

Original Research Article

School Quality Assurance Guidelines: Status of implementation in private secondary schools in Sumbawanga Municipality, Tanzania

ABSTRACT

School Quality Assurance Guidelines (SQAGs) were adopted in Tanzania as a lens through which the quality standards in all aspects of school life would be monitored, assessed, evaluated and reported. This study sought to assess the Implementation of School Quality Assurance Guidelines in Private Secondary Schools in Sumbawanga Municipality. The study was underpinned by the Value-Added Theory This study was guided by Value-Added Theory by Neil Smelser (1962). It was guided by two objectives: to describe the extent to which academic staff qualifications and teaching abilities in private secondary schools meet the school quality assurance guidelines, and to assess the quality of facilities and infrastructure in private secondary schools. The study employed convergent parallel design under mixed research approach method. Sample sizes of 94 participants were involved in the study including teachers, heads of schools, Municipal Education Officer, and School Quality Assurance Officers. Data was gathered through questionnaires, interview guides and observation checklists. Quantitative data was coded by using descriptive statistics with the support of Statistical Package for Social Science version 21. Qualitative data was organized into themes and analyzed thematically. The results show that to a large extent private secondary schools met the quality assurance guidelines due to quality of facilities and infrastructures. Also, it was revealed that private secondary schools faced challenges in the implementation of quality assurance guidelines such as shortage of funds, high taxes, inadequate number of teachers- to mention but a few. The study recommended that private secondary schools should be more committed in implementing quality assurance guidelines through developing quality assurance plans and programs and develop school generating income activities. The study recommended for the government to provide support and subsidies to private secondary schools to remedy the challenges and enhance the implementation of quality assurance guidelines.

Keywords; *Implementation, school, quality assurance, quality assurance guidelines, private secondary schools, Tanzania, quality of learning*

1. INTRODUCTION

The provision of quality education is generally perceived as an indispensable element in as far as social and economic growth of any nation is concerned. Quality of secondary school education plays a vital role in providing youngsters with the required knowledge, skills and competencies in the competitive social economic order. Moreover, the success of higher learning institutions in every county depends on good outputs from secondary education.

With this understanding, many nations work hard to ensure that they provide their populace with quality education from primary and secondary schools (World Bank, 2016).

In Pakistan, for example, Farooq, (2018) posits that quality education offered is important not only for preparing individuals for the attainment of education levels but for the development of life skills and social norms. Quality education provided in the country also aims at enhancing the economic development of the country. The same can be said of Ghana where quality education is given greater priority and seen as an essential tool that functions in accordance with Africa's educational strategic plans and with that of the required global order. According to Hanushek (2021), one of the goals of quality education in Ghana is to raise student's scores internationally, to standardize them nationally and contrast tests of achievement in knowledge, skills, behavior and attitudes. Accordingly, Dare (2017) observes that in Ghana like in any other developing country, quality education is associated with educational quality elements which focus on improving the education system and its infrastructure, school building, administration, leadership, teacher training, educational materials, teaching, and student achievements.

Similarly, Nigeria is known for its zeal to improve the quality of basic education. Only education that can improve the minds of the individual and help to change the society economically, socially and politically is emphasized (Asiya, 2014). Quality education is also aimed at preparing learners who will be able to work with truthfulness, to respect work as and adds value to human dignity also to live as responsible citizens. It has educational programmes that provide secondary education learners with a high quality of basic education. According to Kufi (2013) the Nigerian education system stimulates its students with a desire for achievement and self-improvement both at school and after school life. The country has structured its education which requires the curriculum to develop students' talents and competencies after completing their secondary school programmes.

In Tanzania, a number of initiatives aimed at improving the quality of education have been taking place since independence. Julius Kambarage Nyerere, the first president (1961-1985) dreamt of an education that would enable people to think for themselves and empower them to fight against three enemies, namely: ignorance, disease and poverty. Such vision of education is well articulated in some of his writings especially Education for Self-Reliance (1967), Ujamaa: Essay on Socialism (1968), Adult education Year (1973), Education for Liberation (1974), Man and Development (1974), and Adult Education and Development (1978). In each of these writings, Nyerere's vision of education focuses on empowerment and acquisition of skills in view to forming a generation of Tanzanians that would hate laziness, idleness and dependency. Nyerere saw quality education as an instrument of liberation, stimulating, critical thinking, creativity and innovation. Since then government of Tanzania through its Ministry of Education has been issuing and formalizing different school education Acts with the attention of standardizing secondary education, regulating educational programmes and improving the quality of education. For example, the education Act No. 25 of 1978 was issued to establish a school system including inspection and inspectorate department (URT, 2014). Furthermore, the government came up with other strategies that focus on improving secondary school education; one of them is the introduction of the Secondary Education Development Program (SEDP) which was created and endorsed in 2004. In 2014, a policy on Education

and Training (ETP) was disseminated to promote access and equity to quality education for all. The motive of doing so is to prepare a generation of qualified and skilled Tanzanians who are able to compete and handle both national and international challenges.

The Ministry of Education in its Second Five Years Development Plan (FYDP II) 2016-2021 decided to introduce the Quality Assurance Guidelines (QAGs). These guidelines were meant to improve internal quality assurance system, human and material resources, teaching and learning, transparency and accountability and to encourage community engagement/ involvement. These School Quality Assurance System (SQAS) aims at serving a number of schools and also at raising awareness on the need of having industries for economic growth.

