

Teachers' Perceptions on Quality Assurance Officers' Classroom Observation in Improving Students' Performance in Certificate of Secondary Educational Examination in Mwangi District

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ABSTRACT: *The research study focused on teachers' perceptions on the classroom observation of Quality Assurance Officers in improving performance of Certificate of Secondary Educational Examination (CSEE) in Mwangi district. The study was anchored by expectancy theory by Lewin and Tolman in 1932. The study employed quantitative approach whereby cross-sectional survey design. The target population was 24 heads of schools, 412 teachers from 24 public secondary school in Mwangi district and 7 Quality Assurance Officers. Sample random and stratified sampling techniques were used to get 5 Quality Assurance Officers, 8 heads of schools and 82 secondary school teachers to make a sample size of 95 participants. Validation of instruments was done by two research experts from MWECAU. Questionnaires were used to collect data from teachers and interview schedule to heads of schools and Quality Assurance Officers. The data were analyzed quantitatively using descriptive statistics. Before actual data analysis, a pilot study was conducted to establish the reliability of data through Cronbach Alpha ($r=0.71$ for teachers' questionnaire data). The finding revealed that 3.083 mean percentage of teachers indicated that Quality Assurance Officers conduct their classroom observation role in assessing content delivery, teaching and learning methods, availability of teaching and learning documents, preparation of teaching documents for improving students' performance in CSEE. However, it was indicated that various factors influenced teachers' perceptions with most noticeable one of being past experiences of teachers to Quality Assurance Officers. The study concluded that 3.083 mean score of teachers in Mwangi district have positive perceptions on classroom observation by Assurance Officers. However, it was also concluded that some teachers still take Quality Assurance Officers as fault finding people due to factors like past experiences with school inspectors. The study recommended that conducting frequent school visit, using friendly, respectful communications with teachers will improve the perceptions of teachers. But also, Quality Assurance Officers should have a regular follow up mechanisms in order to ensure that their feedback report is implemented as expected.*

KEY WORDS: perception, classroom observation, teachers, Quality assurance office

INTRODUCTION

Tanzania like other many developing countries of the world are working hard to provide quality education so that the beneficiaries of education can realize their potentials and be able to

contribute to the betterment of their own lives and those of society at large (Kabarata, 2022). One way of achieving this goal is through Quality Assurance practices. However, over the time, inspectorate organ has been facing different weakness in carrying out their school inspections regularly for enhancing academic performance like limited budget, remote location of some schools, insufficient trainings for professional development and many more (Kijo, 2017). Educational Quality Assurance which is generally understood as a School Quality Assurance is an internal and external process of promoting, supporting, and imparting agreed quality standards for all aspects of school life to ensure that acceptable standards are attained and that there is continuous improvement (MoEST, 2017).

Quality assurance officers realize their responsibilities through regular assessment, monitoring and evaluation of academic performance of schools under their supervision (Kabarata, 2022). However, due to limited studies on this context, the perceptions of teachers to the role played by Quality Assurance Officers (Quality Assurance Officers) in enhancing secondary school students' performance in national examination is not well exposed. Some of the duties QAO required to perform in order to enhance students' academic performance includes; classroom observation by assessing the teaching and learning materials, syllabus coverage, to monitor students' academic progress, and to assess teachers during teaching process in class as a tactic of ensuring the improving of quality education specially students' performance in National examinations (MoEST, 2017).

In Tanzania education system, each secondary school is required at least one in two years to be visited by Quality Assurance Officers (URT, 2018). And 80% of their school visit must be spent classroom observation. In district where the number of schools is not big, all schools are likely to be inspected on annual basis. However, schools in rural areas are less likely to be visited due to the shortage of transport, geographical factors like poor infrastructures (Joseph, 2018). In the same line Mwanga district also is concerned due to its geographical factors.

The focuses of QAO roles are supervision, guidance, feedback giving and recommendations, however, classroom observations, guidance and feedback will be given much emphasis since they affect directly student performance. In recent reform in QA department, MoEST (2017) During school visits, emphasized that Quality Assurance Officers are required to conduct a visit in a respected way, encouraging and feedback giving through reports and to safeguard curricula preservation and implementation.

