

School Quality Assurance Recommendations and Teacher Efficacy in Public Secondary Schools in Ilemela Municipality, Tanzania

Abstract

Quality education depends on quality teachers. Teachers with high efficacy can easily facilitate teaching and learning process. This study examined the contribution of school quality assurance recommendations on teacher efficacy in public secondary schools in Ilemela Municipality. The study was guided by two specific objectives: to identify the contribution of school quality assurance recommendations on teacher efficacy, and to highlight the challenges facing secondary school teachers in implementing recommendations given by school quality assurance officers. The study employed a mixed approach and a convergent parallel research design. The sample involved 100 respondents including five heads of public secondary schools, 91 secondary school teachers, the Ward Education Officers, the Municipal Secondary Education officer, the Municipal Director and the Zonal School Quality Assurance officers. Data was collected through questionnaires and interview guide. Earlier, a pilot study was conducted to check validity and reliability of the research instruments. Qualitative data was analyzed thematically while descriptive statistics were used to analyze quantitative data. A synthesis of the findings indicated that school quality assurance recommendations contribute much on teacher efficacy. This was done through the sessions conducted during the school visit where teachers were guided, advised and instructed for improvement of their efficacy. Moreover, the study found out that lack of motivation to teachers with regard to their rights and inadequacies in requisite skills for School Quality Assurance Officers affected the implementation of the recommendation given. The study concludes that school quality assurance recommendations are vital to the growth of teacher efficacy. Thus, educational stakeholders are encouraged to advise teachers to implement the school quality assurance recommendations.

Keywords: contribution, Quality Assurance, Recommendations, Teacher efficacy, secondary schools,

Introduction

The school quality assurance objectives aim at improving quality teaching and learning processes, academic performances, professional development, and quality education. Quality education depends on quality teachers. Such skills are normally obtained from rigorous training and are very crucial for effective planning, influencing quality of the programmes offered (Thaung, 2008). Besides, quality performance in secondary schools has so far been acknowledged to be significantly affected by teacher efficacy, psychological and organisational variables, such as realization of personal esteem needs, self-actualization and achievement of personal and set goals (Maicibi, 2003 & Mullins, 2002). Therefore with doubted teacher efficacy, resultant with possible scanty hands-on skills, inadequate quality is a likelihood.

According to Mwaniki, (2017) teachers with high efficacy can easily facilitate teaching and learning to students. Teacher efficacy comprises teacher's performance, teacher's effectiveness, development and productivity. As advanced by Mwila and Meremo, (2019), without knowing

how the recommendations provided by School Quality Assurance Officers contribute to Teacher Efficacy in secondary schools, it is difficult to attain the ultimate goal of quality assurance on provision of quality education. John and Lekule, (2020) also holds that the importance of quality assurance activities is to ensure the quality of an institution, professional development and effective teaching and learning.

Adoption of quality assurance (QA) in education as an emerging policy perspective in the contemporary world emanated at world conference on Education For All led by UNESCO in Jomtien, Thailand in 1990 (Olalekan & Modupe, 2020). It is from that perspective that every country established its organ responsible for the provision of quality education. Education quality assurance seems to have a significant role to ensure and evaluate education system. The quality of teachers reflects the quality of students and education in general. Shahzad and Naureen (2017) point out that teacher self-efficacy has a positive impact on students' academic performance. Alkutich and Abubakari (2018) describe that school inspection has a significant role in school improvement, especially in teaching and learning. Segerholm, as cited in Alkutich and Abubakari (2018) said that, the governments can meet the challenges of globalization by creating a competitive workforce. Most of teachers do not utilize their efficacy skills while they are in the field (Shahzad & Naureen 2017). From that, quality education depends on the quality of teachers in terms of efficacy. Teacher Efficacy seems to be necessary to students in order to attain good achievement in their studies.

Quality assurance in Africa was adopted in every country which has a role of ensuring the quality of education as well as Teacher Efficacy for the success of an education system. Sanyal (2013) reveals that it is not just any teacher that can make education happen. It has to be the effective teacher, who benefits from quality professional preparation and is systematically supported by quality career-long professional development. In Nigeria, Shahzad and Naureen (2017) explain that the more competent the teachers are, the more effective is the education system.

