

The Challenges which Interfere with External Quality Assurance in Promoting Schools Performance in Tanzania: The Case of Njombe Town Council

Melickius Mwooshe & Festo Gabriel Wachawaseme
Ruaha Catholic University

Abstract

This paper identified the challenges which interfere with external quality assurance in maintaining school performance in Tanzania. The respondents involved in the study were secondary school teachers, heads of schools and external quality assurers. A mixed-methods research was used to collect data through questionnaires, interviews, and documentary reviews. The findings identified the following challenges: frequent curriculum changes, insufficient funds, lack of training for external quality assurers, working conditions of external quality assurers, external quality assurers' visits and the shortage of external quality assurers. Finally, the study concluded that external quality assurance is a critical and congenial process in which quality assurance cannot manage on itself without support and cooperation from other stakeholder such as students, teachers and other leaders/administrators, policy makers and academicians. Moreover, it is recommended that the government should provide schools with enough funds, resources and infrastructure in order to improve teaching and learning environment, which will lead to the promotion of schools' performance hence quality of education.

Keywords: Challenge, Education, Quality Assurance, Performance

1.0 Introduction

Educational quality assurance means the process of assessing the state of teaching and learning with the aim of improving educational standards (Afrosale, 2013). Generally, educational quality assurance is concerned with evaluation and control of education with the view of rising standards and quality. Thus, it is articulated as a new thing in any national government. External quality assurance on the other hand which also firstly became known as school supervision or inspection originated from France under Napoleon regime at the end of 18th century (Grauwe, 2007). Later on, the idea spread to other European countries in the 19th Century (Grauwe, 2007; Wilcox, 2000). In the United Kingdom, the first quality assurance services were carried out by Her Majesty's Inspectorate (HMI) in 1839 (Learmonth, 2000; Wilcox, 2000), and it soon became one accountability in education including the market choice as practiced in United States, Australia and New Zealand.

The establishment of school quality assurance services in many countries of Africa was accompanied by the introduction of formal public education (Grauwe, 2007). Many of the developing countries expanded their quality assurance services after independence. Also, the increasing number of schools accompanied with a relatively slower growth in number of supervisors/quality assurance officers (Grauwe, 2007). Like in many other countries, Tanzania considers education to be the light of life as well as a gate way to a better social and economic development.

Despite the fact that external school quality assurance has to play a great role in controlling the standard of education and its improvement, the process of school quality assurance in Tanzanian schools seems to be ineffective and considered more

dictation than to target on the improvement and control of secondary schools. There are some deep-rooted assumptions concerning the school external quality assurance and the concept of school visit for quality assurance in Tanzania. It is based on dictation rather than remediation.

In Tanzania, external school quality assurance started to be practiced during colonial rule. Therefore, the external quality assurance as viewed today can be explained by tracing back different phases it has passed since colonial era, for instance, from 1903–1925, 1925–1945, 1946–1960, and 1961 to date.

In 1903, external school quality assurance was introduced under German rule. The education guidelines at that particular time required people to follow the culture of colonial masters and work diligently and with discipline. The period 1925–1945, saw the department of education in Tanganyika establishing three groups of external school quality assurers which were education secretaries and supervisors of volunteering institutions. These two groups were inspecting schools which were under volunteering institutions. The third group of quality assurers was known as Government school inspectors to inspect Government schools. Another period of school quality assurance was that of 1946–1960 (this was during the ten years development plan (i.e., 1946–1956) was the first time when the chief quality assurer and other external schools' quality assurers officially recognized. In the next five years development plan (1957–1961), deputy education secretaries to assure schools under volunteering institutions and primary schools quality assurers were appointed. The last external school quality assurance phase was that of beyond 1961 (after its independence). The Government of Tanganyika formalized different school Education Acts with the purposes of regulating

the provision of education and improvement of education quality in the country. The Education Act No.25 of 1978, among other things, included the establishment of the external school quality assurance system (URT, 2008). In compliance with this act, the government established eight zones of school quality assurance can be found. These are the Eastern, North Eastern, North Western, Lake, Southern, Central, Western and Southern Highlands Zone (Ministry of Education and Culture [MoEC], 2005). The zonal school quality assurance structure reflects the structure of school quality assurance in the ministry.

