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*Full Length Research Paper*

# The Influence of School Quality Assurance on Provision of Quality Education in Public Secondary Schools in Kwimba District

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**ABSTRACT:** The study evaluated the impact of school quality assurance on the delivery of high-quality instruction in public secondary schools in Tanzania's Kwimba District. The theory of total quality management served as the study's guide (TQM). The study used a convergent parallel research design as part of a mixed research approach. A sample of 93 was drawn from a population of 720. The validity of the research instruments was ensured by submitting them to the supervisor for validation. The qualitative data was gathered through interviews, analyzed using thematic analysis, and presented using themes in quotation and narration form. The quantitative data collected via questionnaire was analyzed descriptively using the Statistical Package for Social Science (SPSS) version 21 and presented in frequency, percentages, tables, charts, and graphs. According to the study, school quality assurance officers fail to influence the provision of quality education due to poor communication skills, a lack of sufficient human resources, poor implementation of constructive feedback provided in schools, and a lack of sufficient funds to run various activities related to the provision of quality education. The study concluded that school quality assurance in the Kwimba district has little influence on the provision of quality education due to the various challenges they face. As a result, it is recommended that the local government provide sufficient funds for the office of quality assurance to ensure effective provision of quality education.

**Keywords:** School; school quality assurance; quality education: provision of quality education

## INTRODUCTION

Countries around the world are committed to providing high-quality education for the betterment of society and national development (Paschal and Mkulu 2020b). Furthermore, Allais (2009) contends that in order to achieve quality education, various countries around the world established quality assurance to monitor the entire educational process. This means that in different countries, quality assurance officers are present to monitor the entire process of education provision, assessing the input, process, and output of the educational system.

Quality assurance officers are responsible for ensuring that the approved syllabus is well implemented in order to achieve quality education (UNICEF, 2000). Quality assurance is responsible for ensuring effective teaching and learning in schools (Oyunge, 2015). Thus, quality assurance is critical for the sustainability of any nation's quality education because it acts as a booster in ensuring a country's quality education by looking at the entire process of education provision with a focus on the facilities available.

The term "quality assurance" originated in France during the 18th century and later spread to other countries in Europe and the rest of the world in the 19th century (Allais, 2009). Following the need for improvement in educational provision, the approach was improved to include the attribute of teaching and improve learner skill. Quality assurance activities have expanded globally in recent years with the goal of enabling the provision of quality education to meet pre-determined

national goals, though the provision of quality education remains questionable.

African countries are not lagging behind in ensuring that secondary education meets the needs of the community as well as the national development goal (Paschal and Mkulu, 2020c). In Zambia, for example, quality assurance is responsible for instilling passion and initiating teamwork, as well as ensuring that staff are well motivated to ensure quality education (Bouche, Francisco and Ovretveit, 2012).

Despite this, challenges such as a lack of skilled personnel, poor communication methods, and a lack of system support have shown to limit the initiation of quality education in the country (Bouche et al., 2012). In this scenario, quality assurers are present to ensure the provision of quality education, but quality education is still not provided. In Kenya, quality assurances are responsible for observing, monitoring, and evaluating the entire quality education process.

However, its effectiveness was deemed insufficient because little progress was made in implementing reports given to school principals in order to improve educational quality (Mwaniki, 2017). As a result, the effectiveness of quality assurance is a challenge to the provision of quality education in Kenya.

**Quality education**

According to UNICEF (2000), quality education is education that has a relevant curriculum, a conducive learning environment, and produces useful outcomes. According to Paschal, Pacho, and Adewoyin (2022), quality education entails the transfer of knowledge and skills to the learner, ensuring both emotional, mental, and physical development. Tanzania has worked hard to improve the provision of quality education since its independence (Paschal and Mkulu, 2020a).

Several measures have been implemented to ensure that education provided meets the needs of society and the changing world (Mahona and Pacho, 2021). For example, the government created the Education and Training Policy (ETP) in 1995, which emphasizes quality education by improving teaching and learning management (URT, 1995). Furthermore, the Millennium Development Goals (MDGs) of 2000 stated that by 2015, there could be an improvement in the feature of quality education and certification of all so that standards of teaching and learning are met (URT, 2010).

In light of this, the Tanzania Development Vision 2025 stresses the importance of providing students with an education that encourages creativity and problem-solving skills. Therefore, this can be achieved through efficient secondary education monitoring and evaluation.

According to the results of the current study, Oyunge (2015) found that although the government works to raise educational standards, there is no evidence that secondary schools provide high-quality instruction because most of them have overcrowded classrooms and unfriendly learning environments. As a result, the target for the provision of high-quality education has been lowered.

