic standards and quality is carried out by NECTA through national examination assessment and grading system. Hence, this increased desire for the United Republic of Tanzania to improve quality in education system.

The desire led to the introduction of secondary schools' internal quality assurance department as an approach or strategy for ensuring quality or standards in the teaching process (URT, 2014). Nonetheless, previously quality inspectorate of secondary education that was practiced by an inspectorate department was centralized to the central government (Jidamva, 2012). This means, the government around by the time, did not cascade down quality inspectorate department into local government and secondary school levels.

Following inspectorate department for quality assurance being centralized and far away from schools, most school inspectors failed to visit schools on time and frequent for inspections (Mlaki, 2012). This might have been the cause for the decentralization of quality assurance bodies in secondary schools. Nonetheless, the 2014 education, training policy recommended the introduction of schools' internal quality assurance departments (URT, 2014). Quality assurance involve a two ways model that “whole school (school-centred tactic) and quality assurance inspectors (department). The model has been reported to perform better elsewhere as opposed to the previous centralized model (Doherty, 2012; Olufunke, Joseph & Adetayo, 2012). This current study, therefore, designated to investigate the internal quality assurance approaches adopted for quality teaching-learning in secondary schools.

1.3 Statement of the problem

In Tanzania, many studies on quality assurance in secondary education have been done under the umbrella of school inspection approach on its status, roles, impacts and improvement of secondary education (Lyimo, 2015; Mlaki, 2014). Yet, studies show that, the school inspection approach failed to supervise and monitor quality teaching-learning and lead to poor academic performance.

In an effort of improving the quality of education the government has been implementing the compliance model for quality assurance in educational processes in all secondary schools. Despite the existence of compliance model, secondary schools adopted continuous improvement as a supplemental approach to compliance model in promoting quality in teaching-learning. Continuous improvement model is an internal quality assurance approach that insists adoption of internal quality assurance approaches in secondary schools considering school's context, resources and planning towards the promotion of quality teaching-learning. Consequently, this has made some schools to perform better in academics while other schools lagging behind in the same aspect.

The schools' disparity in academic performance signifies existence of different internal quality assurance approaches adopted by schools which are not strictly steered by the compliance model. This spurred an interest to find out what particularly approaches reutilized in secondary schools to ensure quality teaching-learning. The study, therefore, intended to investigate the internal quality assurance approaches adopted for quality teaching-learning in secondary schools. Also, the study aimed to examine implementation procedures in teaching-learning and their outcome towards rising quality teaching-learning in secondary schools.

1.4 Purpose of the study

The purpose of this was to investigate internal quality assurance approaches adopted in secondary schools for quality teaching-learning process in secondary schools.

1.4.1 Specific objectives

This study was guided by three specific objectives as follows:

- i. To identify internal quality assurance approaches adopted for quality teaching-learning process in secondary schools.
- ii. To examine internal quality assurance approaches adopted and implemented for quality teaching-learning process in secondary schools.
- iii. To analyse outcomes of the adopted internal quality assurance approaches for quality teaching-learning process in secondary schools.

1.5 Research questions

- i. What internal quality assurance approaches are adopted for quality teaching-learning process in secondary school?
- ii. How are the adopted IQA approaches implemented for quality teaching-learning process in secondary schools?
- iii. What are the outcomes of internal quality assurance approaches adopted for quality teaching-learning in secondary schools?

1.6 Significance of the study

The findings of this study are vital to all education stakeholders including policy makers, and educational administrators from school based to national levels. The findings of the study provide relevant information and awareness about internal quality assurance approaches to quality teaching and learning. For instance, it provides different approaches to quality assurance as a milestone towards quality teaching and learning (QT/L) process are a beneficial to teachers as key implementers of the adopted IQAT. The study also unfolds teachers to consider approaches that help them find out their weaknesses in instructional processes rather for continuous improvement and entire school development. The findings benefit school administrators such heads of schools, WEO and DQA with appropriate approaches to ensure school quality teaching-learning. The study further assists school leadership to see the need of not strictly being dependent on compliance model in ensuring quality in teaching-learning. Indeed, it shows the culture of continuous improvement that abides to continuous improvement model in planning, embracing and implementing their preferred approaches to match with their material setting and resources addressed. Lastly, the study contributes to body of knowledge to researches based on quality assurance.

1.7 Scope and delimitation of the study

The study focused on investigating internal quality assurance approaches adopted for quality teaching-learning in secondary schools. Since quality assurance has two dimensions: internal and external quality assurance, this study focused on the internal quality assurance approaches adopted for quality teaching-learning in secondary schools in Mvomero District Morogoro region. The study was conducted in three selected secondary schools that vary in terms of their status. That is, the first one was a government school, the second was community school and the third one was a private secondary school found in Mvomero District. This selection considered the fact that Mvomero is one the districts with a best performing government school and with both private and community secondary schools that perform moderately in national

examination which is used as an assessment and the only factor that measures the effectiveness or failures of quality assurance in teaching-learning process.

1.8 Operational definitions of key terms

This section presents conceptualization of the operational definition of key terms used in this study:

1.8.1 Quality

The term quality has been defined differently by scholars. For example, Almandani, Reid and Rodrigues (2011) looks at the term as an instrument for evaluating educational process to conform to the measures set by an institution. Matei and Iwanski (2016) hold that quality can better be understood in their five major perspectives namely; excellence or exceptional, perfection or consistency, fitness for purposes, value for money and transforming. Therefore, quality in this study implies the attainment of the school's planned and accepted standards, mission and vision, as well as goals and objectives throughout the teaching - learning process.

1.8.2 Quality assurance

Education being an endless process, it is offered in most of the societies in the world because of its values towards all human development dimensions namely; socio-economic, technology as well as politics. This demands high resources for its continuation and therefore, many education stakeholders like parents, agencies, companies and governments in many countries decided to invest much in education for ensuring its quality. The quality in this aspect is viewed in terms of fitness for purpose, excellences, perfections, consistency and transformation based on society and learners (Almandani, Reid, & Rodrigues, 2011). The emergence of the quality and the desire for education system to offer education with the highest standards for attraction and satisfaction led to the development of quality management profession and quality assurance experts (Allias, 2009).

Quality assurance as a concept in education has been contemplated and defined in different perspective by institutions, stakeholders and scholars. For example, The European Commission (2018) defines quality assurance as a systematic appraisal of educational programs and process to conserve and develop the excellence, fairness, and effectiveness. Moutakis (2004) looks at quality assurance as a scheme for preventing defects in education processes. In addition, Regina (2016) subscribes that quality assurance signifies the planned and organized actions essential for providing satisfactory sureness that a product or service will gratify given necessities for quality. Nevertheless, according to Ravhudzulo (2012), quality assurance is a preventive and a process-oriented approach to quality improvement in education industry towards the creation of result rather than focusing on the result itself.

In this study, quality assurance refers to a process-centred approach that is planned and done scientifically in time interval based on its own set of principles, approaches and mechanisms over reviewing the continuous education programmes, procedures, activities or actions in the teaching-learning processes. The aim of quality assurance is to prevent flaws and assure quality of products (students) and services (education) for the attraction and satisfaction of customers' set objectives and expectations throughout service acquisition, usefulness and for school development.

1.8.3 Teaching

Transfer of knowledge and skills from one person to another involves two aspects T/L that occurs through seeing, holding, listening and doing. This being the case, the word 'teaching' refers to the process of by which a teacher helps learners to acquired knowledge and skills through coaching and guiding. This process always focuses on prescribed objective, goals and police in the oblation of the particular course program or teaching curriculum (Prozesky, 2000). Meantime, Wilson and Peterson (2006) describe teaching as an intellectual works that requires thoughtful thinking, a straightforward enterprise in the use of resources, a mediating process in which teachers bridge resources and learners in the search for knowledge and understanding,

a varied work as it involves several activities and shared work which integrates exchange of skills and knowledge among teachers and students

In the current study, teaching refers to guiding, coaching, training and leading process done by the teachers or instructors in and outside the classroom premises towards making learners and the community to meet their satisfaction and expectation through education.

1.8.4 Learning

According to Prozesky (2000), learning is a continuous formal or informal process of person's life time search for understanding, knowledge, skills, values and wisdom that are crucial for mastering surrounding nature. Similarly, Wilson and Peterson (2006) define learning as a procedure of learners' active involvement in construction of meaning, concepts and knowledge throughout their lifetime experience. Based on the two definitions, this study defines learning as a formal method of learners' interaction with education curriculum, materials and teachers in a school context towards the hunt for cognition and sciences for the gratification of their pre-determined goals through the education process guided by a code of practice and policy.

1.8.5 Quality assurance approaches

Merriam Webster Online dictionary (2020) and The Free Dictionary (2020) hold that the word approach refers to means, techniques, ways, and methods for doing or attaining something. Therefore, quality assurance approaches are the systematic methods or techniques or ways that have been adopted for assuring quality teaching-learning in the secondary schools. These approaches are embraced by schools and are implemented in collaboration with the teaching-staff, Internal School Quality Assurance Team (ISQAT) and Heads of Schools (HoS) in assuring quality teaching-learning in schools.

1.8.6 Quality teaching-learning

Quality teaching-learning in this study entails the teaching-learning that last with achievement in: high academic performance, curriculum implementation, positive rapport and collaboration between teachers and school leadership and Continuous improvement based on teaching-learning procedures.

1.9 Organisation of the study

This study is organised into six chapters. Chapter one introduces the problem and its setting that describes the background of the study, a statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, scope and delimitation of the study. The chapter also describes the operational definitions of key terms. Chapter two presents the related literature on the study topic. Theoretical reviews, empirical review, synthesis of the reviewed literature and research gaps as well as a conceptual framework are presented. Chapter three presents research methodology with its design. Location of the study, targeted population, and units of study analysis, sample size and sampling technique are also presented. Also the chapter presents methods of data collection, validity and reliability of the study, data analysis and ethical considerations. Chapter four deals with the presentation of the findings based on the study objectives while Chapter five discusses the findings as presented in chapter four. The study ends with chapter six which presents summary, conclusion and policy implication. The chapter also presents the recommendations for further studies.

1.10 Chapter conclusion

This chapter introduced the problem setting, and then followed by the background of the study from the global view to local perspective, the statement of the problem based on the study topic; internal quality assurance approaches adopted for quality teaching-learning in secondary schools. The purpose and general objectives of the study were presented besides specific objectives and research questions. The chapter also described the significance of the study, scope and delimitations and operational of key terms. The chapter ends by presenting the organization of the study.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents critical review of related literature, specifically; the review focuses on issues related to internal quality assurance approaches adopted in secondary school for quality teaching-learning. In this chapter the study discusses both theoretical and empirical viewpoint of the literature. The chapter also presents a synthesis of the review and conceptual framework guiding the study.

2.2 Theoretical review

Internal Quality Assurance (IQA) approaches have been adopted in secondary schools for quality teaching-learning. However, critiques on several literatures related to the subject are inevitable. Studies on the same topic have been done to familiarize with information about internal quality assurance approaches adopted by secondary schools for quality teaching-learning. Thus, the subsequent sections present some of those studies and their findings.

2.2.1 Introduction of quality assurance in education field

Since education is an endless process, it is offered in many societies because of its values towards all dimensions of development, namely; socially, economically, technologically as well as politically. These developmental dimensions have increased the demand for resources as a result many education stakeholders such as parents, agencies, companies and governments in many countries invest much in education for ensuring quality (Almandani, Reid, & Rodrigues, 2011).

The emergence of the quality and the desire for education system to offer education with the highest standards for attraction and satisfaction led to the development of quality management profession and quality assurance experts (Allias, 2009).

Quality assurance as a concept in education has been contemplated and defined in different perspective by institutions, stakeholders and scholars. For example, The European Commission (2018) defines quality assurance as a systematic appraisal of educational programs and process to conserve and develop the excellence, fairness, and effectiveness. Moutakis (2004) looks at quality assurance as a scheme for preventing defects in education processes. In addition, Regina (2016) subscribes that quality assurance signifies the planned and organized actions essential for providing satisfactory sureness that a product or service will gratify given necessities for quality. Nevertheless, according to Ravhudzulo (2012), quality assurance is a preventive and a process-oriented approach to quality improvement in education industry towards the creation of result rather than focusing on the result itself.

In this study, quality assurance refers to a process-centred approach that is planned and done scientifically in time interval based on its own set of principles, approaches and mechanisms over reviewing the continuous education programmes, procedures, activities or actions in the teaching-learning processes. The aim of quality assurance is to prevent flaws and assure quality of products (students) and services (education) for the attraction and satisfaction of customers' set objectives and expectations throughout service acquisition, usefulness and for school development. Nevertheless, scholars (Ravhudzulo, 2012; Regina, 2016) maintain that quality assurance is preventive and process-oriented approach to quality enhancement in education industry that focuses on creation of result rather than the result itself. Quality assurance is categorized into two categories, namely; Internal Quality Assurance (IQA) and External Quality Assurance (EQA)

2.2.1.1 External Quality Assurance

EQA, also known as external evaluation, is done by focusing on the whole school evaluation (Hislop & Chigire, 2013; Regina, 2016). Previously, EQA was conducted under the umbrella of school inspection that appeared in the form of spontaneous inspections to schools. Recently, information for inspection activity is provided before to let schools aware of the evaluation and date of inspection. This approach led

modification of the name from school inspection to quality assurance. According to Regina (2016), EQA is made up of school inspection, accreditation and evaluation. The process of school evaluation is done by the external quality assurers or department by looking at all school activities in compliance with the accreditation procedures.