In Southern African countries like Botswana, Teacher Efficacy is also considered important to teachers to ensure provision of quality education. More experienced teachers are considered to be with higher efficacy than non-experienced teachers. Mogapi et al., (2017) noted that teachers with more than seven years of learning and teaching plan have developed self-efficacy, competencies in classroom management, instructional planning and learners' engagement. In East Africa specifically in Kenya, the issue of quality assurance and Teacher Efficacy is very important in education system as it enhances academic quality. School quality assurance is done to ensure quality and assess the Teacher Efficacy in the whole process of education provision. The feedback provided by Quality Assurance School Officers (QASOs) gives direction on measures to be undertaken as Mwaniki (2017) says that, when schools do not receive final reports and recommendations of instructional supervision, they lack the basic reference document on which to refer to on instructional issues that could have been rise by the Quality Assurance School Officers.

Tanzania, like any other country in East Africa, is not left behind in assessing the quality assurance of education in government schools. To that effect, the country took different measures such as creation of the inspectorate department through the Education Act No 25 of 1978 that included the establishment of the school inspectorate unit (URT, 2009). This unit later

changed to School Quality Assurance (URT, 2017). The School Quality Assurance Officers produce reports after visiting schools which gives recommendations for improvements and that has been cemented by Kosia and Okendo, (2018) when they asserted that school inspectors spend days at school to conduct classroom observation where they assess classroom climate, teacher's mastery of subject content, teaching methodology and they are expected to discuss with individual teachers on how the taught lesson could be improved. John (2017) declares that the advice and feedback given through inspection reports and recommendations are useful in making improvements in school work performance.

Gustafsson, et al (2015) reveals that quality of education comprises different number of items such as provision of teachers, buildings, curriculum, equipments, textbooks and teaching and learning process. They categorize three dimensional approaches in quality education including quality of human and material resource (input), teaching practices (process) and results (outcome). Efficacy, on the other hand, refers to a person's belief in their ability to perform a specific action (Bandura, 1997). People with a strong sense of efficacy set themselves more challenging goals and maintain stronger commitment to those goals than do people with a poorer sense of efficacy (Bandura, 1994,1995). For secondary school teachers, efficacy is unavoidable as they can have stronger commitment to their work, to make their students acquire good outcome of teaching and learning and utilize well in their life time. Thus, if teachers lack efficacy they can poorly perform their duties, they can lack confidence, efficiency and effectiveness in their responsibilities.

In Tanzania, it has been observed that teachers in various schools tend to be dissatisfied with the school inspections exercise, its findings and recommendations (Kosia & Okendo, 2018). In that case, teachers hardly respond and act on the recommendations given after the school visit. Kambuga and Dadi (2015) found that school inspectors' visits to schools in Tanzania were insufficient and even the inspection findings and recommendations are poorly communicated to schools. In most cases, the researches reveal that School Quality Assurance process, previously known as inspection, becomes "a mechanical process" in which the government officials do not take care of it. Massawe (2015) argued that some school inspectors still had elements of the traditional approach in their roles of school inspection practice. Irrespective of the importance of teacher efficacy, School Quality Assurance Officers concentrate more on student achievement and school performance. They less consider teacher efficacy among factors that can affect the quality of education. Haule (2012) reveals that school inspection reports do not incorporate their detailed concern, especially on challenges affecting their performance in the course of curriculum implementation. Studies done in Tanzania, for example, (Kambuga, & Dadi, 2015; Haule, 2012; John & Lekule, 2020) on school quality assurance feedback show its effectiveness and impact on academic achievement and students' performance only. For this case, this study focussed on the contribution of School Quality Assurance recommendations on teacher efficacy in Public Secondary Schools in Ilemela Municipality.

Objectives of the Study

This study was guided by the following study objectives;

- i) To identify the contribution of school quality assurance recommendations on teacher efficacy in public secondary schools in Ilemela municipality.

