

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 the 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 an interview guide. Earlier, a pilot study was conducted to check the validity and reliability of the research instruments. Qualitative data were analyzed thematically, while descriptive statistics were used to analyze quantitative data. A synthesis of the findings indicated that school quality assurance recommendations contribute much to teacher efficacy. This was done through the sessions conducted during the school visit, where teachers were guided, advised, and instructed to improve their efficacy.

Moreover, the study found 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 generally obtained from rigorous training and are crucial for effective planning, influencing the programs' quality (Thaung, 2008). Besides, quality performance in secondary schools has so far been acknowledged to be significantly affected by teacher efficacy, psychological and organizational variables, such as the realization of personal esteem needs, self-actualization, and achievement of personal and set goals (Maicibi, 2003 & Mullins, 2002). Therefore with doubted teacher efficacy, resulting in 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 in the provision of quality education. John and Lekule (2020) also hold 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 the 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 establishes its organ responsible for the provision of quality education. Education quality assurance seems to have a significant role in ensuring and evaluating the 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 positively impacts 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 could meet the challenges of globalization by creating a competitive workforce. Most teachers do not utilize their efficacy skills 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 for students in order to attain good achievement in their studies.

Quality assurance in Africa was adopted in every country, which ensures the quality of education and 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 the provision of quality education. More experienced teachers are considered to be of higher efficacy than non-experienced teachers. Mogapi et al., (2017) noted that teachers with more than seven years of learning and teaching plan had 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 the 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.

Like any other country in East Africa, Tanzania is not left behind in assessing the quality assurance of education in government schools. To that effect, the country took different measures, such as creating the inspectorate department through the Education Act No 25 of 1978, including establishing 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 give 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 improving school work performance.

Gustafsson, et al., (2015) reveals that quality of education comprises different items such as the provision of teachers, buildings, curriculum, equipments, textbooks, and the teaching and learning process. They categorize three-dimensional approaches in quality education including quality of human and material resources (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 more challenging goals and maintain a stronger commitment to those goals than those with poorer sense of efficacy (Bandura, 1994,1995). For secondary school teachers, efficacy is unavoidable as they can have a stronger commitment to their work to make their students acquire good teaching and learning outcomes and utilize them well in their lifetime. Thus, if teachers lack efficacy, they can poorly perform their duties and 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 the School Quality Assurance process, previously known as inspection, becomes "a mechanical process" 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 in 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 during curriculum implementation. Studies were 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 for acquiring quality education in any nation. According to Mwila and Meremo (2019), the fluid trends in education advocate that each country and institution 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 a direct impact on student academic outcomes and school development.

Various empirical studies have revealed the contribution of school quality assurance recommendations to Teacher Efficacy. They reveal that the feedback (denoting strengths and weaknesses), advice, and instruction are given to teachers and stakeholders aiming at improving Teacher Efficacy soon after school inspection is inevitable. Aguti (2015) argues that schools will likely improve when they use the feedback that indicates 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 in ensuring Teacher Efficacy through the recommendations they give to teachers soon after the classroom observation. In Zimbabwe, for example, inspectors have a role in ensuring teachers' professional development. GoZ (2018) reveals that teacher professional development is at the heart of giving children the best learning opportunities. The professional teacher can easily control teaching and learning processes and 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 strengths 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. Orodho and Mwinyipembe (2014) strongly argue that it is a requirement that all supervisory visits should have reports presented and shared to improve teaching and learning and, eventually, the school examination performance.

Tanzania also has unique goals and objectives rooted in the nation's philosophical foundations, hinged on the school curriculum, and processed through various educational policies, directives, and seculars (URT, 2017). The inspectorate unit, like the eye of the government, has 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 in academic, management, and teacher efficacy. School Quality Assurance Officers ensure that educational policies, directives, seculars, and 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 collected during the school inspection is the major challenge that might have led to wrong judgments and probably misguide administrative interventions and policy decisions, resulting in 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 the school to reject the feedback (Ehren, 2015a).

Lack of motivation affects teachers in implementing recommendations given by school inspectors is one of the many challenges faced in African countries. In Malawi and Uganda, for instance, teachers are significantly demoralized 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 with 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 act amoral and give invalid feedback. In contrast, when schools detect that, there is more likelihood for them to reject the feedback (Kosia & 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 suppress Teacher Efficacy. Among them is invalid data that distort feedback (Kosia & Okendo, 2018); for the feedback to have an impact on the ability of inspectors to identify areas 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). It is being engineered by providing training for pre and in-service teachers (Filatov & Pill, 2015). This ultimately reduces fear and tension since they are conversant with 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 solve problems that teachers face in their profession as it increases their efficacy and absorbs 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 ability to cope with the prevailing situation.

In Tanzania, after the change of the Inspectorate Division to the School Quality Assurance department, the approaches during school visits changed from commands and orders to a friendly and advisory state which enhances feedback acceptance (Kosia & 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 an important issue in attaining the quality of education. Reports do not incorporate their detailed concerns, especially on challenges affecting their performance during 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.

