

**ENRICHMENT OF SCHOOL QUALITY ASSURANCE PRACTICES IN PUBLIC  
PRIMARY SCHOOLS: A CASE OF ARUSHA REGION, TANZANIA**

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**ABSTRACT**

This study examined the enrichment of school quality assurance (SQA) practices in public primary schools (PPSs) in the Arusha region, Tanzania, adopting a descriptive cross-section research design. Data was collected using interviews and questionnaires from 226 respondents. Qualitative data were analyzed using a thematic approach and quantitative data via descriptive statistics. Findings indicated availability of funds, adequate School Quality Assurance Officers (SQAOs), effective implementation of SQAOs' recommendations, involving teachers in SQA practices, positive relationships between teachers and SQAOs, and regular in-service training for SQAOs contributed to SQA practices improvement. However, insufficient funds, shortages of the District SQAOs, poor implementation of SQAOs' recommendations, little cooperation from schools, and irrelevant subjects' expertise among SQAOs limited effective SQA practices. To effectively execute SQA practices, there is a need to mitigate such limiting factors. The study recommends that the government invest more in SQA practices by providing enough funds for sufficient school visits, recruiting adequate SQAOs, supporting SQAOs' recommendations implementation, and establishing special in-service training programs for SQAOs to enhance their professional skills. SQAOs widely need to involve schools in SQA practice.

**Keyword:** School quality assurance practices, public primary schools, enrichment.

**1. INTRODUCTION**

Enhancing SQA practices is a debatable issue. The debate, among others, stems from the concept of SQA versus school inspection practices. The idea of SQA as a paradigm formerly known as school inspection is not new; it existed in many countries years ago (Wilcox, 2000; Kotirde & Yunos, 2014; Brown, McNamara, Joe & O'Brien, 2016). For example, France established school inspections in 1801 during the Napoleonic regime. In England, it started in 1839 under Her Majesty's Chief Inspector (De Grauwe, 2007). Many African countries began to practice it after independence (De Grauwe, 2007; Goreth, 2011; Haule, 2012; Kambuga & Dadi, 2015). In Tanzania, the Ministry of Education established the School Inspectorate Department in 1978, whereby school inspectors were mandated to support school improvement through observing

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classrooms, sharing experiences, and guiding teaching delivery (De Grauwe, 2007; MoEVT, 2010; MoEST, 2017).

Ehren, Altrichter, McNamara and O'Hara (2013) and Klerks (2013) found that in developed countries, school inspection activities are more effective in bringing about improvement in schools. However, in developing countries, including Tanzania, SQA practices are less practical because they lack support from the government and schools, characterized by limited budgets, poor transport facilities, particularly in remote areas, and shortages of SQAOs (De Grauwe, 2001; Uwazi, 2009).

Some countries recommended the establishment of SQA to replace school inspection in response to weaknesses and dissatisfaction with school inspection practices and the increasing demand for quality education (De Grauwe, 2007; Hassel, Hassel & Rhim, 2007; Khan & Mirza, 2011). In East Africa, Uganda was the first country to embrace the idea of quality assurance in the 1998–2001 years, followed by Kenya in 2004 (Ward, Penny, & Read, 2006; Wanjiru, 2014) and Tanzania in 2016 (MoEST, 2017). School inspectors were given new names as Teacher Development Advisors in Uganda (De Grauwe, 2007), Quality Assurance and Standards Officers in Kenya (Wanjiru, 2014), and SQAOs in Tanzania (MoEST, 2017).

In an old paradigm in Tanzania, school inspectors were controlling teachers and, in particular, their performance in the classroom instead of supporting them (De Grauwe, 2007). While in the new paradigm, SQAOs were asked to provide advisory services and support teachers on pedagogical skills rather than controlling them. The SQA department encourages the involvement of headteachers and wards education officers in SQA activities, where they assess learners' achievement, the quality of teaching and learning, the quality of the school curriculum, school management, and school resources and facilities (MoEST, 2017). SQA is responsible for ensuring that educational standards are met through these activities.