- ii) To highlight the challenges facing secondary school teachers in implementing recommendations given by school quality assurance officers on teacher efficacy in Ilemela municipality.

Literature Review

The body of knowledge has revealed that school quality assurance is inevitable in order to acquire quality education in any nation. According to Mwila and Meremo, (2019) the fluid trends in education advocate that each country and institutions should take cognizant of quality and institute its organ to ensure its education quality. These authors assert that the process of assuring society that education standards are adequate in an increasingly global market is paramount. Teacher efficacy on the other hand has direct impact on student academic outcome and school development.

Various empirical studies have revealed the contribution of school quality assurance recommendations on Teacher Efficacy. They reveal that the feedback (denoting strength and weaknesses), advice and instruction given to teachers and stake holders aiming at improving Teacher Efficacy soon after school inspection is inevitable. Aguti (2015) argues that schools are likely to improve when they use the feedback given to them that clearly indicate their strengths and weaknesses. Quality teachers are a key factor for quality education. Olalekan and Modupe (2020) argue that there is a significant relationship between quality assurance and teachers' classroom management in improving academic achievement.

In the African context, School Quality Assurance Officers have a great role to play in ensuring Teacher Efficacy through the recommendations they give to teachers soon after the classroom observation. In Zimbabwe, for example inspectors have a role to ensure teachers' professional development. GoZ, (2018) reveals that teacher professional development is at the heart of giving children the best learning opportunities as the professional teacher can easily control teaching and learning processes, identify the exact need of the teacher and learner before, within and after the classroom activities. Similarly in Kenya, School Assurance Quality Officers give feedback indicating strength and weaknesses to teachers on what should be done for academic improvement. Kosia and Okendo (2018) reveal that schools are likely to improve when they use the feedback given to them. Orodho and Mwinyipembe (2014) strongly argue that it is a requirement that all supervisory visits should have reports presented and shared with the aim of improving teaching and learning and eventually the school examination performance.

Tanzania as well has its own unique goals and objectives that have been rooted to the philosophical foundations of the nation hinged in school curriculum and processed through various educational policies, directives and seculars (URT, 2017). The inspectorate unit, as an eye of the government, has a duty to ensure quality education is provided to meet the societal needs as directed in the Millennium Development Goals' (MDGs) documents and vision 2025 (Matete, 2009). The report provided after the school visit gives an insight to stakeholders on achievement and improvement on academic, management and teacher efficacy. School Quality Assurance Officers are responsible in ensuring such educational policies, directives, seculars and the societal goals and objectives are properly implemented (URT, 2017).

Empirical studies have also revealed challenges faced by teachers in implementing recommendations given by school quality assurance officers. For example, in Europe, invalid data that are collected during the school inspection is the major challenge which might have led to wrong judgments and probably misguide administrative interventions and policy decisions resulting to a negative impact on schools and teachers (Ehren, 2015a). In the situation where schools view that the school inspection feedback does not reflect the true picture of their performance there is more likelihood for school to reject the feedback (Ehren, 2015a).

Lack of motivation affect teachers in implementing recommendations given by school inspectors is one of the many challenged faced in African countries. In Malawi and Uganda, for instance, teachers are significantly demoralised due to low pay and poor working conditions (Zulu et al., 2017) and so hardly accept the recommendations given. The situation is worse in rural areas where there are fewer teachers and inadequate infrastructure, equipment, and teaching materials. In East Africa, particularly Kenya, Mwaniki (2017) argues that few schools implement all recommendations given by School Quality Assurance Officers because most of them act amoral and give invalid feedback where when schools detect that, there is more likelihood for them to reject the feedback (Kosia and Okendo, 2018) and so no impact of the visit will be noticed. Tanzania as well suffers challenges that affect the implementation of the recommendations given by School Quality Assurance Officers and so suppresses Teacher Efficacy and one among them is invalid data that distort feedback (Kosia & Okendo, 2018). In order for the feedback to have impact the ability of inspectors to identify area of improvement, effective communication between them and teachers, and the teachers' willingness and readiness to implement the recommendation is highly required (Massawe, 2015).

