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The Impact of Quality Assurance Officers' Activities on Teaching and Learning Process: A Focus on Selected Secondary Schools in Dodoma, Tanzania

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Abstract:

This study sought to assess the impact of quality assurance personnel's activities in improving teaching and learning process in secondary schools. Additionally, the study explored the kind of challenges hindering quality assurance officials' activities and possible strategies to be adopted as a strategy to navigate such challenges. To conduct this study, we employed a mixed research approach and a convergent parallel research design. Two hundred and seventy four respondents were involved in data collection. We collected data through open-ended questionnaires and in-depth individual interviews involving district education officers, heads of schools, quality assurance officials and teachers. To identify respondents, we employed both simple random sampling and purposive sampling techniques. The findings indicate that quality assurance officials' activities in secondary schools play a fundamental role in the teaching and learning which include improved teacher confidence, professional growth in terms of discipline and ethics of teaching, creativity and innovation, among others. The findings also indicate that quality assurance officials were facing a number of challenges which include; misconception of the purpose of quality assurance activities and shortage of resources. Based on these findings, we recommend government leaders and policy makers to take intentional action that will empower all those involved in quality assurance activities. They should also ascertain strategies of inculcating positive attitudes towards quality assurance activities. We also recommend quality assurance officials and school leaders to strive towards facilitating change in terms of approaches used in carrying out quality assurance activities. They should also seek to eradicate negative perceptions regarding the purpose of quality assurance activities. In conclusion, we argue that quality assurance officials' activities cannot be taken for granted, instead, they should be viewed as something indispensable and something without which quality education cannot be achieved easily.

Keywords: Quality education, teaching and learning, quality assurance and effective teaching

1. Introduction and Background

Tanzania like many other developing countries on the globe is striving towards providing quality education so that those who benefit from the education offered can come to the realization of their potentials and so be able to contribute to the betterment of their own life and the life of their communities. One way of achieving this endeavors, is through quality assurance activities. Quality assurance is generally understood as a process of monitoring the curriculum delivery in schools to ensure effective teaching and learning process (Kenya Education Sector Support Program (KESSP) report, 2005-2010). This process is done by quality assurance officials who fulfill their duties through regular visits to schools. Quality assurance officials are required to check teachers' teaching materials and to assess them during teaching process in class as a strategy to ensure the achievement of quality education. Quality assurance officials are also responsible to making sure that the approved syllabus is appropriately implemented and covered (Moswela, 2008).

Historically, quality assurance, formerly known as school inspectorate originated in France during the Napoleon era in the last quarter of the 18th century (Grauwe, 2007). It later spread to other parts of Europe in the 19th century. In this early period, through its personnel, quality assurance played an important role in fostering accountability in the school system (Matete, 2009). This approach of quality assurance required officials to emphasize teachers' accountability and thus was later modified to include the improvement of quality of teaching and to enhance students' achievements (Grauwe, 2007). Currently, quality assurance officials' activities are also widely practiced in many developed countries with the utmost aim of building school capacity which will in turn facilitate achievement of quality education. In Europe for example, quality assurance mechanisms and policies have been established to meet educational challenges through fostering a culture that strives to constantly improve the quality of teaching and learning (European Commission, 2015). Countries such as Spain, Croatia and Estonia have managed to perform better in international students' assessment tests because of effective quality assurance officials' activities in schools. In these countries, quality assurance officials are

tasked to build teachers' confidence and effectiveness to address students' problems (Perry, 2013). These countries also use quality assurance to ensure the quality of teaching personnel, quality of available instructional materials, good school environment, equipment and facilities (OECD, 2010).

