



Contribution of School Quality Assurance Supervisory Role on Teacher's Efficacy in Public Secondary Schools in Monduli District, Tanzania

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Abstract: This study assessed the contribution of school quality assurance supervisory role on teachers' efficacy in public secondary schools in Monduli district. Specifically, the study examined the teachers' views on the role of SQA and established the influence of SQA supervisory roles on teachers' efficacy. The study was guided by Role theory and it used convergent parallel design under mixed methods approach. It targeted teachers, heads of schools, Ward Education Officers, District Education Officer and District School Quality Assurer. The study sample consisted of 72 teachers (selected randomly), 8 heads of schools, 5 WEOs, one DSQA and 1 DEO, who were purposively selected, making a total of 87 respondents. Questionnaires and interview guides were used as tools for data collection. These tools were validated by experts in research. Cronbach alpha was used to test the reliability ($SQ=0.76$ and $TQ=0.88$). The collected data were analyzed using descriptive statistics whereby mean scores, frequencies and percentages were generated. Thematic analysis was used for qualitative data and presented in words being supported by direct quotations. The study found that SQA supervisory roles directly influence teachers' efficacy. The study recommended to the government to emphasize on the supervisory roles by SQA so as to make them in a better position of executing their responsibilities. It was also recommended for the government of Tanzania, through the ministry of education, science and technology, to monitor the implementation of different policies pertaining to the roles of SQA.

Keywords: School, Quality, Supervision, Efficacy, Assurance

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1. Introduction

School Quality Assurance (SQA) in education, through school supervision by national governments is not new in the education system. Quality Assurance is a planned and systematic appraisal of a programme to determine

maintenance and promotion of good standards. It aims to build public confidence in the education system by ensuring that education is provided within standards that are at least acceptable and improving, and that learners acquire good learning outcomes (Gkolia et al., 2014). On the hand, teacher's efficacy is the level of confidence teachers have in their ability to guide students to succeed.

It is stated that the first school inspection or school supervision originated from France under Napoleon's regime at the end of 18th century (Gurova, 2018). Later, the idea spread to other European countries in the 19th century. Okumbe (2007) points out that the history of supervision can be traced back to the early American Education System in the year 1642. The five stages identified through which supervision evolved to reach the current practice in educational institutions were the administrative inspection period (1642 – 1875), where the main focus of supervision was on appraising the general achievement of learners, evaluating methods of teaching, general management of the school and use of funds, adopting a judgmental approach to supervision; the efficiency orientation period (1876 – 1936), which focused on assisting teachers improve their teaching effectiveness; the co-operative group effort period (1937 – 1959), which saw the establishment of posts for superintendents of schools and special area supervisors; the research oriented period (1960 – 1990), which emphasized research procedures in studying school administration and supervision, and the diplomacy and political correctness period (1990 – present), where language has been used to improve human relations in all spheres of the economy, politics and business.

SQA aimed at setting high standards and working towards the goal that every learner in Tanzania will attend a good school. Reliably and consistently measuring the quality of school performance using the out comes to understand and learn about the national, regional, ward and individual school needs. Similarly, to guide planning for improvement, developing and enabling the school's leadership in its Internal Quality Assurance and helping to prioritize areas of focus in its planning for continuous improvement through accurate self-evaluation and effective whole-school development planning. The SQA is also aimed at supporting the work of Ward Education Officers (WEOs) in their close to school monitoring and ensuring timely, sustainable and measurable improvement in the work of individual and clusters of schools. Involving the community in their children's education, by inviting them to participate in the school's work using their expertise to enhance learning, responding to their concerns and sharing their aspiration (School Quality Hand Book, 2017). One may wonder why such situation exists in secondary schools in the context of the quality assurance practices. Secondly, how quality assurance findings and its recommendations improve teachers' efficacy in teaching and learning process. In view of this background, the current research sought to investigate the contribution of school quality assurance supervisory role on teachers' efficacy in public secondary schools in Monduli District, Tanzania.

1.1 Research Questions

This study was guided by the following research questions:

1. What are the teacher's views on the supervisory role of School Quality Assurance in relation to their work performance in public secondary schools in Monduli District?
2. What are the influences of the supervisory role of School Quality Assurance on teacher's efficacy in public secondary schools in Monduli District?