Possible solutions for the challenges facing teachers in implementing school quality assurance recommendations have been enumerated by many scholars. In European countries, acceptance of the recommendations given after the inspection is a key factor for change (Gustafson et al, 2015) and that is being engineered by the provision of training for pre and in service teachers (Filatov & Pill, 2015). This ultimately reduces fear and tension since they are conversant to technical teaching and learning activities (Alkutich & Abubakari, 2018). In Africa, the government of Zimbabwe (2018) for example reveals that in-service teacher training seems to be a solution to problems that teachers face in their profession as it increase their efficacy and absorb all curriculum and pedagogical changes.

In East Africa, Orodho and Mwinyipembe (2014) assert that over the years, the role of Quality Assurance and Standards Officers (QASOs) were seen as inspectors whose work was to look for mistakes and recommend disciplinary action. However that have been modified and even the designated name has been changed from inspectors to quality assurance and standards officers. In Kenya, according to Mwaniki, (2017) QASOs recommendations and reports is based on the specific schools' ability and specific teacher since each individual has his/her own ability to cope with the prevailing situation.

In Tanzania, after the change of the Inspectorate Division to School Quality Assurance department, the approaches during school visits changed from commands and orders to friendly and advisory state which enhances feedback acceptance (Kosia and Okendo, 2018) although its practices consume more time if it has to be implemented thoroughly. The former approach was not friendly and supportive (Kambuga & Dadi, 2015). Secondary schools in the country have

been visited by School Quality Assurance Officers regularly; the findings showed that teacher efficacy is not considered as important issues in attaining the quality of education. Reports do not incorporate their detailed concerns, especially on challenges affecting their performance in the course of curriculum implementation (Haule, 2012). Improvement of Teacher Efficacy is invisible to secondary school teachers although they receive School Quality Assurance Officers' recommendations during the visit.

Despite the fact that many studies have been done on School Quality Assurance relating to academic performances and other issues related to education, few studies have been done on the impact on Teacher Efficacy. In Tanzania, particularly in Mwanza region, there is still a question on how School Quality Assurance recommendations contribute to public school teacher's efficacy. Thus, it remained to be seen whether School Quality Assurance Recommendations contributes to teacher efficacy. Therefore, this study was conducted to examine the contribution of School Quality Assurance recommendations on Teacher Efficacy in Public Secondary Schools in Ilemela Municipality.

Research Methodology

This study employed a mixed research approach where both quantitative and qualitative approaches were used because the combination gives a better understanding of a research. Furthermore, a convergent parallel design was used and data were analysed independently while comparing them qualitatively and quantitatively and the interpretation of the results was done at the same time. The population of this study comprised of teachers, the Zonal School Quality Assurance Officer (ZSQA), Municipal Director (MD), Municipal Secondary Education Officer (MSEO), Ward Education Officer (WEO) and head of schools with total of 1082 respondents. The sample size of 100 respondents was convenient to the study since it gives the required information. The study used both probability sampling method (simple random) to select teachers respondents (lottery method) and non-probability sampling (purposive) to one (1) ZSQA, one (1) MD, one (1) MSEO, one (1) WEO and five (5) Head of schools whereby questionnaire and interview (face to face) guides as methods of data collection were employed respectively. In determining the validity and reliability of the research instruments, the study used construct validity, triangulation and Test-retest (coefficient of 0.80 showed high) respectively. The sample of 10 teachers in one of the selected school was used for pilot testing. Quantitative data were analyzed through descriptive statistics with the aid of computer Statistical Package for Social Sciences (SPSS) version 20.00. The requirements, ethics and directives pertaining to the research were observed. In order to avoid plagiarism proper acknowledgement/citation of all the sources of information was done throughout this document adhering to APA Manual 7thed.

Results and Discussions

The results and discussions are presented thematically, that is, according to the research objectives that guided this study.