In Tanzania, like in many other developing countries in Africa, quality assurance started during colonial rule. Tanzania inherited a strict colonial school supervision system that sought to ensure control of teachers' behavior in classrooms. Soon after independence, the government enacted various laws that were geared towards preserving the old school inspection system. For instance, in 1978, Tanzania established a quality assurance organ within the Ministry of Education and Vocational Training that is empowered by law to conduct school inspection. The law is evident in the Education Act number 25 of 1978 section 41- 44 and the education amendment Act number 10 of 1995 section 31-32 which included the establishment of the school inspection system and inspectorate unit that followed similar system of education evaluation left by British colonial masters (URT, 2008). However, the old school inspectorate system did not meet the expected outcome, since it overlooked the new situations brought about by the ever-changing world. It was not until 2009 when the government of Tanzania provided the new guideline for school supervision, as one among its commitment to provide quality basic education. Since then, the Ministry of Education and Vocational Training, through the inspectorate department, was mandated to carry out quality assurance activities in all schools. As a result, various people were appointed to the position of quality assurance officials whose role was to periodically visit schools to assess the quality of schools as well as teaching and learning process as well as the adherence of education policies (MoEVT, 2009). For this reason, the old inspectorate system was officially changed to the quality assurance system in 2016 since the latter strictly ensures the quality of education (MoEVT, 2016). Therefore, school quality assurance officials are responsible for carrying out supervisory visits in schools for monitoring the quality and standards in education and for the provision of feedback to the government (MoEC, 2005). Despite the quality assurance officials' regular visits to secondary schools in

Tanzania, the quality of education is still unsatisfactory. Based on our personal life experience through regular contacts with some graduates from different levels of education in Tanzania, one of the indicators of unsatisfactory quality of education in Tanzania is the evident big number of grandaunts whose acquired education does not seem to have empowered them with skills and innovative minds which would have assisted them in the effort to successfully cope with life and to contribute to the wellbeing of their immediate communities.

1.1. Statement of the Problem

In Tanzania, like in many other countries across the globe, the issue of quality education is of paramount importance. For this reason, the Tanzanian education system has a well-established quality assurance section in every district. Personnel under this section are normally appointed from among experienced teacher practitioners. After their appointment to the office of quality assurance, they are mandated with the role of ensuring quality teaching and learning in schools whose expectation is the achievement of quality education. Since quality of education is directly related to the quality of teaching and learning, those appointed to the office of quality assurance are required to carry out various activities which include; coordinating, monitoring and giving advice on the delivery models and implementation of curriculum in schools (Sumra&Katabaro, 2014;URT, 2009). To fulfill these duties, quality assurance personnel conduct regular visits in schools. Despite the evidence that quality assurance activities are being carried out in the schools regularly, the outcome of such activities have remained unclear as the expected quality of education is yet to be realized fully (Sumra & Katabaro, 2014). Evidence from selected secondary schools in Dodoma City Council where this study was conducted indicates that for many years students who completed Ordinary Level secondary both public and private schools did not do well in the Form IV National examination. This situation, from our experience is hindering many of them from joining Advance Level secondary education and eventually higher Education. Consequently, the number of unemployed youths is growing in the city of Dodoma. This situation poses a threat to the city of Dodoma and has a deleterious impact on the country as a whole. While there are many factors which can contribute to poor academic performance among ordinary level secondary school students and to the growing number of jobless youths, for this study we opted to first begin by assessing the impact of quality assurance officers' activities in ensuring effective teaching and learning which would consequently lead to the achievement of quality education. In our view, quality education is that which enables learners to become critical thinkers who are innovative and at the same time are capable of developing skills which are necessary for the realization of their potentials. From our experience, quality education understood in this manner is yet to be realized. This situation casts doubt on the quality assurance officials' compliance with their job descriptions and other guidelines. Therefore, this study was conducted in selected secondary schools in Dodoma City Council for the purpose of assessing the impact of quality assurance officers' activities on teaching and learning process, the challenges faced by quality assurance officers in the effort to improved teaching and learning and the way forward.

1.2. Significance of the Study

Assessing the impact of quality assurance officers' activities on teaching and learning is of utmost importance to us as researchers and educators. Most importantly, this study is informative and so significant to educators, policy makers, quality assurance personnel, school leaders and all educational stakeholders. We envision this study to be a source of information to various directorate of quality assurance in the Ministry of education in Tanzania. The findings are expected to challenge and prompt those responsible of quality assurance department to ensure quality training and equipping quality assurance officials with relevant skills and tools to conduct quality assurance assessment before deploying them to schools. Also, through the knowledge from this study, the inducted officers will be effective in curriculum supervision leading to teachers' effective implementation of the curriculum and improved school performance. Moreover, this study