The recent reform MoEST (2018) in Quality Assurance department changed the name from school inspectorate department to Quality Assurance department and inspectors to Quality Assurance Officers and aimed at improving the concept of these officers and their relationship with teachers. And also, the school inspectorate Organ to be built on *in-school* and *close-to-school supervisory activities* instead of a system of top-down process, where inspectors were seen to be on top (MoEST (2017). Despite this approach, teacher perception on Quality Assurance Officers' practices is seemingly unknown depending on how teachers viewed inspectors in past and how they perceiving inspectors with the new name of Quality Assurance Officers and how it affects the improvements of student performance and this scenario seems to be a common issue in the entire country and in Mwanga District as well.

One of the indicators of Quality Assurance Officers activities is adequate improved performance of students, however, general academic performance of form four in Mwanga district in the past four years is not good. For instance, from 2018 to 2021, the percentage of students who got zero were between 25% and 8% while those who got division four are in the range of 57% and 47% as indicated on table 1

Table 1: Summary of student’s performance in form four national examination from 2018-2021

Division / school year	I	%	II	%	III	%	IV	%	O	%	TOTAL
2021	146	6.5%	386	17.3%	460	20.6%	1049	47%	187	8.4%	2228
2020	114	5%	274	12.1%	380	16.7%	1277	56.4%	219	9.6%	2262
2019	48	2%	196	8%	374	15.3%	1395	57.1%	429	17.5%	2442
2018	29	1%	156	7.2%	305	14.1%	1119	51.78	552	25.5%	2161

Source: Necta results,2018,2019,2020, 2021.

The existence of lower performance in CSEE is an indication that quality education is seemingly questionable and at risk which put in question the perception of teachers on Quality Assurance Officers role specially on the classroom observation, guidance and implementations of feedback report from Quality Assurance Officers and if nothing is done, the improvement of students’ performance will remain at risk. This situation raises a concern on whether Quality Assurance Officers roles are helping in improving students performed as expected. Therefore, this raise the need for the current study to be conducted to investigate the Quality Assurance Officers’ role in improving form four national examination students’ performance in Mwanga District, Tanzania.

Statement of the Problem

The working relationship between teachers and the Quality Assurance Officers is seemingly tensed because of the suspicion among them arising from Quality Assurance Officers’ school visit practices. Their roles and practices during school visits have been criticized by teachers and other stakeholders for destabilizing teachers’ plans and organization and hence considered to be one of the factors demoralizing teachers’ working spirit. These incidences put in question the perceptions of teachers on Quality Assurance Officers’ roles in improving students’ performance particularly in public secondary schools. Some teachers feel uncomfortable about Quality Assurance Officers school visits and these have created management conflict between teachers’ and Quality Assurance Officers’.

For instance, a study by Madudili, (2021) established that teachers in most schools are still considering Quality Assurance Officers as fault finders and their presence during school visits evokes fear among teachers. Other studies, by Salmin (2016) and Gitambo (2017) pointed out that some of the Quality Assurance Officers use harsh language when they communicate with

teachers. Yet few studies have been conducted on teachers' perceptions on Quality Assurance Officers practice. More precisely little has been done on establishing the new relationships among teachers' and Quality Assurance Officers since the change of the title from inspector to quality assurer and the Quality Assurance Officers' practices thereof to improve students' performance in public secondary schools. Maintaining Quality Education is a very important task which is undertaken by both teachers and Quality Assurance Officers. If the change of name from inspector to quality assurer does not change perceptions of teachers towards Quality Assurance Officers', quality education will be compromised. Therefore, the current study investigated teachers 'perceptions on quality assurance officers' roles in improving students' performance in form four national examinations in Mwanga District, Tanzania.

Research Question

How do teachers perceive Quality Assurance Officers' classroom observation in improving students' performance in CSEE in Mwanga district?