Despite remarkable initiatives, SQA practices are not yet effective in supporting PPSs to meet set standards of quality (Jeremiah, 2016; Mutabaruka, Kazooba & Kemeza, 2018; Joseph, 2018). Some pupils complete their primary education without mastering reading, writing, and arithmetic skills (3Rs) (Mmasa & Anney, 2016; Ngussa & Mjema, 2017; Sebastian, 2020). The analysis of the schools' reports shows that in 2014, 2017, and 2018, some PPPs in the Arusha region had 334, 165, and 194 pupils who completed standard seven without 3Rs, and their performance level in the Primary School Leaving Examination (PSLE) is consistently declining year by year. This casts doubt on the effectiveness of SQA practices in supporting schools to attain educational goals. Earlier studies by Kambuga and Dadi (2015), Jeremiah (2016), Mutabaruka et al. (2018), and Sebastian (2020) show that SQA practices in Tanzania are in a real crisis. However, they provide limited knowledge about intervention measures to ensure that SQA practices are improving. When there are long-term problems with SQA, there is a good reason to look at them; and how they can be improved in PPSs in the Arusha region, Tanzania. The study seeks to answer two questions: (1) what are the challenges facing SQA practices, and (2) how can SQA practices be improved?

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## **2. LITERATURE REVIEW**

### **Concepts of Quality**

Harvey and Green (1993), Gandhe (2009), and Nicholson (2011) distinguished the following definitions that are relevant to the issue of quality assurance: Quality as fitness for purpose: it judges the quality of a product or service in terms of the extent to which its stated purpose meets the customer's needs. Quality as value for money: means focuses on efficiency, effectiveness, accountability, and return on investment or expenditure. It measures outputs against inputs. Quality as transformation: it focuses on the quality of teaching and learning that provides the learner with the required skills, knowledge, and attitudes to provide the necessary services in society. When it comes to quality as exceptional: it refers to perfection, consistency, or something of exclusive high class that meets a set of required standards. Quality as excellence: it emphasizes the high quality of inputs (resources), transformation processes (teaching and learning) and outputs (learners).

For this study, however, the above definitions have been adopted. SQA is a set of activities including observing, monitoring, evaluating, advising, and assessing various aspects of school services and facilities and making judgments to ensure high-level standards are achieved in schools (Ayeti, 2011). It promotes accountability, effectiveness, and efficiency to support teachers in improving their teaching endeavours (Ehren et al., 2013; Kihwelo, 2013).

### **Challenges and Enrichment of SQA Practices**

Previous researchers demonstrated that limited budgets, inadequate transport facilities, heavy workloads, insufficient motivation, and a negative attitude toward SQA were the challenges facing SQAOs to execute SQA practices. The reviewed literature also suggested the provision of funds, improvement of transport facilities, decentralization of SQA services, and motivation to mitigate challenges. Studies by Enaigbe (2009) and De Grauwe (2001) found that running SQA practices in developing countries is difficult because budget allocation is limited. Because SQAOs do not have out-of-station allowances to visit distant schools, there are few classroom observations (Ahmad, Said, Khan, Yassin, Tahir, Bukhari & Ali, 2013; Kambuga & Dadi, 2015; Mbwana & Unyago, 2021). De Grauwe (2001) and Materu (2007) recommended allocating enough funds to SQAD to improve SQA practices.

Shortages of sufficient and reliable transport facilities like vehicles and road infrastructure are reasons for the ineffectiveness of SQA practices because SQAOs fail to fulfil their duties (Kairu, 2010). Means of transport that facilitate the mobility of SQAOs to and from the field, especially in rural areas, are insufficient and the few available are not helpful during the rainy season (De Grauwe, 2001; Matthew, 2012; Salmin, 2016; Ehren, Eddy-Spicer, Bangpan & Reid, 2017). Schools in rural areas are less likely to be assessed because of a lack of vehicles and poor roads (Mulkeen & Chen, 2008). Authors De Grauwe (2001) and Kairu (2010) say that to improve supervision services, the availability of transportation facilities should be a top priority.