The changes in the title from school inspection to educational quality assurance did not change the roles although the emphasis of the newly external school quality assurance was on the maintaining quality education in Tanzania. In order to maintain the standard of education, external school quality assurers have to deal with students' performance, the good teaching/learning and assessment, curriculum, leadership and administration, the quality of environment as well as the participation of the society.

Although the external school quality assurers are required to send reports to administrative levels, things are different due to the challenges encountered by the department. NAO (2008) reported that there is no routine of sending the school quality assurance reports to the administrative district level. It further shows that, quality assurers had no records of signed minutes concerning discussions done with the school management. It was also found that, there was limited transparency, i.e. information concerning audits was not made public implying, that it was not accessible to the media and the general public.

Carron (1997) identified that problems facing school external quality assurance is related to deterioration in working conditions, conflicts between the different roles that staff are asked to play and the way in which supervision of services are managed and monitored. So, the falling standard of education is partly caused by ineffective school external quality assurance which is one of the services for education in terms of quality control and improvement (Hoyle, 1980). On top of that, there is a lack of quality assurance services in secondary schools responsible for their deplorable state in terms of infrastructural facilities, equipment, teaching staff and the students' personal services. The common problems among secondary schools, however, are inadequacy in vital infrastructural facilities such as classrooms, laboratories, hostels and staff houses (Davis & White, 2001).

Another common problem is the shortage of essential equipment and materials, such as textbooks, chalks, registers, scheme of work and furniture, which makes teaching and learning very difficult. Insufficient number of teaching staff is also a common feature of the secondary school system in the country. Most secondary schools either do not have adequate number of staff or the required type of teachers or both. Education quality assurers in schools do not report to the Ministry of Education on the number and activities of teachers in secondary schools. There are no student personnel services related to feeding, healthcare, guidance and counseling services, the quality assurers do not care to find out whether all these services are provided to student in secondary schools. This is also caused by lack of proper quality assurance services (Wilcox, 2000). All these problems make instructional

management very difficult in the secondary schools in Njombe town.

It should be realized that quality assurance does not restrict itself only to classroom processes or school management, touring schools in zonal Areas and writing and submitting of reports for action. Quality assurance also includes surprise checks in schools, compilation of absentees' lists (staff) and submission of such lists to the financing authority for action, research development and diffusion of ideas to the education system. It involves organization of in-service courses for teachers, provision of access store sources (for example, personnel and equipment), dissemination of findings from central research and development agencies (Uwazi, 2014). These aspects of the assurance service do not seem to characterize the secondary school quality assurance in Njombe Town schools.

The aim of assurance is to improve instruction in schools and assist in maintaining standards of education in any educational system. In this case, the process of assuring the quality of education in secondary schools should be efficient and effective. So, school quality assurance is widely considered as an essential instrument for quality education that will help the nation to compete in this ever-changing world economy (Ololube, 2014).

For effectiveness and efficiency of the education quality assurance in schools, the quality assurers have to be trained for their duties if they are to offer quality services and know what they are supposed to do when they go into schools. In order to improve the quality of education in Njombe Town schools, there should be a proper quality assurance services for the

secondary schools. It will create conducive atmosphere for teaching and learning in schools. It is expected by different education stakeholders that external education quality assurance for secondary schools plays its role in improving academic performance. It is highly recommended for the government through the ministry of education science and technology to fuel the school maintaining secondary school students' performance.