Significance of the Study

The finding of this study was of great advantage to curriculum planners, school head teachers and government at large as follow; for policy makers the findings of the study informed them the area that needs improvement based on those findings, they would make new policies, for Quality Assurance Officers themselves. The study was also like assessment instrument since the obtain data would lead them to sharpen their knowledge and skills in enhancing quality education through supervision, advising and giving feedback in maintaining school curriculum. The study also was of great advantage to heads of schools and teachers in the area of teaching methodology. Also, the study triggered other researchers to carry out similar studies in another region of world. Again, the findings of the study informed the theory its weakness or strength hence the development of the theory can occur. Through this study, it is expected that new knowledge which was attained from respondents' responses was add to the existing body of knowledge. This enabled the researchers and educational stakeholders in future to access the new materials which are useful to the society development and the nation at large through strengthening and training Quality Assurance Officers to work with teachers as a team.

THEORETICAL FRAME WORK

The study was based on Expectancy theory called expectancy theory of motivation. The theory portrayed that an individual conduct him/herself or act in any way depending on how she/he is motivated to choose a specific conduct among many others due to what a person expect that the results of that selected conduct will bring. The essence of the theory is that the motivation of selecting a certain behavior depends on the desirability of the outcome. The cognitive process is at the core element of the theory which shows how an individual acquire certain motivational element before making final choice, therefore expectancy theory is about the mental structures concerning with choice. It explains the mental processes a person undergoes before making choices.

The original proponents of the theory were psychologist Kurt Lewin and Eduard Tolman in 1932. This theory was in area of purposive psychology of behavior at the level of cognitive

concepts. Later on, in 1964, Victor H. Vroom framed the theory and aimed straightly at the work motivation by Victor H. Vroom. Verroom defines motivation as a process of governing choices among alternative forms of voluntary activities, a process controlled by the individual. People make choices depending on how the expected result will be well and those conducts are going to match up with or eventually leads to the desired results. Motivation is a result of the personal's expectancy that guarantees him/her to the intended performance. Orodho (2009) hypothesises that in every person there is a motivational force that drives her/him to perform a specific task. People must have an expectation that finishing the task will result in achieving their goal.

Theory of expectancy has three main components, expectancy which has effort that can lead to performance. Second component is instrumentality where performance leads to outcome and third one is valence where outcome lead to reward. Valence refers to the extent a thought has in the attractiveness repulsiveness of a given object, in short is like magnet with metal and wood. It is the degree to which an idea is accepted or rejected by people. On the other hand, expectancy can be explained temporal conviction basing on the probability that outcome or sets of outcomes will trial a certain behavior that ranges from the strength of certainty that action will not lead to the desired consequences. Instrumentality is the predictable utility or usefulness and indirect outcome of the achieved or avoided association between direct out come and indirect outcomes.

Strength of the expectancy theory

The theory is very strong in boosting the expectation through rewards and encouragements. For it to work properly, the goals must be set properly for it to trigger a motivational process that enhances performance in any organization. When managers have grasped well the principles of expectancy theory, the concept of assemble can be used to assemble more effective work teams to accomplish educational goal. This helps also the managers to understand exactly what they are in need of for their employs to be motivated. For example, QAOs has also the responsibilities of organizing workshop and small training for teachers. Having knowledge of this theory can help them much in carrying out their responsibilities adequately. Again, the expectancy theory is very powerful if it is well employed because the employees participate willingly and happily in their work. For the case of QAOs' school visit feedback reports, would be implemented easier by teachers, hence quality education was be enhanced.

Weakness of Expectancy Theory

The theory won't give desired goals if the managers are not having active participation in the work. It means it does not teach employees to work with minimal supervision. Again, the theory presents another weakness in offering motivation and rewards since not all rewards are valued. If the employees do not value a reward, it means that he/she was not be motivated.

The Relevance of the Theory in Guiding the Study

The expectancy theory fitted for the study because the core of the theory immediately relates to how people perceive the relationship between effort, performance and reward which are the element of variables in the current study, of which the researcher focused on perceptions of

teachers on the QAOs roles in improving CSEE performance in Mwanga District. However, the theory shows some weakness that workers won't work if they are not motivated also is not a guarantee that motivations have to be taken when they can be offered; they can be offered and yet are not taken.

