

Contribution of Zonal Quality Assurers' Feedback in Improving Secondary Schools Teachers' Preparation of Professional Documents in Rombo District

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ABSTRACT: *This study investigated contribution of zonal quality assurers' feedback in improving instruction in secondary schools in Rombo District. The study was guided by four research questions. Cross sectional survey design under quantitative approach used. Stratified and simple random sampling techniques used to select the sample of this study. Questionnaires, interview schedule and document analysis schedule were used during data collection process whereby the validity of the research instruments was ensured through the use of experts of Mwenge Catholic University. The researcher gives the instruments together with the research questions to two experts at MWECAU. Reliability of the instruments was ensured by using Cronbach's alpha. Quantitative data is presented in tables and figures. The study found out that the QASOs feedback help teachers in developing creativeness and be innovative when teaching students. The findings revealed that teachers require the technical guidance and suggestions from quality assurance that are essential for enhancing their performance since they highlighted the strengths and limitations of certain teachers. The study found out that QASOs feedback improve teacher's preparation of professional documents since help in delivering content knowledge for determining in large measure what goes on in a class and for assessing what students do and do not learn. Based on the findings it was concluded that report and recommendations from QASOs enabling teachers in developing creativeness and be innovative when teaching students. The researcher recommended that there is a need for the government through Ministry of Education Science and Education (MOEST) to employ more QASOs based on the number of secondary schools in the country.*

KEYWORD: Quality assurance, feedback, Professional documents, teaching and learning process.

INTRODUCTION

Education is a continuous process that gives people knowledge and wisdom so they can integrate into society (UNESCO 2017). Education is the foundation of every country in the globe. It is

thought that educational systems for schools that encourage the cooperation of internal and external quality verification procedures have a greater significance for the challenging process of transformation. The idea of external evaluation in education through national government school inspections is not a new one. Ololube (2014), describes that quality assurance involves an evaluation of educational activities within the school systems aiming at improving the delivery of education. Quality assurance officers are expected to visit schools, observe how teaching is conducted and give constructive feedback aiming at improving the provision of education in secondary schools.

According to Mwaniki (2017) of Kenya, the majority of QAOSs had enough time to submit reports that were persuasively supported by evidence. Furthermore, the majority of the schools, as represented by the school principals, hardly ever got the results of their evaluations of the instruction. The majority of teachers hardly ever follow all of the QASO recommendations. The majority of the recommendations made by the quality assurance officer in Uganda, according to Musa (2019), were more theoretical than practical and required additional financial, physical, or human resources that the school could not afford. As a result, many teachers found it difficult to put them into practice. Implementing the QAO's reports and suggestions was not seen as a possible path to teachers developing their instructional techniques.

An ongoing process of examining (evaluating, monitoring, ensuring, maintaining, and enhancing) the quality of an educational system is known as quality assurance. The goal of quality assurance is to improve and hold people accountable for their actions. To do this, it uses established standards, a standardized method, and information sharing (Hoecht, 2016). Every school needs school quality assurance, which can be utilized to guarantee an increase in academic attainment. The adoption of quality assurance in their educational systems is a result of school inspections in various nations failing to produce the desired results led to the development of quality assurance, which was introduced to Tanzania shortly after its independence in 1961. (UNESCO, 2017). aimed to support teachers in working in a manner that could aimed to support instructors in their job so that they might enhance student performance levels through assessments supplied to them. Carless & Winstone (2021) .

Because it enables teachers to instruct and improve student performance, the use of feedback and recommendations from quality assurers by teachers in secondary schools has raised concerns in Tanzanian education. The report by (URT 2015) found that the opinions of quality assurance officers are rarely taken into consideration when formulating policies and guidelines to advance quality education in the educational field. Mwambapa (2016) noted that in order to help instructors deliver high-quality instruction to students, data from instructional supervisions should be closely tied to teacher professional development. Data is mostly collected by quality assurance officers using specific schedules, which are thought to be impartial, trustworthy, all-inclusive, and focused on five domains (MOEST, 2018). It is anticipated that these schedules will enable the quality assurance officers to compile appropriate supervision reports relating to quality education

provision that can benefit the particular school, teachers, and provide additional guidance to the government on the kind and calibre of education being provided in the nation.