The School Quality Assurance guidelines policy was adopted as a lens through which the quality standards in all aspects of school life would be monitored, assessed, evaluated and reported. The improvement of the quality of teaching and learning determines the increase of attention and focus on the assessment of teaching and learning inputs, processes and products in order to standardize and improve student performances (ETP, 2014). Moreover, enhancing human and material resources in secondary schools is another area that needs to be given priority (SQUAF, 2017). This is due to the fact that inadequate flow of resources at school directly hinders the effective processes of teaching and learning. Equally noteworthy is the need to improve the internal school quality assurance evaluation (ISQAE). This works in consonance with school supervision, information and communication systems, environment support and academic personnel. In this phase the school is expected to have a school committee whose basic function is to oversee the implementation of the school quality assurance guidelines (SQAGs).

The implementers of SQAGs include School Quality Assurance Officers, Regional Education Officers, District Educational Officers, Ward Educational Officers and Teachers. According to National School Quality Assurance Guidelines Framework (2017) secondary school quality assurance guidelines includes: quality of teaching, quality of facilities and infrastructure and quality of academic staff. Secondary schools in Tanzania are required to implement these guidelines. However, there has been undocumented allegation that private secondary schools in Sumbawanga Municipality operate outside these guidelines, such allegations' need to be verified empirically. Therefore, this study was aimed at filling this gap of knowledge by assessing the implementation of school quality assurance guidelines such as quality of academic staff and quality of facilities and infrastructure. The study also probed the challenges facing private secondary schools in implementing school quality assurance guidelines.

Scholarly writings have revealed that the implementation of quality assurance guidelines in private established secondary schools is a challenge (Saga, 2014; Mollel, 2015; Mwanga, 2015). If private secondary schools in Sumbawanga Municipality failed to implement school quality assurance guidelines, this would have negative effects on quality of education provided. As argued by Feleshi and Mwila, (2022), this can lead to provision of low quality of secondary education to the students due to poor teaching and learning process together with poor quality of facilities and infrastructures. The outcome of this is that the schools would produce students with no skills for building their societies. Lack of implementing school quality assurance guidelines can be a problem which would make the

private secondary schools produce students with no skills and knowledge because of the inadequate provision of quality education. Therefore, the current study was guided by three School Quality Assurance Guidelines which focus on: quality of learning and teaching processes, quality of facilities and infrastructure and quality of academic staff. School quality guidelines as stipulated by SQA (2017) seem not to be well adapted and implemented in most private secondary schools in Tanzania. This study used five private secondary schools located in Sumbawanga Municipality to assess how they implemented school quality assurance guidelines.

2. LITERATURE REVIEW

School Quality Assurance Guidelines are the key ways towards the attainment of quality education. Cheng (2010) in the Value-Added Theory believe that improving and transforming the internal process of teaching and learning rise the value on the quality of education. Thus, private secondary schools are encouraged to execute quality assurance guideline to enhance quality learning outcomes.

Though, quality education is seen to be crucial for improving the prosperity of the community, different studies reveals that the implementation of school quality assurance guideline faces several challenges. Lack of professional development among teachers limits teachers to improve their instructional methodologies and to adopt the changes that occur in the world. Also, teacher's turnover is critical issue as most teachers are moving from one school to another looking for better wages as the result schools fail to meet the guideline for quality education (Ahmad et al., 2014). Additionally, Feleshi and Mwila, (2022) contented that poor supervision of teachers and poor planning for implementation of the guideline are the most hindrances for the execution of school quality assurance guideline in most secondary education. In relation to that, Modi (2013) indicated that low working morale among teachers hindered the execution of quality assurance guidelines. Teachers working morale found to be crucial instrument for implementing the guideline.

Furthermore, Michubu (2019)' study reported that schools had established policies and procedures on internal and external quality systems. However; these guidelines were not adequately implemented in the schools that lead to have poor of physical facilities such as accommodation, inadequate ICT facilities and student support services such as guidance and counseling. By this view, having inadequate physical facilities and inadequate ICT facilities in secondary schools is due to the problem of ineffective implemented of quality assurance guidelines. Similarly, Mastoi and Saengkrod (2019) in their study on quality education based on students' satisfaction in Pakistan found that, student's satisfaction was associated with their good performance. The study concluded that it is harmful if the quality of education in a country is ignored as finally it affects the efficiency of the wealth of the country. Quality Assurance should focus on the administrative services, quality of physical environment, support facilities and foundation of quality education for student satisfaction. Therefore; when the institutions have the quality facilities and infrastructure this leads to quality students for the benefit of the country.

In Tanzania, the Ministry of Education Science and Technology (MOEST) in its Second Five Years Development Plan (FYDP II) 2016-2021 decided to introduce the Quality

Assurance Guidelines (QAGs). From these QAGs, the School Quality assurance Guidelines (SQAGs) were developed and the schools were directed to implement them. However there have been concerns amongst education stakeholders that the SQAGs are not being implemented as planned (Michubu, 2019; Mwanga, 2015; Mollel, 2015). The evidence of this failure to implement SQAGs is poor performance of students in the final form four examinations countrywide (BEST, 2021).

Research also shows that most secondary schools do not implement these guidelines properly (Saga, 2014; Mollel, 2015; Mwanga, 2015). Saga (2014) asserts that shortage of qualified teachers who are very important for ensuring quality education caused the poor implementation of quality assurance guidelines. Qualified teachers are important since are the once who facilitate students to acquire quality knowledge which can help them to master their environment and contribute to development of the community. Further, the study shows that insufficient of instruction resources like books, computers led to ineffective attainment of quality education in secondary schools.