Additionally, the poor performance of most secondary school students and the incompetence of graduate students in the community raise concerns about the standard of secondary education (Phillymon, 2020). This situation raises the question of whether quality assurance is effective in ensuring high-quality instruction in Tanzania's secondary schools. Since the quality of secondary school education in Kwimba district is in question as a result of the low graduation rates in Kwimba district, the study evaluated the effectiveness of quality assurance in enhancing quality education in Kwimba district.

**Statement of problem**

Of the seventeen goals to be accomplished by 2030, quality education is seen as the fourth sustainable development goal (Ofodu, Fatimayin, and Paschal) (2022). Quality education is still a concern for every nation in the world, despite the efforts made by each to provide for its citizens. Tanzania, like other nations, has worked to ensure that secondary education offered encourages students to be creative and innovative for both their own and the country's development (Mahona and Pacho, 2021).

To accomplish this, the Tanzanian government established a quality assurance unity in each district with the goal of coordinating, monitoring, evaluating, and advising school administration on school administration to ensure the quality of the teaching and learning process through school visits. Despite efforts, little progress has been made in improving the quality of secondary education (Paschal, Nyoni and Mkulu, 2020).

Evidence suggests that a greater number of form four graduates lack the knowledge and skills necessary to successfully navigate their environments and reach their full potential for both individual and societal development (Abayo, 2017). Conflicts in the classroom, a lack of resources for teaching and learning, and crowded classrooms also jeopardize students' ability to receive a quality education and make a difference in society (Oyunge, 2015). This corresponds to the situation in Kwimba district, where student performance is unsatisfactory, with performance declining in three selected schools from 2019 to 2021. The results show that in school A, division four increased from 68, 81 to 92, in school B, division zero increased from 56, 74 to 96, and in school C, division zero increased from 12, 50 to 51 in the years 2019, 2020, and 2021, respectively, raising the question of the effectiveness of quality assurance activities in improving the quality of secondary education. To improve secondary education provision in the future, it is necessary to determine the effectiveness of quality

assurance activities. Without this, the situation may deteriorate. In this regard, the study evaluated the effectiveness of quality assurance in improving educational quality in public secondary schools in the Kwimba district.

**Research questions**

How school quality assurance influences the provision of quality education in public secondary schools in Kwimba district?

**Literature review**

**Theoretical review**

The Total Quality Management Theory guided this research (TQM). W. Edwards Deming developed the theory in the 1950s, when he taught the method of statistical analysis and quality control, which is regarded as the origin of Total Quality Management Theory. The researcher used the theory to guide the study because the theory looks at the quality of the product in relation to the research title, which looks at the provision of quality education. The theory is relevant to this study because it manipulates the organization's ability to produce high-quality products at a low cost, and the use of high-quality information provided will result in the production of high-quality products. This theory is relevant to school supervision because teachers are viewed as the ones who will lead to the provision of quality education. In this study, school supervision plays a significant role in ensuring the provision of quality education by monitoring teacher work performance and providing training to teachers as needed. Furthermore, by providing quality information to teachers, we can provide quality education. In Kenya, George, Muigai, and Nyakwara (2013) conducted a study on quality assurance standards in school curriculum management. The previous study used simple random sampling to determine sample size, whereas the current study used stratified sampling to fill the gap because the population is heterogeneous. In their study, George et al. (2013) stated that there are various challenges that quality assurance professionals face in curriculum management, such as a lack of communication skills, a lack of manpower, and a lack of funds. As a result, quality assurance officers are unable to influence the provision of quality education in schools.

According to Mwinyipembe and Orodho (2014), who conducted a study on the effectiveness of quality assurance and standards officers' school supervisory roles in enhancing students' academic performance in national examinations, all quality assurance officers have the required professions that allow them to make follow-up in curriculum implementation; however, they face numerous challenges that hinder the effective implementation of their duties.

Furthermore, Mwinyipembe and Orodho (2014) discuss how the quality assurers face challenges in effective curriculum implementation because some schools fail to implement the provided report from the officers, resulting in poor academic achievement. According to this viewpoint, quality assures have an impact on the provision of quality education if feedback provided in school is effectively implemented. A study on the efficiency of school inspectors in ensuring the caliber of primary education was conducted in Tanzania by John (2017). Despite the study's primary focus, the current study concentrated on public secondary schools to fill the gap. The research used a case study methodology, which enables a study to concentrate on a single unit. To fill the gap, the current study used a convergent parallel research design.