has the potential of adding new knowledge to the body of existing knowledge in the field of study and education stakeholders. Also, the study informs and challenges educational leaders and policymakers to develop new policies for change to improve the teaching and learning process. Not only that but also the study is beneficial to both quality assurance personnel and school administrators since the knowledge will enable them to re-examine their strengths and weaknesses and be able to establish corrective measures. Furthermore, the study is expected to be significantly beneficial to teachers for their professional growth, improvement of instruction, students' academic excellence, and the result will be the improvement of the quality of education. It is also our hope that through this study, we are able to inform various educational stakeholders on how to improve the quality of education through collaborative efforts especially through quality assurance activities. Finally, the study is an additional academic source of information in evaluating educational achievements from the angle of quality assurance officials' regular visits to secondary schools.

2. Literature Review

This section presents an analysis and synthesis of previous scholarly works that are related to this study. Conducting this review and analysis of current and relevant literature was crucial because it gave us the basis of justifying the need for our study and also a framework on which we grounded the study. For this reason, the section below presents literature according to research objectives that guided this study.

2.1. *The Impact of Quality Assurance Officials' Activities in Improving Teaching and Learning*

Quality assurance official's activities is said to have various significant impact on teaching and learning process. Research has shown that when quality assurance officials carry out their activities diligently and professionally, it is likely that it will contribute to improved teamwork and teachers professional growth. For example, in a study by Onuma and Okpalanze (2017), which focused on assessing quality assurance practices in secondary schools, they found out that enhanced teamwork spirit and professional growth which was marked by improved output among teaching and non-teaching staff was one of the remarkable results of quality assurance official's activities. Onuma and Okpalanze (2017) associated this impact to the nature and roles of quality assurance officers which is mainly to provide a continuous advice and support to teaching and non-teaching staff in schools, to organize seminars and workshops for teachers' professional growth. Furthermore, Onuma and Okpalanze (2017), underlined quality assurance key characteristics such as; mutual and trustful relationship between them and the school personnel as being fundamental in improving teaching and learning activities whose end result is improved academic performance and achievement of quality of education.

Another impact of quality assurance official's activities, is school personnel and in a more particular manner teacher empowerment. According to Kambuga and Dadi (2015), through quality assurance officials' advisory role, teachers are enabled to disseminate information on accepted practices, innovation and better curriculum implementation. It is in their view that upon receiving directions from quality assurance as experts, teachers become more confident, competent, creative, and feel comfortable in implementing school curriculum. Also through quality assurance officials' activities, education provided to young people is expected to meet the societal needs as directed in the Millennium Development Goals' (MDGs) documents and vision 2025 (Matete, 2009). Besides, if educational quality assurance activities are well done, learners will improve their academic performance, acquire appropriate knowledge, and the quality of education will be achieved.

Enhancement of schools' development projects is another possible outcome of quality assurance official's activities. It should be noted that quality assurance officer's activities are holistic in that they touch every aspect of the school including issues of school projects, innovations and developmental initiatives. Hence, as noted in URT (2008), quality assurance officers are expected to initiate, encourage and support school projects which are developmental. It is from these initiatives that quality assurance officer's activities are said to contribute to the betterment and development of school projects. Moreover, feedback from quality assurance officers after school visits enable schools to identify developmental projects which provide support in the satisfaction of school needs. Likewise, as Foghlam (2011) denotes, quality assurance activities in schools result in independent assurance to service providers, service users, ministers and the society at large about the standards and quality in education for children and the youth. It is also true that quality assurance activities result in the establishment of school policies, procedures, systems and resources to meet relevant requirements, regulations and standards (Gravells, 2016). Additionally, quality assurance activities create governments' awareness to make sure that school administrators are professionally capable, credible and visionary leaders. Moreover, through quality assurance, a culture of continuous quality improvement is created and prioritized (Kahsay, 2012). Besides that, quality assurance plays a key role in teachers' professional growth and students' academic excellence for quality education if at all both teachers and quality assurance officials commit themselves to the regulations and standards of their career. Based on all these views on what quality assurance officer's activities can do and the significance of their influence, it is therefore right to argue that quality assurance activities are incredibly vital for improving not only teaching and learning process but rather the entire school and its outcomes.