2.0 Materials and Methods

The study was conducted in Njombe Town Council in Njombe Region, Tanzania due to the familiarity of the researcher to the study area. Secondary schools were randomly selected to be included in the study area due to the academic performance at Njombe Region and national level. In order to strengthen the study, two theories which are scientific management theory and human relations theory were applied. The target population was heads of schools, teachers and external quality assurers. A sample of 70 respondents (60 secondary school teachers, 06 heads of schools and 04 external quality assurers) were involved by using simple random sampling technique for selecting teachers and purposive sampling which were used to select heads of schools and external quality assurers. The study used two types of data, which are primary and secondary data. Primary data were collected from external quality assurers, heads of schools and teachers from the selected secondary schools where the questionnaires were used for teachers and interview for heads of schools and external quality assurers. Secondary data were obtained through reviewing different documents, such as monthly reports from education office, the examination records both at regional and national levels and reports from the external quality assurance office. Furthermore,

the books and papers, specifically journals, were very useful in this particular piece of study. Finally, the Tanzania education and training policy of 1995 was useful in tracing government statement about external quality assurance.

3.0 Results

The process of external school quality assurance in improving teaching and learning process, which can lead to maintenance of secondary schools' performance, is faced and interfered by a number of long-lasting problems and challenges that inhibit it from smoothly running its function of overseeing the quality of education in Njombe Town Council and Tanzania at large. The following is a list of challenges, which face external school quality assurance and affect the effectiveness as obtained from the field of this study.

3.1 Shortage of Education Quality Assurers

URT (2010) defined external quality assurers as persons, specifically teachers, who selected as external school or educational supervisors with responsibilities of visiting schools in order to ensure that the standards, which have set by the government are maintained by schools. The role which is played by external quality assurers tends to ensure and promote the performances of schools. The external quality assurers when visit schools are dealing with many different matters, such as students' performance, the good teaching/learning and assessment, curriculum, leadership and administration, the quality of environment as well as the participation of the society.

According to the ethics of quality assurance, external schools' quality assurers are required to write down reports, which tend to advise the chief education officer on the matters which

require decision making for improvement. For example, if the school visited found that it lacks enough teachers, bad or non-conducive environment for teaching and learning, poor schools' infrastructures, to mention few, the external quality assurer(s) write all in their report. If the authority which is responsible to work on the reports' suggestions and recommendations put it into consideration, it can help to promote the performance of schools. But it must be well known that a single person or small number of external quality assurers cannot manage to visit and supervise all schools in their areas.

It cannot be denied that in Njombe Town Council the number of education quality assurance officers in the country does not match with the mushrooming of secondary schools in Tanzania. The report of Controller and Auditor General (CAG) recommends that number of education quality assurers should be increased to match with the tremendous increase of secondary schools (URT, 2010). This means that, the ratio of external school quality assurers and schools does not match and hence a big challenge to education quality assurance. According to the findings of the study, it observed that in Njombe Town Council there are only six (6) school quality assurers, who are supposed to visit more than 100 schools. Interviewee one said that, *"Sometimes, it becomes difficult to visit all schools for quality assurance due to the shortage of education quality assurers. In the office we are only six"* (Interview with External Quality Assurer, External Quality Assurance Office, December 10/2020).

This challenge is directly contributed by the government. The education quality assurers from the Ministry of Education are usually insufficient or not adequate to carry out the duties required. According to Ogunu (2005), the consequences of this

shortage of supervisory personal is that most often, a lot of unprofessional practices are carried out in our schools to the detriment of the children and many schools left without being assured. For example, in the 2011/2012, the government planned to inspect 2100 secondary schools but only 935 secondary schools were visited (Hakielimu, 2013). This means that only 21% of all secondary schools are inspected in Tanzania.

3.2 External School Quality Assurers Visit

The school visiting of external quality assurers aimed at promoting, improving and maintaining the performance of schools through making assessments on the state of teaching and learning. Wilcox (2000) argues that, when the external quality assurers visit schools, they make assessment on the quality and/or performance of the institutions which promotes the schools' performance. The regularly visit helps the institutions to work hard and perform their responsibilities. When external quality assurance denies visiting schools frequently according to the plan given, it makes teachers to lack external forces on performing their duties accordingly.