We have to know that effort doesn't results always effective outcome, it is all how a person sees him/herself. Okumbe (1999) stated, that a person may have perceptions that his/her roles are poor while are not. That is why some teachers who may perceive negatively their own role and roles of QAOs, may end up hindering the promotion of quality education. on the other hand, those teachers whose perceptions on role of QAOs and their own role are positive, end up improving students' performance and producing education of quality. Basing on expectancy theory, it was clearly seen that helping a person to change her/his perception on potential outcome, one can modify the individual's goal. Therefore, the theory set a good ground for the study by showing the positive aspects that lead to positive perception of teachers on QAOs in schools mainly while they are carrying out the school visit which would produce the desired outcome among them, students' performance and school at large, hence enhancement of quality education.

REVIEW OF RELATED LITERATURE

Zheng (2020) conducted a study in Shandong province in China on perceptions of Stakeholder on the role of school inspection standards in demonstrating education quality in China. The study aimed at identifying and examining stakeholders' perceptions on school inspection in one city region in China. A mixed method was used over a targeted population of 365 respondents where questionnaires were used to gather data from teachers and heads of schools, national inspectors and educational officer were interviewed.

The findings revealed that participants perceived students of certificate oriented to be more important than students with academic achievements in demonstrating quality education. Furthermore, the study revealed that the examination system still sets barriers for talented students. Nevertheless, the educational inspectors have more attention on educational equity in student's performance in Shandong province.

From the finding of the study, we have seen that the study by Zheng (2020), focused on perceptions of stakeholders but students were not involved while they are also educational stakeholders. However, the researcher would have been clearer and specific by focusing on one type of stakeholders hence the drown conclusion is not reflecting the title of the study. Therefore, to fill this knowledge gap, the current study investigated the perceptions of teachers on Quality Assurance Officers' roles in public secondary school in Mwanga District.

Alfan, (2022) conducted a study on teacher's perception towards the role of supervisor in Darussalam East Java, Indonesia. Quantitative methodology where used and data collection instruments were questionnaires on homogeneous population of teachers. The findings show that teachers perceive positively with higher percentage the supervision task and inspectors' involvement in their tasks. In addition, teachers perceive positive supervisory activity during teaching and learning process and the advising and helping them in problem relate to teaching and learning process. The study is related to the current study since it investigated on perceptions of teachers on supervisor role and the current study intends to investigate

perceptions of teachers on Quality Assurance Officers' role. However, the study of by Mochamad Alfian (2022) focused only on looking perceptions of teachers on inspector's task; he could have also investigated on how those roles affect student performance. In addition, saying supervisor's role is not clear since their roles are many, he could have specified role to be clearer. Filling this knowledge gap, the current study investigated on teachers' perceptions on Quality Assurance Officers' classroom observation in improving performance in Mwanga District.

Mwaniki et al. (2018) conducted a study on the existing perception of school principals and heads of departments towards the instructional supervisory competence of Quality Assurance Officers in secondary schools in Nairobi and Machakos counties, Kenya. The aim of the study was to assess the existing perception of principals and heads of departments on Quality Assurance Officers in secondary schools in Nairobi and Machakos counties. The study anchored on ex-post factor design and has targeted a population of 1481 comprising of 365 principals, 1095 heads of departments and 21 Quality Assurance Officers from Machakos and Nairobi counties, Kenya. A sample of 460 was sampled using stratified sampling, simple random sampling and purposive sampling techniques. The interview guide was administered to each of the sampled Quality Assurance Officers from each county while questionnaires were used to collect data from the each of sampled school principals and Head of department from the two counties.

The result from the study by Mwaniki et al. (2018), indicated that teachers have the opinion that Quality Assurance Officers displayed favorable human relations competences. On the other hands Quality Assurance Officers were not fully effective when it comes to technical and competences. However, with decent finding from the study, the study did not focus more on teachers and classroom practices of which it put in question on data gathered since teachers are at front line of the implementation of Quality Assurance Officers recommendation school visit reports. Again, the study was conducted in Kenya which has got a different educational system of education compared to that of Tanzania. All these reasons, gave a valid gap for the current study to be have throughout investigation on how teachers perceive the roles of Quality Assurance Officers in Secondary Schools in Mwanga District, Tanzania.