Apart from what we have just discussed in the previous section, our review of literature also indicate that quality assurance official's activities are well known for contributing significantly to the development of various skills which are crucial for not only managing the schools effectively but also for teaching and learning process. According to UNESCO (2005), quality assurance activities, when properly carried out, they contribute to the advancement of the skills of an individual and human capital. Jidanva (2012) rightly argues that, teachers significantly improve their teaching skills and grow professionally in their career as a result of seminars and workshops organized by quality assurance and others. Also, quality assurance officials' activities facilitate and enforce schools to strive towards having the necessary teaching and

learning resources like science laboratories, libraries, descent classrooms and the like. The availability of such resources provides an opportunity for students to learn practically instead of hypothetical or alternative practices. As argued by Hakielimu (2007), availability of such important resources in the school contributes to allowing the application or learner centered approach and competence based curriculum through which learners can arrive at the realization of their potentials and acquire skills which they need for a better future and contribution to their society and global community.

However, the effectiveness of quality assurance activities in teaching and learning depends also on teachers' perceptions of quality assurance officials. This means that if teachers perceive quality assurance officials positively, effective teaching and learning will take place and meet the expected outcome. The opposite of this is also true and evident in the study conducted in Kenya by Wanjohi (2005) which found out that many heads of schools and teachers perceive quality assurance officials as fault finders and relate with them in fear, suspicion and hostility. Wanjohi further contends that most quality assurance officials are autocratic and authoritarian instead of encouraging and advising teachers. These perceptions are influenced by the experience of the number of times teachers have been visited by quality assurers (Evanse, 2006). Such behaviors from some quality assurance officials demoralize teachers and make teachers to have a negative perception of their activities in schools. Likewise, these behaviors can be said to be contrary to the 2004 UNESCO report, which emphasized that in basic education, the role of quality assurance and standard officers include regular visits to all education institutions, compiling appropriate reports, and advising the government on the type and quality of education to be provided in the country. On the contrary, quality assurance officials ought to use a participatory approach to ensure professional leadership, and quality management, promote collaboration and collegiality with school administrators to implement a shared vision and goals. They are also to propose attractive and orderly atmosphere or good environment for teaching and learning to take place (Moutakis, 2004). Therefore, if all quality assurance officials manage to fulfill their duties well, school administration can work effectively and the result will be teachers' professional growth, instruction improvement, improved learners skills and achievement of quality education which is the desire of all people.

It is well known across the globe that the key role of quality assurance officials is to ensure improvement of teaching and learning which will eventually result into production of the best learners and the best future human resources. In line with this objective, quality assurance officers have a positive impact on the implementation of national curriculum. According to Matete (2009), each nation establishes plans about what should be taught in schools, the plans of what should be taught and how it should be taught is contained in the school curriculum which quality assurance officers as well as school leaders ought to safeguard. In line with this, the objectives and goals of the nation are also communicated to the whole society. This is done through educational policies, seculars and directives which are normally carried out by school leaders and a well-functioning school quality assurance team. In all these, the main goal is the realization of the national agendas and objectives to improve the quality of education which is necessary for national development.

In line with ensuring the implementation of the national curriculum, quality assurance officer's activities also contribute to the increased teacher accountability. Accountability of teachers comes into being when there is a relationship between them with the performance in their teaching career as they are subject to another's oversight, direction or request that they give feedback or justification for their actions (Bovens, 2006). The accountability of teachers therefore is directed to parents and taxpayers who pay for the education of their children. A study conducted in England by Hoyle and Wallace (2005) supports this idea where accountability in England was ensured through payment by results. This signifies that the more the teachers' performance, the more the salary. Likewise in the Netherlands more serious measures were taken including closing down the school which was found not well-performing. Therefore, through these examples, the quality assurance department is a tool that necessitates the accountability of teachers in schools. However, accountability of teachers in the developing countries including Tanzania should go hand in hand with the fulfillment of the requirements of teachers and schools by their governments including ensuring conducive environment for teaching and learning process, professional development of teachers through seminars and workshops, motivation and the availability of teaching and learning materials.