The contribution of school quality assurance recommendations on teacher efficacy

The 91 teacher respondents were asked to state the contribution of school quality assurance recommendations on teacher efficacy in public secondary schools. The teacher respondents were requested to tick an appropriate statement from the list of statements provided. The statements

provided were: a). Help teachers to set simple attainable goals when preparing for teaching b). Encourage teachers to care about their learners c). Increase the level of unrest among teachers, d). Cause conflict among teachers or teachers with the head of school e). Enable and enforce teachers to improve their teaching methodologies, f). Improve teachers’ classroom control techniques, g). Enable teachers to increase efforts in monitoring and helping slow learning students. Their responses were as presented in Table 1.

Table 1: Contributions of school quality assurance recommendations on teacher efficacy

<i>Statements</i>	<i>Frequency</i>	<i>Percent</i>
Help teachers to set simple attainable goals when preparing for teaching	88	97
Encourage teachers to care about their learners	91	100
Increase the level of unrest among teachers	5	5
Cause conflict among teachers or teachers with the head of school	2	2
Enable and enforce teachers to improve their teaching methodologies	91	100
Improve teachers’ classroom control techniques	89	98
Enforce teachers and the school leadership to provide motivation to both teachers and students who excel	91	100
Enable teachers to increase efforts in monitoring and helping slow learning students	86	95

Source: Field data 2021

Results from Table 1 show that majority of the teacher respondents said that school quality assurance officers’ recommendation contribute on public secondary school teachers’ efficacy by encouraging teachers to care about their learners (100 percent), enabling and enforcing teachers to improve their teaching methodologies (100 percent), enforcing teachers and the school leadership to provide motivation to both teachers and students who excel (100 percent), improving teachers’ classroom control techniques (98 percent), helping teachers to set simple attainable goals when preparing for teaching (97 percent) and enabling teachers to increase efforts in monitoring and helping slow learning students (95 percent). Few respondents said that school quality assurance officers’ recommendations increase the level of unrest among teachers (5 percent) and cause conflict among teachers or teachers with heads of schools (2 percent). What was given by the majority indicate that school quality assurance recommendations improve teachers’ confidence and ability to guide students in a way which helps them to learn effectively.

The feedback from the five head of school respondents on the contribution of school quality assurance recommendations on teacher efficacy in public secondary school revealed that it includes helping teachers to improve instructional practices; monitoring and helping students with low ability of learning such as by giving them more help through extra classes; enforcing head of schools to provide motivation to both teachers and students, which rises morale of teaching and learning for teachers and students respectively; delegation of duties to teachers which give them more experience; and developing the habit and ability of implementing innovative ideas willingly. One of the head of school respondent concluded that school quality

assurance recommendations “make teachers to be committed to their responsibilities without being forced by heads of schools or any other leader leading to improved school performance. In general, school quality assurance recommendations rise teachers’ efficacy” (HoS 3: 26/08/2021). Freeman (2008) argues that high efficacy teachers confront educational challenges and willingly experiment with newly developed teaching strategies. Teachers of high efficacy spend more time monitoring their students overall and are able to maintain student engagement in artful ways.

The response from the Municipal Director on the contribution of school quality assurance recommendations on teacher efficacy in public secondary schools was that:

School quality assurance activities first of all, awaken teachers and enable them to identify their weaknesses. They also give knowledge to teachers on how to prepare their lessons and teach effectively. In addition to that, they give teachers various techniques of improving their teaching and learning processes (MD: 30/08/2021).

He then added that;

School quality assurance recommendations make teachers to have confident and committed. As such, those recommendations raise their efficacy since they (school quality assurance recommendations) give them ways on how to improve their performance including techniques of teaching and dealing with students in a peaceful manner. (MD: 30/08/2021).

When asked the same question, the Municipal Secondary Education Officer answered:

The school quality assurance’s recommendations contribute much as they help enable teachers identify their weaknesses and make correction. Teachers also get new ways of preparing their lessons and approaches of teaching. As such, they improve teachers’ teaching and learning abilities (MSEO: 27/08/2021).

This concur with Canturk et al (2016) who argues that school quality assurance activities in schools are keys to ensuring teachers’ personal and professional development, increasing their performance and improving the quality of education. Kosia and Okendo (2018) support that argument when they comment that school inspectors would facilitate school improvement on areas of teaching and learning methods, teaching aids and classroom control.