The quality assurance division of the Ministry of Education, Science, and Technology has mandated that every secondary school in the nation must undergo at least one annual inspection (URT, 2018). Here, it is assumed that a school's ability to improve the quality of education it provides is dependent on the standards of feedback created by quality assurers during an on-site inspection. The quality assurance directorate is in charge of ensuring that primary and secondary education is of a high standard by adhering to the prescribed curriculum and the suggested standards, as stated in the education policy of 2014. (URT, 2014). According to Education Act No. 25 of 1978, the agency responsible for ensuring the quality of education has the primary responsibility for monitoring the execution of the school curriculum, identifying issues, and offering guidance.

Currently, the clinical supervision model, which comprises numerous stages, is used by the quality assurer. MoEST (2015). The roles of a quality assurer at a school were mentioned by Tandberg and Martin (2019). These roles included reviewing lesson planning and keeping records, conducting consistent and appropriate internal monitoring of students' performance and lesson delivery, analysing test and examination results, and setting the role of inspection to ensure that any institution's objectives and goals were being met. It is impossible to overstate the importance of quality assurance in education as one of the main tools for assessing and enhancing the effectiveness of the educational system in classrooms.

By providing feedback and guidance to instructors after classroom observations, quality assurance officers will assist school improvement in the teaching-related areas. In contrast to the head of schools, Kabir and Rahman (2016) found that quality assurance personnel do not have adequate time to discuss the inspection findings with instructors. Shahanga et al. (2021) claims that teachers in different schools frequently express dissatisfaction with the results and suggestions of the school quality assurance exercise. To get teachers to accept criticism of their instruction and use the results to enhance their teaching and learning strategies, school QAOSs must build relationships with them and employ effective communication techniques.

Despite the government's best efforts to raise educational standards, there are still far too few quality assurance personnel in each zone compared to the number of secondary schools that are open. Since so many students continue to receive subpar results on final exams, the caliber of secondary education in Rombo District remains in doubt (Aremu, 2020). Consistently poor student performance in national assessments raises concerns for the quality assurance personnel since in the context of education, outcomes of national examinations are thought to be the primary criterion for measuring a school's quality (Patrious, 2016). One of the concerns in the education sector that has to be addressed is the input from quality assurers. According to Leonard (2015), who highlighted teachers' opinions of quality assurance in secondary schools as a threat to the education

system's ability to attain its targeted quality, this is closely related to their refusal to implement the quality assurer's feedback and recommendations. The majority of research have demonstrated how input from quality assurance officers can improve the teaching and learning process in public secondary schools. Therefore, the purpose of this study was to determine how input from zonal quality assurers affected secondary school instruction in Rombo District, Tanzania.

Statement of the Problem

Reluctance of teachers to use the quality assurers' feedback in secondary schools has being an issue of concern in education sector in Tanzania (Mwakiniki, 2017). Feedback is a tool that enables teachers and administrators to evaluate them and their work. Quality assurance feedback improves efficiency, motivates teachers to prepare their professional documents and enables them to be aware of strengths and weaknesses in teaching profession. The department of quality assurance and other education stakeholders expect to use the quality assurers' feedback and recommendations. If recommendations are not taken as a measure for improvement creates problems that if supervision becomes equated to evaluation; most people including teachers tend to be anxious when they know they are evaluated, especially if negative evaluations threaten their job which may result to poor performance especially for professional teachers who are incompetent. Despite the efforts done by the government in supporting quality assurance officers by providing financial support, transport and improve their allowances still the feedbacks and recommendations that are suggested by quality assurance officers are not adequately used by the teachers (Mwaniki, 2017). However, if this problem is not addressed, we were continuing to have teachers who are not working on the feedbacks and recommendations provided by the QASOs which may affect the instructions of education to whole school's system in Tanzania and thus producing the personnel who are unfit in our societies.

Several studies like Leonard (2015), Mwambapa (2016), Namamba & Rao (2017), Pastore et al. (2019) and Shahanga et al. (2021) focused on the constraints facing quality assurance and standards officers in supporting curriculum implementation, the contribution of quality assurance and control on students' academic performance and Stakeholders' perceptions on school quality assurance in public secondary schools. All these studies show feedback based on curriculum implementation; however, the literature has not found contributions of quality assurers' feedback in improving teachers teaching development. The study was based on how the feedback given by quality assurer enables teachers to be competence in teaching. Therefore, in filling the gap this study was investigating the contribution of zonal quality assurers' feedback in improving instruction in secondary schools in Rombo District Tanzania.