2.2.1.2 Internal Quality Assurance

IQA, also known as Internal Evaluation (IE) or School Self-Evaluation (SSE), aim at making head of schools, teachers and school boards improve their practices (Hislop & Chigire, 2013). IQA is more concern with academic programs and development that are subjected to continuing daily activities and designing regulations (Regina, 2016). IQA is also defined as a system that aims at setting up, maintaining and improving quality and standards of teaching, research and services to community (IUCA, 2010). Generally, IQA is a systematic strategy or technique under formulated rules and processes adopted by institutions, such as schools in training sector, for self-evaluation in order to define strengths and weakness and foster way forward to quality enhancement and growth.

This study mainly focused on Internal Quality Assurance (IQA) by exploring internal school assurance approaches adopted by the internal quality assurance departments in secondary schools for enhancing quality in teaching-learning as recommended by the 2014 Tanzanian education, training policy (URT, 2014) and guidelines for school quality assurance handbook of 2017 (URT, 2017).

2.2.2 Tanzanian efforts to quality assurance in secondary education

The efforts to quality assurance in education sector in Tanzania dates back in 1970s as detailed in the National Education Acts. These acts include Act No 25 of 1978, section 41-44 and the education amendment Act No 10 of 1995, section 31-32. The acts established legal basis for school inspection approach in supervising and monitoring quality teaching-learning and the education system (Mbando & Hongoke, 2010).

The need for quality teaching-learning especially at secondary education level was taken into consideration since the 1995 ETP due to the need for expansion of learner's scope of ideas, knowledge, skills and concepts for advanced studies in tertiary, higher, vocational, technical, professional education and training (URT, 1995).

Continuous debate on quality assurance in education sector in the country brought the introduction of educational programs in the 2000's namely Education Sector Development Program one and two (ESDP I & II), (URT, 2010). These programs reflected the national goals of secondary education and international reforms based Tanzania Development Vision 2025, National Strategy for Growth and Poverty Reduction (NSGPR), the 1995 ETP, Education Sector Development Program (ESDP), and the Millennium Development Goals (MDGs) (URT, 2010).

Despite SEDP-I 'achievement in raising quality teaching-learning, poor performance persisted in secondary examinations as many students either scored marginal pass or division four or failed completely (URT, 2010). And as Almandani, Reid and Rodrigues (2011) hold, poor performance is an indication of poor quality assurance. This signifies that, good performance in examinations is the main good measure to quality assurance in schools. Persistence of poor performance made the government to launch the SEDP-II for improving quality teaching-learning (URT, 2010).

Quality assurance in the country during SEDPs programs was under the management of the MoEVT in collaboration with other education bodies from the regional, district and ward levels as external quality assurance. Despite this collaboration, MoEVT remained the only in charge of establishing policies related to monitoring, evaluation and provision of regulations and frameworks relating to quality assurance (URT, 2010).

In 2014, a new education and training policy was launched that replaced the 1995 Policy. The new policy that came in operation in the early 2015 intends to continue in assuring quality teaching-learning among other things (URT, 2014). The ETP of 2014 launched with intentions.

Thus, secondary schools practice internal quality assurance famously known as school self-evaluation (SSE) under the established Internal Schools Quality Assurance Team or Department (ISQAT/D) in collaboration with Heads of Schools (HoS). The decision to introduce internal quality assurance department was to bring closer quality assurance services to assure quality teaching-learning in secondary schools. The services assess strength and weaknesses and work on them so as to improve, monitor and supervise teaching-learning processes at school level (URT, 2014; URT, 2017c).

2.2.3 Global Quality Assurance Approaches Adopted in Secondary Education

Quality assurance approach includes internal and external mechanism (European Commission, 2018; IUCEA, 2010). The two mechanisms have been practiced in the Tanzania education system (URT, 2014; URT, 2017). Despite the two mechanisms being operating in the country, this study concentrated on the internal quality assurance mechanism.

Internal quality assurance approaches employ methods that are considered by schools for quality teaching-learning. However, it is suggested that these approaches should be modified frequently so as to meet needs for feedback and decision making in the schools (European Commission, 2018).

There are different models that are used along with internal quality assurance in different teaching systems. The most common models for internal quality assurance are compliance model and the continuous improvement models.

2.2.3.1The compliance model

The compliance model follows written arrangement of policies for quality management organization that determines the way organization's functions should take place (Imbulgoda, 2019; URT, 2017). The compliance model constitutes different sub-models, namely; symbolic compliance model, Formal compliance model, over compliance model and strategic compliance model.

Symbolic compliance model obeys QA policy on the surface through paper based evidence and performance indicators. Performance is evaluated without been integrated to daily institutional practices and culture (Imbulgoda, 2019). *Formal compliance model*, also known as procedural, active, straight, literal translation or hierarchical compliance strictly follows rules and standards without adding internal stakeholders' interest.

Under *Over compliance model* rules and standards are made flexible and more actual in adoption. In this sense, internal quality team modifies information to add value and credibility for higher standards (Ibid). *The strategic compliance model*, sometimes known as creative compliance, allows modification of rules to meet internal organizational needs (Ibid). Thus, compliance model is an approach adopted by the Tanzanian government and monitored by external quality assurers towards assuring quality teaching-learning and improving quality in secondary education (URT, 2017a: URT, 2017c). This is done successfully through setting policies, quality assurance frameworks, guidelines and procedures on education.

A system of reporting in compliance model of internal quality assurance at school and classroom level is done through internal quality assurance team. The team collects details related to all academic activities of teaching-learning through doing School Self-evaluation (SSE) filled by teachers (European Commission, 2018, URT, 2017a). Then later, teachers, ISQAT and head of school meet to discuss, analyse data and finally records the proceedings of meetings ready for filling the School Self-

Evaluation Form (SSEF) provided by the external quality assurers and for improving quality teaching-learning (URT, 2017a).

According to URT (2017), SSEF includes information such school registration criteria, school ownership, head of school, teachers and their specialization, qualifications, professional development, and non-teaching staff. Likewise, learners' data include enrolment, special need, and drop outs and their reason behind. The SSE form also evaluates resources and their sources, services and facilities as stipulated in national guidelines, learners' achievement, quality of instruction, curriculum, leadership and management of learning, human resources, and school environment and its effects on learners' welfares (URT, 2017). According to European Commission (2018), a system of reporting in compliance model, which the Tanzanian education system comply to, starts from; society to school, school to external inspectorate, external inspectorate to the government and in turn, from the government to all stages as it breaks downward. This is to say, it is a hierarchical based reporting system in compliance model.

2.2.3.2 Continuous improvement (CI) model

Continuous improvement model which is sometimes known as total quality management is viewed as a better approach to quality assurance in teaching. It is also referred to as set of activities that form process of reasoning and problem intervention to improve performance (Lahy & Found, 2017; Lizerelli & de Toledo, 2016). This model creates a sustainable improvement culture through involving all institute participants in cleaning waste activities in institute system and process in order to increase the level of satisfaction of internal and external customers.

Continuous improvement model permit institute to develop actions, projects and initiatives that lead to attainment of the goals and objectives of program (Bhuiyan & Baghel, 2005; Lahy & Found, 2017). Activities to be developed must be based on continuous improvement approach and school should accept the method based on the Plan-Do-Check (Study) -Act (PDCA or PDSA) in cycle form (Hanshall, 2017).

Therefore, in *planning*, the school in collaboration with all members identifies opportunities for change and plan the objectives, goals and procedures to meet institute's desired expectation. Under *Do*, schools start to implement the agreed and accepted change slowly and in a small scale. *Study* or *Check*, at this stage schools are required to conduct a smart analysis of the changes using gathered data so as to determine if changes implemented have made a difference. *Act* means if the changes were successfully in stage three, then a school now implements the recommended changes on a wider scale as well continue making follow-up on performance and data over time. If changes prove a failure, it is recommended to start the cycle again (Hanshall, 2017). Continuous improvement model has been applied in internal quality assurance approaches for quality teaching-learning in secondary schools

2.2.4 Global Quality Assurance Approaches Adopted in Education Systems

Despite compliance model of quality assurance in many education systems, schools have been practicing continuous improvement in their processes of ensuring quality teaching-learning. Many schools through continuous improvement model initiated, planned and adopted internal quality assurance approaches which slightly adhere to compliance model but also foster innovation and creativity as well as credit and values to improve quality teaching-learning.

Several approaches for improving education quality have been documented. For instance, European Commission (2008), Perry (2013) and Slater (2013) list school self-evaluation, benchmark, inspection, higher stake (naming and shaming), open and trust based, quality control, teachers' appraisal and classroom based student assessment as internal quality assurance approaches adopted by secondary schools in Europe for quality teaching-learning.

Similar to Europe, schools in African countries also adopted different internal quality assurance approaches for quality teaching-learning. For instance, Regina (2016), Ravhudzulo (2012) and Oduma (2013) report monitoring, evaluation, supervision, inspection, quality control, access and equity as well as classroom management as

commonly adopted approaches for assuring quality teaching-learning. Secondary schools in Tanzania use school self-evaluation, teachers' appraisal, inspection and supervision, classroom management and assessment and collaboration approaches towards assurance of quality teaching-learning (URT, 2017a: URT, 2017b & URT, 2017c). Despite the presence of many approaches, this study concentrated on school self-evaluation, teachers' appraisal and feedback approach, internal inspection and supervision, and classroom management and assessment approaches as detailed below.

2.2.4.1 School self-evaluation approach

School self-evaluation is a collaborative, inclusive and reflective process of internal reviews. The process engages all internal education stakeholders in thoughtful review of school works that lead to quality teaching-learning. It aims to determine achievement and failures so as to foster a continuous improvement that meets schools' set goals (URT, 2017). Secondary school in Tanzania practices SSE by gathering evidence from various sources within the schools related to teaching-learning in comparisons with the school sets goals and objectives of teaching and making judgement with a view to bring improvement in student's learning (URT, 2017a). SSE is done through reviewing the inputs, process and outcome of the process. The SSE, which is done by filling the School Self- Evaluation Form (SSEF), is a useful approach that fosters continuous improvement and promotes quality teaching-learning (URT, 2017a).

2.2.4.2 Teachers appraisal and feedback approach

This approach, also known as performance appraisal, means process of identifying, measuring and developing teachers' performance based on school's set goals and strategies (Aguinis, 2009). The process that can be conducted both internally and externally (European commission, 2018) is done by the heads of institute for instance heads of schools or principals, management team, ISQAT (OECD, 2019; Stephen, 2010). The appraisal, which is either formative or summative appraisal (Elliott, 2015) is often done for two main reasons. It can be done to help teachers improve classroom teaching or for decision related to performance award naming and shaming (high

stake) and secondly it is often done for career development or for development perspective or teacher's punishment (European commission, 2018; Taylor & Tyler 2012).

2.2.5.3 Internal inspection and supervision approach

Inspection and supervision are words used interchangeably. They both aim at raising quality in teaching-learning activities (DeGwaume, 2012; Selifat et al., 2018). Inspection refers to the process of overseeing set objectives have been achieved. This managerial process involves directing, controlling, reporting and commanding tasks in the process and assesses the extent to which objectives have been met (Mbando & Hongoke, 2010; Ravhudzulo, 2012). In other words, inspection is exercising control that helps to raise standards and promote desirable change in a top-down approach or hierarchal leadership style (Adewele, at el 2014). Inspection also is a process of ensuring the attainment of minimum standards in the basic activates of teaching-learning (Kotirde & Bin, 2014).

According to Kotirde and Bin (2014), supervision is an approach planned to meet improvement in instruction, resolution of school problems, maintenance of workers' cooperation, professionalism and staff autonomy. In addition, Selifat *at el* (2018), define supervision as a professional, continuous, and cooperative exercise that covers all activities of the school. Supervision is a technical and collaborative approach of advising, guiding, refreshing, encouraging, stimulating and overseeing inputs and processes to bring quality (Adewele et al, 2012; Esia-Donkoh at el, 2014: Ravhudzulo, 2012).

Internal inspection and supervision approach have been used by schools to monitor teaching-learning process. Internal inspection and supervision is ensured by the head of school, deputy head and heads of departments (Kotirde & Bin, 2014). These leaders pay much attention on instructional activities and processes at school, and they ensure the school's established policy, procedures and guideline are adhered to meet school's desired goals and learners' expectations.

2.2.5.4 Classroom management and assessment approach (CMSA)

Classroom management is an approach of planning instructional activities through setting specific, measurable, achievable, realistic and time-bound (SMART) goals (Ayen 2017). This is done by establishing implementable strategies, organising human and instructional materials, allocating tasks for individuals and groups, directing and controlling the use of resources, evaluating performance and providing feedback so as to inspire learners towards acquisition of knowledge and skills for development of academic excellences. Similar to this, it can also be viewed as a process by the teachers toward implementation of the curriculum through managing learners, materials, pedagogies, curricular knowledge, knowledge of theories and practices in planning and coordinating teaching-learning activities. Classroom management is also defined as teachers' action of creating conducive and attractive environment for the student academic, social, and emotional learning (Ayen, 2017).

Student assessment is an approach and a process of collecting information about students for evaluation of the progress and development of students in different aspects academically and morally (Alberta Education, 2006; Tomlinson et al, 2015). Student assessment is categorized into two types namely; formative and summative assessments. *Formative assessment* this is done during the instructional process aiming at informing students about their improvement towards goal achievement, identifying strengths and difficulties student experiences, provide specific descriptive and meaningful feedback, inspire students to learn, monitor student performance with regard to the expected outcome and improve instruction if need be (Ibid). Summative assessment is done after a planned schedule of instructional to be finished and involves a group of integrated lessons, unity, reporting period, and grade (Tomlinson et al., 2015). Thus, classroom management and assessment approach has been used in schools to assure quality teaching-learning through enhancing accountability and full utilization of time between teachers and students to meet expected goals.