Teachers are viewed as the key implementer of the highly refined curriculum and teaching system (Hoyle & Wallace, 2005; Sergiovanni & Starratt, 2007) as well as classroom supervision together with performance appraisal scheme based on specific target (Sergiovanni & Starratt, 2007). The school visiting of external quality assurers introduces close supervision practice to ensure that teachers are teaching the way they are supposed to and being carefully following the approved teaching protocol and guidelines. For example, they are needed to prepare the lesson plans which followed the scheme of work. If external quality assurance is not regularly made, teachers do

not follow the predetermined objectives and goals of education stated in the national curriculum. This situation is due to the fact that human beings are lazy in nature and dislike work especially when working in groups (Taylor, 1911) as cited by (Sergiovanni & Starratt, 2007).

In most cases, external quality assurance is mostly done in schools which are located in urban/town. That is to say, schools which are located in rural areas are less likely to be visited. For instance, in Njombe Town Council from the year 2015 up to 2019 town schools were visited either four or three times per five academic years. But in rural areas, schools were visited once or twice per five academic years. The reason behind to why rural schools are less visited when we compare to town located schools is due to the problems which are out of quality assurers' control like transport (Documentary Reviews, External Quality assurances' Reports, December 2020). It was found that between 2015 and 2019 secondary school A and C was visited by external quality assurers three times while secondary school B, D, E and F was visited four times. When one of the external quality assurers asked the reason to why there are variations of visiting between one school and another, he said *"We visit the school due to the special issues occurred at that school. For example, if the school performed poorly in the national examination, it tends to be an issue to make an immediate visit"* (Interview with External QA 1, December 11/2020).

Although external quality assurers required by the Ministry of Education, Science and Technology 2020/2021 to visit schools for quality assuring at 100% which is different to the action plan provided in 2019/2020 which required them to visit schools for 25%, they do not manage to attain the demand as

per action plan. It comes very difficult to them to visit rural schools due to the factors out of their control a situation which limit and highly interfere external quality assurance to promote secondary schools' performance. It is, therefore, unhealth for schools to be visited for quality assurance only when negative reports about such schools had been received. The limited visiting force for quality assurance thus makes many quality assurers to ignore virtual areas in schools.

3.3 Frequent Curriculum Change

Curriculum change refers to the efforts made by the government under the Ministry of Education, Science and Technology (MoEST) in order to change and adapt the aim of teaching and learning according to the needs of the nation at the current time, the development of science and technology, values, culture, philosophy and the resources at their disposal. Curriculum change in Tanzania is a problem, which has been affecting provision of education in schools. Some respondents of the study from Njombe Town Council said that the education quality assurers find it difficult to do their work because of unstable curriculum. The point here comes is that teachers who are to be looked find it difficult to implement the unknown curriculum and hence quality assurers also face the same problem of what they should look. This is due to the fact that the government has been frequently changing the curriculum without proper involvement of teachers and external school quality assurers on the ways to handle and manage such changes. Also, seminars, workshops and other capacity building on curriculum change involve only one or two teachers at a school.

Teachers thought that firsthand information is what could be more useful to them. Respondents (teachers) viewed that seminars and workshops on new curriculum change or new programme introduced should involve all teachers. Additionally, teachers were unhappy on the frequent changes of the curriculum because it affects the teaching and learning process of students.

The findings obtained from private owned schools; things were quite different where it seems that private owned schools are likely to be isolated. While in the public owned schools even few teachers are appointed to attend seminars or workshops of capacity building for the issues of curriculum change, which is not done for private owned schools. Teachers from these institutions are less considered. That case is of respondents from public secondary schools in which when they asked through an interview they responded. Respondent one said:

When there is change of curriculum as it is happening now, few teachers are picked randomly from different schools and built upon their capacity as a means of training on the new syllabus or programme introduced that are then changed to be trainers of other teachers. What is expected is not what is happening (Interview with Head of School, Secondary School C, December 15/ 2020).