Research Question

To what extent does Quality assurance feedback improve teachers' preparation of their professional documents in secondary schools in Rombo District?

Significance of the Study

The study provides information to the government think-tank through Ministry of Education Science and Technology on the extent to which quality assurers' feedback and recommendations contribute to the improvement of teaching in secondary schools. The findings of this study provide knowledge to the policy makers to formulate policy that ensure timely provision of feedback by QASOs to facilitate teaching and learning process in secondary schools. However it was informing heads of schools on the importance of QASOs feedbacks in improving teachers' preparation of professional documents. Study provides knowledge to teachers about the effectiveness of QASOs feedbacks in facilitating the heads of schools' supervision of teaching and learning process. The significance of this study was very essential to teachers, heads of schools, quality assurance officers and Ministry of Education Science and Technology to make evaluation a proper evaluation. Study help educationalist to ensure that educational goals are achieved through effective feedback. Apart from that finding enables the other researchers' to get knowledge and skills on the teaching and learning process. The study implements the theory of Total Quality Management (TQM) because it enhanced the performance of an institution and tails various steps so as to accomplish the goals of an institution.

Theoretical Framework

This study was guided by Total Quality Management (TQM) theory developed by Feigenbaum in 1961. The theory holds that every person in an institution is dedicated to do his or her best to ensure that quality is maintained. The theory therefore calls for school quality assurance officers to involve all the education stakeholders so as to achieve the required standards in education. Moreover, the theory supports that quality should be infused in all the activities, functions and processes within the school. This implies that, quality should be seen in all the processes and activities in the school setting including teaching, assessment, and lesson preparation and monitoring the teaching process. When all these activities are infused with quality, the school is likely to achieve quality education that was measured through teacher's instructions.

TQM also holds that for maintaining quality in an organization, a constancy purpose for improvement should be created. This implies that school quality assurance officers should develop long term strategies for ensuring a sustainable delivery of quality education. Quality assurance should not aim at fault finding but seeking improvement. Therefore, in this study the researcher was found out the extent to which quality assurance officers' feedback improve instructions. The researcher was also collected data from teachers and heads of schools to find out their feelings and attitudes towards the quality assurance activities. Moreover, the researcher was including the school quality assurance officers to determine the frequency to which they visit schools for monitoring.

The application of effective management for working procedures was makes it possible to solve a set of problems, development of academic programs at reasonable and competitive fees in the educational market; the ability to meet students' needs; the ability to development and

implementation of innovative information technologies for education; and the optimization of management of documents for planning and teaching. The development of an integral vision for an organizational, systems approach to management becomes the basis for planning and implementing education methods, and effective estimation of activities. The competitive approach to management is realized through a system of processes managed on different levels. TQM not only makes it possible to analyse the results of activities in education, but also providing new opportunities for their improvement. A continuous improvement of processes based on students' needs leads to the improvement of the educational system as a whole. This theory it was allows assessing the extent to which each teacher is involved in quality management. The theory points out that the process of insuring quality is not to be left in the hands of one person or a group of people but each one in the school should be involved. Therefore, the theory was help the researcher to find out the extent to which school quality assurance officers involve the heads of schools and teachers on the process of improving the effective instructions. By identifying the relationship that exist between quality assurance officers and teachers, the researcher was in a position to explain how well the quality assurance officers fulfil their roles on improving instructions in secondary schools.

However, the limitation of the theory is on its practicability whereby it is not easy to apply. It may not be possible to include all the members at the school in the process. This is because human beings do not have similar interests; therefore not all may like the process. Moreover, it may not be easy to involve all the stakeholders in the study as the theory suggest. Beside this limitation, the researcher was adopt the theory in the study in assessing the contribution of QAOSs in improving instructions in secondary schools whereby only DEO, inspectors, heads of schools and teachers was the target.