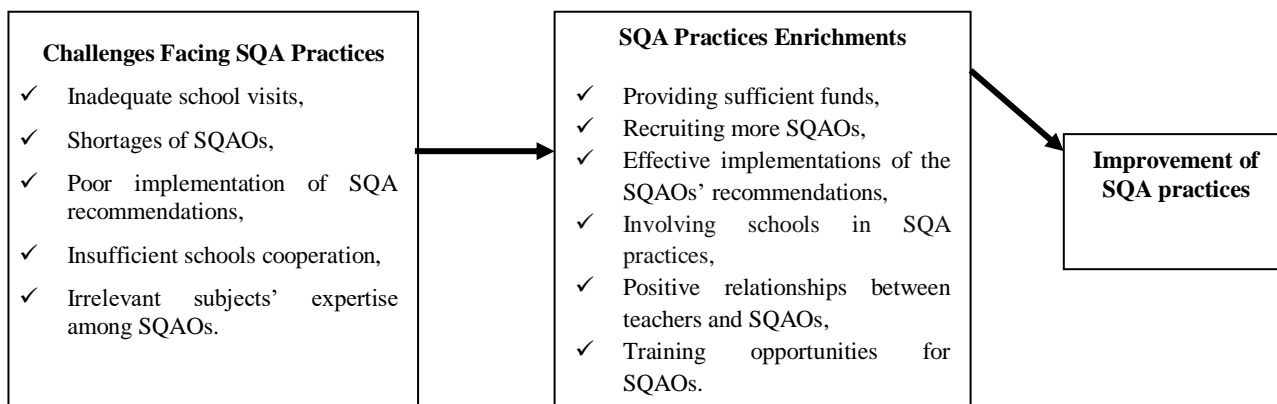
There are places where SQAOs have heavy work in developing countries, particularly in rural areas, which remain a challenge. Earlier studies by Kayikci, Sahin and Canturk (2016), and

Ahmad et al. (2013) found that SQAOs were overloaded with administrative work apart from classroom observation. An increased workload causes SQAOs to miss their targets, thus harming the actual operation of SQA services (De Grauwe, 2001). De Grauwe (2001) came up with a way to cut down on the workload of SQAOs by having headteachers and local officials like Ward Executive Officers help with SQA services.

Studies by Nwakpa (2005), Matete (2009), Kairu (2010), Barrow (2011), and Mutabaruka et al. (2018) showed that poor motivation is among the challenges that limit SQAOs' work performance. SQAOs were discouraged from working hard due to inadequate prestige, training opportunities, salaries, field allowances, promotion, recognition, and computers to run office activities (Cameron, Banko & Pierce, 2001; Deci & Ryan, 2013). Nwakpa (2005), Kairu (2010), and Maghonda (2015) found that sometimes facilities provided by the government to the SQAOs do not enable them to work productively. Eya and Chukwu (2012) established that supervision of instruction can only succeed if SQAOs are motivated. Enaigbe (2009) and Maghonda (2015) suggested that officers that excel in their activities should be rewarded either in kind or cash to improve their skills and boost their effectiveness, efficiency, and dedication in performing their tasks.

**Conceptual Framework**

The conceptual framework for this study is rooted in the study themes (challenges and enrichments of SQA practices) that guided the data collection and analysis. SQAOs are mandated to ensure that the educational standards are satisfied, through classroom observations, providing advice and support to schools on pedagogical and administrative issues. However, they faced some challenges that limited them to discharge their responsibilities as expected. This study worked on the assumption that effective SQA practices are through rectifications of the observable challenges (Figure 1).



**Figure 1.1:** Conceptual Framework for the Study

Figure 1 presents two independent themes on the enrichments of SQA practices. The themes have two questions, 'what are the challenges facing the SQA practices' and 'how can SQA practices be improved'?

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### **3. RESEARCH METHODOLOGY**

#### **Research Design**

This study adopted a descriptive cross-sectional research design using mixed methods (qualitative and quantitative). The use of mixed methods contributes to an in-depth understanding of the topic.

#### **Population and Sampling**

This study was conducted in the Arusha region with 552 PPSs from seven districts. Based on academic performance criteria, researchers used purposive sampling to select Karatu and Longido districts with 155 PPSs, whereby a random sampling procedure was used to get 15 (10%) PPSs. The target population comprised 1,505 individuals, whereby 206 classroom teachers, 1,353 pupils, 15 headteachers, 15 academic teachers, 14 DSQAOs, and 2 DEOs were selected. Consistently with Mugenda and Mugenda's (2003) recommendation that a sample size of 10%-50% is acceptable for a descriptive study, researchers used 10% to sample 226 respondents out of 1,505 individuals. Therefore, the study randomly picked 135 (10%) out of 1,353 pupils and 45 (22%) out of 206 classroom teachers. Also, it included all headteachers, academic teachers, DSQAOs, and DEOs purposively.