Therefore, School self-evaluation (SSE), Teachers appraisal and feedback, internal inspection and supervision, as well as classroom management and assessment approaches have been used in secondary schools to assure quality teaching-learning.

2.2.6 Theories related to Quality Assurance

The theories related to quality assurance in education management process include Deming's theory by William Edward Deming and the continuous improvement (Kaizen) theory. These theories have been used by different organizations and researchers in assessing, planning and improving quality in the education process (Devine & Fahie, 2017; Gaponyuk, Karpova & Maree, 2013; Hanshall, 2017; Khan, 2011; Leventis, 2017; Locke & Jain, 1995). Similarly, the current study adopted the three theories in the accomplishment of its aim.

2.2.6.1 Deming Theory

This theory was developed by William Edwards Deming, a specialist in electrical engineering and mathematical physics. The outstanding principles of this theory focus on productivity and quality improvement through removing waste or unwanted issues in the process that do not add value (Best & Neuhauser, 2005). This theory emphasizes that continuous quality improvement is guided by logical sequence stages which are Plan, Do, Study and Act, commonly known as the Deming cycle (Hanshall, 2017; Zhang, 2010). Despite being applied in manufacturing; the theory has been also used in education sectors throughout improving quality in the process. This is directly related to this study because T/L is a lifelong process. It needs regular assessment such as placement, diagnostic, formative and summative evaluation as the means of refining the practices for quality performance. Also, the theory depicts that a school need to work strategically on its own action plan, goals, mission and vision extracted from the broad national goals. Nevertheless, the premises are hardly put into practices. Further, the theory underlines basics to prepare managers to create standards that define their schools collaboratively with subordinates. Such practices are highly achieved when there is continuous improvement of the practices during and post the program. This

theory works simultaneously with the other two theories: continuous improvement theory and Juran's theory as described under.

2.2.6.2 Continuous Improvement Theory (CIT)

Continuous improvement sometimes known as Kaizen theory is another standing theory of quality assurance through a continuous improvement procedure. In spite of its application in manufacturing sector, it came also to be applicable in education field as well as in day-to-day life (Singh & Singh, 2015). Kaizen is a Japanese term where *Kai* means 'continuity or change' and *zen* refers to 'improvement for the good or better' thus continuous improvement (Khan, 2011). The theory believes that changes can take place anywhere where improvement can be made. CIT holds in the idea of *doing it better, make it better and improve it even if it is not broken simply because, if we do not, we cannot compete with those who do* (Khan, 2011).

CI theory believes in setting standards and continuous improvement of those standards, problem solving, suggestion system, process-oriented thinking, innovation and management support (Graphic Product, 2008). According to Khan (2011), CI theory manages quality by identifying the areas that need change, problem identification, recognition of what to be upgraded, planning the measurement, implementation of the improvement ideas and analysis and comparisons of the results and standardisation.

CIT states that improvement can be attained through the use of various tools and techniques in the search for sources of problem, waste and variations and get a good method of reducing them. Thus, it emphasizes on continuous improvement as an everlasting process towards the search for quality and efficiency, changes happen slowly depending on innovation and creativity in an organization, and finally, improvement is by participation of organization workers (Singh & Singh, 2015).

2.2.6. 3Juran's Theory

This is a theory of quality assurance by Joseph Juran who lived from 1904-2008, and developed it in 1986 as a means to manage quality (DeFeo, 2019). The theory emphasises that management of quality needs to improve three dimensions known as “The trilogy of quality” which are: quality control, quality improvement and quality planning (Ahmed, 2011; Anastasiadu, 2015).

Quality control means organisation like schools should meet its goals in the implementation process in compliance with the set standards. Quality planning refers to the organisation designing process to meet goals and satisfy the customers. Quality improvement means raising quality performance by removing waste and chronic defect (Ahmed, 2011; Anastasiadu, 2015). Therefore, the theory emphasizes on the organisation to improve quality for the satisfaction of customers. The founding principles of this theory have great connection with this study; this is due to the fact that schools must plan, control or monitor and continue to improve the adopted internal quality assurance approaches for quality teaching-learning.

Basically, the three theories: Deming, continuous improvement and Juran's theories were adopted to guide the current study. The theories have common standing assumption that quality assurance is on-going tasks that emanates from competitive spirits among firms internally or externally. The quest to school quality assurances is continuous improvement by gathering gaps that prevail within the school as problem solving that needs collaboration from within subordinates and school administration. Critically, the theories embrace a set of compliances of standards that need to be accomplished by everyone at school as stipulated from school activities program and school quality assurance guides. Typically, the reviews of the school program as formative and summative gives the school to communicate its strengths and weaknesses against agreed standards and then find the best mechanism in participation with co-workers. Despite the use of compliance model for assuring quality teaching-learning, there has been a continuous improvement culture in both public and private secondary schools for achieving quality for the satisfaction of the customers who are

students and the community. In this stance, Deming, Continuous improvement and Juran's theory were selected to guide the study throughout exploring the internal quality assurance approaches adopted for quality teaching-learning in secondary schools after the initiation of internal quality assurance mechanism in secondary schools.

2.3 Empirical Review

The section reviewed literature based on the specific objective of the current study basically: internal school quality assurance approaches, implementation of internal school quality assurance approaches and outcomes of adopted and implemented internal quality assurance approaches for quality teaching-learning in secondary schools.

2.3.1 Internal school quality assurance approaches

There are abundant studies done in the area of quality assurance approaches. In African context however most studies have been done in Nigeria and South Africa. Studies done in Tanzania on quality assurance focused their examination and investigation on inspection process, which is *School inspection approach* (Mbando & Hongoke, 2010:8). In the current world, school inspection is considered as one of the strategies in quality assurance. That means quality assurance is broader in scope than school inspection (DeGwaume, 2012; Ravhudzulo, 2012; Slater, 2013) and that there are other approaches apart from school inspection.

2.3.1.1 School Self-Evaluation Approach (SSEA)

School self-evaluation is a collaborative, inclusive, and reflective process of internal school review. During school self-evaluation, school heads, deputy heads and teachers with students engage in reflective inquiry in the work of the school. It is an evidence-based approach which involves gathering evidence from a range of sources and making judgements with a view to bringing about improvements in students' learning (Irish Inspectorate, 2016). School evaluation form seeks stakeholders to answer the following questions: how well are we doing? How do we know, how can we find it

more? What are our strengths? What are our merit improvements? How can we improve? The school self-evaluation process gives schools a means of identifying and addressing priorities, and of ensuring a whole-school focus on improving specific aspects of teaching and learning.

Podgornik and Mažgon (2015) note that an educational institution that adopts self-evaluation as a permanent expert activity meets a prerequisite for effective quality improvement in aspects of T/Land leadership. They hold that quality assurance, total quality management and quality control over set standards of the school are achieved if the school is empowered. Besides, European Commission (2018) points that, self-evaluation approach has a great impact on quality education because it offers an opportunity for the school to carry out its activities in merit standards set by the school. It further recommends that, the school will be in place to solve their problems based on T/Lin problem solving and action research based. Tanzania in particular, 2017, the extension of inspectorate to quality assurance resulted in the use of self-evaluation form. The approaches aim to assess school practices against its set criteria such as context, input, process and product for school quality (URT, 2017). The review reveals that SEF is used as notification for external evaluation before school visit. The circumstance is underlined under the power and authority that ISQAT has over the outlined demands that need a fiscal resource. Although every school works on its action plan, the approach is expected to have a gradual impact on quality teaching and learning. At that point, the current study sought to elucidate the approach as quest to re-address the appropriate deployment for school quality assurance in meritorious aspect such as teaching and learning, academic performance and school leadership.

2.3.1.2 Teacher Appraisal and Feedback Approach (TAFA)

Nandamuri (2014) carried a study on teacher appraisal system in India. He found that there was no formal appraisal activity practiced in public schools while it was practiced in majority of the private schools. Similarly, Aguinis (2009) found that teacher appraisal and feedback approach was hardly conducted in public schools as opposed to private schools that recognize the efforts of teachers. In Tanzania, once the

ministry of education practiced naming and shaming techniques for schools that performed poorly. The technique was perceived negatively since it gave prominence on punishment of schools that performed weak. However, currently, the government has empowered public school to evaluate their practices through OPRAS as an open review and appraisal system. Although, OPRAS is regarded as the measure of teacher's promotion, yet there are grievances on its practicality because promotion is based on traditional norms of tenure (Nchimbi, 2019). According to Organisation for Economic Co-operation and Development (OECD, 2009), there is no single model of appraisal that applies to the twenty countries studied. An appraisal system could use self-appraisal, appraisal by peers, mentors, and superiors, or a system in which student performance is the basis of teacher appraisal. Therefore, the current study was carried out to check the practical use of appraisal approach in ensuring school quality assurance of T/L in secondary schools in Tanzania.

2.3.1.3 Internal school inspection

Several studies (Gobore, 2017; Kambuga & Dadi, 2015; Nemes, 2016) conducted in Tanzania reveal that when school inspection is appropriately implemented by adhering to an advisory role, giving teachers' feedback and recommendation improves teachers' practices. However, studies maintain that the approach has fails to yield expected outcomes of quality education in Tanzania. The approach encountered attacks from various angles. For instance, Lupimo (2014) observes that the approach is affected by toothless and irresponsible department. In addition, Kambuga and Dadi (2015) list poor administrative techniques and evaluation. Being the case, URT (2017) launched internal school quality assurance as means to address school quality for quality outcomes. It was from that glance of research recommendations; the name inspection has been supplanted by quality assurance. The current study was conducted to check the practicality internal school quality assurance approaches toward quality teaching and learning. It was argued from researcher's experiences that, ISQAT in particular is hardly done because what has changed is the name but the practices remain the same. It was unsurprisingly, that, what is evaluated relies on the effectiveness of teachers in preparing teaching professional documents such as scheme

of works, lesson plans and subject log. This inadequacy motivated the current study to be carried out.

2.3.1.4 Classroom Management and assessment approach

According to Ayen (2017) classroom management is an approach of planning, instructional activities through setting specific, measurable, achievable, realistic and time-bound (SMART). Classroom management sets teaching goals, establishes implementable strategies, organizes human and instructional materials, allocates tasks for individuals and groups, directs and controls the use of resources, evaluates performance and provides feedback so as to improve quality of teaching and learning. According to Rijal (2014) classroom management has been considered as one of the integrated functions of institutional and functional intervention areas in teaching-learning. In this discourse, different professionals and institutions happen to proclaim different strategies and functional inputs so as to transform classroom as one of the most essential areas of school transformation. Similarly, Kaya and Danmez (2009) establish dimensions that a teacher needs to exhibit for the attainment of constructive learning approach. These included: dimension of classroom, learning climate, learning duration and its evaluation, use of educational materials, learning environment out-of-school, multiple intelligence areas, learning from implementation, questioning learning, student growth, and the teachers developed positive attitudes. Practically speaking, the approach is hardly implanted in developing countries, Tanzania in particular where classes are highly populated. Siperto (2018) subscribes that teachers rely on lecture and group discussion and they hardly effective outcome to address the quality teaching. Besides, the schools continue to experience large classes over the available limited resources, the study was carried to re-address classroom management approach as an intervention to quality teaching and learning.

2.3.2 Implementation of internal quality assurance approaches in secondary education

Promoting standards in education industry need more efforts and sacrifices from all education actors working together so as to meet the set goals and objectives. This has been inspiring many countries in the world to establish approaches which are to be followed in the process of ensuring quality and consistency in educational processes and above all, is to assure effective implementation of education curriculum. Literature shows that adopted internal quality assurance approaches in secondary school are implemented in different ways to promote quality teaching-learning.

For instance, European Commission (2018) draws experience from Scottish that school self-evaluation in collaboration with the school management team, SIQAT, staff members and school board collect data and information regarding the all school activities related to teaching-learning. In case of Tanzania contexts, SSE is conducted within the school whereby ISQAT collaboratively works with teachers to fill SSEF. This is not done only for the sake of improving internal school quality assurance, but also informing the external quality assurance the strength and weaknesses of T/L (URT, 2017a). Evidences collected are shared with all staff and decide on collective measures for improving the existing situation. This study in particular was carried out to investigate the effectiveness of the approach in ensuring quality teaching and learning.

Teacher appraisal is implemented in the schools by the heads of schools or ISQAT. It is practised annually depending on school scheduled time through formative or summative assessment. The process is done by the use of personal observation, oral feedback from students, parents and senior teachers regarding teacher's services and performance at school towards meeting the school set goals and objectives (Elliott, 2015; Nandamuri, 2014). Appraisal may focus on several teachers' activities like lesson organisation, class control or management, instructional activities, time management, utilization of resources, behaviours on students, fellow teachers, parents, and the community (Stephen, 2010).

This helps to make accountability and improvement among teachers where eventually ends up promoting quality teaching-learning. Internal inspection approach is exercised in day-to-day school activities by the internal supervisors like heads of schools, deputy heads, and heads of departments or established SIQAT. It was established that internal school inspection is done on prior information or spontaneous, depending on the need of the school. Accordingly, the approach is done through ISQAT in collaboration with academic teacher to assess T/L progress relying on the effectiveness of preparing teaching documents (Matete, 2009; Nemes, 2016). However, the internal approach is discouraged due to inadequate skills and approach used; it has an alert to recall teachers to their commitments. The merit of internal inspection includes visiting class lessons, providing guidance, encouragement and overseer staffs, non-staff as well as learners in a collaborative process to meet the school designed goals and objectives (Selifat, et al, 2018). When professionally conducted; general implementation of education curriculum, learning environment, assessment and evaluation, instructional activities are well addressed. Having such a critical review, the study was set to investigate how an adopted internal inspection is effectively implemented to ensure quality T/L in selected secondary schools.