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LITERATURE REVIEW

Ampofo et al. (2019) conducted research on the effect of direct supervision from school heads on quality assurance feedback. The embedded mixed methods design was used for the investigation. For the Inspectorate Division of the Ghana Education Service, a sample of 617 respondents, including 295 teachers, 222 class prefects, 86 heads of department, 13 school heads, and 1 regional director, were chosen using Slovin's formula, the proportional allocation method, simple random sampling, and purposeful sampling. Through the use of surveys and interviewing protocols, data were gathered. Frequencies, means, and multiple regressions were used to examine quantitative data, while patterns and themes were created to assess qualitative data. According to the report, school administrators allotted relatively little time for monitoring teachers' class planning and delivery. However, there is no proof in the report that administrators actively monitor teaching and learning or get advice on how to do so from quality assurance professionals. This study was able to persuasively show how quality assurance officers enhance teachers' capacity to create professional documents in the classroom. Therefore, based on secondary schools in the Rombo District this study was able to convincingly demonstrate feedback that quality assurance officers improving teachers preparation of professional documents in secondary schools.

Selvaraj and Azman (2020) did a study on Quality assurance in reframing the effectiveness of feedback in improving teaching and learning achievement in Malaysia. The study used a survey design with questionnaire for teachers while an interview schedule was used for heads of schools. The study involved 5 schools, 50 teachers, 5 quality assurance and 5 heads of schools. The study revealed that there is lack of clarification about what feedback means and far less clarification on how one should interpret it. Feedback guides students to learn and supports them in order to achieve the aim of the lesson. This could have been possible if a combination of survey and a naturalistic design like case study design was used since there was some aspects of non-probability sampling technique used which calls for the same, the previous study was dealing with effectiveness of feedback in improving teaching and learning achievement without specify if is in schools or higher education, The purpose of the current study was to determine how zonal quality assurance feedback improved teachers' preparation of professional documents and how teachers' classroom instruction can inspire students to achieve their own goals and the goals of their organizations by effectively utilizing the criticism and recommendations provided by the QAOSs. Temo (2020) teachers' perception and their influence on teachers' preparation of professional documents in secondary schools in Eldoret west district, Uasin Gishu County, Kenya this study sought to investigate the teacher perception and their influence on teachers' preparation of professional documents in Eldoret West District. The researcher's experience and a reconnaissance study carried out in a number of schools in Eldoret west district revealed that most teachers do not prepare the required professional documents. The objective of this study was to find out the relationships between teacher personal attributes, workload, teachers' other responsibility and teacher professional development on the preparation of professional documents. This study was

based on Douglas McGregor's' theory X and Y (19600).The study adopted a descriptive survey design. It involved secondary school teachers selected from sampled schools in Eldoret west district, Uasin Gishu County. The researcher collected data from133 teachers using the mixed approach method by using questionnaires for teachers and interview schedules for head teachers. The study findings indicated that some of the teacher's perception had an influence on the preparation of professional documents in secondary schools. HODS played a crucial role in facilitating the preparation of professional documents. Preparation of professional documents mainly involved induction on communication and information technology skills, with professional training and consultative meetings being held as need arose as far as the preparation of professional documents is concerned. The study also concluded that teacher's weekly teaching workload has a statistically significant relationship with the preparation of professional documents in Secondary schools. The study recommended that all public secondary schools should invest more in teachers by encouraging and informing them the importance of professional documents. The ability to prepare professional documents is a sure way of improving the performance in examinations, it also enables teachers to clearly understand and comprehend the curriculum effectively and efficiently. The findings of this study are significant because the M.O.E could use them in improving the efficacy of teachers in preparation of professional documents to ensure more quality education is imparted on secondary school students'. The current study uses the entire quality management idea to help head teachers better carry out their duties. In addition, the study's technique and context design are different, which opens the door for the current study, which examines the impact of zonal quality assurance on improving teaching in secondary schools in the Rombo District.

Namamba and Rao (2017) did a study about the influence of quality assurer feedback toward preparation of professional development of teacher educators in Uganda: Current practices and prospects. The document review method was used to analyze and review relevant literature. The analysis of findings indicated that the preparation of teacher educators in Uganda received considerable attention and focused in undergraduate programs with little attention in postgraduate programs. The professional development of teacher educators is limited and characterized by few professional development activities. It is suggested that the preparation of teacher educators should be well structured and enhanced with effective professional development activities and opportunities. The study sampled only teacher educators to participate in the study. This reflects little empirical knowledge and findings from the heads of schools and quality assurance officers these studies based only to the secondary data. The study of Namamba and Rao has relation to this study as it was addressing the influence of quality assurance officers toward preparation of professional documents of teacher's educator; however, the extent which related to improves teacher's preparation of professional documents was not addressed. Based on primary sources including teachers, head of schools, quality assures, and education officers, as well as questionnaire interviews schedule and document analysis, the current study determined the of the feedback given to teachers on the preparation of professional documents improving teaching and learning process.