#### **Data Collection and Analysis Procedures**

Researchers collected data using interviews and questionnaires guides. The interview guide had open-ended questions: what are the challenges facing the SQA practices, and how can SQA practices be improved? Thematic analysis was used to analyze interviews data. It entailed data coding, reviewing, and organizing themes. Then, themes were contrasted, compared, merged, labelled, and interpreted for report production (Creswell, 2014; Deterding & Waters, 2018). Researchers used some quotations from interviews to strengthen the arguments of respondents. The questionnaires items were measured using 5 Likert-type scale statements ranging from (1) strongly disagree to (5) strongly agree. They were coded and analyzed using descriptive, ordinal regression, and Spearman's rho statistics with the help of Statistical Packages for Social Science (SPSS) version 20. Quantitative results were presented in frequencies and percentages. The researchers also observed confidentiality, voluntary participation, and informed consent. Further, respondents were requested to sign consent forms signifying their agreement or disagreement to participate in the research.

#### **Validity and Reliability**

Supervisors, experts, and peers appraised the research instruments and provided guidelines that improved validity. Researchers carried out a pilot study to validate research instruments. SPSS version 20 was used to calculate a Cronbach's Alpha to test the reliability of the pilot study results. Researchers obtained a coefficient of .763. A correlation coefficient of .60 and above according to Pallant and Manual (2010), is considered sufficient for data analysis and reporting.

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#### **4. RESULTS AND DISCUSSION**

##### **Challenges Facing the Executing of SQA Practices**

During the interview, researchers asked about the challenges faced by SQAOs in discharging their roles. The challenges found in this study show a slight difference from those found in the existing literature. However, the study found additional challenges such as inadequate school visits, shortages of SQAOs, poor implementation of SQAOs' recommendations, lack of adequate cooperation from schools, and irrelevant subjects' expertise among SQAOs.

##### ***Inadequate School Visits***

Respondents claimed that rare school visits were a challenge because they often made it impossible for SQAOs to provide adequate pedagogical support to all teachers in all schools. Interviewees maintained that all schools are supposed to be visited at least once every year, but due to inadequate funds and poor transport facilities, SQAOs failed to meet this requirement. Three interviewees confirmed this:

*The inadequate school visit is a challenge because the department plans to visit all primary schools in a year but fails to meet requirements because of the limited subsistence allowances. DSQAOs need money to meet transport and accommodation expenses, especially in those far-flung rural schools (Takwenya, an officer from district Y).*

*The lack of vehicles and impassable roads, especially during the wet season, affect SQA activities even when we plan to visit all schools in a year (Irunde, the chief officer from district Y).*

*We have only one car. The district has 116, of which 107 are PPSs. Schools in rural areas are scattered. So what we do is to visit at least half of the schools in a year. Those schools far away were visited once every two or three years (Mughonjo, the chief officer from district X).*

Based on these comments, it is apparent that SQAD operates within constraints of funds and transport facilities, especially in rural areas, which, in the end, creates chaos for SQAOs to develop and implement SQA effectively. Also, responses from questionnaires indicated the same. 39 (86.7%) of classroom teachers, 106 (78.5%) of pupils, and 11 (100.1%) DSQAOs agreed that there were insufficient school visits. De Grauwe (2001), in his research in four African countries (Botswana, Namibia, Tanzania, and Zimbabwe), confirmed that unavailable funds and cars have seriously restricted the operations of SQA practices. Officers in rural areas have to travel vast distances between schools under difficult road conditions, thus making some schools rarely or not visited. This affects SQA practices' effectiveness.

##### **An Inadequate Number of District SQAOs**

There were only a few district SQAOs compared to the number of schools, students, and teachers. Two people took part in a poll said.