Most private secondary schools in Sumbawanga Municipality informed to be ineffective in the implementation of quality assurance guidelines because of several challenges. The situation compromises the provision of quality education. Thus, the study aimed at narrowing the knowledge gap by examining the challenges facing the private secondary schools in implementing school quality assurance guidelines in Sumbawanga Municipality.

3. RESEARCH METHODOLOGY

The study adopted a mixed research approach and a convergent parallel design as a structure which showed the reality of the study (Creswell, 2014). This design assisted the collection of quantitative and qualitative data concurrently analyses separately and merge at the end for general conclusion. The targeted population of the study were 164 where a sample size of 94 participants were drawn which includes; teachers, heads of school, school quality assurance officers and municipal education officer. Both probability and non-probability sampling techniques were used to select respondents from different private secondary schools. The study used questionnaire, interview guide, and observation guide to gather information from the participants. Validity was ensured through content validation by a team of experts. Reliability was ensured through the Split-half technique of assessing the reliability of data in which one test session was divided into two halves based on even and odd numbers and the subjects' scores from one part was correlated with the scores from second part. The coefficient value of 0.83 indicated a high reliability of a data. According to Mugenda (2008) when the coefficient value is 60 to 80 per cent indicates that the instrument is reliable to continuing with data collection, but if it is less than 50 per cent it needs to make correction. Quantitative data from questionnaires was analysed using descriptive statistics such as frequencies, percentages and presented through tables with the support of Statistical Package for Social Science (SPSS) version 21 while qualitative data was securitized thematically and presented in narrative form through quotation. Ethical consideration was ensured through participants' informed consent, confidentiality, and anonymity.

5. Results and Discussion

4.1 Academic staff qualifications and teaching abilities

In the first objective the researcher intended to describe the extent to which academic staff qualifications and teaching abilities in private secondary schools in Sumbawanga Municipality meet the quality assurance guidelines. The QA guidelines require that teachers that teach in Secondary schools in Tanzania must have Diploma in education and above and they must be registered by the Teacher's Service Commission of Tanzania. They are also supposed to have professional teaching documents which are well prepared like schemes of work, lesson plans and teaching aids. They are also supposed to be well dressed and highly motivated. Since 2005, Tanzania has been implementing Competence Based Curriculum and teachers are expected to use learner centered teaching approaches in their classrooms. In the teachers questionnaire there were 10 checklist questions that teachers were required to respond to on a five point scale as follows: from 1-2 poor, 3 unsatisfactory, 4 satisfactory, 5 good and 6 very good. Table 1 indicates the extent to which academic staff in private secondary schools in Sumbawanga responded to those checklist questions.

Table 1

Teachers views on the Extent to Which Academic Staff met standards set by the Quality Assurance Guidelines

Item	1		2		3		4		5		6	
	F	P	F	P	F	P	F	P	F	P	F	P
Does your school develop educational quality assurance system?	6	6.9	11	12.6	17	19.5	16	18.4	21	24.1	16	18.5
Does your school design the school programs?			5	5.7	9	10.3	4	4.6	38	43.7	31	35.6
Does your school have a culture of implementing school quality assurance guidelines?			5	5.7	5	5.7	9	10.4	35	40.3	33	37.9
Does your school have enough qualified teachers in order to provide quality education to students?	5	5.7	9	10.3	6	6.9	10	11.5	48	55.2	9	10.3
Does your school management have experience on evaluating institutions system?			6	6.9	9	10.3	19	21.8	38	43.7	15	17.3
Does your school have clear policy on continuous task given to the students?			5	5.7	10	11.6	24	27.6	43	49.4	5	5.7
Does the school have experienced teachers on teaching process?	3	3.2	5	5.5	8	9.2	20	23.1	38	43.5	13	15.5
Does teachers use learner centered during the teaching process?					7	8.0	32	36.8	24	27.6	24	27.6

Does the school administration respect the academic staff?	6	6.9	1	1.1	16	18.4	40	46.0	24	27.6
Does the management ensure planning and auditing of the school quality assurance system?			6	6.9	21	24.2	45	51.7	15	17.2

Sources: Field Data (2022)

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The results in Table 1 indicate that teachers agreed that their school develop school quality assurance system (poor =19.5 percent, unsatisfactory = 19.5 percent, satisfactory =18.4 percent, good = 24.1 percent and very good 18.6 percent). From the Table it is detected the development of school quality assurance system in schools is good. It is important for secondary schools to have quality assurance system at school level to oversee the process of teaching and learning. During the interview with Municipal education officer, he said:

In our municipality, our department is monitoring and evaluating the process of teaching and learning. We provide guidelines to ensure all periods at school are taught accordingly. We make follow up to ensure each school have a system of implementing quality assurance guidelines (MEO, May 2022).

This implies that Municipality office and heads of school's work in cooperation to guarantee private secondary schools are effective in implementing quality assurance guidelines. The findings concurred with the study by Apru, Wongwanich and Khaikeng (2014) which found out that the presence of quality assurance system in schools helps to achieve the provision of quality education. Similarly, the Value-Added Theory by Neil Smelser in 1962 insists that school pays attention to learning by improving and transforming the internal process of teaching and learning in order to have products which raise the value on the quality of education. That means, the theory is workable on the context of education because it insists on quality learning outcomes to the learners.