Promoting teachers' commitment and general school improvement is another aspect which came up in our review of literature as the outcome of quality assurance activities in the schools. Quality assurance officer's visit to schools, should never be taken as a mere ritual or routine. To do so would critically jeopardize the purpose of their existence and so the quality of education. Quality assurance officers are generally expected, to mentor, guide and encourage teachers to work hard per rules and regulations so as to attain higher academic performance (Ehren and Visscher, 2008). Likewise, OECD (2017) maintain that the best performing quality assurance systems focus on continuous improvement of classroom instruction and students' learning. Consequently, quality assurance officials' activities in schools awaken teachers to improve their classroom preparation in terms of scheme of work, lesson plans, class notes and teaching aids which are obligatory in the process of teaching and learning. Barrett (2005) who studied teachers' perceptions of the local community and education administrators in Tanzania concurs with the findings that teachers also viewed guidance provided by school quality assurers to contribute towards teachers' professional development and keeping teachers updated with the curriculum reforms. As it is well known, it is the responsibility of quality assurance officers to provide education guidance to individual educators on issues related to standards and quality of education (Foghlam, 2011). Likewise, expounding on the point of view, Ofsted (2012) observed that, school quality assurance activities are fundamental for school improvement since they identify the strength and weaknesses of the institution, introduce an impetus to act immediately in case of an urgent need of improvement and establish the standards of performance for schools. The reports from quality assurance officials give awareness to educational stakeholders and parents to see the school performance ranks and allow them to have a choice of the school they want to send their children.

2.2. *Quality Assurance Officers' Challenges in Enhancing Teaching and Learning*

In Tanzania, quality assurance activities for secondary schools are administered from the zonal level. Each school is supposed to be visited by quality assurance officials at least once a year. Unfortunately, due to various challenges as identified by various scholars, there are multiple hindrances which bar them from implementing their roles as efficiently and effectively as expected and desired by most of them. The section that follows, we discuss some of the common challenges which have been highlighted by various studies which we reviewed during the process of conducting this study. While challenges are many and differ significantly due to context in which quality assurance offices work, we only discuss those that came up repetitively.

Among the challenges that came up in our review of literature as the most common and seem to cut across different contexts is the inadequate human, financial and material resources. In a study conducted by Mmbando and Hongoke (2010), indicated that the period between July 2009 and June 2010 there existed a shortage of staff members by 28% and transport by 29.8%. At the same time, only 16.8% of quality assurance activities were conducted for secondary schools. For this reason, the shortage of financial resources, shortage of human resources, transport problem, and the mushrooming of community schools hinder quality assurance activities' effectiveness. Additionally, the absence of the mandatory power on the part of the quality assurers to authorize penalties to schools plays a significant part in irregular school visits (Lupimo, 2014). It is in this respect that the influence of quality assurance officials' activities on the teaching and learning process has remained persistently unrealized. Another challenge which we found to be prevailing and most common is negative perception of quality assurance officers' roles by teachers. While there could be various factors that trigger negative attitudes towards quality assurance roles, it is in our view that, the approaches adopted by the officers and the general understanding and the valuing of the work of quality assurance officers is at play. For example the study carried out by Umoh and Osagiobare (2015) in Nigeria on the implementation of quality assurance standards and principles' administrative effectiveness in Public secondary schools in Edo and Delta states revealed that, during quality assurance officials visits, quality assurance officials enter schools without any information, some of quality assurance officers used abusive language and could even slap teachers in front of learners. Some quality assurance officers concentrated on looking for teachers' mistakes, harassed them, victimized them, and scared them through threats and writing negative reports secretly. The same study also found out that, this attitude became worse to the extent that only a mention of the coming of school quality assurers was enough to make some teachers faint. Moreover, Sembirige (2009) maintained that quality assurance officials' visits were more threatening and stressful to teachers since they only aimed at judging teachers than considering their expertise. Therefore, this attitude of inspectors becoming fault finders and reporters to the Ministry of Education (MoE) created mistrust which made many teachers view the inspectors' activities with a lot of fear, suspicion and hostility that hinder the effectiveness of quality assurance activities on the teaching and learning process.