The findings of this study further reveal that school quality assurance recommendation is very important to teachers in their teaching profession as it gives them proper way of enabling students to learn well and achieve the national goal in education. The recommendations given covered the gap of some training that should be given to teachers. Good use and application of the recommendations can raise the teacher efficacy as well as students’ academic performance.

The challenges facing secondary school teachers in implementing recommendations given by school quality assurance officers on teacher efficacy

The sample of 91 classroom teacher respondents were asked to indicate whether they implement all the recommendations given by school quality assurance officers after the school visits or not. Table2 below presents the results obtained in this regard.

Table 2: Implementation of all school quality assurance officers' recommendations

<i>Response</i>	<i>Frequency</i>	<i>Percentage</i>
Yes	6	7
No	85	93
Total	91	100

Source: Field data 2021

Results from Table 2 indicate that majority of the respondents said that “not all school quality assurance recommendations were implemented” (93 percent) and only 7 percent agreed that “all school quality assurance recommendations were implemented”. This indicates that majority of the recommendations provided by School Quality Assurance Officers are not implemented and thus reducing the positive effects that could have been brought by the implementation of these recommendations to teachers, students and schools in general.

In the same vein, the teacher respondents were asked to state the challenges facing secondary school teachers in implementing school quality assurance recommendations on teacher efficacy in public secondary schools. Some of their responses were that

“Some of the recommendations are not practical as they need funds and time which are scarce, some of the school quality assurance officers are not such friendly that they create fear to teachers which cause teachers to lose interest of the recommendation given.”

“Some of the teachers are not committed to their work it seems they joined teaching as a result of failure to secure other employment opportunities, and congestion of students in classrooms.”

“Poor teaching and learning environment like inadequacy school infrastructure, and political interference. There’s also shortage of teaching and learning facilities like teaching and learning aids, text books and lack of support from school management and school owners.”

The five heads of schools and the Ward Education Officer were also interviewed on whether the school quality assurance recommendations were all implemented by teachers or not. In reaction to the question, they all said that majority recommendations were not implemented due to a number of reasons including inadequacy of resources both human and material resources.

Results from the five head of school respondent on the challenges the challenges facing secondary school teachers in implementing school quality assurance recommendations on teacher efficacy in public secondary schools included teachers’ resistance against changes, teachers’ negligence, inability of teachers on subject matters, ambiguity of language in some of the recommendations, lack of motivation to teachers with regard to their rights which lessen their teaching morale, and shortage of teaching and learning resources for teachers to implement the curriculum easily and a big number of students in classrooms.

The Zonal School Quality Assurance Office, Municipal Director, Municipal Secondary Education Officer and the Ward Education Officer together responded to the similar question as follows; poor quality of the teaching force, teachers negligence due to lack of motivation from the government, congestion of students in classrooms which prohibit teachers from teaching using recommended methods and techniques of teaching, lack of fund which blocks the

development of schools such as construction of classrooms for reducing the congestion of students in classrooms, and some of the recommendations are ambiguous and contradictory which reflect school quality assurance officers' inadequacies in requisite skills.

The Municipal Director for said;

Lack of fund, shortage of teaching and learning resources, a heavy workload caused by insufficiency of teachers specifically for science subjects and Mathematics, congestion of students in classrooms due to shortage of classrooms, invalid recommendations given by school quality assurance, negligence of teachers and too many instructions from politicians and education leaders are some of the challenges which face teachers in implementing school quality assurance recommendations (MD: 27/08/2021).

The challenges given by almost all respondents concur with Ndaita (2015) who noted in his study in Kenya that principals reported the lack of cooperation by some teachers, limited resources and heavy workload as key challenges that hindered their efforts in ensuring effective application of pedagogical skills in teaching and learning in school. Kosia and Okendo (2018) also support that when they say that in Tanzania, it has been observed that teachers in various schools tend to be dissatisfied with the school inspectors' exercise and its findings and recommendations.