Classroom Management and Student Assessment Approach (CMSAA) is executed through T/L process by planning, coordinating, directing and controlling the use of resources in teaching-learning activities (Ayen, 2017). The approach involves a range of strategies that a class teacher uses to ensure favourable T/L environment. It was established that, CMSAA embeds interpersonal skills that a teacher has in determining student general behaviour and takes remedial measure for the sake of improving lesson deliverance (Tomlinson, et al, 2015). This approach has been executed in schools through observation of students' progress, anecdotal notes, records, providing tests, asking strong curriculum questions, oral questioning, interviews, peer and self-assessment, portfolio assessments and student projects (Alberta Education, 2006). CMSAA is done in two ways, namely, formative and summative assessments then after assessment process; the school uses gathered data for continuous improvement and promoting quality teaching-learning.

2.3.3 Outcomes of internal quality assurance approaches in secondary schools

The proper implementation of internal school's quality assurance entails positive effects on T/L for desired results. There are various positive impacts of internal school quality assurance approaches to teaching and learning. For example, it results into higher academic performance, effective implementation of subject syllabuses, and positive rapport between teaching-staff and school leadership as well as continuous improvement (Alkutich & Abubakari 2018; Kambuga & Dadi, 2015; OECD, 2019).

Positive rapport among teachers, students and school leadership, and good approaches establish mutual friendship in the school. Nemes (2016) observes that when school inspection is professionally done, there are likely to enhance mutual comprehension among teachers and inspectors. Kambuga and Dadi (2015) contend that the implementation of internal quality approaches based on continuous model against compliance is likely to transform to quality education. It is argued that the internal quality assurance such as SEFA, TAFA and internal supervision, creates friendship and relationship and stimulate cooperation and team working through sharing ideas, feelings, instructional techniques, pedagogies as well as makes teachers prepare instructional guiding documents (Asia-Donkoh & Ofosu-Dwamena, 2014).

The current study was conducted as a response to address deficiencies that were identified by different studies about compliance model that was embedded on coercion rather than embracing mutual understanding among teachers for quality teaching and learning.

Internal quality assurance approaches equip teachers with appropriate pedagogical and content knowledge (PCK) along school based professional development. It was earlier argued that, the internal quality approaches are inclusive and cooperative approach that works to seek the appropriate intervention for quality education (Found & Lahy, 2015; Khan, 2011). These approaches empower teachers to carry out indoor training. They create opportunities to learn from others in a natural setting in the field in the

areas such as preparation of scheme of works, lesson plans, subject contents and methodological aspect. The information provided helps other hierarchy to plan relevant in-service training that is relevant to the needs of teachers for the merit of improving quality T/L (Alkutich and Abukari 2018, OECD, 2019). This study was conducted bearing mind the challenge of limited in-service training that encountered in Teacher Professional Development (TPD). It was assumed that, addressing internal quality assurance approaches could equip teachers with alternatives in dealing with weaknesses along attainment of quality T/L for high academic performance.

Khedhkar and Pushpanadham (2015) reveal that the approach enables effective implementation of the education curriculum (subject syllabuses) through use of resources, instructional materials, pedagogical methods. They maintain that internal quality assurances develop self-regulation mechanism for teachers and learners in performing duties and responsibilities for the achievement of desired goals. The approaches enhance responsibility and accountability among students, teachers and school leadership, enable the update of teaching skills, attitudes and approaches of new teaching techniques and make weaker instructors become more effective through professional development (Lupimo, 2014; Usman, Romle & Qader, 2015). This means teachers are vested with relevance PCK on specific subject content which in turns adds competence and confidence when teaching and learning. Therefore, the study was conducted to benchmark these practices to our school quality assurance department to be undertaken instead of relying on limited compliance model that has yielded little to quality education.

Classroom management and student assessment help instructors to manage students effectively through identifying and understanding their behaviour, academic strengths and weaknesses for practical measures (Popescu-Mitroia, Todorescu & Greculescu, 2014). CMSAA facilitates academic and social-emotional learning and optimizes students' access to learning. Similarly, Rabadi and Ray (2017) add that there is broad consensus among educators that modelling appropriate classroom behaviour sets the tone for children. It was established that the approach enhances quality T/L because

teachers seeks appropriate ways to soften the classroom learning. It is possible to carry out formative and summative evaluation when teachers are vested with classroom management skills. It was further established that large class size of students against scarce available resources is addressed when teachers are able to integrate classroom management approach. It was found worthwhile to be addressed to teacher as remedial to quality T/L through planned sitting, use of instructional materials versus class size while ensuring no student is left behind on evaluation. If these are well implemented, it is likely to address the quest of constructivism learning approaches through classroom management approach.

Continuous improvement insist that approaches adopted must enhance the culture of continual improvement that is achieved through participation of everyone in the teaching-learning process with regard to the established culture of endless improvement, problem solving, upgrading standards, suggestion system based on creativity and innovation (Found & Lahy, 2015; Khan, 2011). Team working spirit would influence competitive among department in school for excellent performance. The school should strive to continue maintaining and improving from gradual to highest performance. This is compatible with a common proverb that “charity starts at home, but should not end there”. Therefore, internal evaluation could be used to predict the external evaluation. Performance sustainability is not an easy task; it needs continuous alert from internal mechanism that are grounded from own school merit practice; internal school quality assurance approaches were complemented to as the current inquiry was done.

2.4 Synthesis of the reviewed literature and establishment of research gaps

The review has revealed that internal quality assurance approaches in secondary schools in Tanzania contexts are hardly adopted and implemented accordingly. The practicability of those approaches is not systematically done. The transition from a compliance model that emphasis on school inspection to quality assurance that premises on process-oriented through collaborative evaluation is identified with its internal mechanism in assuring school quality.

The School self-evaluation approach and internal inspection and supervision approaches were regarded as common tools to ensure quality. Moreover, teacher appraisal and feedback and classroom management and assessment approach were identified as a contingency. This, is because, the leadership style and awareness reflected the nature of recognition, prizes, rewards and any promotion incentives while formative and summative evaluation carried out by schools to identify deficiencies are hardly re-addressed from school level respectively. Under such circumstances, the current study sought to fill the gap that prevails between theory and practices along internal quality approaches in secondary for quality teaching and learning.

Further, the review has noted that, the adoption and implementation of internal quality assurance approaches are mainly done for the sake of notifying the external mechanism like District Education Quality Assurance (DEQA). The practical experience ascertains that; however, the school has ISQAT; their practices remain in paper and hardly report the relevant information specific to their roles. A critical analysis has established that the extension of school inspection to school quality assurance embraced the change of names while the practices remain the same. Teachers still perceive ISQAT/D as intimidation to their daily commitments, by so doing, fills information, for the sake of enjoying the ISQAT/D particularly in the preparation of professional documents like schemes of works, lesson plans and subject log. It is from this stance also, the current study sought to add the scope internal school quality assurance team with approaches that need to be put into place so as to address quality T/L processes in secondary school. Therefore, the whole efforts invested in the current study sought to explore the internal quality assurance approaches adopted for quality teaching-learning process in secondary schools.

2.5 Conceptual framework

The current study was carried out to explore the internal quality assurance approaches adopted for quality teaching-learning process in secondary schools. The review highlights school self-evaluation (SSE), Teacher Appraisal and Feedback (TAF), Internal Inspection and Supervision (IIS) and Classroom Management and Student

Assessment (CMSA) as main internal quality assurance approaches that could be adopted and implemented for quality T/Lin secondary school. These were regarded as independent variables in this study.

Consequently, appropriate implementation of those approaches is necessitated with quality assurance theories that emanate from education management process theories. These are Deming theory, Continuous and Juran's theory. These three proto-educational management theories premise on school quality assurance in collaborative approach internal assessment, problem solving techniques, quality control with management support and competitive spirit among teachers towards mutually agreed standard criteria. The adoption of ISQAT as a mechanism to ensure school quality needs to be implemented under well oriented guidelines that emanate from the mentioned theories. These were regarded as enabling factors that when are well implemented accelerate the expected outcomes of IQAA.

The expected outcome of the adoption and implementation of internal quality assurance approaches comprised the following; improving quality teaching-learning by fostering schools' high performance, thorough implementation of the syllabuses, continuous improvement, positive rapport and collaboration between teaching-staff and school leadership. These were referred as dependent or outcome variables which are products of effective enforcement of prescribed school's goal, mission and objective along quality assurance. The single directional arrows illustrate the cyclic process from the independent variables to attained outcomes and visa-is-versa. The double directional arrows demonstrate the equally impacts for reinforcing equal interaction and interdependency in internal quality assurance approaches. The conceptual framework of this study can be best summarised and illustrated in Figure 2.1

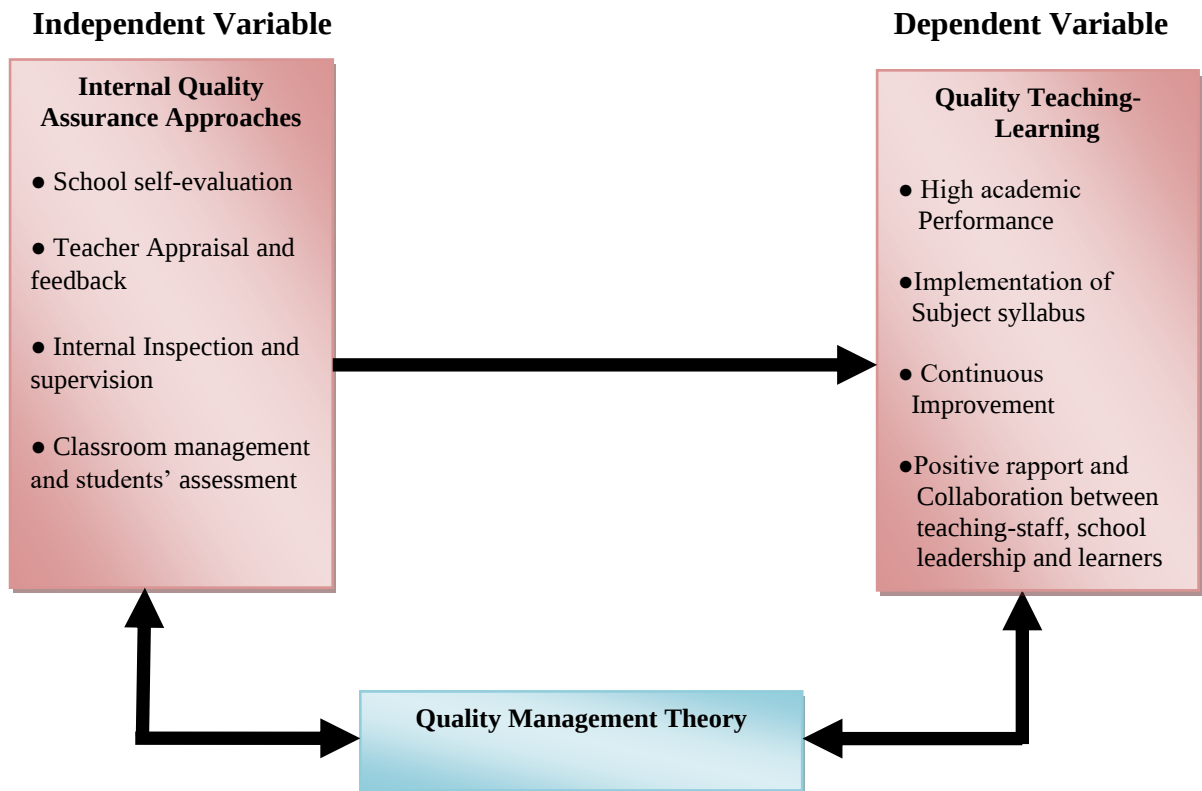


Figure 2.1: Conceptual framework

Source: Researchers own construction (2020)

2.6 Conclusion

The chapter presented the review of literature based on the study topic and its objectives. Literature revealed that schools adopt and implements their own IQAA for improvement of Q T/L based on available resources and context. Such those IQAA articulated were SSE, IIS, TAF as well as CMSA. The implementation of the IQAA is contextual and they have positive outcome toward improvement of Q T/L. Therefore, both theoretical and empirical review detailing the subject matter. The chapter synthesised the review and established the gap for the current study. Finally, this chapter ends up with the conceptual framework revealing the independent variables (IQAA) and Dependent variables (quality teaching-learning) and their outcomes in teaching-learning processes.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents research methodology. The chapter describes research design, location of the study and the target population. The sample, sample size and sampling techniques, data collection methods, validity and reliability are also presented. The chapter further describes data analysis techniques and ethical considerations.

3.2 Research design

Research design denotes all types of investigations either qualitative, quantitative or mixed approach that a researcher opts to use and give directions on for the procedures of conducting the study (Creswell, 2014; Punch, 2019). This study is typically a cross-sectional design primarily based on qualitative and quantitative techniques in interpreting and analysing data. It is a cross-section design because both qualitative and quantitative data were collected simultaneously based on the main variables. The main variables for this study were internal quality assurance approaches as independent variables and quality teaching-learning as dependent variables.

This design was also useful in this study because it is an economical and rapid turnaround in data collection at one point a time (Creswell, 2014). Thus, it enabled large sample of 96 respondents to be studied once a time using both questionnaire and interview instruments. That is, data collected through questionnaire were verified by semi structured interviews as the means of counterbalancing the weakness of one method. This, situation added credibility of the findings to be more scientific and impersonal by withholding biases and neutralising the weakness of interview and questionnaire methods during data collection. Furthermore, it maintained accuracy in the entire processes of gathering; interpreting and analysing data for the final report that eventually made the study come out with intense knowledge based on the study topic. Indeed, it was deemed that the outcomes of IQAA implemented could be used

as a means of estimating a sample from target population in Mvomero District secondary schools.