In an interview with the head of school D, the followings were the few brains itching words which the researcher quoted:

Education is like any other service as healthy. For example, when private hospitals are built, the government does not isolate and distinguish them from public hospitals. That's why the government provides and employs professionals to private

hospitals pay and treats them equally. This is not in education; private schools are isolated. It is not to say that we want things like human resources, subsidies, grants or any offer from the government but equal treatment between government schools and private ones. The change of curriculum is not concerning with only government schools. It is done for both government and private schools. Therefore, when seminars and workshops are planned for building teachers' capacity even private school teachers have to be considered and not being isolated as it is sometimes done (Interview with Head of School, Secondary School D, December 17/2020).

When teachers, heads of schools and external quality assurers were asked through an interview and questionnaire, the majority were well informed about the changes on the existing educational curriculum. The problematic issue was the ways to implement the changes made. For instance, in Tanzanian education the curriculum used is basing on the competence which uses learner centered approach. That is, competence-based curriculum replaced content-based curriculum, which edged on teacher centered approach. All respondents were aware of that kind of curriculum when they were asked. When the research reviewed on different documents such as schemes of work, lesson plans and examination papers, it found that many teachers know that there is something so-called competency-based curriculum, but its application in classrooms during teaching/learning process seems to be an issue. Mosha and Dachi (2004) argued that The Tanzanian government is currently undertaking the major reforms in curriculum to enhance access and quality education. To promote the performance of secondary schools, the regularly changes and

reforms of curriculum must be accompanied by teachers, heads of schools and external quality assurers' capacity buildings.

3.4 Insufficient Funds

According to Mathew (2012), money is believed to be the 'vehicle of evangelism'. The effective external school's quality assurance requires sufficient and enough fund to purchase and maintain the vehicles that will convey the quality assurers to and from schools, the stationery and other logistics during the exercise due to the fact that are very congenial and important in reducing the grief and anguish to the quality assurers when performing their duties. The insufficient fund is becoming a big challenge since it makes it difficult for the meaningful reports to be prepared after visiting schools for quality assurance. In an ideal situation, quality assurance is supposed to be carried out regularly, in view of the number and population of schools as well as the prevailing cases of misdemeanors in schools in Tanzania.

External schools' quality assurance has been irregular due to the challenge and problem of fund to achieve such feat. This has been making many schools not to be visited accordingly thus contributing to the rots that can be observed in many schools these days. The problem of many schools to be not visited is highly affecting the schools located in rural areas. Due to insufficient funds, external quality assurers lack means of transportation, especially those that can help to reach the rural areas (Optuna, 2015). This is compounded by the fact that many schools (ward schools) are located remote areas where even motor vehicles cannot help to reach (non motor able areas) while some areas are in the difficult terrains like water side, hilltop and island in some Tanzanian regions (Mathew, 2012).

There are no more sources of school finance and other funds to external quality assurance, which can help even in travelling and subsistence allowances to meet expenses associated with transport and accommodation.

The capitation fund for free education is a major source of school finance. Generally, insufficient funds lead to schools not being visited frequently for quality assurance purposes. It leads to the department not meeting its goals according to the action plan. School visits for quality assurance vary from one year to another concerning the objectives. No year the external school quality assurers were able to visit in a required plan of visiting schools for 100% (Field data, December 2020). Interviewee III said:

The main challenge we face in our office is the lack of both human and material resources. All the mentioned resources are resulted from lacking enough funds. It became difficult to meet all the required goals (Interview with External QA III, External Quality Assurance Office, December 12/2020).

The key determinant is the availability of funds. Furthermore, effective school quality assurance requires adequate funds to purchase and maintain the vehicles that will convey the quality assurers to and from schools, stationery, and logistics during the exercise. The lack of stationery makes it difficult for meaningful reports to be prepared after the quality assurers' visit (Mathew, 2012). This agreed by Grauwe (2001), who puts that no specific budgets are directed to the external quality assurance department. His comparative study finds that the external school quality assurers are supposed to get money from the region where that money is used for other issues. If given, only this depends on the officer's wishes at the regional level.