Salmin, (2016) carried out a study about Secondary School Teachers Perceptions of inspection Role in Zanzibar: a case of Mjini District. Seventy-one respondents were selected using simple random and purposive sampling techniques based on gender subject area of specialization. The study used descriptive research design and analysis was done using both descriptive and inferential statistics. Questionnaire, interview and document review as a data collection.

The finding has shown those teachers' perceptions on inspection role on improving teaching and learning in secondary school. Also, it was revealed that some quality assurance officers use harsh language when carrying out school inspections. Though the study findings have shown that the perceptions of teachers in Mjini District, Zanzibar was not positive due to the usage of harsh language while addressing teachers we don't know about those of Mwanga district. Again, the sample was too small to for generalization. Therefore, the current study investigated on perceptions of teachers on Quality Assurance Officers' school visit in Mwanga district.

Manase and Habibu (2017) conducted a study in Chamwino district's Secondary Schools Tanzania. The study was on stakeholders' perceptions on the adequacy of external supervision in secondary schools. The main aim of the study was to explore the adequacy of external school supervision in Chamwino District in Dodoma. The researcher used Cross sectional design and interview guide and questionnaire were used to collect data over a sample size of 57 respondents. The results findings show negative perceptions on effectiveness of school inspections in sense that secondary schools are less supervised and external inspectors face challenges of having many schools to inspect.

The study by Manase and Habibu is very relevant to the current study since the researcher investigated on perceptions of educational stakeholders of which the current study is going to investigate perceptions of teachers of which teachers are ones of educational stakeholders. Also, the researcher used cross sectional design and the current study intends to use it. From these findings it was seen that the researcher focused on perceptions stakeholders on pedagogical aspect and not focusing on guidance role of inspectors. Filling this knowledge gap, the current study focused specifically on teachers' perceptions on guidance role of Quality Assurance Officers.

METHODOLOGY

The study employed quantitative approach whereby cross-sectional survey design was used. The target population for this study was 443 participants of from 24 Public Secondary School in Mwanga District comprising 7 quality assurance officers, 24 heads of schools and 412 teachers in of Mwanga district. The sample of the study included 5 quality Assurance officers, 8 heads of schools and 82 public secondary school teachers making a sample size of 95 respondents. Probability sampling procedures was used in the study. Stratified sampling techniques was used to sample teachers while quality assurance officers and Heads of schools were automatically included in the study. The study used different data collection instruments included Questionnaires for teachers and interview schedule for heads of schools and Quality Assurance officers. Also, documentary analysis schedule was used.

The reliability of data was established through Cronbach Alpha ($r=0.71$ for teachers' questionnaire). The validity of data was established through triangulation methods for data. The data collected was analyzed using descriptive statistic and presented using tables and figures.

FINDINGS AND DISCUSSION

Quality Assurance Officers' classroom observation in secondary schools in improving students' performance in CSEE

The study sought to determine the perceptions of teachers on Quality Assurance Officers' classroom observation role in improving students' performance in CSEE. Research question has been responded by 82 teachers, 8 heads of schools and 5 Quality Assurance Officers using questionnaires, interview schedule and their responses were analyzed using descriptive statistics. The data are summarized and presented in tables 2 & 3 and figure 1 & 2.

Table 2. teachers' responses on Quality Assurance Officers' Classroom observation in secondary school in improving students' Performance in certificate of secondary educational examination