Also, according to John (2017) research, school inspectors play an important role in ensuring the improvement of the teaching and learning process, which ultimately ensures the provision of quality education in schools. The author goes on to say that the feedback provided by school inspectors causes teachers to improve their teaching and learning processes. As a result, school inspectors, also known as school quality assurance officers, influence the provision of quality education in schools through various strategies, such as providing constructivism feedback to teachers.

Kihwelo (n.d.) also conducted research on quality assurance systems in open and distance learning. The author observes that, despite the role of quality assurance officers in ensuring the provision of quality education, only a small proportion of those who are eligible to attend tertiary education do so. This demonstrates that quality assurance officers have an impact on the increase in enrolment rates in areas where open and distance learning is possible. Furthermore, Kihwelo (n.d.) remarks that, while quality assurance plays an important role, it still faces challenges, such as a lack of a homegrown quality assurance framework. As a result, quality assurance officers should exert influence over the establishment of distance learning in order to ensure the provision of high-quality education. Furthermore, Phillymon (2020) investigated the impact of quality assurance and control on students' academic performance in public secondary schools. In order to collect and analyze data for the study, a mixed research approach was used. The study's findings revealed that quality assurances had a negative impact on the teaching and learning process as a result of poor performance. This is due to the officers' visits to the school once a term. Similarly, Phillymon (2020) states that quality assurance officers face challenges such as insufficient funds, transportation and communication issues, insufficient human resources, and limited effective school inspection. As a result, the effectiveness of the quality assurer determines the influence of quality assurance in the provision of quality education in schools.

## METHODOLOGY

According to Creswell (2012), a mixed research approach includes both qualitative and quantitative approaches. The mixed research approach was used in this study. The use of a mixed approach assisted the researcher in obtaining more detailed information about the study's problem, which included both a qualitative and quantitative approach. In this study, the researcher used a convergent parallel research design, which allowed the researcher to collect both qualitative and quantitative data at the same time, then analyze them separately before combining them in the interpretation. After conducting the analysis, the author combines the qualitative and quantitative findings in the discussion section. 93 people were randomly selected from 720 targeted populations without taking into account their gender, age, or status. an assortment chosen using random and non-random sampling methods. In order to gather the necessary data, the researcher used an interview and a questionnaire. The interview questions were open-ended, allowing the participants to express their opinions. The participants were informed and asked to voluntarily participate in the data collection by the researcher. Additionally, the respondents' anonymity was protected by forbidding them from mentioning their names while the data was being collected.

## RESULTS AND DISCUSSION

In exploring the influence of school quality assurance on provision of quality education, the researcher asked the respondents on why quality assurance fails to influence the provision of quality education and the findings presented in (Figure 1). Table 1 shows that 85 percent of the respondents reported that school quality assurance fails to influence provision of quality education. While 14.9 percent of the respondents agreed that school quality assurance influences provision of quality education. This implies that the school quality assurer officers fail to provide quality education.

**Table 1:** Response on if school quality assurance influences provision of quality education.

| No | | Frequency | Percentage |
|---|---|---|---|
| 1 | Yes | 13 | 14.9 |
| 2 | No | 74 | 85 |
| Total | | 87 | 100 |

Source; Field Data (2022).

The explanation for why school quality assurance does not affect the delivery of high-quality education is shown in (Figure 1). The results showed that 26.4% of respondents believed that a lack of effective communication skills contributed to the failure of quality

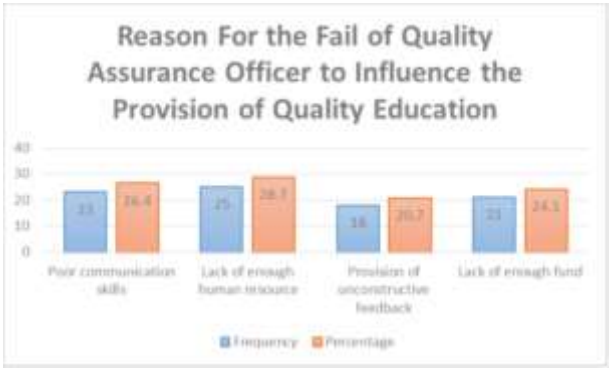


Figure 1: Reasons for the fail of quality assurance officers to influence the provision of quality education Source: Field Data (2022)

assurances in the delivery of high-quality education. Additionally, 28.7% of the respondents stated that the insufficient human resources prevent quality assurance from having an impact on the delivery of education. According to the results, 20.7% of respondents claimed that because constructive feedback isn't implemented well in schools, school quality assurance doesn't have an impact on the delivery of high-quality education.