Table 2

Teachers view on whether their school designs the school programs or not

Item	Frequency	Percent
Poor	5	5.7
Unsatisfactory	9	10.3
Satisfactory	4	4.6
Good	38	43.8
Very good	31	35.6

Total

87

100%

Source: Field Data (2022)

The teachers were also supposed to respond to whether their schools design school program or not. The result in Table 2 show that (poor = 5.7 percent, unsatisfactory = 10.3 percent, satisfactory = 4.6 percent, good = 43.7 percent and very good 35.6 percent. The results show that 79.3 percent of the teachers were satisfied that their schools were designing their school plans and programmes. This is because the majority of the teachers rated their agreement as either good or very good. The findings concur with the study by Apru, Wongwanich and Khaikeng (2014) who found that school plans and programme assisted schools to meet the quality assurance guidelines. Also, the interview conducted with Municipality education officer narrated that, "in Sumbawanga municipality, our office provides variety of professional instruction; we ensure private secondary schools follow the calendar according to education curriculum" (MEO, May 2022). Similarly, one head of school said:

In our school we ensure every teacher prepares an action plan, follow school calendar, school annual time table, completion of topic on time (actually up to June all teacher must have completed the syllabus). In employing teachers, we conduct interview to check if an applicant could be able to implement the quality assurance guideline effectively. We conduct meeting with teachers several times to assess the progress of teaching and learning process. Also, in our school we have set our time for monthly test to measure what students have learnt in a month (Interviewee 3 May 2022).

This means that private secondary schools in Sumbawanga develop and implement quality assurance guidelines in accordance with the instructions from MOEVT and as per SQAF of 2014. Developing school programs and plans is crucial because it could assist schools to ensure quality education. This is in line with the Value-Added Theory of 1962 which insists that schools improve internal process of teaching and learning in order to have quality outcomes.

Table 3

Teachers views on whether or not their Schools Have a Culture of Implementing School Quality Assurance Guidelines

Item	Frequency	Percent
Poor	5	5.7
Unsatisfactory	5	5.7
Satisfactory	9	10.3
Good	35	42.2

Very good

33

37.9

Source: Field Data (2022)

Table 3 show teachers indicated that their schools had a culture of implementing school quality assurance guideline (poor =5.7 percent, unsatisfactory = 5.7 percent, satisfactory = 10.5 percent, good = 40.2 percent and very good = 37.9 percent). From the findings participants indicated that the culture of implementing quality assurance guideline in schools is good. Also, one head of school stated as follows during interview:

As a school leader, we normally insist that our teachers, especially subject teachers, must work in collaboration with each other, the department and the school in general. We do encourage each department to develop action plans and show how to achieve those plans. To meet this, we ensure every department presents the action plan of achieving quality assurance guidelines. Once the departments fail to meet the guidelines the whole department is answerable for that failure (Interviewee 4 May 2022).

Another interviewee said, "Our emphasis is on all teachers working in cooperation, not just in teaching but in all aspects of education including mental, physical and spiritual upbringing of students" (Interviewee 5 May 2022). The findings are in line with the conceptual framework in the intervening variable which indicates activities to be performed by school administration to enhance quality assurance guidelines.

Table 4

Teachers views on whether their school had enough qualified teachers or not

Item	Frequency	Percent
Poor	14	16
Unsatisfactory	6	6.9
Satisfactory	10	11.5
Good	48	55.2
Very good	9	10.3

Source: Filed Data (2022)

The teachers were asked to give their perception on whether they had adequate qualified teachers in their schools and their response is as follows: (poor = 16 percent, unsatisfactory = 6.9 percent, satisfactory = 11.5 percent, good = 55.2 percent and very good = 10.3 percent). The results in Table 4 indicate that private secondary schools have qualified teachers for providing quality education to the students. Qualified teachers are crucial for implementation of quality assurance guideline since teachers are the once who ensure

students acquire quality education as insisted by the government. These concur with interview conducted with SQAQO who said:

Our office ensures the teaching staff have qualification of teaching in secondary schools since our officers visit these schools several time to oversee the provision of education and one of the things, we look for is teacher's qualification. Once we observe that some teachers do not have qualification to teach strict measures are applied including closing the school (SQAQO, May 2022).

Also, the interview conducted with the head of schools portrayed that, "to ensure achievement of quality assurance guidelines, our schools employ qualified teachers, competent and committed to work and with experience to execute the curriculum" (Interviewee 3 May 2022). This entails that, to some extent private secondary schools in Sumbawanga municipality have qualified teachers for implementation of quality assurance guidelines. These findings contradicted the study findings by Saga (2014) who found that most school has inadequate qualified teachers for implementation of quality assurance guidelines.

Table 5

The teachers' views on whether their schools have school management experience on evaluating institutions system.

Item	Frequency	Percent
Poor	6	6.9
Unsatisfactory	9	10.3
Satisfactory	19	21.8
Good	38	43.7
Very good	15	17.2

Source: Field Data (2022)

Table 5 shows teacher's views on whether their schools have management experience on evaluating institutional systems. The results are as follows: (poor = 6.9 percent, unsatisfactory = 10.3 percent, satisfactory = 21.8 percent, good = 43.7 percent and very good = 17.2 percent). The result indicated that most of private secondary schools had good experience in managing and evaluating institution system. The findings are in line with the interview conducted with one of the head of school who said:

Our school has set standard expected of every teacher. We conduct meetings several times to determine the strength and weakness of each subject. Also, we have set standards which every teacher must meet to ensure good academic performance of students. Likewise, we ensure all teachers prepare

framework, for achieving academic excellent in our school (Interviewee 1 May 2022).