3.3 Location of the Study

The study was conducted in Mvomero District found in Morogoro Region in Tanzania. In Mvomero District, the study was conducted specifically in the two administrative wards which are Mzumbe and Melela. The selection of the study area was because of the following reasons: first, since the introduction of ISQAT as a measure to ensure quality education under SQA by MoEST in 2017, there have been various orientations carried out in this district particularly in Mzumbe and Melela. Also, many secondary schools in the district introduced Internal School Quality Assurance Team or Department (ISQAT/D) that were used as an important source of data for this study. There is favourable environment in many schools in the district for educational progress. For example, the wards are referred to as education resource centre and a place where seminars for school internal quality assurance are conducted. This also motivated the selection of the study area.

In the same way, the district constitutes both public and private secondary schools where the competition to meet quality T/L for good academic performance is unquestionable. Hence, it was assumed that, there are various strategies taken as internal school quality assurance approaches towards quality teaching and learning. Therefore, it was deemed that, the location had a richness and robust data that could be used to examine the internal quality assurance approaches adopted for quality teaching-learning even though their performances varied from one school to another.

Convenience criteria such as familiarity, geographical proximal consent made before and working experience gained by the researcher in the place added the reasons for the selection of Mvomero District. Figure 3.1 location of the study area.

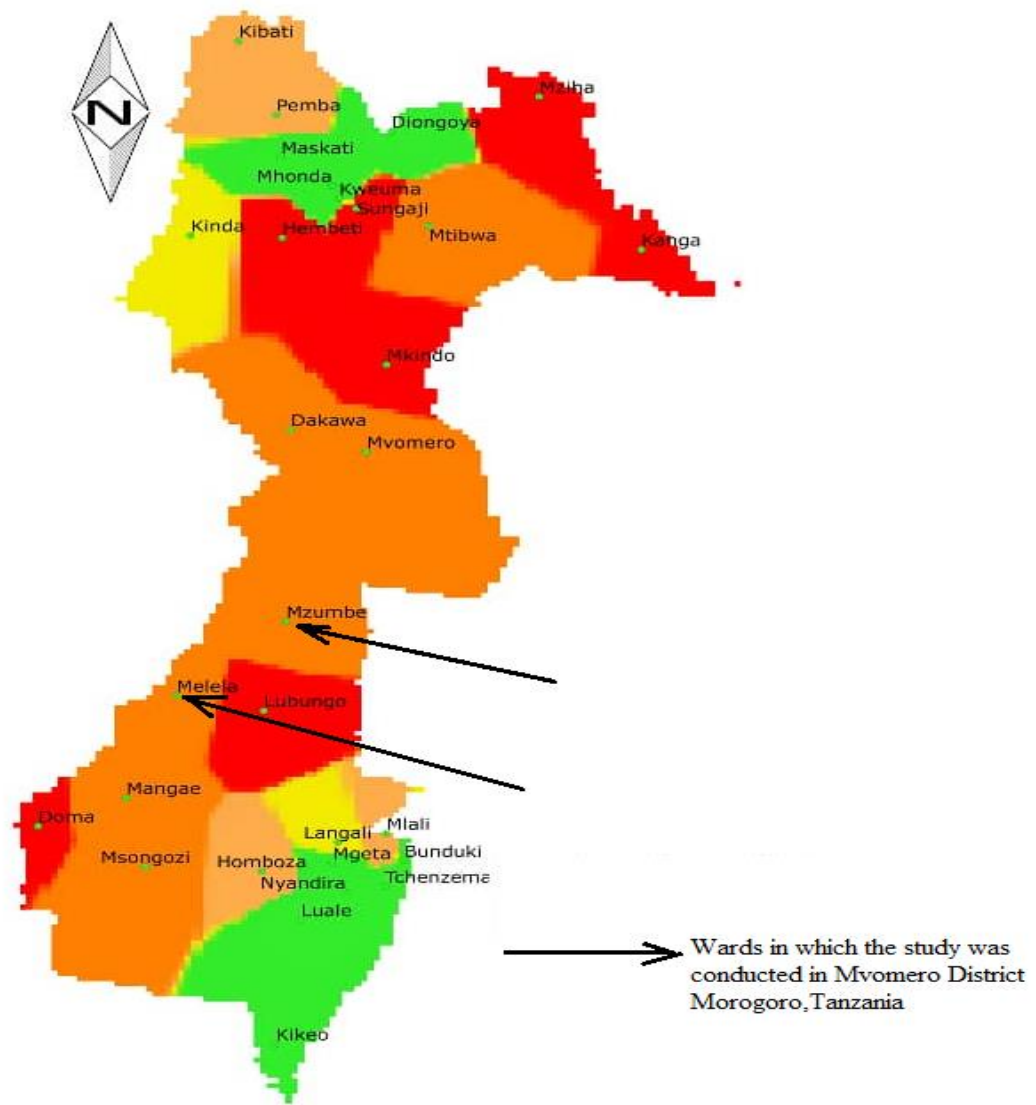


Figure 3.1 Map of Mvomero District Show Boundaries by division

Source: Musa, Mwamakimbullah, & Mahonge (2019)

3.4 Target population

Population entails a whole set of element that might either be persons or object that holds some common features defined by sampling criteria employed by the researcher (Msabila & Nalaila, 2015). The targeted population of this study were all teachers including heads of schools and heads of internal school quality assurance in the study area. Teachers were targeted because are the main implementers of instructional strategies that are set by school in ensuring quality T/Lin secondary schools.

Correspondingly, ISQA were purposefully targeted due to the role assigned to coordinate internal school quality assurance as a response to the extended SQA department. Similarly, heads of schools were purposefully targeted due to the virtue position in enforcing instructional leadership including school quality assurance for better results.

3.5 The unit of study analysis

Unit of analysis means an entity that is taken into consideration throughout the data analysis. It implies what or who is being studied; it can be individual, group, organization or social artefacts and social interaction (Dolma, 2010; Msabila & Nalaila, 2013). Therefore, the unit of analysis of this study was individuals who were teachers, internal school quality assurance teams or departments and heads of school. The other units of analysis were the institutions, namely, the three selected secondary schools.

3.6 Sample size and sampling technique

Sampling design is a blueprint a study opts to use for obtaining a sample from the targeted population (Johnson & Christensen, 2017). Sampling design means the drawn procedure of how the researcher will depend on in the selection of a sample out of targeted population before the collection of data.

3.6.1 Sample and Sample size

The sample size in this study included ninety (90) normal teachers who are not members of ISQAT, three (03) ISQAT members who were academic teachers and three (03) heads of schools selected from three secondary schools. These schools were chosen because, their academic performance varies from one another. Since, school “A” is reckoned as a public and National school with gifted learners from different regions in the country and having enough teaching learning resources. Likewise, it has good academic performance in the district compared to others. School “B” is besides a public one, with learners from the local area of the school and are viewed as moderate learners. Always, its academic performance is not proficient in the district. School “C”

is a private one, with learners from different part of the country. The school is having moderate academic performance. The three schools vary in their local and national examination results as a major indicator for measuring the presence of quality assurance and adoption of IQAA in the teaching learning processes and variation in adoption of IQAA. A total of ninety-six (96) sample size were drawn from three secondary schools in Melela and Mzumbe wards in Mvomero District.

The reasons behind the selection of the categorized groups of sample were as follows;

- i. Heads of schools were sampled in the study simply because they are the main administrative leaders who coordinate and monitor quality teaching-learning process. Thus, they contained important information with regard to the investigation under the study
- ii. Ordinary teachers were also significant respondents in the study due to the fact that they are the ones who implement the adopted internal quality assurance approaches through assessment and evaluation. Thus, the study trusted these people as valuable respondents who provided relevant data related to the investigated topic.
- iii. Teachers as internal quality assurers were also important for this study simply because they were the ones who formulate and review the adopted approaches. They also evaluate and assess the quality teaching-learning activities using the adopted approaches in the selected secondary schools for the study topic.

Thus, the selected sample, because of the listed characteristics they possessed, made the study to come out with concrete information on the internal quality assurance approaches adopted in secondary schools for quality teaching learning process.

3.6.2 Sampling techniques

The study employed simple random sampling and purposive sampling to select the sample. Simple random sampling was used to select ninety (90) ordinary teachers from three schools. Simple random techniques were used because all teachers in the selected schools had equal chance of inclusion in the study (Creswell, 2014). It was

found merit to include teacher as a means of acquiring authenticated data from a questionnaire that was used for generalization of the findings from the targeted population. Besides SRS, three (3) ISQAT and three (3) heads of schools were purposely selected due to rich data they had in ensuring school quality T/L (Pathak, 2017). It was assumed that, in depth knowledge and experiences based on the internal quality assurance approaches adopted for quality teaching-learning are coordinated by heads of schools and ISQAT collaboratively with teachers. Therefore, it was found worthwhile to use purposive sampling techniques in selecting heads of schools and ISQT for an interview as the means of probing a wide range of information of quality T/L in selected schools.

Table 3.1 Sample size and sampling techniques

Category of respondents	Sample Size Selected				Sampling Technique
	School1	School2	School3	Total	
Teachers	30	30	30	90	Simple random sampling
Heads of school	1	1	1	3	Purposive sampling
ISQAT	1	1	1	3	Purposive sampling
Total	32	32	32	96	

Field data (2020)

Key: ISQAT = internal school quality assurance team

3.7 Data collection methods

This study used both questionnaire and interview as methods of data collection

3.7.1 Questionnaire

Open-ended and closed questionnaire was employed to collect quantitative data from 93 teachers, that is ninety (93) in three selected secondary schools. Questionnaire instruments were relevant to cross-sectional study design throughout data collection due to its time cost effectiveness (Creswell, 2014). The open-ended questionnaire administered provided opportunities for teachers to provide in-depth information based on the adopted ISQAA adopted for quality teaching-learning.

3.7.2 Semi structured Interview

The interview as one of the tools for collecting data or information involves researchers asking open-ended questions, receiving and record answers from the respondents (Creswell, 2014; Punch 2009). Interview instruments were used by the researcher to collect qualitative data from internal quality assurers notably 3 members of ISQAT and 3 heads of school. It should be taken into mind that, three (3) ISQAT as academic teachers were also a part of the questionnaire. The method was found useful due to its nature of providing lively and contextual primary data from the field (Kothari, 2004). The data given by heads and ISQAT were subjected to the live experience towards adopted and implemented IQAA in ensuring positive outcomes in teaching and learning. Therefore, three heads of schools and three ISQAT were involved in the interview for current study.

3.8 Validity and reliability of the study tools

In ensuring validity of the instrument, guide questions for interview and questionnaire were set by the researcher. The study tools were reviewed with colleagues and supervisor to check its validity before data collection. The inputs given helped the moderation of the questionnaire and interview guides. The assessment given by both the supervisor and peers helped to ensure the relevance of tools ready for data collection. Similarly, in ensuring the reliability of the findings, the researcher employed both questionnaire and semi structured interview as the means of collecting primary data harnessed from context. The methods served as good methods of probing more questions to respondent as the means of triangulation. The similar aspect under study was both administered in questionnaire and interview. Moreover, the same ISQAT interviewed were also included in the questionnaire; this added credibility of the findings. It was found useful to carry out interview with ISQAT as a means of verification. Besides, probing, peer review, conformability was adhered during data transcription and analysis. Consistently, the study was taken to expert for editing and proof reading before submitting the final report. These measures were taken to ensure the rigour of study.

3.9 Data analysis

Qualitative data were analysed thematically through content analysis with respect to the questions and objectives of the study. Qualitative data were transcribed and coded in accordance to the emerged themes and sub-themes on sheets of papers and finally interpreted and presented in textual form based on italics and quotations. Quantitative data were analysed through Statistical Package for Social Sciences (SPSS) version 25 and presented in tables based on frequencies and percentages.

3.10 Ethical considerations

In order to adhere to research ethics and avoiding confrontations that would have annoyed both the researcher, respondents or people around the area studied, the study considered the following:

- i. The researcher was given an introduction letter from the Mzumbe University that not only introduced him to authorities within the study area but also explained the reasons for undertaking the study which was solely for academic purposes.
- ii. The researcher asked respondents' permission to record their voices that were used during data analysis and interpretation. Nevertheless, the researcher respected those respondents who were not ready to be recorded when they were interviewed due to the confidentialities of the information provided.
- iii. The study also considered confidential matters of doing research by not disclosing out real names of respondents or institutions that were used as units in this study.
- iv. The researcher considered autonomous issues over his respondents. The researcher met physically with his respondents for general arrangement of appropriate day and time for data gathering process. Also, respondents were at liberty to withdraw from the study when they experienced uncomfortable fillings over the study topic during data collection.

3.11 Chapter conclusion

This chapter has shown that the study adopted a cross-sectional research design where it was done in Mvomero District specifically in Mzumbe and Melela wards. It was shown further that 96 respondents who were obtained through both simple random and purposive sampling method formed the sample size for data collection. The chapter indicates that the study involved three schools and the data were collected through questionnaire and interviews. The study maintained the validity and that data were reliable. Lastly, the chapter detailed the data analysis method that involved content analysis for qualitative data and SPSS analysis for quantitative data. The chapter ends with details of how ethical issues were adhered to.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study in relation to study objectives. The study sought to investigate the internal quality assurance approaches adopted for quality teaching-learning in secondary schools. The study focused on the internal quality assurance approaches, implemented adopted internal quality assurance approaches and the outcome of the adopted internal quality assurance approaches for quality teaching-learning. The chapter presents mainly two parts, the first part presents demographic characteristics of the respondents and the second part that includes sections 4.3, 4.4 and 4.5 presents the findings as per research objectives.