Furthermore, the findings revealed that 24.1 percent of respondents reported that school quality assurance fails to influence quality education provision due to a lack of sufficient funds to run various activities related to quality education provision. Different quantitative data were obtained and presented in frequency, percent, and graph form to determine the impact of school quality assurance on the provision of quality education. In addition, various qualitative data from the study were obtained and presented as quotations and narrations below. The presentation was built around the findings' sub-themes. These sub-themes include poor communication skills, a lack of human resources, the provision of unconstructive feedback, and a lack of funds.

### Poor communication skills

Respondents reported that school quality assurance has no influence on the delivery of quality education. This was revealed by the findings in table 1, in which 100% of respondents agreed that school quality assurance has no influence on the provision of quality education. Furthermore, 26.4 percent of respondents reported that school quality assurance officers have poor communication skills, which leads to their failure to influence the provision of quality education (figure 1). The results also showed that 79.3 percent of respondents did not agree that school quality assurance ensures efficient communication with teachers, which affects the delivery of high-quality instruction. As a result, school quality assurance does not have an impact on the delivery of high-quality education because school administrators have poor communication skills. The information provided

during the interview and the findings are consistent. The interviewee Q explained that due to the lack of effective communication, school quality assurance does not affect the delivery of high-quality education. The teachers are not effectively engaged in the quality assurance process at the school when it comes to supervision (Interviewee Q March 10th, 2022). The findings are backed up by data from George et al. (2013) that shows school quality assurance is ineffective at influencing the delivery of high-quality education because the quality assurance officers lack effective communication skills. Moreover, the findings concur with the information provided by the interviewee within the district. The interviewee said the following;

*In this district the school quality assurance fails to influence the provision of quality education. The failure is influenced by the trend of poor communication observed to most of the quality assurance. The school quality assurances during the supervision fail to ensure discussion and interaction among teachers and the school quality assurance. In this scenario the school quality assurance fails to reinforce provision of quality education in school (Interviewee Q March 10th, 2022).*

This implies that school quality assurance fails to ensure provision of quality education due to the poor communication among the quality assurance officer and the teachers. This is supported with the information provided by Phillymon (2020) who commented that school quality assurance fails to influence the provision of quality education due to the problem in communication. Thus, the findings go in line with the theory of TQM which emphasizes on the quality of the product through looking at the process of obtaining the product. As the findings revealed that the provision of quality education fails due to the poor communication among the school quality assurance in the process of supervision. Therefore, school quality assurance should adopt good communication approach within the process supervision for the aim of ensuring the provision of quality education.

**Lack of enough human resources**

The finding on the influence of school quality assurance in the provision of quality education the study identified that the school quality assurance fails to influence the provision of quality education. This supported from the findings in (Table 1), where 85 percent of the respondents agreed that school quality assurance fails to influence the provision of quality education. Also, the findings revealed from the figure 1, where 28.7 percent of the respondents reported that there is lack of enough human resources in running different quality activities. Moreover, in (Table 2), the findings revealed that 89.7 percent of the respondents disagreed that quality assurance have enough manpower to ensure effective administer their role. Therefore, school quality assurance fails to influence the provision of quality education due to the lack of enough human resources who will be used in the implementation of different activities concerned with the quality of schools.

The findings were supported with the information provided by the interviewee S who explained that in my school quality assurance visits once in a year, the visiting depends on the number of quality assurance officers. The number of school quality assurance officers is few in a matter that they fail to visit all the school frequently (Interviewee S March 10th, 2022). The findings correspond with the information provided with George et al. (2013) who commented that school quality assurers fail to influence the provision of quality education due to the challenge of the lack of human resources who will be involved in performing different activities.

Moreover, the findings concur with the information provided during the interviewee T who reported “The number of school quality assurance is not enough to ensure effective running of their responsibilities. The school quality assurance is required to visit the school more than once. Due to the few number of quality assurances they fail to influence the provision of quality education”. This implies that the lack of enough human resources hinders the effectiveness of school quality assurance officers (Interviewee T March 10th, 2022). The findings were supported with the information provided with Phillymon (2020) who commented that school quality assurance fails to influence the provision of quality education due to the lack of enough human resources who will ensure effective implementation of quality assurance activities.

The findings were supported with the TQM theory with an emphasis on the quality education which obtained from the good process, if the process is not effective the product will not be good. The findings show that there is a challenge of few human resources thus, impacts the process of supervision and cause the fail of provision of quality education. Therefore, school quality assurance fails to influence the provision of quality education due to the availability of few human resources.