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*Our district has 56 primary schools with 423 teachers and 30,293 pupils scattered over 7,782 square kilometres that need services from only 5 officers. At the same time, we are supposed to attend to administrative issues in the office. This challenges us because, in the end, we fail to visit all schools in a year (Irunde, the chief officer from district Y).*

*Our department has nine officers. However, estimates of the requirements of SQAOs in this district are 15. We have a shortage of 6 officers or 40%. It is hard for us to get a full picture of 116 schools with 1,016 teachers and 58,758 students as we are few (Mughonjo, DCSQAO from district X).*

These comments imply that the number of SQAOs in both districts is inadequate compared to the number of schools, teachers, and pupils. Following the number of schools, teachers, and pupils, one officer in the district has to supervise an average of 10 schools, 85 teachers, and 6059 pupils in district Y and 13 schools, 113 teachers, and 6,529 pupils in district X. Apart from school supervision, the available SQAOs were supposed to attend to administrative duties. Therefore, it compromises the SQA services. Also, responses through questionnaires showed that 39 (86.7%) of classroom teachers, 108 (80.0%) of pupils, and 10 (83.3%) of DSQAOs agreed that SQAOs in districts were not adequate.

Similarly, an earlier study by De Grauwe (2001) shows that one quality assurance officer in primary schools has to supervise at least 26 schools in Tanzania, 15 in Zimbabwe, 20 in Botswana, and 29 in Namibia. In Nigeria, Enaigbe (2009), Okugbe (2010), and Obiweluozor, Momoh and Ogbonnaya (2013) found that SQA practices do not meet the needs of schools because the number of schools is growing faster compared to the existing number of SQAOs. In their studies in Tanzania, Matete (2009), Maghonda (2015), and Salmin (2016) found acute shortages of SQAOs compared with the number of teachers and pupils.

### **Inadequate Implementation of SQAOs' Recommendations**

This study found that some SQAOs' recommendations commonly given to schools included the use of learner-centred methods, regular assessments of the pupils, and preparations on teaching and learning materials, schemes of work, lesson plans, and lesson notes. Some interviewees claimed that some teachers failed to act on these recommendations because they were few in number, overcrowded classrooms, and lacked commitment.

In noting a deficit of teachers in PPSs, specifically in rural districts, one respondent during the interview said:

Teachers in my school were more preoccupied with many responsibilities besides their daily teaching loads. A teacher can be a school cleanliness supervisor, a pupil's counsellor, and an academic teacher, apart from having a teaching load of 40 periods per week. As a result, some of her lessons went missing when she had to attend to other duties (Dahwa, the headteacher from school fifteen).

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The shortage of teachers in PPSs, especially those in rural areas, led to a heavy workload for the few available teachers, who had to share the teaching load. Findings show that teaching workload made most PPSs teachers unable to implement some of the recommendations given by SQAOs. Because teachers were few compared with the number of classes and streams, they failed to thoroughly prepare schemes for every subject and lesson plans for every period. Also, because of the teaching workload, some subjects were poorly presented or were not taught, and sometimes teachers teach subjects with no background.

Regarding overcrowding classes, respondents reported that in classrooms where the number of pupils exceeds the optimum recommended teacher-pupil ratio, teachers failed to comply with SQAOs' advice and recommendations. The MoEVT recommends a teacher-pupil ratio of 1:40 (Kambuga & Dadi, 2015). During the interview, one of the respondents complained:

I teach classes of over 80 pupils. It is hard to let learners interact in overcrowded classes. I only use lectures, questions and answers, and note-taking as teaching methods (Sayu, an academic teacher from school four).

This comment shows that overcrowded classrooms were among the stressful challenges that obstructed the effectiveness of SQA practices as teachers failed to use interactive methods as SQAOs recommended. Similarly, in questionnaires, the majority of 35 (77.8%) of classroom teachers, 110 (81.5%) of pupils, and 9 (75.0%) of DSQAOs agreed that there was poor implementation of SQAOs' recommendations in schools. In line with Matete (2009), Haule (2012), and Salmin (2016), in their studies in Tanzania, they found the poor implementation of SQAOs' recommendations because teachers were overloaded. Also, the study found that some teachers in PPSs were not interested in teaching because they were not ready to prepare lessons properly, attend classes regularly, and check pupils' progress. They were unwilling to take the risk of implementing new ideas in their teaching system. The main problem is a lack of commitment. The totality of these problems hinders the development of SQA practices.