3. Methodology

This paper is based on an empirical research which was conducted as a prerequisite for the award of the degree of Master of Education Management and Planning at St. Augustine University of Tanzania. To effectively conduct this research and to acquire the understanding on how quality assurance officer's activities impact teaching and learning, we employed a mixed research approach that adopted a convergent parallel research design. Two hundred and seventy four respondents were selected through two sampling strategies, namely purposeful and random sampling. Respondents included; Heads of schools, teachers, District education officers and quality assurance officers. Data was collected included through open-ended questionnaires and in-depth individual interviews. We employed descriptive approach in analyzing qualitative data while quantitative data we analyzed using SPSS software. To give more value to this research, we strictly observed research ethics and protocols of conducting research in Tanzania.

4. Findings and Discussions

4.1. *The Impact of Quality Assurance Activities in Improving Teaching and Learning*

Given the fact that the purpose of quality assurance department is to improve teaching and learning so that it can lead to the desired quality education, it is undoubtable that, despite the obvious challenges, when quality assurance carry out their activities there will always be some positive impact. Under this section we first begin by reporting some of the positive impact which came up in our study.

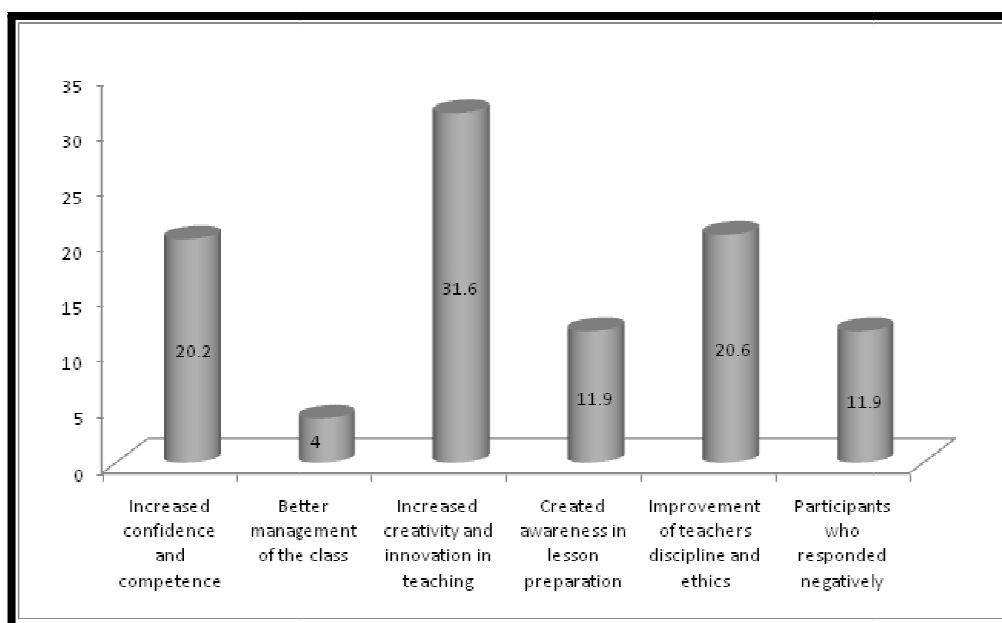


Figure 1: Positive Impacts of Quality Assurance Officials' Activities on the Teaching and Learning

As shown in figure 1, quality assurance officer's activities have a significant positive impact on matters related to teaching and learning. Under this section, we discuss our findings on the impact of quality assurance activities on teaching and learning process.