**Poor implementation of constructive feedback provided**

In assessing the influence of school quality assurance in the provision of quality education the respondents agreed that school quality assurance fails to influence the provision of quality education. This was supported with the findings in (Table 1), where 85 percent of the respondents agreed that school quality assurance fails to influence provision of quality education. The findings revealed that 20.7 percent of the respondents reported that teachers fail to implement the feedback provided by the quality assurer (figure 1). This hinders the influence of school quality assurance in the provision of quality

education. Therefore, school quality assurance fails to influence the provision of quality education due to the failure of implementing the constructive feedback provided in schools. Also the findings coincide with the information provided with an interviewee U who said;

*Though school quality assurance fails to visit the school several times but when they visit they conduct supervision. From the supervision conducted by the school quality assurances different issues are raised within the process. The school quality assurance provides feedback after the supervision process and guide teachers to implement the feedback provided. Unfortunately, teachers fail to implement effectively the feedback provided, due to the ineffective implementation the school quality assurance fail to influence the provision of quality education (Interviewee U March 10th, 2022).*

This implies that provision of quality education depends on the effective implementation of feedback provided by the quality assurance officers during the supervision process. This is supported with the information provided by Mwinyipembe and Orodho (2014) which depictions that school quality assurance faces challenges in influencing the provision of quality education since teachers fail to implement the feedback provided by the school quality assurance.

Furthermore, the process of school quality assurance is supported with the theory of TQM which looks at the quality of product with regard to the process of getting the product. In this study the findings revealed that the process of supervision is ineffective due to the failure of implementing the constructive feedback provided. Therefore, within the process of supervision the feedback provided if not constructive will lead to the ineffective provision of quality education.

**Lack of enough fund**

The respondents identified lack of enough funds is a reason for the failure of the school quality assurance in influencing provision of quality education. This means that school quality assurance fails to ensure provision of quality education as proved from the findings in (Table 1) where, 85 percent of the respondents agreed that the school quality assurance fail to ensure provision of quality education. Also, the findings were supported with the information in figure 1, where 24.1 percent of the respondents reported that school quality assurance fails to influence the provision of quality education in school. Therefore, the failure of school quality assurance in influencing the provision of quality education is caused by the lack of enough funds. Also, the findings were supported by the information provided during the interview with an education officer within the district. The interviewee explained that though school quality assurances are mandated to supervise the school through looking its quality but they fail to influence the provision of quality education. The failure of influencing the provision of quality education is due to the lack of enough funds. Fund is used by the officers in running different issues within the process of supervision if it's not enough the process will not be effective (Interviewee V March 10th, 2022). The findings were supported with George et al. (2013) who put that school quality assurers fail to influence the provision of quality education due to the lack of enough funds. Fund is an important aspect in running different activities in the quality assurance. Moreover, the findings were supported with the information provided during the interview with the interviewee W who was quoted;

*School quality assurances fail to influence the provision of quality education in school. The failure of this is due to the lack of enough funds. Our offices lack enough funds which will help to run different activities within the office concerning the supervision process. Due to lack of enough funds the officers fail to visit the schools several times within the academic years. With this regard we fail to influence the provision of quality education due to the poor follow up of the quality assurance officers. The poor follow up of the quality assurance officer occur due to the lack of enough funds which could be used in running different issues within the school (Interviewee W March 10th, 2022).*

This implies that school quality assurance fails to influence the provision of quality education due to the lack of enough funds within the office. This is supported with the information provided with Phillymon (2020) which proposes that school quality assurance plays a great role to ensure effective teaching and learning process though they face the challenge of the lack of enough funds, this causes the failure of influencing the provision of quality education. Furthermore, the findings be of the same mind with the theory of Total Quality Management which looks at the quality of the product and the whole system of obtaining the product. The process of supervision in school is impacted with the insufficient capital which leads to the failure of provision of quality education. Therefore, school quality assurance fails to ensure effective provision of quality education due to the lack of enough funds. Generally, the school quality assurance fails to ensure provision of quality education in school due to poor communication, lack of enough fund, lack of enough human resources as well as poor implementation of constrictive feedback.

**Conclusion**

The study explored the influence of school quality assurance in the provision of quality education, based on the results of the study, school quality assurance in Kwimba district does not influence the provision of quality

education as it faces different challenges which contribute to the fail of the school quality assurance in influencing the provision of quality education. Among the reasons for the failure of school quality assurance in the provision of quality education are poor communication skills, the lack of enough human resources, poor implementation of the constructive feedback provided in school as well as lack of enough funds to run different activities concerning with provision of quality education.

## Recommendation

The study recommends that the local government should provide enough funds which will be used in the office of quality assurance to ensure effective provision of quality education. The school quality assurers should provide constructive feedback and make follow up of the implementation of the feedback provided to the teachers. Also, the school quality assurance should make follow up in the implementation of curriculum.

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