The results imply that management in private secondary schools to a large extent ensures the education provided is of good quality. This is correlated by the study by Darojat (2018) who indicated that the quality assurance guidelines can be meet through the commitment of school management on executing quality assurance at school levels. Therefore, advancement of quality education in private secondary schools depends on management improvement on program that enables the execution of quality assurance guidelines.

Table 6

Teachers views on whether their schools have a clear Policy on Continuous Tasks Given to the Students or not

Item	Frequency	Percent
Poor	5	5.7
Unsatisfactory	10	11.5
Satisfactory	24	27.6
Good	43	49.4
Very good	5	5.7

Source: Field Data (2022)

Table 6 show that teachers had indicated that their schools have clear policies on continuous tasks given to students (poor = 5.7 percent, unsatisfactory = 11.5 percent, satisfactory = 27.6 percent, good =49.4 percent). From the results it is noted that schools have clear policy concerning continuous assessment task to be given to students. However it is clear that almost half of the teachers felt that their schools did not have clear policies on implementation of such tasks. Only 5 teachers out of 87 in the sample felt that the teachers were giving tasks to students continuously in a very good manner. The finding is supported by Mwila, Wambiya, and Lyamtane, (2019) who established that a policy on internal and external school quality assurance systems facilitates effective implementation of quality assurance guidelines. Also, Mwinyipembe (2014) indicated that the quality of academic staff meets the quality assurance guidelines when schools have clear policy on continuous assessment of students. Furthermore, during the interview with one head of schools, he said as follows:

Our school has developed various strategies for assessing the progress of teaching and learning. We evaluate teachers work every month and every term. We ensure teachers provide enough exercise to the students and that they are committed to assist students. Our school has a clear objective that all

staff must read, understand and implement. This helps us to some extent to meet the quality assurance guidelines (Interviewee 2 May 2022).

The findings indicate that most private secondary schools have strategies for meeting school objectives. School policy is crucial since it could help the school to provide education according to the standard indicated.

Table 7

Teachers views on whether the schools have experienced Teachers or not

Item	Frequency	Percent
Poor	8	9.1
Unsatisfactory	8	9.1
Satisfactory	20	23.2
Good	38	43.7
Very good	13	14.9

Source: Field Data (2022)

The schools have experienced teachers on teaching process. The results from Table 7 indicate that teachers felt their schools had experienced teachers as per the following results: (poor = 9.1 percent, unsatisfactory = 9.2 percent, satisfactory = 23.1 percent, good= 43.7 percent and very good = 14.9 percent). The findings imply that teachers felt that they had experienced teacher in private secondary schools in Sumbawanga Municipality. This is in line with the study conducted by Mwinyipembe (2014) who found out that in order to accomplish quality assurance directives; teachers ought to have enough experience in the teaching profession. Similarly, an interview with one head of school confirmed this:

In my school I prefer teachers with experience in teaching. We recruit more experienced teachers, and we set several criteria to get a good teacher with enough experience in teaching profession. Also, we give time of probation to a newly hired teacher if he or she has experience to execute quality assurance guidelines. We only confirm them if we are satisfied with the way they are teaching and conducting themselves. (Interviewee 3 May 2022).

The findings imply that experienced teachers are very crucial in the provision of quality education. This is because more experienced teachers have content and methods of teaching accumulated over the years.

Table 8

Teachers Views on whether they use Learner Centered approaches During the Teaching Process

Item	Frequency	Percent
Poor	-	-
Unsatisfactory	7	8
Satisfactory	32	36.8
Good	24	27.6
Very good	24	27.6

Source: Field Data (2022)

The findings from Table 8 indicates that 92 percent of the teachers felt that the teachers were using learner centered approaches during their teaching (Unsatisfactory =8%, satisfactory = 36.8 percent, good = 27.6 percent and very good = 27.6 percent). It is noted that in the selected private secondary schools in Sumbawanga Municipality teachers are using learner centered teaching method of learning. Learner centered teaching methods are important because they help students to be more creative and innovative in learning. This is supported by Olugbenga (2021) who found out that learner centered method of teaching and learning must be insisted on in schools because they assists to archive the 21 century education goals and allow students to be innovative.

Table 9

Teachers views on whether the School Administrators Respect the Academic Staff or not

Item	Frequency	Percent
Poor	6	6.9
Unsatisfactory	1	1.1
Satisfactory	16	18.4
Good	46	46
Very good	24	27.6

Source: Field Data (2022)

The findings in Table 9 show teachers indicated that school administrators respected academic staff (poor = 6.9 percent, unsatisfactory = 1.1 percent, satisfactory = 18.4 percent, good = 46 percent and very good = 27.6 percent). From the findings it is presented that in the chosen private secondary schools, the respect accorded to the academic staff is good. Such respect is important for teachers are important in the realization of quality assurance guidelines, thus they must be appreciated. An interview with one head of school confirmed this finding:

Teachers are important catalyst in achieving the guidelines of quality education. In our school we motivate teachers to increase their working morale. Also, we involve them in decision making about the school progress where they give out their views and opinions concerning the development of schools. Moreover, we appreciate them once they do better in the national examinations both form two and form four final examinations. This has contributed to make teachers more committed in teaching and achieving guidelines of quality education (Interviewee 4 May 2022).

The findings imply that private secondary schools in Sumbawanga municipality work accordingly to ensure quality assurance guidelines are well implanted.