### **Inadequate Schools' Collaboration**

During the interview, respondents indicated that some teachers were not cooperative in SQA practices due to incompetency and little knowledge about SQA issues as they were not involved in the whole process of SQA. Also, some teachers have reported mistrusting SQAOs' roles. During the interview, two respondents commented the following:

*Sometimes, some teachers absented themselves from schools to escape SQA visits because they feared criticism from SQAOs (Lima, an academic teacher from school ten).*

*Experienced teachers always refuse to submit schemes of work, lesson plans, and lesson notes to the SQAOs while being assessed because most of them do not prepare them as they believe they are more knowledgeable than SQAOs (Mnyeke, an officer from District X).*



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Comments from respondents imply that those teachers who are not competent make a lot of excuses to be away from schools because they fear discouraging remarks from SQAOs. Also, those teachers who consider themselves highly experienced professionals mistrust SQAOs' advice. Some teachers hesitate to cooperate with the SQAOs because of their ignorance of SQA matters. Similarly, findings from questionnaires about 40 (88.90%) of classroom teachers, 69 (51.17%) of pupils, and 11 (91.7%) of DSQAOs agreed that some teachers were uncooperative, and this posed a challenge to SQAOs in implementing SQA practices effectively because discouraged SQAOs' efforts in executing their duties. Similarly, Wanjohi (2005) researched teachers' and principals' attitudes towards school inspection in Kenya and found that most teachers were more reluctant to follow SQAOs' guidance because they viewed them with fear, suspicion, and hostility. Teachers need to cooperate and need to be willing to support SQAOs.

### **Irrelevant Subjects' Expertise**

During interviews, respondents indicated that SQAOs in primary schools were generalists charged with evaluating all curriculum areas without considering their specializations. Most teachers said that SQAOs have limited expertise in supervising and assessing all subjects. Thus, teachers sometimes were assessed by SQAOs who were unfamiliar with their particular subject areas. One of the respondents made it clear that:

*To speak the truth, teachers felt uncomfortable and unexcited when assessed by SQAOs who were not experts in the subjects they teach (Ntinangi, an academic teacher from school nine).*

This comment shows that if SQAOs were not experts in the subjects they assess, it would be hard for teachers to accept and implement the advice. This jeopardized the success of SQA practices. Studies by Ontiria (2003) and Kariuki (2008), as cited in Wanjiru (2014), argued that SQA practices have not been effective due to a lack of expertise, experience, skills, and knowledge of SQAOs. To improve SQA practices, Wilcox (2000), in his study in France, suggests that SQAOs need to be experts in their areas of specialization.

### **Intervention Measures for Enriching SQA Practices**

The researcher was interested in establishing the possible measures to improve SQA practices in PPSs in the Arusha region. Provision of sufficient funds, recruiting an adequate number of SQAOs, especially in rural areas, stimulating the implementation of the SQA recommendations, harmonizing the positive relationship between teachers and SQAOs, and in-service training for SQAOs were some of the measures found to improve SQA practices.

### **Providing Sufficient Funds**

During the interviews, the majority proposed that the government fund the SQAD to ensure that SQA practices are fully functioning all over the country. It was hard for the SQAOs to discharge their roles effectively if the government failed to take charge of funding SQA activities. One respondent noted that:

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*If the government does not disburse enough funds to the SQAD, we cannot expect a significant improvement in SQA practices because the department needs money for several logistics (Mughonjo, the chief officer from district X).*

To enrich SQA practices, the government needs to give SQAD adequate funds to purchase SQA facilities like computers, photocopier machines, and vehicles and improve roads to ease SQAOs' movement. This study found that fund allocation for SQA practices is positively significant to SQA practice enrichment (Table 1). Similarly, De Grauwe (2001) and Eya and Chukwu (2012) found that the availability of funds improves SQA practices because SQAOs require adequate funds for several logistics: during SQA exercise, training and retraining of SQAOs, and improving transport facilities. This study recommends that the government rethink subsistence allowances to help SQAOs make visits, especially in remote areas. Similarly, De Grauwe (2001) suggested that the government needs to provide sufficient funds to support SQA practices to improve.