The only country with a defined budget in the four countries is Namibia. A report by Matete (2009) further reveals that external quality assurers are poorly paid, and more often than not, they get allowances. This inhibits their complete devotion to the work of assurance.

3.5 Lack of Training for External School Quality Assurers

The main qualification used in selecting external quality assurance in Tanzania is any teacher who has teaching experience not less than five years. This means that many personnel involved in quality assurance in Tanzania cannot see beyond their noses, being deficient in the required skill, pedagogy and orientation for the task. Mathew (2012) noted that due to the incompetency, most vital areas are left out during the assurance session, thus interference on external quality assurance in promoting secondary schools' performance which is the main goal of the exercise to be achieved. Lack of training leads to the merge of many unprofessional attitudes of external quality assurers, such as harshness and teachers' harassment in front of students (Kamuyu, 2001). According to Isolo (2000), many external quality assurers tend to look down upon teachers with resentment and suspicion. Some are dictatorial and work in unsmiling determination, which often leads to the cold war between teachers and heads of schools. All these attitudes are due to the lack of training and courses, leading to a poor relationship between external quality assurers and teachers (Masara, 1987).

In Tanzania, many teachers are skeptical of quality assurance and are thus fond of showing uncooperative attitude(s) during the exercise. Due to years of experience, qualifications and status of some teachers, which seem to be greater or higher than

those of external quality assurers who did not even attend any course or training, those teachers believe they are above quality assurance. Such teachers often fail to submit records to the quality assurers during assurance. Respondent VI from school F confirmed:

External quality assurers have nothing new to tell teachers. They are teachers as we are. There is neither they are required to attain nor training concerning quality assurance (Questionnaire filled in by Teacher 6, Secondary School F, December 18/2020).

Interviewee II added that:

Not all quality assurers have attended the training concerning external quality assurance. Instead, seminars and workshops are normally provided in order to build the quality assurers' capabilities (Interview with External QA II, December 10/2020).

To ensure effectiveness and efficiency of education quality assurance for promoting schools' performance, there must be quality assurers who have undergone training. In Njombe Town Council, training is not much emphasized. Some quality assurers have undergone training, while others do not but admitted that they are using experience. Therefore, there is a tendency or the possibilities for external school quality assurers to provide inappropriate pieces of advice to teachers due to lack of expertise in the field where it may result in ineffectiveness in controlling and improving teaching and learning process hence schools' performance.

3.6 Working Conditions of External School Quality Assurers

According to the comparative study by Grauwe (2001), countries like Botswana and Namibia have perfect working conditions. The working conditions include quality offices, office equipment, support staff, housing distance from home to office and transport. The situation in Tanzania is terrible, as found in the study. In the place of accommodation, the quality assurers as found in that study by Grauwe were evicted because of lack payment of rent thus being forced to obtain houses far from their workplaces. This situation implies the effectiveness of the quality assurers given their responsibility of quality assurance. The cry of claims to external school quality assurance officers indicates that in their side, they are willing to work and attain the goals and objectives as they are directed. But the lousy working conditions around them are like the enormous sheet of darkness clouds swallowing their power of implementation.

To visit schools for quality assurance needs to move from the office to schools that require assurance services. According to Nkechi (2013), the lack of vehicles makes it difficult to reach the schools for quality assurance. The lack of transport hinders the quality assurers to reach the schools located in remote rural areas where there is no or lack of public transport as they do for schools located around their working place in town. This makes it difficult to make a follow-up to evaluate work capacity of teachers and how to improve their work and reach remote schools where many problems are found. In Tanzania, for example, the quality assurers have to ask for a car from the District Educational Officer (Matete, 2009; URT, 2008). This means that it is the DEO who, if he wants, can give the car to

the quality assurers on the condition of putting fuel. The results obtained from an interviewee were:

Nowadays, we have blessed to have this modern (offices) building. It is shining enough to attract anyone who is not jealous with development once they see it. Even if you look at this beautiful building, you can guess that those working in these offices have neither problems nor any challenges. The truth is that we are faced with full of difficulties and challenges. Apart from lacking both human and material resources, transport chronic problem and so on, these offices do not have even people employed for cleanliness. We do not have secretaries and watchmen to ensure the security of our offices. We are overworking due to the presence of few workers in our office. Let me leave that but talk about transport and transportation. We do not have drivers even if we lend transport from elsewhere; we lack a person to drive. Sometimes we touch our pockets to pay the day worker drivers (Interview with External QA I, December 10/2020).

The findings correspond to the findings of Mathew (2012), who pointed out that there is a need of increasing the budget in education, which will tend to improve the working conditions of external quality assurers. This is because in any institution or directorate, people can work in a committed manner if the working environments are favourable. They can perform their work effectively in self-directed and creative, promotion of schools' performance if they are properly motivated. External quality assurers as human beings have their own thinking and view the world differently (Druker, 1991). Through the Ministry of Education, the government should understand that there is always a social aspect of life. External quality assurers

know a great deal about the work they do. If the authority wants to address the productivity, quality and effectiveness, they should ensure that they provide good working conditions to stimulate the quality assurers' working morale.

4.0 Conclusion and Recommendations

It is not a gainsaying that External Schools Quality Assurance is a very crucial directorate/department whose introduction marked a turning point of educational history in Tanzania, particularly in educational development. Achievement of the department's objectives is paramount to the government given the resources (financial, human and materials) being committed to its implementation. The role of external quality assurance in promoting schools' performance and quality education, in general, cannot be overemphasized. In this paper, the existence of challenges such as frequent curriculum change, insufficient funds, lack of training for External quality assurance officers, poor working conditions and lack of transport are largely affecting and interfering with the effectiveness of external quality assurers in promoting the schools' performance in Tanzania.

Based on the study findings, analysis, discussion and conclusions drawn, the following recommendations are generally made. Making follow-ups could enhance the implementation of the quality assurance and work efficiency of teachers. The government should provide schools with enough resources, funds, and infrastructure to improve teaching and learning environment. More funds should also be allocated towards the external quality assurance department to increase school visits that lead to close follow up hence the standards of secondary schools and education at large. Teachers believe that external quality assurance officers should use friendly language

when communicating with teachers instead of command and harsh language. In addition to the mentioned, the following are specifically highlighted recommendations;

External schools' quality assurance is a critical process in which quality assurance cannot manage on itself without support and cooperation from other stakeholders like; students, teachers, heads of schools and other educational leaders/administrators, policy makers as well as academicians. The relevant information and feedback of external quality assurance must be considered. And all the issues resulting from external quality assurance or anything related to school quality assurance should be considered. The study suggests that, the local government and central government should organize training, seminars or workshops for teachers and external quality assurance officers to perform their functions effectively.

Since external quality assurance has been proved to be the major means the government can monitor the standards of schools provided in the external quality assurance department should receive proper attention. Suppose no one seems interested in working on such issues within the assurance system. In that case, it seems meaningless to have them, and it is a waste of time for quality assurance officers to do that job and write quality assurance reports. Therefore, it is important that the responsible authorities as mentioned above utilize the assurance findings to improve the quality assurance process which in turn would improve teaching and learning in school for the standard of education. For consistency and effectiveness, training, workshops and seminars should be organized for heads of schools and class coordinators at the beginning and mid of academic sessions.

The provision of reports in schools before the visit of external quality assurance officers makes teachers watch while preparing teaching/learning documents that they did not use previously. That tendency is hypocrisy in nature. They lie to their souls before lying to the external quality assurers. External quality assurance visits should be done frequently, even twice or more than per year, without providing information. Internal quality assurance formed in every school must be provided equal or related responsibilities and power to external quality assurance so that they can be obeyed by lazy teachers who do not perform well their responsibilities. The authority concerned with education plans should put a clear assurance organ by giving external schools quality assurance positions and opportunities to teachers who have undergone special courses or training on schools' quality assurance.