STATEMENTS	SA f (%)	A f (%)	U f (%)	D f (%)	SD f (%)	M f (%)	Mean
They help teachers develop the skills of self-study, self-analysis and self-understanding	6(7.7)	28(35.9)	2(2.6)	33(42.3)	9(11.5)	-	3.1411
They don't help teachers in making appropriate and satisfactory personal and professional academic development	6(7.7)	32(41.5)	7(9.0)	26(33.3)	7(9.0)	-	2.9487
They are good in minimize the stress on those involved in the inspection, and act with their best interests and well-being as priorities	6(7.7)	30(38.5)	6(7.7)	30(38.5)	6(7.7)	-	3.0000
They don't maintain purposeful and productive dialogue with those being inspected and communicate judgments' clearly and frankly;	3(3.8)	31(39.7)	5(6.4)	28(35.9)	11(14.1)	-	3.1667
They don't help teachers to develop positive attitudes to self, to others, to work and to learning	7(9.0)	26(33.3)	6(7.7)	31(39.7)	8(10.3)	-	3.0897
Classroom observation aimed at faultfinding and threatening teachers to make them work	4(5.1)	25(32.1)	12(15.4)	30(38.5)	6(7.7)	1(1.3)	3.1169
They don't respect the confidentiality of information, particularly about individuals and their work	3(3.8)	24(30.8)	7(9.0)	35(44.9)	9(11.5)	-	3.2949
They have limited or lack appropriate knowledge and skills, on teaching pedagogy as directed by ministry.	5(6.4)	29(37.2)	4(5.1)	32(41.0)	7(9.0)	-	3.0909
They don't appropriate mentoring skills and attitude	6(7.7)	27(34.6)	9(11.5)	28(35.9)	8(10.3)	-	3.0641
They have skills on preparing teaching documents	8(10.3)	31(39.7)	7(9.0)	25(32.1)	7(9.0)	-	2.8974

Source: Field Data, (2022)

Key: SA=Strong Agree, A= Agree, U= Undecided, D= Disagree, SD = Strong Disagree, M= missing variable

Data in table 2 indicates how the teachers responded to each of the items measuring their perceptions towards the classroom role of QASOs. Using this, an overall perceptions score was computed for the teachers.

The data in table 2 indicate that the perceptions teachers held on classroom observation role of Quality Assurance Officers school visit was 43.6 % of teachers agreed that Quality Assurance Officers help teachers to develop the skills of self-study; self-analysis and self-understanding while 53.8 disagreed that Quality Assurance Officers help teachers to develop the skills of self-study; self-analysis and self-understanding. Additionally, 50% of teachers disagreed that Quality Assurance Officers do not maintain purposeful and productive dialogue with those being inspected and communicate judgments clearly and openly, 6.4% of teachers were

undecided while. 43.7% agreed to the statement. This implies that teachers are not satisfied with how classroom observation is carried out. These findings are contrary to the system theory that sees an institution as communal system with the individuals that cooperates following a certain framework, bringing resources and people from their setting and work together (Von, 1950). This contradiction of findings and related theory of the study revealed that theories also have weaknesses.

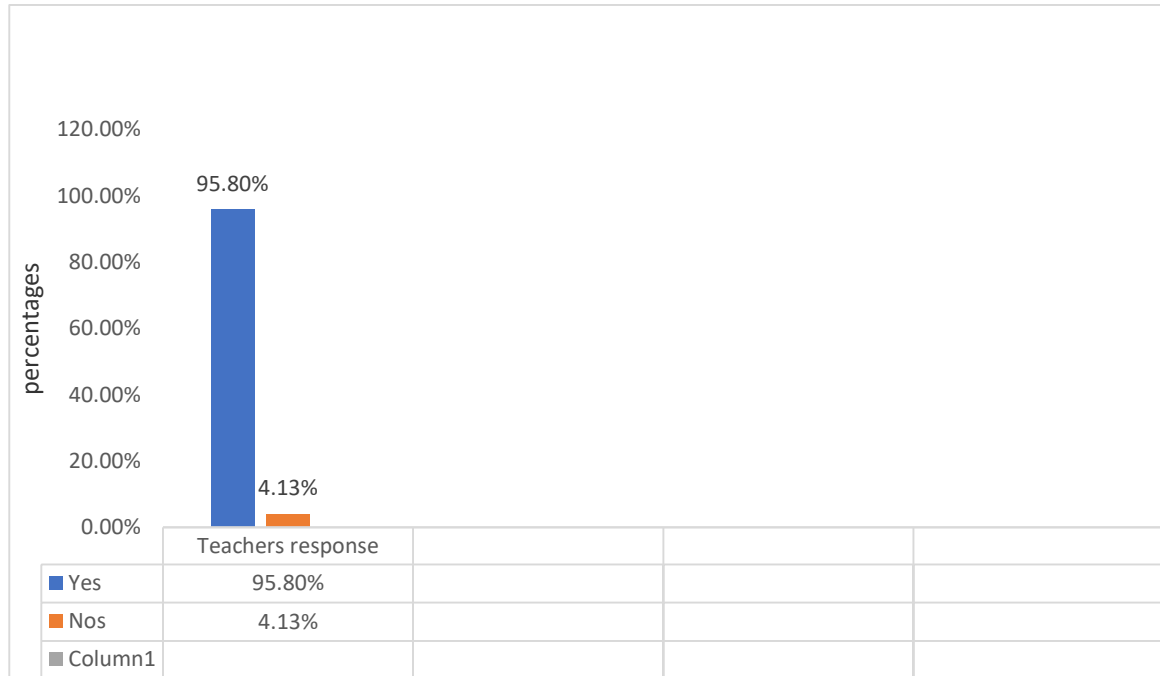
The system theory views an organization as a communal system with the individuals who cooperate following a certain framework, bringing the resources, people from their settings and working together with the aim of taking back the products they produce and services they offer to the communities