Burra and Fanuel (2021) did a study on the role of school quality assurance in improving professional documents in secondary schools in Tanzania. The study employed a cross-sectional descriptive design to collect data from 40 teachers, 4 heads of schools and 1 DEO using interview guides, questionnaires and documentary review. The study reveals that: SQAs insisted on the use of academic documents as well as conducting internal school quality assurance as the strategies to improve curriculum implementation and the SQA report gives an overall picture of the position of the school in the aspects of curriculum implementation. The study findings also did not mention the academic documents that were used to improve curriculum implementation. The current study was reflecting on how subject teachers can benefit from feedback given by QAOSs in improving professional documents in teaching and learning process.

Njiku (2016) did the study on the school based professional support to student teachers in preparation of teacher professional documents teaching practice is an important part of teacher training. Preparation of teacher professional documents is one among the major activities student teachers do during the teaching practice. This paper discusses the preparation of scheme of work and lesson plan as teacher professional documents and the professional support provided by experienced teachers in the teaching practice centres. The study was done in the southern highland of Tanzania during the 2015/2016 teaching practice period of the University of Dar es Salaam. Document analysis and interviews were done and qualitative data was collected. Content analysis was done and some descriptive statistics were used to describe the findings. Finds show that student teachers' scheme of work and lesson plan had some variation based on the perception they had from the university and that little is learnt from the teaching practice stations. Some of the entries in the documents were wrongly constructed and in most cases differed among student teachers working in the same teaching practice station. It was also found out that little collaboration and assistance was offered from regular school teachers in the preparation of the documents. The paper suggests among others that schools should prepare their experienced teachers to actively be involved in the mentorship process. The current study found out the effectiveness of the quality assurance feedback in assessing the professional document in secondary schools whereby the study not based on teachers student based on professional teachers.

Research gap

The researcher has reviewed numerous papers on how better quality control feedback influences teachers' creation of expert documents. Several gaps have been found in the review of the studies, where empirical investigations differ in terms of emphasis, methodologies, findings, settings, and design. Some of the studies have insufficient information of the findings from the review literature completed both within and outside of Tanzania regarding feedback to instructors on the development of professional documents (Oliver & Reschly 2019 and Ampofo et al 2019). According to the study's findings, school administrators allotted very little time for monitoring instructors' class planning and delivery. The report, however, clearly shows that heads of school receive input from quality assurance staff regarding how well teaching and learning are being monitored. Reflecting on how subject teachers can benefit from feedback given by QAOSs in

improving professional documents in teaching and learning process. Selvaraj and Azman (2020) there is lack of clarification about what feedback means and far less clarification on how one should interpret it. Namamba and Rao (2017) findings indicated that the preparation of teacher educators received considerable attention and focused in undergraduate programs with little attention in postgraduate programs. It is suggested that the preparation of teacher educators should be well structured and enhanced with effective professional development activities and opportunities. Njiku (2016) conduct the study on the school based professional support to student teachers in preparation of teacher professional documents teaching practice is an important part of teacher training. Finds show that student teachers' scheme of work and lesson plan had some variation based on the perception they had from the university and that little is learnt from the teaching practice stations the paper suggests among others that schools should prepare their experienced teachers to actively be involved in the mentorship process. This based on students teachers, to fill this gap, the current study was conducted to investigate the contribution of the zonal quality assurance on improving teaching in secondary schools in Rombo District Tanzania.