2. Literature Review

2.1 Theoretical Framework

This study was guided by Role theory because it provides the basis for explaining how individual performance can be enhanced within a social group or system (Briddle, 1986). Turner (2002) describes "Role" as a cluster of behaviors and attitudes that go together so that an individual is easily seen as acting consistently when performing the various components of a single role and inconsistently when failing to do it. Meanwhile Keller (1997) refers to roles as settled ways of engagement expected from persons holding certain positions in the society. Still in the views of Sesen (2015), role is the behaviour associated with a social position. Numerous definitions of roles do exist but important to note is that role is crucial in specifying responsibilities and expected outcomes within a social system.

The concept of roles is therefore very important in any organization as responsibilities to individuals are assigned and evaluated in terms of roles creating clear distinctions between jobs that make operation easy. For example, in a school context, the head teacher has to play managerial and supervisory roles to ensure the smooth running of the system and efficient performance, while teachers' role include preparing for teaching, delivering lessons, assessing learners and providing feedback.

2.2 Empirical Literature Review

Bhat (2016) conducted a study on the perception of teachers towards quality assurance in secondary school teachers of Kulgam district in Jammu and Kashmir in India. The study adopted descriptive survey design, with the sample of 200 teachers, who were randomly selected. Data for the study was collected by using survey tools and statistically analyzed through ANOVA. The findings revealed that there was significant difference between the teachers' perception and quality assurance practices in secondary school. The findings further concluded that female teachers in the school visited had positive perception on quality assurance than that of male teachers.

Another study conducted by Han et al (2018) investigated the perception of the teaching staff on the support given by the management towards teaching efficacy in Shandong province in East China. The study collected data from a sample of 2758 faculty members selected from 25 public institutions of higher education. The study found out that there was no statistically significant relationship between support given to teachers and their teaching effectiveness. Most of the teaching staff perceived to be given little support by their managers and hence they did not see the value of such support to their teaching effectiveness. The provision of teaching support is one of the roles of school assurance officers aimed at enabling the teaching staff to work effectively. Therefore, failure of the staff to provide such support may lead teachers to have negative perceptions on the role of quality assurance towards enhancing their effectiveness.

Adeyemi & Adeyemi (2020) did a study on the teachers' perception on implementation of Quality Assurance on senior secondary school students' academic performance in Ilesa West Local Government Area, Osun State, Nigeria. The study employed descriptive survey design with 250 teachers who were randomly collected from the secondary schools in Ilesa West Local Government Area, Osun State, Nigeria. Self-designed and validated questionnaire was used to collect the data. The analysis of data was done through SPSS with the use of descriptive statistics. The findings revealed that although quality assurance had the capacity to provide positive impact on the students' academic performance, still none of quality assurance components were implemented in the schools.

Supervision provides a vehicle and a structure which allows schools, departments and individuals to effectively respond to curriculum and instruction in order to achieve the stated educational objectives. For instance, Chika & Orjoka (2020) conducted a study on the influence of quality assurance technique on teaching and learning in secondary schools in Rivers State in South Africa. Descriptive survey design was used in the study. The sample of 348 teachers was randomly selected from 56 secondary schools. The researcher used questionnaire to collect the data. The findings revealed that quality assurance contributes to teaching and learning in terms of strengthening potentialities in covering course outline, completion of teaching working-load before the end of the semester or session. Awite and Raburu (2015) conducted study on the influence of head teachers' supervision on teacher curriculum development and provision of quality education in secondary schools in Kenya. The study found a strong relationship between head teachers' supervision of curriculum implementation and quality education provision.

In addition, Kabati, (2017) conducted study to investigate the effectiveness of school inspection in assuring the quality of primary education in Tanzania. The study adopted mixed research approach, whereby data were

collected from 70 respondents through questionnaire, interview and documents analysis. The study revealed that school inspection plays a potential role towards improving teaching and learning. Also study revealed that advice and feedback given through inspection reports and recommendations were useful in making improvements in school work performance. Furthermore, the study also found that making follow ups could enhance the implementation of the inspection and work efficiency of teachers. Also, Gobore (2017) found out that school inspection played a great role towards changing teachers' practices and that advice and feedback given through inspection reports were useful for making improvements in their work performance. The study further revealed that, school inspectors judged the performance of the schools according to schemes of work; lesson plans and pupils' exercise books, whereas classroom observations were not effectively carried out.