Furthermore 37.2% agreed that Classroom observation by Quality Assurance Officers aimed at faultfinding and threatening teachers to make them work, 15.4% of teachers were undecided 46.2 % of teachers disagreed and 1.3 did not respond to the statement. This implies that 3.08 mean percentage of teachers have positive perceptions to classroom observation role of Quality Assurance Officers. Along the same line classroom observation aimed at improving students' performance, however the data from student performance of national exams from 2019 to 2021, indicated that students who scored zero were between 25% and 8% while those who scored division four are in the range of 57% and 47%, this implies that when teachers are not in agreement with Quality Assurance Officers activities, it also affects the students' performance. This finding indicated that the classroom observation recommendation by Quality Assurance Officers is not well implemented. However, Masao (2017) observed that schools with effective supervision of academic activities tended to have better academic performance. This can be due to the fact that the Quality Assurance Organ in Tanzania is still in transition from the old system to the new one.

Teachers' Response on Feedback Giving After Classroom Observation by Quality Assurance Officers

The research question sought information concerning the feedback given to teachers after conducting classroom observation by Quality Assurance Officers. The respondents were asked to respond Yes or No as to whether they were given feedback or not. Their responses are illustrated in figure 1

Figures 1: Feedback Giving after Classroom Observation by Quality Assurance Officers (n= 78)



Source: Field Data, (2022)

The data in figure 1 shows that 95.8 % of teachers agreed that Quality Assurance Officers normally give feedback after conducting classroom observation. This implies that classroom observation is done whenever school visit is done and is taken as a crucial element of school visits by Quality Assurance Officers. This statement is in agreement with the Quality Assurance handbook which reported that one of the most important activities of QA school visit is classroom observation and 80% of their school visits must spent classroom observation by monitoring teaching and learning, giving feedback on the quality of teaching and learning (MoEST, 2017).

Heads of School’s Responses on Quality Assurance Officers’ Classroom Observation Role

The research question sought information from heads of schools concerning the frequency of school visits by Quality Assurance Officers annually. Their responses are indicated in table 3

Table 3 Frequency of Quality Assurance Officers School Visit (n= 8)

Statements	f	%
Frequency of Quality Assurance Officers school visit		
Two times a year	1	12.5
One time a year	6	75
None	1	12.5