METHODOLOGY

This study used cross sectional survey design under quantitative approach. This is the type of design where by investigator measures the outcome and disclosure in the study participants at the same time. This design is advantageous to the researcher as it allowed collection of adequate information from the respondents in order to establish the current situation (Sardana et al 2016). Target population of the study comprised 51 secondary schools, 871 teachers from secondary schools, 51 heads of secondary schools, 11 Zonal school quality assurance officers in Rombo District. The study includes 9 secondary schools out of 51, (11) quality assurance officers out of (11), (72) teachers out of 871 and (9) heads of secondary schools out of (51) heads of schools from Rombo District making a total number of (92) respondents. Stratified and Simple random sampling techniques used to select nine (9) out of fifty one (51) secondary schools found in Rombo District. The schools found in Rombo District divided into two categories of private schools and public schools. Rombo District has ten (10) private schools and forty one (41) public schools. In this case the researcher used two boxes one for private schools and the other one for public school. The heads of the sampled schools was automatically included in the study. Since there is only one head per each school, sampling is not possible. Stratified and simple random sampling techniques used to select eight (8) teachers from each sampled school. The researcher was firstly stratifying the teachers according to their gender and then from each category randomly selects male and female teachers to participate in the study. Stratified and simple random sampling techniques used to select nine out of eleven school quality assurance officers whereby the researcher was categorize them into two groups of male and female and then from each group randomly select five male and four female officers to participate in the study. The researcher was use questionnaires and interview schedule to collect information necessary to answer the research questions while document analysis schedule used in the review of official school documents such as school quality assurance files and visitors book report, minutes. The researcher obtained an introductory letter

from the director of post graduate of University stating the purpose of the study. The letter was sent to the DEO who was then introduce the researcher to the heads of schools. The researcher was visit the schools, ask for permission and administer questionnaires to the teachers and conducts an interview schedule to the head of schools. Moreover, the researcher visited the quality assurance department and administers questionnaires to the eleven officers. The researcher was organizing the collected data for easy interpretation. Two types of statistics are to be descriptive and inferential statistics. Descriptive statistics was analysed using frequencies percentages while the inferential statistics was analysed using “ANOVA” The test was conducted at 95% confidence level and significant level of 0.05 as they are the ones accepted in social sciences. The researcher was use computer software “SPSS” version 26 to aid the analysis process. Quantitative data presented in tables and figures showing the result from the study. The researcher adhering to all ethical issues because they protect both the researcher and the participants of the research. The researcher also was first inform the respondents about the study to let them willingly participate in the study and assures respondents that the study was strictly academic and that utmost confidentiality was observed. The data used in this study was anonymously be coded and thus cannot therefore be traced back that to the individual. The researcher was ensuring that all information required by the study is right from the source without getting or copying others information and ensures proper citation of the source of information.

FINDINGS AND DISCUSSIONS

The second research question sought to ascertain if teachers' preparation of professional documents had improved because of QASO feedback. Data gathered from school administrators, instructors, and quality assurance personnel using questionnaires and an interview schedule. The teachers' responses displayed in Table 1.

Table 1: Teachers Responses on the extent to which QASOs Feedback Improve Teachers Preparation of Professional Documents (N = 72)

Statements	Not sure		Least extent		Somehow extent		High extent		Very high extent		Mean \bar{x}
	F	%	f	%	F	%	F	%	F	%	
Quality assurance feedback facilitates the preparation of scheme of work	4	5.6	3	4.2	20	27.8	24	33.3	21	29.2	3.8
Quality assurance feedback improves preparations of lesson plan	1	1.4	2	2.8	18	25.0	34	47.2	17	23.6	3.9
Quality assurance feedback inducts teachers on how to make good choice of text books and other materials	5	7.0	8	11.3	29	40.8	17	23.9	12	16.9	3.3
Quality assurance feedback facilitates preparation of the lesson notes	4	5.7	7	10.0	21	30.0	25	35.7	13	18.6	3.5
Quality assurance feedback contribute to the teacher's professional development	10	14.1	6	8.5	23	32.4	20	28.2	12	16.9	3.2
Quality assurance feedback facilitate selection of teaching and learning materials for teachers to use during teaching and learning process	7	9.9	7	9.9	15	21.1	25	35.2	17	23.9	3.5
Quality assurance feedback improves teachers personal time table	7	9.9	5	7.0	26	36.6	28	39.4	5	7.0	3.3
Quality assurance feedback enhance peer group observations	6	8.5	6	8.5	17	23.9	30	42.3	12	16.9	3.5
Quality assurance feedback improves lesson observation records	5	6.9	5	6.9	22	30.6	33	45.8	7	9.7	3.4
Quality assurance feedback gives teachers provision of progress records	4	5.6	3	4.2	22	30.6	29	40.3	14	19.4	3.6
Total mean score											3.5