Also, in Tanzania, Sebastian (2020) conducted a study on teachers' perceptions on the implementation of Internal School Quality Assurance (ISQA) in public schools in Tanzania. The study employed mixed methods approach with multiple case study design. The study used 168 respondents and data was collected by using semi-structured interview, focus group discussion, questionnaire and document review. The findings indicated that school quality assurance practices increased the quantity of teaching documents however, it was ineffective in improving the teaching approaches in secondary schools.

3. Methodology

The study used convergent parallel design under mixed methods approach (Kinneer and Taylor, 2013). In the current study the target population included 28 Heads of public secondary schools, 387 teachers who provide learning instruction to students, 1 District school quality assurer, 20 WEOs and 1 DEO. This made a total of 437 target population where a sample size was selected. The study sample size consisted of 72 teachers (selected randomly), 8 heads of schools, 5 WEOs, one District Quality Assurer and 1 DEO who were purposively selected, making a total of 87 respondents. Questionnaires and interview guides were used as tools for data collection. These tools were validated by experts in research and Cronbach alpha was used to test the reliability (SQ=0.76 and TQ=0.88). The collected data were analyzed using descriptive statistics whereby mean scores, frequencies and percentages were generated. Thematic analysis was used for qualitative data and presented in words being supported by direct quotations.

4. Results and Discussion

The findings were discussed with regard to research objectives.

4.1 Teachers' views on the role of School Quality Assurances in Relation to their work Performance

The research question aimed at finding out the teachers' views on the role of SQA in relation to their work performance in public secondary schools in Monduli District. Table 1 summarizes responses from teachers.

Table 1: Teachers' View on the Role of School Quality Assurances in Relation to their Work Performance in Public Secondary Schools in Monduli District

Information	SD		D		U		A		SA		Mean Score
	f	%	f	%	f	%	f	%	f	%	
SQA supervise my scheme of work, lesson plan and lesson notes preparation.	7	9.7	7	9.7	7	9.7	20	27.8	31	43.1	3.85
SQA teaching supervision helps teachers to perform better in class.	4	5.6	4	5.6	16	22.2	23	31.9	25	34.7	3.85
SQA regularly supervise class during lessons.	8	11.1	16	22.2	11	15.3	26	36.1	11	15.3	3.22
SQA teachers are more qualified and competent than SQAOs	12	16.7	11	15.3	17	23.6	24	33.3	8	11.1	3.07
Supervision role has a great positive on teacher's pedagogic productivity in secondary schools.	0	0	14	19.4	0	0	36	50	22	30.6	3.92
SQA process does not add any positive influence in the improvement of teacher's pedagogic skills.	18	25	17	23.6	12	16.7	14	19.4	11	15.3	2.76
Teachers look forward for SQA visits	6	8.3	7	9.7	12	16.7	18	25	29	40.3	3.79
Total Mean Score											3.49

Source; Field Data (2022)

Key: SD = Strongly Disagree, D = Disagree, U= Undecided, A= Agree SA= Strongly Agree

Table 1 represents views of teachers on the role of school quality assurances in relation to their work performance in Public Secondary Schools in Monduli District. The findings showed that most (70.9%) of teachers indicated that SQA supervise their scheme of work, lesson plan and lesson notes preparation in secondary schools by a mean (M=3.85). Results further show that 70.9% of teachers agreed with statement "SQA supervise my scheme of work, lesson plan and lesson notes preparation. This implies that majority of teachers agreed that the supervision of professional documents helps the teachers to formulate well the goals and the objectives of the education through writing of the scheme of work, lesson plan and subjects' notes. As supported by Agu and Okeke (2018), quality assurance in schools helps in the realization of teaching and learning goals for better productivity and performance. These findings also correspond to Sebastian (2020) who reported that school quality assurance practices increased the quantity of professional documents and it was ineffective in improving the teaching approaches in secondary schools.

The findings showed that most of teachers indicated that SQA teaching supervision helps them to perform better in class by M=3.85. Results also show that (66.6%) of

teachers agreed, 11.2% of the teachers disagree while 22.2% of the teachers were undecided on the statement "SQA teaching supervision helps teachers to perform better in class." This implies that majority of teachers, (66.6%), who participated in this study agree that SQA teaching supervision helps teachers to perform better in class. This is also supported by Chika & Orjoka (2020) who revealed that quality assurance contributes to teaching and learning in terms of strengthening potentialities in covering course outline, completion of teaching working-load before the end of the semester or session. This indicated that quality assurance provides necessary guide for teaching and learning process and therefore enhances teachers' efficacy.