This implied that, there are many challenges that hinder and affect teachers from implementing the School Quality Assurance Officers recommendations. School Quality Assurance Officers have a great opportunity to enable teachers implement the recommendations. However, they have to ensure the applicability of their recommendation and the real situation of teachers for implementation of the recommendation.

Solutions for the challenges faced in implementing school quality assurance recommendations.

The study also sought to find out the possible solutions for challenges facing secondary school teachers in implementing school quality assurance recommendations. A sample of 91 teachers was asked to respond to the statements given by putting a tick against a statement on a five point-scale ranging from "Strongly Agree (SA)-(5), Agree (A)-(4), Undecided (U)-(3), Disagree (D)-(2) and Strongly Disagree(SD)-(1)." The statements from which respondents were supposed to select their responses were listed one after another in the first column of a table No 3. Table 3 below shows the statements and responses from the respondents.

Table 3: Solutions for the challenges faced in implementing school quality assurance recommendations.

Statements given as possible solutions	<i>SA</i>	<i>A</i>	<i>U</i>	<i>D</i>	<i>SD</i>
Training will help improve teacher efficacy	69 (75.8)	20 (22)	02 (2.2)	0 (0)	0 (0)
Good and friendly relation seems to be solution that teachers can accept and implement the recommendations given by School Quality Assurance Officers for teacher efficacy	47(52)	32 (35)	12 (13)	0 (0)	0 (0)
Recommendations given by School Quality Assurance Officers should be very specific to specific teacher and school as people differ in most aspects	45 (49.5)	33 (36)	8 (9)	2 (2.2)	3 (3.3)
Accepting the recommendations given by School Quality Assurance Officers is a key towards their implementation	49 (53.8)	27 (30)	10 (11)	4 (4.4)	1 (1.1)
School quality assurance visits are not enough in community secondary schools to support improvement on teacher efficacy especially on teaching methodologies	50 (54.9)	22 (24)	8 (9)	4 (4.4)	7 (7.7)

Source: Field data 2021

Results from Table 3 above show that the teacher respondents accepted all the given statements in the table as solutions to the challenges facing teachers in implementing school quality assurance recommendations on teacher efficacy in public secondary schools in Ilemela Municipality. The solutions suggested are; training will help to improve teacher efficacy (Strongly Agree=75.8 percent, Agree=22 percent); good and friendly relation seems to be solution that teachers can accept and implement the recommendations given by school quality assurance officers for teacher efficacy (Strongly Agree=52 percent, Agree=35 percent); recommendations given by school quality assurance officers should be very specific to specific teacher and school as people differ in most aspects (Strongly agree=49.5 percent, Agree=36 percent); accepting the recommendations given by school quality assurance officers is a key towards their implementation (Strongly Agree=53.8 percent, Agree=30 percent) and school quality assurance visits are not enough in community secondary schools to support improvement on teacher efficacy especially on teaching methodologies (Strongly Agree=54.9 percent, Agree=24 percent).

When asked to state their views about how the challenges facing secondary school teachers in implementing school quality assurance recommendations on teacher efficacy can be eliminated,

the five head of schools provided the following responses: “in service training for teachers”, “teachers’ change of attitude towards school quality assurance activities”, “friendly approach to be used by School Quality Assurance Officers during school quality assurance activities”, “the employer to enable teachers to get their rights such as promotions on time and School Quality Assurance Officers to provide relevant recommendations to meet school action plans”. This concurred with teachers’ responses to a similar question. These responses are supported by the URT, (2020) that “quality assurance officers usually notice areas that need improvements in the teaching and learning process and they conduct a professional discussion between them and teachers at particular school to have a good understanding of educational issues” (p.29).

Research findings also agreed with Clark and Bates (2003) who comments that in an era of increasing accountability demands for teachers’ and students’ professional development will be the key to success in school reform initiatives as administrators struggle to improve the current teaching force. They also corresponded to the theory Z of Ouchi (1981) that employers should take care of employees needs to enable them work appropriately. They perform their duties with high intention of achieving the organizational goals.

This implied that School Quality Assurance Officers could provide in-service training to teachers as a solution for the challenges facing teachers to implement their recommendations. They could use the classroom observation as a platform of identifying teachers training needs and use the opportunity of visiting schools to training teachers and better way of implementing the given recommendations for improvement of teacher’s efficacy.