Table 10

Teachers views on whether the school management Ensure Planning and Auditing of the School Quality Assurance or not

Item	Frequency	Percent
Poor	-	-
Unsatisfactory	6	6.9
Satisfactory	21	24.1
Good	45	51.7
Very good	15	17.2

Source: Field Data (2022)

Table 10 indicates that over 93 percent of the teachers felt that the management ensures planning and auditing of the school quality assurance as follows: (unsatisfactory = 6.9 percent, satisfactory = 24.1percent =, good = 51.7 percent and very good = 17.2 percent). From Table 10 it is shown that schools are good in planning and auditing the school quality assurance. This is supported by Darajat (2018) who found that achievement of quality

assurance guideline depends on school management commitment in developing and implementing quality assurance directive at all level of education. Likewise, during the interview with one of the heads of schools it was revealed that:

Our schools have good plan of ensuring teaching and learning process take place effectively. Our school ensures teachers prepare lesson notes, lesson plan, and scheme of work and action plan. Also, we ensure teachers provide enough quizzes, tests and exercises. To achieve all these, teachers must submit all these academic documents to the academic office for checking if they work in accordance to the quality assurance guidelines. This condition helps in simplifying the management as each teacher is committed to work to offer quality education (Interviewee 5 May 2022).

From the findings it shows that, to a large extent the management in private secondary schools in Sumbawanga municipality have been planning and auditing on how to meet quality assurance guideline and ensure provision of quality education. Thus, effective implementation of quality assurance guideline depends on school management planning and executing the plan.

4.2 Quality of Facilities and Infrastructures in Schools

In the second objective the researcher wanted to assess the quality of facilities and infrastructure in private secondary school in Sumbawanga Municipality. Teachers were required to rate the quality of school facilities and infrastructures available through the scale provided which are 1-2 poor, 3 unsatisfactory, 4 satisfactory, 5 good and 6 very good. On the other hand, F stands for frequency and P stands for percent. Table 11 indicates the quality of facilities and infrastructures in schools.

Table 11
Teachers views on the quality of Facilities and Infrastructures in Schools

Item	1	P	2	P	3	P	4	P	5	P	6	P
	F		F		F		F		F		F	
Are the students satisfied with the school environment?							39	44.8	34	39.1	14	16.1
Do the school's facilities support the provision of quality services?					31	35.6	37	42.5	24	16.1	5	5.7
Does the school have sufficient means of information communication technology?					12	13.8	16	18.4	49	56.3	10	11.5
Is your school having adequate learning materials?					1	1.1	42	48.3	34	39.1	10	11.5
Does the school's infrastructure help to improve academic performance?		3	3.4		17	19.5	19	21.9	20	23.0	28	32.2
Do the school environment health and safety measures meet the expectations of stakeholders?					14	16.1	13	14.9	44	50.6	16	18.4
Is your school having enough support services for the					14	16.1	13	14.9	44	50.6	16	18.4

foundation of quality education for students?							
Does the school have facilities needed for teaching and learning science subject?	13	14.9	40	46.0	34	39.1	
Is the school having availability accommodation?	14	16.1	41	47.1	16	18.4	18.4

Source: Field Data (2022)

The results in Table 11 show teachers’ participants demonstrated that students are satisfied with the school environment (satisfactory = 44.8 percent, good = 39.1percent and very good = 16.1 percent). From the findings it is noted that learning environment in private secondary schools in Sumbawanga municipality is satisfactory to accommodate the desired teaching and learning process. The findings concur with Value-Added Theory which was proposed by Neil Smelser in 1962 which emphasized improving learning environment to ensure quality education. Likewise, Mastoi and Saengkrod (2019) found that, student’s satisfaction has been connected with their good performance. That means environment can be good but if the performance is poor it cannot satisfy the students. Good learning environment is important in achieving the learning outcomes since it could attract teachers to work and students to learn. Also, good learning environment acts as the foundation of provision of quality education.

Table 12

Teachers views on whether the School’s Facilities Support the Provision of Quality Services or not

Item	Frequency	Percent
Poor	-	-
Unsatisfactory	31	35.6
Satisfactory	37	42.5
Good	14	16.1
Very good	5	5.7

Source: Field Data (2022)

Findings presented in Table 12 show that 56 percent of the teachers in the sample felt that the school facilities were satisfactory, good and very good. This shows that more than half of the teachers were of the opinion that facilities that were available in the private schools in Sumbawanga were able to provide quality education. The figures are as follows: (unsatisfactory = 35.6 percent, satisfactory = 42.5 percent, good = 16.1 percent and very good 5.7 percent). The results imply that in the selected secondary schools in the study, there were satisfactory school facilities. School facilities like enough desks, books, adequate classrooms and laboratories influence the attainment of quality assurance guidelines. This is supported by Yego (2016) who found reported that teaching and learning facilities support quality education. Research shows that quality teaching and

learning resources in schools improves performance of students in national examinations. Likewise, the findings concur with the conceptual framework in the independent variable which predicts that schools with quality teaching and learning facilities register good implementation of quality assurance guidelines. Also, the interview conducted with one head of secondary schools indicated that, "when a school has adequate teaching and learning materials, quality education will be possible because teaching and learning materials and facilities strengthen teaching and learning and hence provision of quality education" (Interviewee 1). Also, another interviewee narrated,

A school that is well equipped with teaching and learning facilities helps in improving student's performance. It also, helps to attract majority of students to join the school as even parents are more concerned for their children to learn in a school with adequate teaching and learning facilities (Interviewee 1 May 2022).

Also, another interviewee added that,

"Schools facilities have a great contribution to learning as they give students opportunity to attend school regularly and give teachers confidence and pride in working in a school with good teaching and learning resources. Also, learning facilities gives passion for hard working teachers to love their work" (MEO May 2022). This means that the presence of enough teaching and learning resources is a catalyst towards attainment of quality assurance guidelines in private secondary schools.