Even though 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 the Mwanza region, there is still a question on how School Quality Assurance recommendations contribute to public school teachers' efficacy. Thus, it remains to be seen whether School Quality Assurance Recommendations contribute 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 the research. Furthermore, a convergent parallel design was used, and data were analyzed independently while comparing them qualitatively and quantitatively, and the interpretation of the results was made 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 a 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 selected school was used for pilot testing. Quantitative data were analyzed through descriptive statistics with the aid of the computer Statistical Package for Social Sciences (SPSS) version 20.00. The requirements, ethics, and directives on the research were observed. In order to avoid plagiarism proper acknowledgment/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, according to the research objectives guiding this study.

The contribution of school quality assurance recommendations on teacher efficacy

The 91 teacher respondents were asked to state the school quality assurance recommendations' contribution to 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 to 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 in providing 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 to learn such as by giving them more help through extra classes; enforcing head of schools to provide motivation to both teachers and students, which raises 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 to implement innovative ideas willingly. One of the head of the school respondent concluded that school quality assurance

recommendations "make teachers 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 can 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 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, they give teachers various techniques for improving their teaching and learning processes (MD: 30/08/2021).

He then added that;

School quality assurance recommendations make teachers have confident and committed. As such, those recommendations raise their efficacy since they (school quality assurance recommendations) give them ways 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 to identify their weaknesses and make correction. Teachers also get new ways of preparing their lessons and approaches to teaching. They improve teachers' teaching and learning abilities (MSEO: 27/08/2021).

This concurs 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 in 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 the proper way of enabling students to learn well and achieve the national goal in education. The recommendations covered the gap in 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 was asked to indicate whether or not they implemented all the recommendations given by school quality assurance officers after the school visits. 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 the 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 friends that they create fear to teachers who cause teachers to lose the interest of the recommendation given.”

“Some of the teachers are not committed to their work; it seems they joined teaching due to 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 is also a shortage of teaching and learning facilities like teaching and learning aids, textbooks, 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 or not the school quality assurance recommendations were implemented by teachers. In reaction to the question, they all said that the 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 respondents on 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, the 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 the 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 said;

Lack of funds, 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 an excellent opportunity to enable teachers to 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 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 a 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 teachers and schools 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 to 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 in 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 teachers face in implementing 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 a 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 a 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 heads 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 comment 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 employee's needs to enable them to 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 to the challenges facing teachers in implementing their recommendations. They could use the classroom observation as a platform for identifying teachers training needs and use the opportunity of visiting schools to train teachers and find a better way of implementing the given recommendations for improvement of teacher 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 the 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 the government is providing 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 in School Quality Assurance Officers' recommendations confuses teachers making them implement educational issues differently or as one sees it as important to him or her (WEO: 30/08/2021).

Concerning improvement of infrastructure, all the respondents said that most the public secondary schools have insufficient 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 that 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 recommendations that is given by school quality assurance officers.

Conclusion

On the basis of the findings of this study, it is concluded that school quality assurance recommendations contribute much to teacher efficacy in public secondary schools. This include: improving teachers' confidence in teaching by 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 the classroom for teaching; cooperation between teachers, parents, and students; enable teachers to identify their weaknesses and ways of improving; and encourage teachers to care about learners by adapting good ways of punishing wrong doers which establish a good relationship between students and teachers as that create a 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 the positive effects that could be brought by implementing those recommendations to teachers, students, and the school in general. Moreover, the challenges reduce the effectiveness of school quality assurance officers' recommendations and the extent to which it could contribute to 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 the active involvement of the teachers in person, the government, and education stakeholders. School Quality Assurance Officers, who are the key officers responsible for guiding, controlling, and supervising the education policy through their visits to schools, have a role in ensuring that their recommendations are implemented to improve teachers' 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.

Consent

As per international standard or university standard, respondents' written consent has been collected and preserved by the author(s).

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 to benefit from them. 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, the Ministry of Education, Science and Technology should provide in-service training to teachers to enhance their necessary skills and knowledge, enabling 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.