In addition, the findings in table 1 show that 51.4% of teachers agreed with the statement "SQA regularly supervise class during lessons." while 33.3% of teachers disagreed and 15.3% were undecided that SQA regularly supervise class during lessons. This implies that majority of teachers agreed that SQA regularly supervise class during lessons by M = 3.22. By doing so, the teacher will be more effective and efficient. These findings were supported by Nurfadilla & Surhato (2020) who found that quality assurance makes the teachers to be more effective

in teaching and learning process by increasing their innovation and the capacity building.

This indicates that during quality assurance practices teachers are required to develop students' communication ability by use of participatory teaching methods probably because it is one of the best ways for students to acquire knowledge, competency and develop their communication and thinking skills. Also some of teachers had no habit of using participatory methods during class lesson but after guidance by SQA, they are motivated to start using them so as to be competent to avoid mistakes during another quality assurance visit. Therefore, in school where there are regular quality assurance visits, teachers become effective in developing students' communication and

thinking skills. As Oluhundare & Shola (2020) pointed out that teachers' effectiveness was high in the schools with quality assurance practices than those without.

4.2 Influences of The Supervisory Role of School Quality Assurance on Teacher's Efficacy in Public Secondary Schools in Monduli District

Research question two aimed at finding out the influences of the supervisory role of school quality assurance on teacher's efficacy in public secondary schools in Monduli district. Table 2 summarizes responses from teachers.

Table 2: Teachers Responses on the Influence of the Supervisory Role of School Quality Assurance on Teacher's Efficacy

Statement	SD		D		U		A		SA		Mean score
	f	%	f	%	F	%	f	%	f	%	
Enables teachers to have sufficient knowledge of their subject.	0	0	0	0	0	0	40	55.6	32	44.4	4.44
Enables teachers to use various forms of students' assessment for evaluation to foster learning.	0	0	4	5.6	8	11.1	29	40.3	31	43.1	4.21
There is improvement in students' internal assessments as a result of supervision of teachers by SQAOs.	0	0	4	5.6	3	4.2	36	50	29	40.3	4.25
Supervision by SQA improves Teachers abilities in updating your professional activities.	0	0	4	5.6	8	11.1	24	33.3	36	50	4.28
Teachers are regular for their lessons	0	0	3	4.2	17	23.6	25	34.7	27	37.5	4.06
Teachers discuss teaching/learning problems with SQA outside classes	4	5.6	8	11.1	7	9.7	28	38.9	25	34.7	3.86
Corrections usually done by SQAOs after supervision and advice are given to teachers concerning their professional efficacy.	8	11.1	0	0	11	15.3	25	34.7	28	38.9	3.90
Total mean score											4.14

Source; Field Data (2022)

Key: SD = Strongly Disagree, D = Disagree, U= Undecided, A= Agree SA= Strongly Agree

The findings in table 2 represents the teachers' responses on the influence of the supervisory role of SQA on teacher's efficacy in public secondary schools in Monduli District. The findings showed that all teachers agreed that they have sufficient knowledge of their subject by M = 4.44. The findings from table 2 indicated that 100% of teachers agreed to the fact that they have sufficient knowledge of their subject while none of the teachers either disagreed or was undecided that they have sufficient knowledge of their subject. This means that all the teachers agreed that they have sufficient knowledge of their subject. The findings indicated school quality assurance has great impact on teaching as they help teachers to have sufficient knowledge of their subject, probably because frequent visit makes teachers active and prepare them well so as they could not be found with any

weakness in teaching. The finding is in agreement with Chika & Orjoka (2020) who found that quality assurance contributes to teaching and learning in terms of strengthening potentialities in covering course outline, completion of teaching work-load before the end of the semester or session.

Further, table 2 presents that teachers agreed that they use various forms of students' assessment for evaluation to foster learning by M = 4.21. In table 2, a total of 83.4% of the teachers agree that they use various forms of students' assessment for evaluation to foster learning while 5.6% disagreed that they use various forms of students' assessment for evaluation to foster learning. However, 11.1% were undecided that they use various forms of students' assessment for evaluation to foster learning. This

means that majority of the teachers in public schools in Monduli District agreed that they use various forms of students' assessment for evaluation to foster learning. The findings indicated that school quality assurance contribute to application of various assessment method because one of supervisory role is to ensure students are properly assessed thus, it compels teachers to learn and practices various assessment methods for evaluation to foster learning. These finding are in line with Agu & Okeke (2018) who revealed that Quality assurance in schools helps in the realization of teaching and learning goals for better productivity and performance.