Table 13

Teachers views on whether the schools Have Sufficient Means of Information Communication Technology or not

Item	Frequency	Percent
Poor	-	-
Unsatisfactory	12	13.8
Satisfactory	16	18.4
Good	49	56.3
Very good	10	11.5

Source: Field Data (2022)

The researcher also wanted to determine teachers' views on whether the secondary schools in Sumbawanga had ICT facilities which include computers and their accessories. Table 13 indicate that 75 percent of the teachers felt that their schools had sufficient ICT facilities as only 13.8 percent of the teachers felt that their schools had unsatisfactory ICT facilities. The rest felt the availability of ICT facilities was satisfactory = 18.4 percent, good = 56.3 percent and very good = 11.5 percent. This shows that schools had adequate information and communication facilities for provision of quality education. This concurs with the study by Malero and Ismail (2015) who found that private secondary schools have better ICT infrastructures used for teaching and learning. Effective implementation of curriculum guideline goes hand in hand with the application of technology in teaching and learning.

The use of computers in teaching could attract majority of students to be engaged in learning. During the observation the researcher found some teachers using computer in preparing their lesson notes. In the staff rooms of the secondary schools visited by the researcher, there were computers with internet connectivity available for teachers to use. Some secondary schools visited by the researcher also had computer laboratories for the students.

Table 14

Teachers views on whether their schools have Adequate Laboratories or not (n=87)

Item	Frequency	Percent
Poor	-	-
Unsatisfactory	1	1.1
Satisfactory	42	48.3
Good	34	39.1
Very good	10	11.5

Source: Field Data (2022)

The results in Table 14 indicate Secondary school teachers were of the view that their schools had adequate and well equipped laboratories. This is confirmed by their percentage perceptions as follows: (unsatisfactory = 1.1 percent, satisfactory = 48.3 percent, good = 39.1 percent and 11.5 percent). Teachers cannot teach science effectively if there are no laboratories with adequate chemicals and apparatus. This finding is therefore very important as it shows that secondary schools teachers in Sumbawanga had adequate and well equipped laboratories that enable them to teach science subjects effectively. The researcher was able to observe firsthand- the presence of laboratories during data collection. The observation indicated that secondary schools visited had well equipped laboratories with adequate chemicals to enable teachers to conduct their experiments. An interview with one of the head of school also confirmed that the schools had well equipped laboratories. This is what the Head of school had to say:

Well-equipped laboratories with adequate chemicals are important in teaching science successfully in our school. In our school we have adequate laboratories for all the science subjects and we use the Government funds given to us to buy chemicals to conduct experiments. However, currently we are failing to achieve quality assurance guideline effectively because we have shortage of some teaching and learning materials such as computers. This reduces our efforts toward effective implementation of quality assurance guidelines as intended (Interviewee 2 May 2022).

This means that some private secondary schools had inadequate learning resources as the result they failed to implement quality assurance guideline as needed.

Table 15

Teachers views on whether the School Infrastructures Helps to Improve Academic Performance or not

Item	Frequency	Percent
Poor	3	3.4
Unsatisfactory	17	19.5
Satisfactory	19	21.9
Good	20	23
Very good	28	32.2

Source: Field Data (2022)

The findings in Table 15 confirm that School infrastructures help to improve academic performance as follows: (poor = 3.4 percent, unsatisfactory = 19.5 percent, unsatisfactory = 21.8 percent, good = 23 percent and very good = 32.2 percent). This shows that the condition of infrastructures in most private secondary schools in Sumbawanga municipality is good and it enhances the attainment of quality assurances guidelines. The findings concur with the study by Tayo, Okofoni and Azeez (2012) who found that infrastructures are important in improving education. Moreover, the findings relate with the conceptual framework in the independence variable which state that schools with quality infrastructure indicate the execution of quality assurance guidelines. This means that, private secondary schools in Sumbawanga Municipality implements quality assurance guidelines through the improvement of infrastructures to ensure the provision of quality education.

Table 16

Teachers view on whether the School Environment Health and Safety Measures Meet the Expectation of Stakeholders or not

Item	Frequency	Percent
Poor	-	-
Unsatisfactory	14	16.1
Satisfactory	13	14.9
Good	44	50.6
Very Good	16	18.4

Source: Field Data (2022)

The findings in Table 16 show that teachers felt that school environment health and safety measures meet the expectations of stakeholders as Follows: (unsatisfactory = 16.1 percent, satisfactory = 14.9 percent, good = 50.6 percent and very good = 18.4 percent). From the finding it is observed that good environment health and safety measures meet the expectation of stakeholders in offering education. The environment that surrounds the Secondary schools in Sumbawanga contributes to good learning environment. This finding is in line with Mpaata, (2018) who found that good learning environment promotes positive and active participation of students in learning. During the observation of the environment,

health, and Safety measures in some schools, the researcher observed that there were problems with some toilets and water. In some schools water was not readily available while some schools did not have good school fences and as a result stranger were seen passing through some school. This observation means that in some secondary schools in Sumbawanga, the school environment was not good enough to support the provision of quality education. The research observed that some secondary schools had poorly constructed classrooms with unflustered floors and cracked walls. Thus, there is a need for private secondary schools to improve teaching and learning environment for better implementation of quality assurance guidelines.