4.2 Demographic Characteristics of the Respondents

This section presents respondents' demographic characteristics that included sex, education level and working experience of the respondents as shown in Table 4.1 below.

Table 4. 1: Demographic Characteristics of Respondents

Category	Sub-Category	Frequency	Percent (%)
Teachers'	Male	39	41.9
	Female	54	58.1
	Total 1	93	100
Heads of schools	Male	3	100
	Female	-	-
	Total 2	3	100
Working Experience	1-5 Years	23	23.95
	6-10 Years	42	43.75
	10 Years and above	31	32.30
	Grand total	96	100
Education Level	Diploma	18	18.75
	Degree	72	75
	Master	06	6.25
Total		96	100

Source: Field Data (2020)

Table 4.1 indicates that, more than a half (58.1%) of the respondents was female. These findings imply that many female teachers were involved in the study. According to Matete (2009), many female teachers work at the culture of following their husbands. This matriarchal reason could be the source of many female teachers in the study area as most of them, their work along the urban centres. Similarly, the question of gender imbalance still prevails as none of the heads of schools was female regardless having large numbers of female teachers.

These finding (Table 4.1) indicates that majority (81.25%) of the respondents are graduates. The result also illustrated that more than 75% of the teachers had more than 5 years working experience. The findings imply that teachers involved in this study had relatively good experience in the field of education. Therefore, the study was enriched with robust data for the quality of the study.

4.3 Internal Quality Assurance Approaches (IQAA) adopted for quality teaching -learning

The first objective of the study was to identify internal quality assurance approaches adopted for quality T/L process in secondary schools. Both questionnaire and interview were used to collect data from the respondents. Four approaches such as School Self-evaluation (SSE), Teacher Appraisal and Feedback (TAF), Internal Inspection and Supervision (IIS) and Classroom Management and Students Assessment (CMSA) were examined. The responses from the questionnaire that is presented against the presence of internal quality assurance approaches adopted for quality T/L is illustrated in Table 4.2.

Table 4.2: Adoption of internal quality assurance approaches in secondary school

Category	Frequency	Percent
Yes	75	80.6
No	18	19.4
Total	93	100.0

Field data (2020)

The findings reveal that in most schools (80.6%) quality assurance approaches have been adopted. The results imply that internal quality assurance approaches are determinant of QT/Lin secondary schools. In addition, the study solicited about the sorts of internal quality assurance approaches adopted and used in secondary schools and the findings are presented in Table 4.3.

Table 4.3: Adopted Internal Quality Assurance Approaches (N= 93)

Internal Quality Assurance Approaches	Responses			
	Yes		No	
	F	%	F	%
School self-evaluation (SSE)	91	97.8	3	2.2
Teachers appraisal	89	95.6	4	4.4
Internal inspection and supervisor	93	100	-	-
Classroom management and students assessment	93	100	-	-

Field data (2020)

Key: F – Frequency

The findings in Table 4.3 show that teachers were aware about internal quality assurance approaches that are used in ensuring quality T/Lin secondary schools. The analysis has revealed that the four approaches examined are highly known because all of them scored above 95% acceptance of the respondents that they were used in ensuring quality teaching and learning.

Besides, the approaches presented above, Table 4.4 illustrates other approaches where ranked the last approach adopted by schools in ensuring quality teaching and learning. However, a fascinating result is that 1 respondent identified none to those other approaches apart from the previous 4 main approaches. The summary of the findings is presented in Table 4.4.

Table 4.4: Other internal quality assurance approaches (N= 93)

Category	Frequency	Percent
Team teaching (Coaching)	17	18.3
In service training and professional development	8	8.6
Grading system approach	12	13
No other approach	1	1.0
Practical and theoretical learning approach	9	9.7
Motivational approach	46	49.4
Total	93	100.0

Field data (2020)

Correspondingly, the findings from interviews with three internal school quality assurance team/ department (ISQAT/D) and three heads of schools had virtually depicted similar results. They primarily agreed that schools adopted and implement internal quality assurance approaches (IQAA) that are meant to ensure quality teaching and learning. The first and second ISQAT had relatively related views when one said that:

The school uses its internal mechanisms such as ISQAT as a means to measure and assess the teachers' practices. The mechanism tries to review the teaching and learning progress. However, the approach is hardly done, but it has impacted on reminding teachers to perform smoothly their teaching duties (Response from ISQAT 1; 1st July, 2020).

When asked to identify the common internal school strategies to improve T/L for students' academic performance; based on their practices, insights on collaboration, team teaching, use of motivational approaches, joint examinations and OPRAS, school head 1 highlighted that:

A teacher commits to teach when school administration is proactive and distributive. The school heads need to collaboratively engage teachers in planning the quality strategies to achieve the impact of teaching and learning at school. Teachers need to be motivated, recognised and appraised for their good results. If these are appropriately done, the quality teaching and learning will be determined (Response from HoS1; 1st July, 2020)

Another head of school explicated that teachers are given freedom to set T/L strategies that bring about the positive impact of the students' academic performance. The contention is likely to elicit the joint decisions that are common agreed in school action plan. The utterance is presented as:

The quality teaching and learning is practically improving because through common agreed strategies for raising students' academic performance is assessed through OPRAS. The instrument has relatively contributed in promoting quality teaching and learning due to its openness in assessing one's target as agreed in the school's schedule of activities (Response from HoS2; 1st July, 2020).

The two utterances above imply that, having internal instruments that measure teachers' ability to complement their own responsibilities about T/L is merit for school quality assurance. The instruments like OPRAS and ISQAT are meant to assess strengths and weaknesses from individual teacher to whole school for the sake of formulating relevant intervention for quality teaching and learning.

The head of the school revealed that one of the roles of the internal school examination committee is to ensure the preparation of quality examinations. Academic department works collaboratively with heads of department and subject teachers to ensure that students are assessed frequently through monthly tests. The approach is meant to engage students in learning activities. Head of school 3 revealed these when said;

Teachers can greatly assess their teaching quality through formative and diagnostic evaluation. Weekly and monthly tests enable students to practice learned content. The tendencies are meant to bring students into learning tasks as get time to revise precisely on the content learned for a specific subject and time. These strategies motivate teachers towards effective teaching while students become competent to internalize the skills and knowledge learned from internal and external examination (Response from HoS3; 6th July, 2020)

The analysis of the findings highlighted above imply that, the presence of internal school quality instruments and approaches to bring about quality T/L is rigorous to quality performance. The adoption of approaches such school self- evaluation, internal inspection, teacher appraisal and classroom management and assessment approaches

when integrated with other school strategies for raising performance have significant contributions in ensuring quality teaching and learning. They create the sense of T/L culture among teachers and students that in turn promote excellent academic performance while teacher's professional growth is acknowledged.

4.4 Implementation of the Internal Quality Approaches

The study also examined how the adopted internal quality assurance approaches are implemented for provision of quality T/L in secondary schools. Open ended questionnaires and interviews were administered to achieve the study findings under each category of ISQAA. The approaches examined were school self-evaluation, teachers' appraisal, internal inspection and classroom management and students' assessment approaches. The findings of each category are presented in Table 4.5.

Table 4.5: Implementation of internal quality assurance approaches in secondary schools

Category of IQAA	Responses	F	(%)
School Self-Evaluation	Internal evaluation, using academic data and evidences during school meetings and discussions and filling of SSE forms	77	82.8
Internal inspection and supervision	Assessment of speed and quality of teaching and learning	64	68.9
	Effective preparation and use of teaching documents like schemes, lesson plans and notes	83	89.2
	The use of instructional materials to enhance learning	21	22.5
	Preparation of weekly and monthly test and effectiveness of students feedback	57	61.3
Teachers appraisal and feedback	Formal and informal incentives and motivation	69	74.1
	Awards, recognitions and appreciation	79	84.9
	The use of OPRAS	52	55.9
Classroom Management and student assessment	Executed through engaging in teaching methods such as role lay, grouping, open ended tasks	61	65.5
	Be prepared before classroom session	83	89.2
	Avoid punishing the class, address undesirable behaviour to an individual instead of a whole class	57	61
	Encourage positive rapport, offer praise, interview students and address bad behaviour spontaneously	88	94.6
	Consider peer teaching, review, preparation of tests and panel marking	37	39.7
	Maintain authority, engage students to establish class rules and regulations	83	89.2

Field data (2020)

4.4.1 Implementation of school self-evaluation (SSE)

As demonstrated in Table 4.5, majority (82.8%) of the respondents indicate that SSE was implemented through evaluation, use of academic data and evidences during school meetings and discussions and filling SSE forms.

Similarly, during the interviews with ISQAT, it was revealed schools reinforce filling self-evaluation form (SSEF). For example, ISQAT2 said that:

We are obliged to fill SSEF that is used by external quality assurers to weigh our strength and weaknesses. The practices are joint efforts of collecting relevant information based on teaching and learning, leadership of learning and general school compounds. The SSEF is highly recommendable for remedial efforts to improve our own quality teaching and learning (ISQAT2:1st July, 2020).

However, ISQAT3 was unsatisfied with the way SSE is implemented. He argued that SSE forms are issued only to please the external quality assurers as their demands prior to school visit. The argument is presented as follows:

Practically, the exercise of filling in SSEF seems meaningless as it is done to satisfy the demands of school quality assurers before paying their visit. The form is prejudicial because what exactly is filled reflect the government weaknesses while individual teacher's weaknesses are left aside. For example, the aspects of the process; teachers are not well versed on how to prepare and use competences based lesson plan but, it is filled to favour teachers while condemning government practices (ISQAT3; 06th July, 2020).

The findings above entail that the adoption and implementation of SSE through filling SSEF is the done to comply with school quality assurance. The process involves the collaborative efforts of all teachers and students at school in identifying the relevant information based on T/L development and areas that need improvement. However, the procedure is associated with prejudice due to superficial and fraud information filled in.

4.4.2 Implementation of internal inspection and supervision (IIS)

Internal inspection is implemented through various strategies as illustrated in table 4.5. It was revealed that out of all the listed strategies, the use of instructional materials to enhance learning and learning was the least used strategy. These findings imply that,

there are efforts and initiatives that every school carries to ensure quality of teaching and learning is addressed.

Similarly, the interview with heads of schools revealed that the ISQAT in which academic and heads of schools are members has a role to play against school quality assurance notably in quality of teaching and learning. Head of school2 revealed this when said that:

Internal inspection and supervision is organised by academic teachers collaboratively with ISQAT. The inspection is formally and informally conducted as the former precedes the information for notification prior to while the latter is contextual. Mainly, the inspection is meant to recall teachers on the effectiveness of teaching in the area of teaching professional documents, assessment and evaluation and timely feedback (HoS2; 01st July, 2020)

The contention above implies that internal inspection is adopted and used in ensuring quality teaching and learning. The effectiveness of T/L is basically assessed from available T/L documents such as schemes of works, lesson plans, lesson notes and log book. The use of periodic tests and timely feedback adds value of evaluating the worthiness of QT/L.

4.4.3 Implementation of Teachers' Appraisal and Feedback Approach (TAFA)

The results in Table 4.5 show that the teachers' appraisal approach is conducted through awards, recognition and appreciation. The findings imply motivational incentives to teachers increase their working morale towards complementing teaching activities. The use of OPRAS has created an innovative interpersonal assessment of individual teachers' practices including teaching.

It was revealed during the interviews that there is not customized appraisal approach. This means every school had its own ways of rewarding and motivating teachers. For example, it was found from Head of school2 that appropriate teachers' appraisal focuses on the student's learning and feedback. Similarly, Head of school3 revealed that when a teacher is rewarded individually optimal appraisal is realized.

The findings above imply that the appraisal is aimed to enable a teacher to do self-evaluation and place his or her performance on a continuous footpath of merit, verified by best school outcomes. Effective appraisal and feedback for teachers is essential to increase the focus on teaching quality and teachers' professional learning. Teacher appraisal also enhances effective administration of schools by allowing teachers to progress in their career and take on new roles and accountabilities based on a solid evaluation of their performance.

4.4.4 Implementation of Classroom Management and Student Assessment Approaches (CMSAA)

Table 4.5 shows that classroom management approaches are applied through various strategies. Most of the identified strategies scored more 60% confirmation of them being the best CMSAA strategies. However, consideration of peer teaching, review, preparation of tests and panel marking was ranked the last with 39.2% scores. The responses given constituents the fact that, the use of CMSAA is vital in ensuring the classroom is conducive for T/L activities. Teachers are supposed to possess varied skills on how making T/L active and participatory.

Interestingly, during the interview with ISQAT, it was revealed that classroom management is a heart of teaching and learning. Teachers need to be flexible and dynamic in engaging students with transformative teaching methods and strategies that make a classroom session learner centred, active and participatory. However, the approach is limited due to scarce available resources over the number of students in a class.

4.5 Outcome of Internal Quality Assurance Approaches in Teaching and Learning

The study further examined the outcome of the adopted internal quality assurance approaches for quality teaching-learning process in secondary schools. An open and closed questionnaire was used to collect data from the respondents. The findings as illustrated in Table 4.6 confirm that IQAA has merit outcomes in T/Lin the aspects of;

Improvement of school academic performance, effective implementation of subject syllabuses, positive rapport and collaboration between teaching staff and school leadership and continuous school improvement.

Table 4.6: Outcome of IQA Approaches in T/L

Outcome of ISQAA	Responses	
	Frequency	Percent
Improved school academic performance	93	100
Effective implementation of subject syllabuses	93	100
Enhance positive rapport and collaboration between teaching-staff and school leadership	93	100
School Continuous Improvement	93	100
Field data (2020)		

This implies the adoption and implementation of IQAA greatly influence quality T/L in secondary school.