Moreover, 83.3% of teachers agreed supervision by SQA improves teachers' abilities in updating their professional activities." while 5.6% of teachers disagreed and 11.1% were undecided. This implies that majority of teachers agreed that supervision by SQA improves teachers' abilities in updating their professional activities by M= 4.28. By doing this, teachers could be more effective and efficient in teaching. These findings were supported by Nurfadilla & Surhato (2020) who found that quality assurance make the teachers to be more effective in teaching and learning process by increasing their innovation and capacity building.

While answering the same research question which was aimed at finding out the influence of the supervisory role of SQA on teacher's efficacy, one head of school interviewed responded that;

There is need to motivate teachers to do their work willingly. Similarly, teachers should be encouraged and unnecessary confrontation should be avoided in order to enable them improve students' academic performance. I normally build good relations with my teachers and this has helped them not to fear any more while having one on one meeting with external quality assurers as they have all documents needed (Personal interview on 21st April, 2022).

Also another head of school said;

"...some argue that no good performance if there is no supervisionmost of teachers perform very well when supervised (Personal interview on 22nd April, 2022).

These findings imply that school quality assurance greatly contributes in improving teachers, work performance though quality assurance practices. The findings indicate that school quality assurers visits to public secondary schools frequently has positive impact on teachers work performance thus leading to proper preparation of academic documents, early syllabus coverage as teachers perform their work effectively fearing to be found irresponsible during SQA visits. Therefore findings from heads of school are similar with that of teachers.

On answering the same research question which was aimed at finding out the influence of the supervisory role of school quality assurance on teacher's efficacy, WEO said;

Our frequent visits in poor performing public secondary schools for supervision and guidance has resulted in teachers' performance increase and consequently increasing the performance of the entire school (Personal interview on 13th April, 2022)

Also during interview with DEO, the following was put forth;

One of their roles is to make sure teacher performance is good in their ward and that is the reason for having school quality assurance. Schools in wards with active and committed school SQA have recorded good performance. (Personal interview on 15th April, 2022)

These findings correlate with that of head of schools and teachers which confirm that school quality assurance practices has positive impact on teachers' work performance. SQA visits not only affect teachers' performance but also the entire teaching and learning process which results into improvement of quality of education provided in public secondary schools. Therefore, there is need for schools quality assurers to be empowered in terms of funds and transport that could help them to visit all public secondary schools in their areas frequently and on time.

5. Conclusion and Recommendations

5.1 Conclusion

Supervisory roles by SQA highly influences teachers' efficacy. Through regular observation of teachers in actual classroom performance, teachers become used to the preparation and use of teaching and learning resources. Supervisory roles by SQA also make the teachers to use appropriate methods of teaching and assessing the acquisition of knowledge.

Generally, quality assurance practices in secondary school in Monduli district, to large extent, improves teachers' self- motivation and effectiveness in teaching and learning process. Moreso, SQA visits encourage teacher to develop students' communication and thinking skills, increase effectiveness of teachers, motivate teacher to be more creative, accountable and committed. However, the practice should also focus on identifying and addressing areas for improvement through SQA conducting training on quality assurance to teachers and providing necessary advice and support for improvement.

5.2 Recommendations

1. The government of Tanzania, through the ministry of education, science and technology should set, implement and monitor the implementation of different policies pertaining to the roles of SQA. This will make the members of SQA to be guided by principles when performing their roles.
2. Members of SQA should enhance their supervisory roles so as to enhance teachers' efficacy. Results of this study showed that there is a strong influence of supervisory roles by SQA and teachers efficacy. Therefore, enhancing the roles of SQA will ultimately lead into improved teachers' efficacy which in turn will lead into improved teaching and learning and finally improving the performance of students in both internal and external examinations.
3. Quality assurers could have great impact on teachers' self-motivation if they could be conducting seminars and training after giving feedbacks to teachers. This also could help change teachers' negative perception on quality assurance knowledge and skills acquired during seminar could help them work on the feedback given. As Psychologist Richard Gregory (1970) argued that knowledge, skills and information are what changes perception. Therefore, training and seminars can be useful for changing teachers' perceptions towards the role of SQA.

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