Table 17

Teachers views on the availability of adequate Support Services for the Foundation of Quality Education for Students or not

Item	Frequency	Percent
Poor	-	-
Unsatisfactory	14	16.1
Satisfactory	13	14.9
Good	44	50.6
Very good	16	18.4

Source: Field Data (2022)

Results in Table 17 indicate that teachers in Sumbawanga secondary schools view support services as adequate for the foundation of quality education for students (unsatisfactory = 16.1 percent, satisfactory = 14.9 percent, good = 50.6 percent and very good = 18.4 percent). Table 4 indicated that teachers were satisfied with support services in secondary schools in Sumbawanga Municipality (satisfactory = 14.9 percent, good = 46 percent and very good = 39.1 percent). This shows that private secondary schools in Sumbawanga municipality have good facilities needed for teaching and learning science subjects. Science facilities are crucial to allow students to learn by practicing. This is supported by Malero and Ismail (2015) who indicated that private secondary schools have better ICT facilitate for teaching and learning process. However, the findings contradicted those provided by one Head of school during the interview. The head of school stated as follows:

In our school we have a shortage of some facilities for science subjects such as physics, computer science as even its laboratory is not yet completed. But these facilities are crucial to ensure that students receive a quality education. Though, we are struggling to get all facilities for science subjects in our school (Interviewee 3 May 2022).

The findings show that some private secondary schools do not have enough facilities for teaching and learning science subjects and this has led to ineffective attainment of quality assurance guidelines. Similarly, during observation the researcher found that in some school's ICT infrastructures was weak to facilitate the delivery of quality education.

Table 18*On the Availability and adequacy of students Accommodation facilities in schools*

Item	Frequency	Percent
Poor	-	-
Unsatisfactory	14	16.1
Satisfactory	41	47.1
Good	16	18.4
Very good	16	18.4

Source: Field Data (2022)

The results in Table 18 show that teachers' participants indicated that schools had adequate accommodation facilities as per the findings: (unsatisfactory = 16.1percent, satisfactory = 47.1 percent, good = 18.4 percent and very good 18.4 percent). This means that private secondary schools in Sumbawanga municipality have satisfactory accommodations which are important in the provision of quality education in those schools that ensures effective learning and improving academic achievement of students. The findings concurred with the study by Ambady et al. (2020) which found that accommodation have direct relationship with student's awareness and students understanding in learning process. Likewise, the researcher's observation observed the presence of better hostels used by students in some of visited schools. The observation by the researcher revealed that the secondary schools visited had spacious areas and they were not overcrowded. All the students had beds, mattresses, bed sheets and blankets which ensured comfortable rest.

On challenges faced in implementing school quality assurance guidelines, shortage of funds, inadequate teachers, inadequate teaching and learning facilities were hindrances facing the implementation of quality assurance guidelines in private secondary schools in Sumbawanga Municipality. However, the implementation of quality assurance guidelines is faced with challenges such as shortage of funds, high taxes imposed by the government which need collaborative efforts to remedy, lack of in-service training among teachers, poor infrastructure like classrooms and laboratories in some of private secondary schools, limited number of teachers and particularly science teachers. Those challenges can be dealt with by investing in human capital by employing more qualified teachers of science subjects, sending teachers for in-service training to learn new teaching learning methodologies relevant to the 21st century environment, establishing school incomes generating that can be used to generate extra sources incomes for the schools and through providing subsidies to enhance the implementation of quality assurance guidelines and mitigate the challenges encountering the implementation of quality assurance guidelines in private secondary schools.

6. CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the findings of the study, the study concludes that academic staff in private secondary schools meet the quality assurance guidelines due to the presence of indicators such as the presence of quality assurance system at school, having clear policy on evaluating students, recruiting more qualified and experienced teachers and planning and auditing the school quality assurance guidelines indicated the implementation of quality assurance guidelines. The study also concludes that private secondary schools have good quality facilities and infrastructures used for implementation of quality assurance guideline like classes, laboratories, libraries, accommodation, school environment health and safety and teaching and learning facilities. However, the implementation of quality assurance guidelines is faced with challenges such as shortage of funds, high taxes imposed by the government which need collaborative efforts to remedy, lack of in-service training among teachers, poor infrastructure like classrooms and laboratories in some of private secondary schools, limited number of teachers and particularly science teachers.

Recommendations

On the basis of the findings and conclusion of this study, the following recommendations are given:

Private secondary schools should continue improving teaching and learning infrastructures by considering the needs of quality assurance guidelines. Additionally, they should establish school incomes generating projects to supplement the school incomes and reduce the dependence from students' fees. Create plans and programs of providing in-service training to the teachers in order to adopt the new teaching and learning technologies. Moreover, private secondary schools should put more efforts in strengthening infrastructures to enhance good learning environment.

Ministry of education should provide support and subsidies to teaching and learning materials to private secondary schools in order to enhance the implementation of quality assurance guidelines. Exempt private secondary schools from taxation as they are partners in the provision of quality basic education to Tanzanian children.

head of schools should arrange time table for professional development of their teachers' through workshops and seminars. Encourage and support teachers to upgrade their knowledge and skills to improve the implementation of quality assurance guidelines. Develop the spirit of teachers to work as a team. Finally, create favorable environment for teachers to improve working morale among teachers.

Secondary school teachers should commit themselves in the implementation of quality assurance guidelines. Further, teachers should develop a spirit of improving their teaching knowledge and skills by upgrading their profession through attending seminars, workshop and conferences to keep up with more current teaching and learning methods. They should develop spirit of working as a team to enhance the implementation of quality assurance guidelines.

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