The Zonal School Quality Assurance Officer, the Municipal Director, the Municipal Secondary Education Officer and the Ward Education Officer when asked the same question in the interview, they provided the following answers; improvement of school infrastructure specifically construction of more classrooms to reduce the number of students in classrooms in order to enable teachers to teach using recommended methods, capitation grant that is being provided by the government to be equally distributed to schools with regard to the number of students in a particular school, the school quality assurance officers to provide unambiguous and not contradictory recommendations, employing more teachers to remove the shortage of teachers which leads to heavy workload, and politicians to stop intervening teachers in their profession the way they like. For example, one of the responses from the Ward Education Officer was that lack of consistency on School Quality Assurance Officers’ recommendations confuses teachers making them to implement educational issues differently or as one sees it is important to him or her (WEO: 30/08/2021).

With respect to improvement of infrastructure, all the respondents said that majority of the public secondary schools have insufficient number of classrooms. The insufficiency of classrooms caused classrooms to be overcrowded with students a result of which teachers failed to teach using learner centred approaches and techniques which is among the recommendations provided by school quality assurance officers. For example one of the respondents said;

One of the recommendations provided by school quality assurance is teaching using participatory or learner centred approaches and techniques. Due to a big number of students in classrooms caused by a shortage of classrooms, teachers fail to use those participatory techniques when teaching (MSEO: 30/10/2021).

This implied that, overcrowded classrooms are still a problem which is affecting learning in majority of the public secondary schools in the country. The construction of more classrooms in order to improve students' classroom climate is a necessary activity that the government should do to improve classroom teaching and learning and facilitate the implementation of such recommendation that is given by school quality assurance officers.

Conclusion and Recommendations

Conclusion

On the basis of the findings of this study, it is concluded that school quality assurance recommendations contribute much on teacher efficacy in public secondary schools. This include: improving teachers' confidence in teaching through enabling them to get modern ways of preparing their lessons, teaching aids and teaching using participatory techniques. Further, school quality assurance recommendations help teachers to improve their attendance at work and in classroom for teaching; cooperation between teachers, parents and students; enable teachers to identify their weaknesses and ways of making improvement; and encourage teachers to care about learners by adapting good ways of punishing wrong doers which establish good relationship between students and teachers as that create good climate for teaching and learning.

Furthermore, it is concluded that the recommendations of School Quality Assurance Officers are not implemented due to some challenges caused by teachers themselves, School Quality Assurance Officers and the government. This reduces positive effects that could be brought by the implementation of those recommendations to teachers, students and the school in general. Moreover, the challenges reduce the effectiveness of school quality assurance officers' recommendations and its extent to which it could contribute on teacher efficacy in public secondary schools. Thus, the results expected through the establishment of the School quality assurance department would not be achieved as most of the recommendations were not implemented. The solutions to these challenges required active involvement of the teachers in personal, the government and education stakeholders. School Quality Assurance Officers who are the key officers responsible in guiding, controlling and supervising the education policy through their visits to schools have a role to ensure that their recommendations are implemented to improve teacher's efficacy. Follow up mechanism was highlighted to ensure implementation of the recommendation given on teacher efficacy; school quality assurance recommendations are vital to the growth of teacher efficacy in public secondary schools.

Recommendations

Based on the conclusion of this study, it is recommended that school owners, education officers and head of schools should encourage teachers to accept school quality assurance recommendations in order to benefit from school quality assurance recommendations. Additionally, School Quality Assurance Officers should improve their approaches towards teachers and the school leadership to enable them (teachers and the school leadership) to participate in school quality assurance evaluation activities satisfactorily and with good heartedly.

Equally, Ministry of Education, Science and Technology should provide for in-service training to teachers in order to enhance their necessary skills and knowledge which can enable them to implement their activities according to the wishes and changes of the curriculum. Teachers'

rights should also be considered by the Ministry of Education, Science and Technology in order to enable them work with open heartedly.

UNDER PEER REVIEW

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