REFERENCES

- Aguti, S. (2015). *School inspection and its influence in the quality development of inclusive education practices in Uganda* (Master dissertation). University of Oslo. Uganda.
- Alkutich, K., & Abubakari, A. (2018). Examining the benefit of school inspection on teaching and learning. *Journal of Education and Practice*, 9(5) 37-46.
- Bandura, A. (1995). *Self-efficacy in changing societies*. Cambridge University Press.
- Canturk, G., Kayikci, K. & Sahin, A. (2016). School principals' opinions on in-class inspections. *Universal Journal of Educational Research*, 4(5), 1196-1204.
- Clack, N. B & Bates, R. (2003). Self-Efficacy Beliefs and Teachers Effectiveness: Implications for Professionals Development. *The professional Educator*. 26(1), 13-22.
- Ehren, M. C. M. (2015a). Emerging Models of School Inspections: Shifting Roles and Responsibilities. In M. C. M. Ehren (Ed.): *Methods and Modalities of Effective School Inspections*. Springer International Publishing House.
- Fackler, S., & Malmberg, L. E. (2016). Teacher's self-efficacy in 14 OECD countries: Teacher, student group, school and leadership effect. *Teaching and Teacher Education*, 56, 185-195.
- Filatov, K., & Pill, S. (2015). The relationship between university learning experiences and English teaching self-efficacy: Perspectives of five final-year pre-service English teachers. *Australian Journal of Teacher Education*, 40(6), 207-225.
- Freeman, C. (2008). Teacher efficacy and its impact on student achievement, Thesis, Rigs University. <http://epublications.regis.edu/theses>.
- Government of Zimbabwe. (2018). *Application for the Variable Tranche portion of Zimbabwe GPE Program Implementation Grant and for Approved Grant from Multiplier Fund: Ministry of primary and secondary education*.
- Gustafsson, J. E., Ehren, M. C. M., Conyngham, G., McNamara, G., Altrichter, H., & O'Hara, J. (2015). From inspection to quality: Ways in which inspection influences change in schools. *Studies in Educational Evaluation*, 47, 47-57. <http://dx.doi.org/10.1016/j.stueduc.2015.07.002>.
- Haule, M. E. (2012). *The perceptions of school teachers and leaders toward school inspections: The case of Arusha Municipality*. (Master's thesis). University of Twente. Enschede.
- Haule, M. E. (2012). John, A., & Lekule, C. S. (2020). Effectiveness of ward education officer's supervision in promoting Quality education in secondary schools in Tanzania. *International Journal of Innovative Science and Research Technology*, 5(2), 714-716. www.ijisrt.com.

- John, K. (2017). *The effectiveness of school inspectors in assuring the quality of primary education in Shinyanga District* (Master dissertation).The Open University of Tanzania. Tanzania.
- Kambuga, Y., &Dadi, H. (2015). School inspection in Tanzania as a motor for education quality: Challenges and possible way forward. *Review of Knowledge Economy*, 2(1), 1-13.
- Kosia, E. N. M., &Okendo, E. O. (2018).Effects of school quality assurance communication officer's feedback in improving teaching and learning.*International Journal of Innovative Research and Development*, 7(9), 107-113.
- Massawe, A. M. (2015). *An assessment on the effect of school inspection on the provision of quality secondary school education in Tanzania: A case of Moshi Municipality schools* (Master dissertation). St. Augustine University of Tanzania. Moshi Municipality, Tanzania.
- Matete, R. E. (2009). The impact of primary school inspection on teaching and learning in Tanzania: A study of Mbeya city district. Unpublished Master of Philosophy in Comparative and International Education, Institute for Educational Research, Faculty of Education, University of Oslo.
- Mogapi, M, Moalosi, W. T. S. & Tsheko G. N. (2017). Self-efficacy Factor Invariance across pre-Service and In- service teachers in Botswana, *Asian Research Journal of Arts & Social Sciences*, 4(4), 1-14.
- Mwaniki, S. G. (2017). An assessment of the utilization of the quality assurance and standards officers' report and recommendations on quality education provision on schools.*International Journal of Education and Research*, 5(10), 237-252.
- Mwila,M.P, and Meremo, G.J,. (2019) Bachelor of Education Programmes Offered in Private Universities in Tanzania within the Framework of the Inter-university Council of East Africa: Stakeholders' Eye on Quality of Their Products. *Journal of Research Innovation and Implications in Education (JRIIE)*, Vol. 3 (3) pp. 77-87.
- Ndaita, J. (2015). Constricts to principals' instructional quality assurance role in public secondary schools in Kenya.*African Research Journal of Education and Social Sciences*.
- Olalekan, O. N., &Modupe, I. M. (2020).Impact of quality assurance on teachers' productivity.*Common wealth Journal of Academic Research*, 1(2), 43-55.
- Orodho J. & Mwinyipembe, M. M. (2014). Effectiveness of Quality Assurance and Standerds Officer's Supervisory Roles in Enhancing Students' Academic perfformance in national Examinations in Nakuru District. *Journal of Education and practice*, 5(16), 1-13.
- Ouchi, W. G., & Jaeger, A. M. (1978).Type Z organization: Stability in the midst of mobility.*Academy of Management Review*, 3(2), 305–314.
- Ouchi, W. G., & Raymond, L. P. (1993).Hierarchies, clan and Theory Z.*A new perspective on organization development organization dynamics*, 21(4), 62-71.

- Sanyal, B. C. (2013). *Fundamentals of teacher education development: Quality assurance of teacher education in Africa, UNESCO-IICBA*.
- Shahzad, K., &Naureen, S. (2017). Impact of teacher self-efficacy on secondary school students' academic performance.*Journal of Education and Educational Development, 4*(1), 48-72.
- URT. (2009). *Handbook for school inspection* (3rded.). Ministry of Education and Training.
- URT.(2017). *Quality Assurer Handbook, Ministry of Education Science and Technology*.Ministry of Education Science and Technology.
- URT.(2020). *National Audit Office*.Report of the Control and Auditor General of the United Republic of Tanzania.
- Zulu E., Nyerere J., Atela M., Murunga V., Kumchulesi G., &Mushani N. (2017). *Improving the quality of secondary education: A Scan of policies and stakeholders Priorities in Uganda, Tanzania, Malawi and Kenya*. AFIDEP.