### **Employing Adequate District SQAOs**

Respondents during the interviews suggested enough recruitment of SQAOs, especially in rural areas, to cater to the workload of the existing officers. To be able to visit all schools, there should be enough SQAOs to balance the increased number of schools, pupils, and teachers. In this, one of the officers during the interview advised:

*When looking for new SQAOs, I think it's essential to consider things such as: where the schools are, how many kids are in each one and how many teachers there are and there is a need to improve services like accommodation and transport facilities. This could attract new officers and retain the old ones (Mghunda, the headteacher from school two).*

This comment implies that when employing SQAOs, one has to consider the school location, the number of teachers and pupils. Also, social amenities such as accommodation, water, electricity, transport and medical services need to be improved to retain the available officers and attract new ones. Matete (2009) advised that the employment of SQAOs should go hand in hand with the pre-requisite of improving their work conditions to attract newly qualified individuals to join the inspectorate department and retain the available ones. In his research in Nigeria, Matthew (2012) suggested that as the number of schools, pupils, and teachers grows, the number of SQAOs needs to increase.

### **Implementation of the SQA Recommendations**

Respondents in this study indicated that SQAOs are responsible for follow-up on what they had recommended. However, they needed support from the school level and the government. The study found that Ward Education Officers (WEOs) and the headteachers had the mandate to support the implementation of SQA recommendations by encouraging teachers to prepare a scheme of work for each subject and lesson plans for each period and attend classes regularly. The study also suggests local and central governments provide adequate assistance in solving particular problems such as a shortage of teachers by posting as many teachers as possible to

remote schools and building enough classrooms to minimize overcrowding in schools. According to Matete (2009), full implementation of recommendations needs assistance from governments. Schools may fail to implement some of SQAOs' recommendations if governments fail to play their part. Maghonda (2015), in her study in Tanzania, advised the strong commitment of schools and governments in dealing with recommendations to improve the work of SQAOs. For SQA practice success, De Grauwe (2001) and Nwakpa (2005) recommend serious implementation of SQAOs' recommendations.

### **Involving Schools in SQA Practices**

During the interviews, respondents suggested that teachers need to be involved in SQA matters as equal partners with SQAOs. The involvement of teachers in SQA practices could help solve the problems associated with the shortage of SQAOs, make teachers aware of and accountable for SQAOs' recommendations, and help teachers realize the importance of SQAOs. Participation of teachers in SQA issues, according to Ofojebe and Ezugoh (2010) in their study on quality assurance in the Nigerian educational system, is among the factors that underlie successful SQA practices. School teachers are the first implementers of the SQA recommendations, so they need to be involved in SQA practices (Sebastian, 2020). SQAOs need to pass on their responsibilities to headteachers, who will be more in charge of running schools than just SQAOs.

### **Positive Relationships between Teachers and SQAOs**

Respondents declared that in maximizing SQA practice improvement, a positive relationship between the SQAOs and teachers is essential. Ndebele (2013), in her study of prevalent supervisory styles in primary schools in Zimbabwe, established that SQAOs need to handle teachers in a friendly manner to promote trust and free sharing of information to succeed. Moreover, findings by Ehren and Visscher (2008) in their study in the Netherland show that a positive relationship promotes the willingness to co-operate and be more receptive to SQAOs' recommendations. This study recommends that SQAOs need to encourage teachers to collaborate with them freely to improve SQA practices.

### **In-Service Training**

Respondents believe that for SQA practices in primary schools to succeed, SQAOs are supposed to be experts or competent in all subjects that they are due to assess. In this connection, one of the DSQAOs had this to say:

*To gain greater confidence in performing SQA activities, the primary inspectorate department should have better-qualified officers in the subjects they are due to assess (Itanga, the headteacher from school fourteen).*

It implies that SQAOs need to be experts in their areas of specialization to perform SQA practices confidently. In Nigeria, for example, Enaigbe (2009) and Mathew (2012) found that knowledge of the subjects helps school supervisors to provide objective judgment of teachers' performance and face the new challenges of education. The study says that SQAOs should be given in-service training in the subjects they test so that they can do their jobs well.

**Ordinal Regression Analysis on SQA Practices Enrichment Factors**

Researchers employed ordinal regression to assess whether enrichment factors (sufficient funds; an adequate number of SQAOs; implementation of SQA recommendations; the involvement of teachers in SQA issues; the positive relationship between teachers and SQAOs; and in-service training) were related to SQA practice improvement. Researchers used coefficient values ( $\beta$ ) and probability values (P-values) to ascertain the statistical significance of their relations.