Source: Field Data, (2022)

Table 1 data displays teachers' opinions on how much the input from quality assurance officers improved their preparation of professional documents, on a scale of 3.5. For instance, 51 (70.8%) of teachers indicated a high or very high extent to the fact that quality assurance feedback enhances lesson plan preparations, while 1 (1.4%) of teachers indicated they are unsure and 18 (25%) of teachers indicated some extent; 28 (39.4%) of teachers indicated a high or very high extent to the fact that quality assurance feedback enhances teachers' personal timetables; and 33 (45%) of teachers indicated a high or very high extent to the fact that quality Professional documents help in delivering content knowledge for determining in large measure what goes on in a class and for assessing what students do and do not learn. In secondary education level, teachers were recommended to prepare professional documents such as: scheme of work, lesson plan and progress record but this perhaps occurs simply within one's head and may be unfinished. Bernard (2018) found that the majority of teachers just write lesson notes, whereas they don't create other professional documents like class journals, lesson plans, schemes of work, or attendance records before class sessions. Due to difficulties including teacher workload and crowded classrooms,

teachers may simply prepare lesson notes rather than other professional documents on time. Since professional papers aid in imparting topic knowledge for determining in large part what happens in a class and for analysing what students do and do not learn, using comments provided by quality assurance helps teachers improve their professional preparation.

Heads of schools were also asked to indicate if they use feedback from quality assurance 29 (40.8%) of teachers said that quality assurance feedback gives teachers the opportunity to provide progress records, 30 (42.3%) of teachers said that it enhances peer group observations, and 29 (40.8 percent) of teachers said it helps teachers make wise choices when it comes to textbooks and other materials. According to the results, teachers who apply quality assurance feedback produce professional documents that are better. The conclusions are consistent with those of Namamba and Rao (2017) in Tanzania, who demonstrated that input from quality assurers enhances teachers' capacity to create professional documents. According to the quality assurance team's feedback, teachers must have the necessary professional documents on hand before beginning class assist their teachers on preparation of professional documents and their responses were presented in figure 1

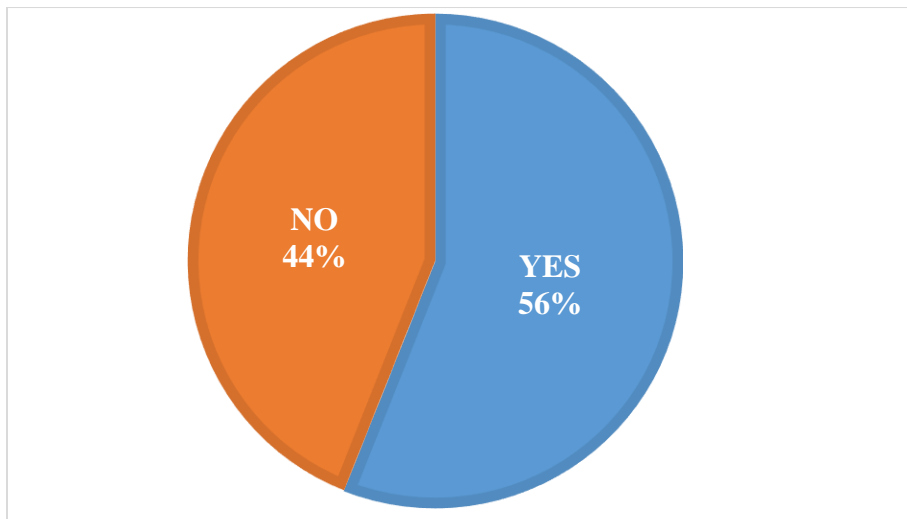


Figure 1: Heads of Schools Responses if they Use Feedback from Quality Assurance to Assist their Teachers on Preparation of Professional Documents (N=9)

Source: Field Data, (2022)

Data in figure 1 showed that 56% of heads of schools indicated “Yes” that they use feedback from quality assurance to assist their teachers on preparation of professional documents while 44% of heads of schools indicated “No” that they do not use feedback from quality assurance to assist their teachers on preparation of professional documents. The findings imply that majority of heads of schools use quality assurance feedback to improve teacher’s ability to prepare professional

documents. The results are in line with those of HendraWijaya et al. (2020) who found that school heads are in charge of overseeing classroom instruction and the development and upkeep of teachers' lesson plans and lesson notes, schemes of work, records of work completed, and student progress records. Then, it is anticipated that school administrators design their own monitoring schedules and programs. The proper school management is to receive the reports from these internal quality assurance officers.