References

- Carron, G., & De Grauwe, A. (1997). *Current issues in supervision*. Paris: UNESCO/IIEP
- Carron, G., De Grauwe, A., & Govinda, R. (1998). *Supervision and support services*. Paris: UNESCO/IIEP.
- Davis, A., & John, W. (2001). Accountability and school inspection: In defense of audited self-review. *Journal of Philosophy of Education*, 14(2), 56–83.
- Dean, J. (2006). What teachers and head teachers think about inspection? *Cambridge Journal of Education*, 25(1), 118–131.
- Druker, P. (1991). The new productivity challenge. *Harvard Business Review*, 69(6), 18–37.
- Friedman, K. (2005). *Armchair anthropology in the cyber age*. Accessed from: <https://savageminds.org/2005/05/19/armchair-anthropology-in-the-cyber-age/>
- Grauwe, A. (2007). *School supervision in four African countries: Challenges and reforms*. Paris: UNESCO.
- Gray, C., & Gardner, J. (1999). *The impact of school inspections*. Hong Kong: Longman Group (FE) Ltd.
- Hargreaves, D. H. (1995). Inspection and school improvement. *Cambridge Journal of Education*, 25(1), 117–125.

- Hoyle J. M (1980). *Inspection of schools in Britain*. London: George Allen and Umwin Ltd. Accessed from: <http://we.cba.neu.edul.ewartein/introd/history.htm>.26th February,2020.
- Hussain, A., & Azeem, M. (2012). Determinant of school effectiveness: A study at Punjab level. *International Journal of Humanities and Social science*, 2(14), 242–251.
- Learmonth, J. (2000). *Inspection: What's in it for school?* <http://books.google.com/books?hl>. Retrieved on 22nd February, 2020.
- Lee, V., & Elyssa, W. (2002). *Education voucher system*. Report Paper 06/01-02. Hong Kong: Research and Library Services Division Limited.
- Matete, (2000). *School improvement after inspection: School and LEA responses*. London: Perigum Group Publishers.
- Methew, I. A. (2012). The challenges facing schools' inspection amid universal basic education implementation in Nigeria. *International Journal of Learning and Development*, 2(5), 203–2014.
- Mosha, H. J. (2004). New directions in teacher education for quality improvement in Africa. *Papers in Education and Development*, 1(24), 45–68.
- Mosha, H. J., & Dachi, H. A. (2004). Decentralization of education delivery and provision as a strategy for poverty in Tanzania. In J. Galabawa., & A. Naiman (eds.), *Education, poverty and inequality*, BERRIPA Project -

Dar es Salaam, Faculty of Education, University of Dar es Salaam, 169–170.

NAO. (2008). School inspection in Tanzania as a motor for the education quality: Challenges and possible way forward. *Review of Knowledge Economy*, 2(1), 1–13.

Okumbe, J. A. (1999). *Educational management: Theory and practice*. Nairobi: Nairobi University Press.

Ololube, N.P., & Major, N. B. (2014). School inspection and educational supervision: Impact on teachers' productivity and effective teacher education programmes in Nigeria. *International Journal of Scientific Research in Education*, 7(1), 91–104.

Ololube, N. P. (2014). Is the character of institutional leadership central to the quality of higher education (HE) management? *International journal of Strategic Decision Sciences (IJSDS)*, 8(1), 46–64.

Uwazi (2014). Education management and leadership: A rapid review of literature. *Ontario Institute for Studies in Education, University of Toronto*. Retrieved from <https://www.oise.utoronto>.

Wilcox, B., & Brian, D. (2000). *Making school inspection visit more effective: The English experience*. Paris: UNESCO.

Wilcox, B., & Gray, J. (1994). Reactions to inspection: A study of three variants. *Cambridge Journal of Education*, 24(2), 19–32.