Similarly, the study solicited from the respondents other outcomes of IQAA in assuring quality teaching and learning. The findings are presented in Table 4.7.

Table 4.7: Other IQA approaches ‘outcomes in secondary schools

Category	Frequency	Percent
Encourage teachers in fulfilment of their duties and responsibilities	26	28
Enhancement of teaching preparation among teaching-staff	21	23
Foster accountability and discipline among teaching-staff, School leadership and learners	19	20.4
Promotes professional development of teaching-staff	13	14
Enhance culture of preventive, care and maintenance of academic facilities	9	9.6
Achievement of school set and expected goals	5	4.2
Total	93	100.0
Field data (2020)		

In Table 4.7, the last ranked outcome was achievement of school sets and expected goals which scored only 4.2 followed by professional development of teaching staff with was mentioned by 9.6% of the respondents. The findings imply that, the merit of IQAA is overestimated towards improving quality T/L for teachers’ professional growth and students’ academic performance.

4.6 Chapter conclusion

The chapter has presented the finding with regard to the study objectives. The chapter had two main parts where the first part presented respondents demographic data and the second part presented the findings as per study objectives. Also the chapter covered the result on the outcome of IQAA in secondary school T/L.

CHAPTER FIVE

DISCUSSION OF THE FINDINGS

5.1 Introduction

The chapter presents the discussion of the finding as analysed and presented in chapter four. The study investigated internal quality assurance approaches adopted for quality teaching-learning in Tanzanian secondary schools. Specifically, the study focused on three specific objectives: To identify the internal quality assurance approaches adopted for quality teaching-learning process, to examine the internal quality assurance approaches adopted and implemented for quality teaching-learning process and examine the outcome of the adopted internal quality assurance approaches for quality teaching-learning process in secondary schools.

5.2 Internal quality assurance approaches adopted for quality teaching-learning

The first objective intended to identify sorts of IQAA adopted for quality teaching-learning in secondary schools. The objective was guided by research question; *what internal quality assurance approaches are adopted for quality teaching-learning process in secondary school?*

It was shown by almost 80% of the respondent that the application of internal quality assurance approaches is common in secondary schools. The findings imply that schools acknowledge the role of IQAA in improving quality teaching and learning. The findings reflect the European Commission (2018)'s report that school uses the internal quality assurance machineries that are embedded in and steer quality T/L process. The findings maintain that one model of quality assurance cannot fit all systems; therefore, it is more appropriate to explore the role of different stakeholders and the processes they follow in space and time. Likely, Praraksa, *et al.* (2015) hold that adoption of IQA plays an important role in schools because it is related to school goals. This means, school that adopted and use internal quality approaches has created its own culture of evaluating effective T/L process. The observation is congruent to the continuous improvement theory that premises that internal quality assurance need to

be flexible and dynamic to fit schools which find their own innovative and process oriented in problem solving for relevant intervention of quality T/L (Singh & Singh, 2015). Therefore, the adoption and usage of IQAA have practical implications on assuring quality teaching-learning in secondary schools.

The findings also delineate various internal quality approaches that are used in secondary schools in ensuring quality T/L process. The study identified school self-evaluation, teachers' appraisal and feedback, internal inspection and classroom management as major approaches used in secondary school. However, these approaches need to be integrated with other internal school strategies such enrichment programmes, formative and summative assessment, team working and timely feedback to contribute to quality T/L. Similar findings are reported by Ayeni (2017) and Praraksa *et al.* (2015) who maintain that internal quality assurance aims at notifying accreditation and educational development through classroom management, and inspection and self-evaluation respectively. Also, Gobore (2017) and Nandamuri (2014) add that internal inspection and teachers' appraisal are effective approaches in informing school instructional leaders about the strength and weaknesses as well as appropriate teachers' motivational need. The study observes that one approach is not self-sufficient rather it should be embedded with other techniques that define school's strategies towards achieving set of criteria to acquire quality T/L for students' academic performance.

It was also found that teachers vary on how they effectively adopt and use the identified approaches. The study has drawn abundant experiences on the constraints that teachers encounter in applying the classroom management approach and practical use of school self-evaluation form. It was revealed that teachers struggle to create participatory classroom activities because of inadequate resources and facilities over the influx of students in classes. This finding is in alignment with Siperto (2018) and Kaya and Dönmez (2009) who revealed that teachers hardly implement classroom management along "Constructivist Learning Approach" due to inadequate interactive technology used by teachers.

Similarly, the study found that self-evaluation form is encountered by biases and fraud information. It was learned that information filled in SSEF is meant to inform the external school quality assurers before school visitation. Information gathered notably based on teachers' commitments and responsibilities are biased in that the form as it rapport only positive aspects about teachers while condemning government's interventional role. The findings have great implication to external instruments that accredit the quality because the reality is hidden along the intended teaching and quality. Therefore, the study suggests that teachers and instructional leaders need to vary approaches in dealing with quality T/L process in secondary schools for best academic performance and teachers' professional development.

5.3 Implementation of the Internal Quality Approaches

The study examined how the adopted IQAA are implemented in secondary schools. The objective was guided by main research question: *How are the adopted IQA approaches implemented for quality teaching-learning process in secondary schools?*

The findings as they were presented in chapter four revealed that the implementation of internal quality assurance approaches was contextual. This means that there were no common agreed methods and strategies to be applied in all the schools. That is, the decision on which methods and strategies to apply depended on time, space and target of the school. The findings are supported by Popescu-Mitroi *et al.* (2014) who observe that the quality assurance in education lies with each institution itself and this provides the basis for real accountability of the academic system within the school. Similarly, OECD (2009) report that there no single models of teachers' appraisal approach which applies to all countries. The report maintains that an appraisal system could use self-appraisal, appraisal by peers, mentors, and superiors, or student's performance.

The findings revealed further that internal inspection and school self-evaluation are effective only when the ISQAT is effective and accountable. This means, the instrument is entrusted with power and authority to ensure school quality assurance, teachers' preparation efficiency and teachers' use professional documents such as

scheme of works, lesson plans, and lesson notes are maintained. Also, internal inspection and school self-evaluation enforce adherence to school time table that includes effective teaching, assessment and giving students' feedback. The findings concur with Gobore (2017) and Kambuga and Dadi (2015) who maintain that inspection approach create an avenue for teachers to accept outcomes and recommendation that are likely to bring improvement in T/Lin schools. However, field experiences noted that still teachers are reluctant to accept ISQAT as the committee responsible to coordinate matters related to T/L processes. It was revealed that teachers hardly accept ISQAT recommendations. In this regard, the current study recommends internal school inspectors to create friendly relationship with teachers and use the appropriate communication style which will not only make teachers accept feedback on their teaching from inspectors but also use the data to bring improvement in their T/L approaches. In addition, the study urges teachers to value and dedicate their trust to internal quality assurance mechanisms because they have a strong foundation for modelling their working practices. Quality T/L is achieved when there is room for learning best practices from others while accepting own weaknesses for merit improvement.

5.4 Outcome of Internal Quality Assurance Approaches in Teaching and Learning

The third objective intended to examine the outcomes of IQAA adopted for quality teaching-learning in secondary schools. The objective was guided by research question; *what are the outcomes of internal quality assurance approaches adopted for quality teaching-learning in secondary schools?*

It was shown in chapter four that IQAA improves school academic performance. Quality assurance approaches encourage schools to work between effectively along their set criteria. This helps schools to predict the trends of students' academic performance and school development. The findings agree with Alkutich and Abubakari (2018) and OECD (2019) who found that when professionally carried out, internal school approaches create the culture of transformation of the existing trend of school performance to quality. The approaches underline different strategies and

methods that are synergy toward dedicating school's goals and target. For example, a school which employs varied motivational techniques to both teachers and students increases teachers and students working morale. It for those clues, the T/L competition emerges among teachers and students. Students create a learning culture that accredits their high performance. It was established that approaches not only comply to set standard by the school but also find the discrepancies that exist among teachers when teaching. It is subscribed that well communicated and accepted feedback and recommendations among teachers doubtless improve the T/L (Evans & Okendo, 2018). The findings remark the remedial intervention against complex educational problems that are related to T/L process.

Moreover, the findings revealed that IQAA enhance positive rapport and collaboration between teaching staff and school leadership. The findings entail that the use of approaches such as SSE, CMSAA, TAFA and IIS to conduct educational-action research based on gathering evidences about T/L provides merit relationship between teachers and students at school. The findings echo Esia-Donkoh and Ofosu-Dwamena, (2014) notation that internal quality assurance creates friendship and relationship, stimulate cooperation and team working through sharing ideas, fillings, instructional techniques, and pedagogies and makes teachers prepare teaching professional documents. Similarly, Nemes (2016) holds that when internal quality assurance is professionally done, it is likely to enhance mutual comprehension among teachers and instructional leaders. QT/L needs interplay strategies that cut across learned varied experiences from peers within and outside the schools. Effective use of internal quality assurance provides instructional leadership with favourable learning environment and mutual comprehension among teachers and students.

Furthermore, the study revealed by 100% that IQAA has an impact on effective implementation of the subject syllabuses. QT/L keeps pace with full implementation of subject contents. This means, the rate of covering and completing specific subject is higher and adequately satisfying. According to Khedhkar and Pushpanadham (2015), internal quality assurances develop self-regulation mechanism for teachers and

learners in performing duties and responsibilities for the achievement of desired goals. The task of T/L is simplified because teacher's competence and confidence along PCK will be improved through IQAA mechanisms such as SSE and CMSA (Found & Lahy, 2015). Teachers gain varied skills and knowledge that enhance creative and innovative strategies to address the quest of teaching and learning. Rabadi and Ray (2017) hold that it is easy a teacher who possesses appropriate CMSAA skills to set tone and model students' learning behaviour. With regard to the current study's findings, it is established that superficial implementation of the syllabuses narrows the implementation of the curriculum. This leads to naïve skills and knowledge that students are impacted within specific subject matter. Thus, for achieving quality T/L process, there should be proper implementation and completion of the subject contents (syllabus) that continuously improve students 'achievement and maintain academic performance.

The study found also that enhancement of teaching preparation among teaching-staff is an outcome of IQAA. That is, quality T/L precedes preparation. A good teacher should make preparation before class session. Teachers' main activities before teaching include preparing for seating planning, appropriate T/L methods and techniques to be employed, subject matter and students' levels among others. The findings are similar to Popescu-Mitroia *et al.* (2014) who found that CMSAA facilitates academic and social-emotional learning and optimizes students' access to learning. Quality assurance in school is required because it enhances planning for student-centred lessons, giving students range of learning experiences, using wisely and responsibly T/L resources available, and ensures adequate coverage of the whole curriculum. Quality assurance also motivates adherence to correct lessons delivery as per class timetable and schedule. Therefore, internal quality assurance is about having mechanisms in place for authenticating the quality of work throughout the school. It gives feedback on strengths and areas for improvement, takes action and provides support, help and guidance where needed. It is about taking stock of all the activities designed and implemented to achieve a desired result, and to redirect focus on areas that need improvement.

CHAPTER SIX

SUMMARY, CONCLUSION AND POLICY IMPLICATION

6.1 Introduction

This chapter presents summary of the study and conclusions based on study objectives. It also describes policy implications as revealed from the study and recommendations for further research areas.

6.2 Summary of the study

The study focused on investigating internal quality assurance approaches adopted for quality teaching-learning in secondary schools in Mvomero District, Tanzania. The study was guided by three specific objectives: To identify the internal quality assurance approaches adopted for quality teaching-learning process, to examine the internal quality assurance approaches adopted and implemented for quality teaching-learning process and to examine the outcome of the adopted internal quality assurance approaches for quality teaching-learning process in secondary schools. Three management theories for quality assurance: Deming, continuous improvement and Juran's theory guided the study. The study adopted cross sectional design whereby data were collected through questionnaires and interview instruments. Random and purposive sampling procedures were used to select ninety (96) respondents and stratified sampling procedures were used to select three secondary schools in Mvomero District. Quantitative data were coded and descriptively analysed through SPSS version 25 and qualitative data were thematically analysed. The descriptive data were presented in tables using frequencies and percentages to enrich interpretation.

6.2.1 Summary of the major findings

The findings from the first objective revealed that there are four internal quality assurance approaches namely; school self-evaluation, internal inspection, teachers' appraisal and classroom management mainly adopted and implemented in Mvomero District secondary schools. The findings ascertained that every school works on its own action plan that describes different strategies to be taken in ensuring quality T/L

process. For instance, some of the common strategies included setting criteria to be reached by each teacher, regular internal inspection and enforcing coverage of the syllabus within the time framework as prescribed in the syllabus.

It was also revealed that implementation of internal quality assurance approaches in secondary schools is contextual. There was no common methodology which was conducted to ensure the implementation of IQAA in selected school. However, the use of school self-evaluation form as a means of collecting T/L progress and general school practices was common among schools.

Furthermore, it was shown that IQAA have different outcomes in T/L process. These outcomes include improving academic performance, positive rapport and collaboration, effective implementation of syllabuses and enhancing teaching preparation among teaching-staff. When the approaches are collaboratively conducted, working on recommendations given to enrich one another is likely to improve T/L to both teachers and students.