Results in Table 1 show that all six items are significant at 0.01 and 0.05 levels. It implies that all factors contribute to SQA practice improvement, though to varying degrees. Analysis shows that the most important factor that led to better SQA practices was the implementation of SQA recommendations ( $=.929$ ,  $p = .000$ ). Then, followed by sufficient funds ( $=.867$ ,  $p = .000$ ), in-service training ( $=.610$ ,  $p = .000$ ), an adequate number of SQAOs ( $=.597$ ,  $p = .000$ ), involvement of teachers in SQA practices ( $=.578$ ,  $p = .049$ ), and a positive relationship between teachers and SQAOs ( $=.464$ ,  $p = .045$ ).

Results imply that while some factors may have a higher contribution as their correlation values are high, others seem to have little support for SQA practice improvement as their correlation values are weak. This implies that no one way can improve SQA practices itself without the help of others.

**Table 1: Analysis by Ordinal Regression**

Enrichment Items	Coefficient ( $\beta$ )	Std. Error	P-value
There should be enough fund for SQA to improve SQA practices	.867	.1380	.000**
There should be adequate number of SQAOs to improve SQA practices	.597	.1446	.000**
There should be an implementation of SQAOs' recommendations	.929	.2463	.000**
There should be involvement of teachers in SQA practices	.579	.2934	.049*
There should be positive relationship between teachers and SQAOs	.464	.2312	.045*
There should be in-service training to SQAOs	.610	.2277	.007**

**Spearman's rho Correlation Analysis on SQA Practices Enrichment Factors**

Moreover, the study used Spearman's rho correlation analysis to assess the inter-relationships of SQA practices enrichments factors. Table 2 shows various degrees of correlations, and the magnitudes of their correlations ranged between coefficient ( $\beta$ ) .150 and .459. Most of the coefficients were positive, and their correlations were significant. Few items showed negative correlations, but their correlations were not statistically significant. Generally, the study equally revealed there is a relationship between these factors.

**Table 2: Spearman correlations coefficient ( $\beta$ ) analysis on SQA practices enrichment factors (N=92)**

		1	2	3	4	5	6
Enough fund improves SQA practices (1)	B	1.000	.187**	-.034	-.106	.196**	-.065
	Sig.	.	.009	.635	.142	.006	.373
Adequate number of SQAOs improves SQA practices(2)	B	.187**	1.000	.240**	.183*	-.071	.228**
	Sig.	.009	.	.001	.011	.329	.001
Implementation of SQAOs’ recommendations improves SQA practices (3)	B	-.034	.240**	1.000	.459**	.132	.150*
	Sig.	.635	.001	.	.000	.068	.038
Involvement of teachers in SQA issues improves SQA practices (4)	B	-.106	.183*	.459**	1.000	.115	.178*
	Sig.	.142	.011	.000	.	.114	.014
Positive relationship between teachers and SQAOs improves SQA practices (5)	B	.196**	-.071	.132	.115	1.000	.111
	Sig.	.006	.329	.068	.114	.	.124
In-service training for SQAOs improves SQA practices (6)	B	-.065	.228**	.150*	.178*	.111	1.000
	Sig.	.373	.001	.038	.014	.124	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

**5. CONCLUSIONS**

The study examined the enrichment of SQA practices in PPSs in the Arusha region. The findings show that the sufficient fund allocation, adequate SQAOs, effective implementation of SQA recommendations, involvement of teachers in SQA practices, positive relationships between teachers and SQAOs, and regular in-service training for SQAOs contributed to the improvement of SQA practices. However, limited funds, poor transport facilities, and few SQAOs faced the execution of SQA practice because SQAOs failed to visit, observe classrooms and attend to teachers’ and pupils’ concerns as required. Also, poor implementations of the SQA recommendations, overcrowded classrooms, shortages of teachers, a lack of commitment among teachers, poor school cooperation, poor government support, and irrelevant subjects’ expertise among SQAOs obstructed the development of SQA practices.

**6. RECOMMENDATIONS**

Reasonable efforts need to be made by the government to support the SQA practices to be more functional through healthy funding, improving transport facilities, and recruiting more SQAOs to ensure regular school visits. Also, the study recommends the government collaborate with the local communities to support schools to implement SQA recommendations. School teachers need to be involved in SQA matters as equal partners to SQAOs to be aware of SQA issues. Furthermore, the SQAOs need to handle teachers in a friendly manner to facilitate their exercise in schools. Also, training programs should be well planned and be provided to SQAOs to update their skills so they can confidently perform their activities.

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