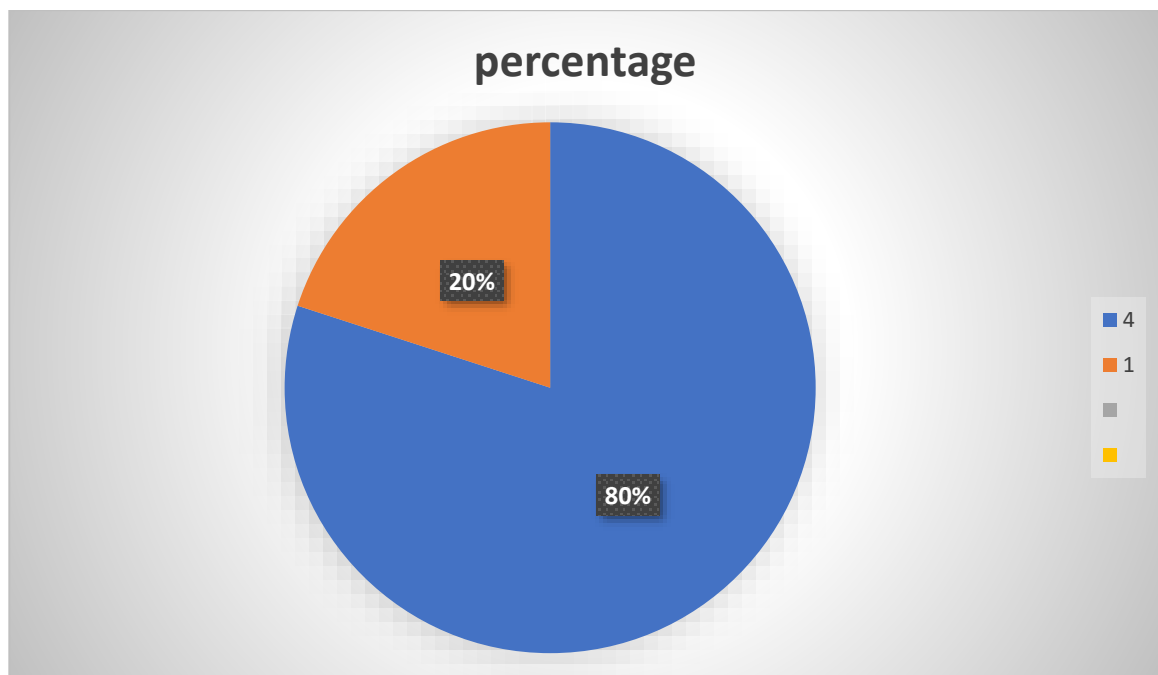
Source: Field Data, (2022)

The data in table 3 show that 75% of heads of schools reported that Quality Assurance Officers visited the schools once a year. Additionally, 12.5 % of heads of schools reported that Quality Assurance Officers visited schools twice a year while 12.5 % reported that Quality Assurance Officers did not visit their school. This implies that most schools are visited once a year. For special cases, twice and others not visited at all. This implies that the Quality Assurance Officers’ goal cannot be achieved of which of students’ performance which is among the crucial aim of school visit would not be improved.

Quality Assurance Officers’ Responses to The Frequency of School Visits

The research question likewise sought information from Quality Assurance Officers on their frequencies of school visits. Their responses are indicated in figure 2.

Figure 2: Quality Assurance Officers’ responses on Frequency of Quality Assurance Officers’ school visit (n=5)



Source: Field Data, (2022)

The data from figure 2 indicated that 80% of Quality Assurance Officers reported that they officially visited schools once per year, 1 (20%) reported that they visited schools twice a year. This shows that according to the Quality Assurance Officers most of the schools were visited once a year. These findings were similar to the results given by most of the headteachers who indicated that Quality Assurance Officers visited their schools once per year. The researcher also crosschecked the school Quality Assurance Officers reports and found out that at least schools were visited once a year. The findings from heads of schools and Quality Assurance Officers interview schedule concur with Tanzania education performance report which says that each secondary school is required to be visited at least once in two years by Quality Assurance Officers (URT, 2018).

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings, study concluded that Quality Assurance Officers conduct classroom in way that teachers were not fully inspired, stimulated and coordinated in their professional growth and enthusiastic spirit. This is in return to expectations that the perceptions of teachers towards Quality Assurance Officers' classroom observation role during school visit were well somehow influenced. However, some teachers still seeing Quality Assurance Officers as fault finding people. It was also concluded that factors like past experiences with Quality Assurance Officers contributed much in influencing teachers' perceptions. Nevertheless, Quality Assurance Officers plays a crucial role in improving students' performance and enhancing Quality education in general.

The study recommended that Quality Assurance Officers should handle the school visit exercise in a such a way that any teachers who had developed negative perceptions towards school visit exercises specially during classroom observational and feedback giving due to past experiences with School inspectors changes such attitudes. This should do by conducting frequent school visit, using friendly, respectful communications with teachers but also, they should have a regular follow up mechanisms in order to ensure that their feedback report is implemented as expected.

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