The findings implied that the key supervision duties of heads of schools included monitoring instructors' attendance during sessions, reviewing and ensuring that lesson notes were properly prepared, and checking and ensuring that the work schedule and student records were sufficient. The supervisory responsibilities that were least performed by principals, however, were the provision of instructional materials and reference materials for instructors, control of curriculum delivery, and regular feedback and evaluation of students' academic success with stakeholders. The quality assurance officer was also asked to provide feedback on how teachers should prepare professional documents better, and they were asked to do so by the researcher was presented in table 2.

Table 2: Quality Assurers Responses on their Feedback on Improving Teacher's Preparation of Professional Documents (N= 11)

S/N	Responses	N	%
1.	To prepare personal class session time table	9	99.9
2.	To insist teachers adhere scheme of work	7	77.7
3.	To prepare lesson plan for every class session	6	66.6
4.	To fill class journals	6	66.6
5.	To keep records of work	5	55.5

Source: Field Data, (2022)

Date in table 2 showed that 9 (99.9%) of quality assurer officers indicated teachers should prepare their personal time table, 7 (77.7%) of quality assurer officers indicated to insist teachers adhere scheme of work, 6 (66.6%) of quality assurer officers indicated teachers should prepare lesson plan for every class session, 6 (66.6%) of quality assurer officers indicated teachers should fill class journals and 5 (55.5%) of quality assurer officers indicated teachers should keep records of work. The finding implies that quality assurer officers' feedback considers professional documents as a key factor for improving teaching and learning process. The results support Wairimu's (2016) assertion that an experienced teacher can write professional documents more quickly and effectively with the goal of enhancing the teaching and learning process. In contrast to less experienced instructors who could find it difficult since they are just out of college, long-tenured educators should find it simple to write professional documents due to the competence they have earned through repeating the same tasks year after year. Therefore, more easily and promptly than less experienced teachers, experienced teachers should prepare professional documentation.

CONCLUSIONS

Based on the results, it was determined that the report and suggestions from QASOs helped teachers become more inventive and creative when educating kids. By managing student behaviour and classroom setup, QASO feedback helps teachers improve classroom management. To enhance teachers' effectiveness in a variety of academic teaching activities, heads of schools must heed the advice of quality assurance officials. The feedback provided by QASOs boosts teachers' self-assurance, professional growth in terms of discipline and teaching ethics, as well as their creativity and inventiveness when instructing students. Teachers received a variety of professional and technical assistance from quality assurance feedback as a strategy to ensure professional progress, which is a need for high-quality teaching and learning as well as high-quality education.

Based on the results, it was determined that QASO's feedback identifies every professional document that teachers must have ready before beginning class sessions. This is because professional documents assist in delivering content knowledge for determining, in large part, what happens in a class and for assessing what students learn and do not learn. The primary supervision duties of heads of schools included monitoring teacher attendance during sessions, examining and ensuring that lesson notes were written adequately, and examining and ensuring that the workload and student records were sufficient. The least burdensome supervisory responsibilities were the provision of instructional materials and reference resources for instructors, control of curriculum delivery, and regular feedback and evaluation of students' academic success with stakeholders.

Recommendations

Based on the number of secondary schools in the nation, the government, through the Ministry of Education Science and Education (MOEST), needs to hire additional QASOs. The QASOs must make two visits to the school in order to improve the monitoring process and motivate teachers to put in extra effort. Education officials should regularly audit secondary schools to observe how teaching and learning are carried out and offer suggestions on how instructors might enhance teaching and learning by utilizing a variety of teaching approaches, including traditional methods of teaching.

The government should provide appropriate funding to support quality assurance activities in schools, hire more quality assurers, and provide frequent training to enable them to successfully complete all tasks that are required when they visit schools, it was advised based on the study's conclusions. To ensure that schools have a favourable atmosphere to boost quality learning for significant results, quality assures should carry out their duties properly. Finally, instructors must assume responsibility for fostering an environment that is conducive to learning as well as for improving their knowledge and abilities with the help of quality assurers.

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