6.3 Conclusions of the Study

Based on the findings of the current study the following conclusions are made:

The study found that adoption of internal quality assurance approaches has milestone in ensuring quality teaching and learning. The adopted approaches such as SSE, TAF, IIS and CMSA have significant implication on ensuring quality teaching and learning. Also the study observes that IQA survival depends on effectiveness of the internal instruments such ISQAT. Schools are emphasized to use ISQAT as a means of evaluating and assuring the quality of teaching and learning. It was shown that teachers do not trust ISQAT accreditation. In that regards, the study concludes the quest of internal quality assurance should be embedded with mutual and comprehensive collaboration, and information sharing in terms of T/L strategies. The study concludes that implementation of IQAA was contextual. It depends on the tacit of instructional leaders, resources and facilities available. The findings revealed that there was no common modality of applying approaches like teachers' appraisal, SSE,

CMSA and IIS. It was concluded that lack of common modality is due to scarcity of resources notably in developing countries such as Tanzania. Therefore, teachers are expected to implement internal quality assurance approaches regardless large class size over available limited resources.

Furthermore, study found that IQAA have multifaceted outcomes in ensuring QT/L as aspects of academic performance. However, the question of QT/L is complex as it depends on individuals set goals and criteria. There is a need to practice internal quality assurance for best benchmarking efforts of external instrument such as EQA. Therefore, schools that are collaboratively accountable to work on their set goals are likely to improve their T/L strategies which have abundant implication to students' academic performance and teacher's profession growth.

6.4 Implications of the Study

The study has both theoretical and practical implications. Theoretical implications describe the theories used in this study while practical implications focus on the significance of the findings to educational stakeholders including policy makers, educational administrators and teachers.

6.4.1 Theoretical Implication

This study adopted three management theories for quality assurance: Deming, continuous improvement and Juran's theories. Critically, the theories embrace a set of compliances which need continuous improvement. The theories entail that regular and internal evaluation of T/L practices provides rooms to determine traditional practices that are detrimental to quality assurance. The theories call for the flexibility and compliance of teachers, instructional leaders and students to recheck their practices and find collaborative intervention. Therefore, the theories imply that assuring quality T/L is on-going process that is geared to collective efforts, resources and time. Schools are supposed to work according to their set standards and criteria to achieve quality teaching and learning.

6.4.2 Policy implications for policy makers

The study implies that there are indicators of quality assurance in secondary schools. It was established that extension of internal school quality insurance creates tremendous opportunities that schools are obliged to evaluate their strength and weaknesses for quality teaching and learning. The study recommends that ISQA should be empowered with best quality approaches that best improve T/L practices. The findings established that ISQA still practices traditional model of internal inspections. The model focuses on teachers' effective preparation of teaching professional documents. The documents include lesson plans, scheme of works and lesson notes. Therefore, these approaches should be oriented and emphasised to both internal and external evaluators as a means of adopting a newly extended model of school quality assurance.

6.4.3 Policy implication for school administrators

The finding found that implementation of ISQA had good indicators in ensuring school quality education. It was established further that while the approach is premised on teachers' collaboration to collect data from their practices, the methods used reflect the traditional compliance model which was criticized for being unproductive. These findings imply that, while schools are encouraged to use ISQAT as a mechanism to address school quality education, teachers as main implementers were not oriented to. For such reasons, its effectiveness is likely to face strong opposition from informal groups within the school. Thus, the heads of schools and ward educational officers as should inform teachers on accreditation of ISQAT and orient them on appropriate approaches to ensure quality teaching. Similarly, the study reminds district educational officers and DSQA to take all necessary measures to orient IQAT with appropriate approaches and empower them to the expected SQA outcomes.

6.4.4 Policy implication for teachers

The study noted that schools implement internal quality assurance approaches regardless variation that exists among teachers. The study recommends teachers to value and work upon the agreed recommendations given by ISQAT. The recognition of internal quality assurance at schools marks the milestone of quality teaching and

learning. It further recommends heads of schools to collaboratively work with teaching staff in ensuring regular internal school quality as the means to evaluate their discrepancies in T/L process. In addition, the study recommends in-service training that emanate from teachers own experiences rather than relying on the top down government training.

6.5 Area for further studies

The current study intended to investigate the internal quality assurance approaches adopted for quality teaching-learning process in secondary schools. The study was limited to only three schools with sample size of ninety-six (96) teachers in Mvomero in Morogoro region, Tanzania. Because internal quality assurance is a new approach in secondary schools, similar studies can be conducted by extending the target population to check the reliability of the findings. Since in the current study was opined that IQAA operated under ISQAT, a study can be done to investigate the status of ISQAT. Furthermore, the similar study can be conducted in specific internal quality assurances approaches such as; classroom management approach, internal inspection, teacher appraisal and self-evaluation to investigate their practicality in ensuring quality teaching and learning.

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APPENDICES

Appendix I: Questionnaires for teachers

A: Introduction

The purpose of this questionnaire is to gather the data based on the research title *Internal quality assurance approaches adopted for quality teaching-learning in secondary school*, in Mvomero district for the partial fulfilment of the requirement for the award of Master degree of Arts in Education (MA-EDU) at Mzumbe University. This study is only for academic purpose and the information to be offered will be confidentially kept and respondents' characters will also be only for the aims of this study.

Therefore, I'm kindly presenting these questionnaires and ask you Dear Sir or Madame to take part in, simply because you have chosen to participate due to your potentials knowledge based on the required data and information relevant to the study. Please you are kindly requested to reply to the questions according to their instructions but also know that, there is no right or wrong answers in this study, thus, I call for your participation so as to make this study become successful.

B: Personal information

Please, put a tick (✓) and fill the blank space in the place provided in the questions below by providing the answers that you think are correct.

1. What is your age? (Age): 20-30 (), 30-40 (), 40-50 (), 50-60 (), 60+.... ().
2. What is your gender/ sex: Male () or Female ()
3. What is your nationality.....?
4. What is your position or designation in the organisation.....?
5. What is your professional education level? Certificate (), Diploma (), Bachelor degree (), Master degree (), PhD ().
6. For how long you have served in education industry/ working experience: less a year (), 1-5 years (), 5-10 years (), 10+ years ().

C: Research content information

Please put a tick (✓) in the brackets of the correct answer in question number one (1) and two (2)

1. Does your school have an internal quality assurance department or team? Yes { }
No { }.
2. Does your school internal quality assurance department adopt internal quality assurance approaches for quality teaching-learning process? Yes { }, No { }.
3. Here below are some internal quality assurance approaches adopted in secondary school for quality teaching-learning. Please identify through putting a tick (✓) in front of the approaches in the space written; **Yes**, shows that the approach is used in your school and **No** shows that the approach is not used in your school

Internal quality assurance approaches	<u>Yes</u>	<u>No</u>
School Self-evaluation (SSE)		
Teacher Appraisal		
Internal inspection and supervision		
Classroom management and students' assessment		

4. How is the approach you picked **Yes** implemented in your school?
 - i.
 - ii.
 - iii.
 - iv.
5. What are other approaches are used in your school to assure quality teaching-learning apart from those identified in question number three (3)?
 - i.
 - ii.
 - iii.
 - iv.

6. How the adopted internal quality assurance approaches in question five (5) are implemented in your schools for quality teaching-learning process?

- i.
- ii.
- iii.
- iv.

7. Do the internal quality assurance approaches in question three (3) and five (5) promote quality teaching-learning in your school based on the criteria below? Please put a tick (✓) in the space written:

Yes, Shows the point is a criterion for quality teaching-learning promoted by approaches identified in question number three (3) and five (5) and

No, Shows the point is not a criterion for quality teaching-learning promoted by approaches identified in question three (3) and five (5)

Quality teaching-learning	<u>Yes</u>	<u>No</u>
High school academic performance		
Effective implementation of Subject syllabuses		
Positive rapport and collaboration between teaching-staff and school leadership		
School continuous improvement		

8. Apart from the outcomes in question number seven (7). What are other outcomes you have been experiencing in your school following the adoption of your school's internal quality assurance approaches for quality in the teaching - learning process?

- i.
- ii.
- iii.
- iv.

Appendix II: Interview for Internal Quality Assurance Department (IQAD) and Heads of Schools (HoS)

A: Introduction

The purpose of this interview is to gather the data based on the research title *Internal quality assurance approaches adopted for quality teaching-learning in secondary school*, in Mvomero district for the partial fulfilment of the requirement for the award of Master degree of Arts in Education (MA-EDU) at Mzumbe University. This study is only for academic purpose and the information to be offered, will be confidentially kept and respondents' characters will also be only for the aims of this study.

Therefore, I kindly invite and asking you Dear Sir or Madame to take part in, you have chosen to participate in this study because of your potential knowledge based on the required data and information relevant to the study. Please you are kindly requested to respond to the questions as they are asked, but also know that, there is no right or wrong answers in this study. Thus, I request your participation so as to let this interview become successful.

B: Demographic information

1. What is your age?
2. What is your gender/ sex?
3. What is your nationality?
4. What is your position or designation in the organisation?
5. What is your academic level of education?
6. How long you have been serving in education industry (working experience)?

C. Guiding Interview Questions

1. What approaches have you adopted and being using to assure quality teaching-learning in your school?
2. Have you also adopted the following approaches in your school for quality teaching-learning?
 - i. School self-evaluation
 - ii. Teacher appraisal
 - iii. Internal inspection and supervision
 - iv. Classroom management and student assessment
3. How have you been implementing the adopted approaches in question three (3) and four (4) in your school for quality teaching-learning?
4. Does your school's internal quality assurance approaches promote:
 - i. Higher academic performance?
 - ii. Effective implementation of subject syllabuses?
 - iii. Positive rapport and collaboration between teaching-staff and school leadership?
 - iv. School continuous improvement?
5. What are other outcomes of the adopted internal quality assurance approaches in your school for quality teaching-learning apart from those identified in question four (4)?

CURRICULUM VITAE (CV)

KITARAGA I. JULIUS



1. PERSON INFORMATION

NAME: Kitaraga Isaac Julius
GENDER: Male
MARITAL STATUS: Single
DATE OF BIRTH: 5th January 1990
PLACE OF BIRTH: Musoma (Currently Butiama District) Mara Tanzania
NATIONALITY: Tanzanian
RELIGION: Christian
CONTACT ADDRESS: Askofu Adrian Mkoba Secondary School, P.O. Box 60. Mzumbe-Morogoro
TELEPHONE: 0765554167/ 0710902296
E-MAIL: kitaragajulius@yahoo.com
kitaragajulius90@gmail.com

2. EDUCATION BACKGROUND

YEAR OF STUDY	INSTITUTE	AWARD
2018-2020	Mzumbe University	Master of Arts in Education. In Progress
2012-2015	Jordan University College Morogoro Branch of St. Augustine University of Tanzania (SAUT).	Bachelor of Art with Education (BAED) with 4.1 GPA.
2010-2012	Rutabo Secondary School Muleba Kagera Tanzania.	Advanced Certificate of Secondary Education (ACSE).
2006-2009	Bumangi Secondary School Musoma Mara	Certificate of Secondary Education Examination (CSEE).
1999-2005	Kyasamiti Primary School Musoma Mara	Primary School Education

3. PROFESSIONAL OBJECTIVES AND TITLES OF DISSERTATION

- To pursue third degree.
- To conduct and publish many research studies based on quality assurance in education

Research titles:

1. *The practicability of ordinary secondary education in real life; The case of Bumangi Village in Butiama District in 2015 for partial fulfillment of the requirement for the Bachelor Degree in Education (History) of SAUT.*
2. *Internal quality assurance approaches adopted for quality teaching-learning in secondary schools in Mvomero District, Morogoro Tanzania in 2020. A research for partial fulfillment of the requirements for award of the Degree of Master of Art in Education (MA-EDU) of Mzumbe University*

4. TECHNICAL SKILLS

- ICT- Skills

5. PROFESSIONAL SKILLS

- Research developing and writing skills.

6. WORKING EXPERIENCE

SCHOOLS WORKED FOR	NUMBER OF YEARS/MONTHES	DURATION	ACTIVITY
Askofu Adrian Mkoba Secondary School	5 (Years)	2015-Up to date	Teaching and mentoring learners
Bumangi Secondary School	3 (Months)	2014	Teaching and mentoring Learners
Mandera Girls Secondary School	3 (Months)	2013	Teaching and mentoring learners

6. POSITION AND PROFESSIONAL MEMBERSHIP

- Position: Academic Master, Askofu Adrian Mkoba Secondary School (A private school)
- Professional Membership: Member of Mlali zone secondary school academic board in Mvomero District Morogoro, Tanzania
: Member of School Management Team (SMT) and Discipline Committee (DC) at Adrian Mkoba Secondary School

7. SHORT TRAINED COURSES

Productive Time Management Techniques	2014 AT JORDAN UNIVERSITY COLLEGE BY SOFT TRAINERS UNIVERSITIES PRODUCTIVITY
Difficult Customers Handling Techniques.	
Talent, Career, and Employability Techniques	
Persuasive Product and Marketing Techniques	
Intellectual Managing and Leading	

Techniques	IN 2013 AT JORDAN UNIVERSITY COLLEGE (JUCO)
Microsoft Windows Overview	
Word Processing (Microsoft Word)	
Microsoft Excel Application	
Microsoft Office PowerPoint	
Internet and Emailing	

8. LANGUAGES

Fluent in both written and spoken English and Kiswahili languages

9. PERSONAL ATTRIBUTION

- Self-confident, competence and cooperative (strength in both individual and team work)
- Obedience to the rules of professional field and some institutions I always work for.
- Acceptant to constructive ideas, advices and knowledge for the succession of any institution there working for.
- Strong in holding secrets of working institution.

10. HOBBIES AND INTEREST

- Reading: novels, plays, and poems
- Attending and watching football games
- Attending and participating in seminars, discussions and conferences based on Education issues.

12. TEACHING SUBJECTS

My teaching subjects are Literature in English, History, and Development Studies (DS)

13. REFEREES

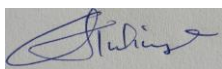
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14 DECLARATION

I declare that the information given above is true and correct.



Kitaraga I. Julius