As indicated in figure 1, a number of our respondents marking 31.6% noted that quality assurance activities had contributed to nurturing teachers' creativity and innovation in teaching and learning. In our view, we find this to be crucial because, creativity and innovation as we know it, is the panacea for effective teaching and learning. Hence, it is fair to rightly argue that the activities of quality assurance officers in schools despite the challenges, they are to a great extent making a significant impact and the goal of their existence is being achieved. In order to understand the point we are trying to make here, it is probably important that we provide definition of the two terms, namely, creativity and innovation. According to Sinay, Nahornick, and Graikinis (2017), the terms creativity and innovation are closely related nonetheless they cannot be used interchangeably. Furthermore, Sinay, et al., distinguishes the two terms saying "Creativity is used to refer to a process of generating original concepts, ideas, and processes while innovation involves actually implementing the artefacts of creativity" (p. 19). Based on this understanding, we can conclude by saying that quality assurance officers in our study area of Dodoma in Tanzania, are doing a significant work which deserves to be applauded. Their work seem to be well aligned with the Tanzanian national agenda of innovation and industrialization. This is due to the fact that they are in the front line of promoting creativity and innovation, which eventually will lead to industrialization as they encourage and inspire teachers and students to be more creative and original in making use of the available materials as their teaching aids, instead of depending on what could be bought from elsewhere. Based on this stand point, we can rightly argue that by the fact that quality assurance officers' activities are promoting creativity and innovation they are also promoting the national economy for sustainable development. Speaking of this aspect one of our respondents argued;

Previously, schools were using a lot of money to purchase teaching and learning materials for preparing teaching aids but currently, quality assurance officials have changed secondary school teachers from using expensive teaching aids by assisting them to make use of cheap and local materials available in their respective areas. Therefore, quality assurance officials have indeed increased teachers' creativity and innovation in the teaching process in Dodoma City Council. This testimonial response is one of the few and yet encouraging and inspiring to not only quality assurance officials but also to the government and school leaders. This is something that can be used as a good example. The essence of this argument is that their work moves beyond theory to creativity and innovation which has a long lasting impact on individual teachers, students, schools and the nation. Another finding on the impact of quality assurance activities that came up in our findings is improvement of teachers' discipline and ethics which ranked second with 20.6 percent after improved creativity and innovation. The respondents were of the view that quality assurance official's activities have significantly impacted teaching and learning through improved teachers' discipline and ethics which is the outcome of their regular activities as quality assurance personnel. This implies that quality assurance officials had according to their observation resulted into improved teachers' professional conduct which is underpinned by discipline and ethics. This improvement is important because as we may very well know, a teacher by good example is the best teacher. Hence, it is fair to argue that disciplined teachers influence and enhance discipline to their learners and the result is the improvement of school performance. Speaking of improvement of the discipline and teachers' ethics, as a result of frequent visits of quality assurance officials one of the interviewees underscored,

At least quality assurance officials have shaped our teachers in their responsibilities, dress code and punctuality. Teachers are playing their role model position something which has built learners' respect and mutual trust to their

teachers. The works of quality assurance officials for improving teaching in secondary schools in Dodoma City Council have created a good relationship between teachers and learners. Therefore, these officials have truly improved discipline and ethics to both teachers and students.

Also, the improvement of teachers' confidence and competence was another positive impact of quality assurance officials' activities. This was aired out by 20.2 percent of the respondents as shown in figure 1. Since one of the major tasks of quality assurance officials is to facilitate professional growth of teachers; the improvement of teachers' confidence which is the freedom from doubt, the ability to believe in themselves and their abilities together with teachers' competence which is the quality of being adequately or well qualified physically and intellectually is inevitable.

However, the findings identified that most of secondary school teachers who benefited from these officials' visits and who admitted to have improved in confidence and competence were mostly from private secondary schools. Again, during interview, some of the participants reported that most of ward secondary schools in Dodoma City council were not frequently visited by quality assurance officials compared to private schools; consequently, their teachers were deprived of these officials' services and were not performing well. In line with these views, one of the head of school commented that; 'Generally, upon receiving advice, guidance and support from these experienced officials, our teachers have gained confidence, are more competent, creative, and comfortable in implementing the curriculum'. Therefore, quality assurance officials' activities are essential for improving teachers' professionalism and students' academic performance.

Not only that but also better management of Class was another positive impact of quality assurance officials activities in improving teaching and learning as shown in figure 1, where only 4 percent of secondary school teachers confirmed that quality assurance officials helped them to have good mastery of their classes. This means that secondary school teachers, though few of them, were supported on how to be in charge of their classes and achieved their goals during the teaching and learning process. Contrary to that, the findings from interviews were different where most of the respondents claimed that quality assurance officials concentrated on assessing teacher's professional documents and did not enter into the classrooms to observe whether teachers had enough skills to manage the classrooms or not. One of the respondents commented that;

Quality assurance officials concentrated much on demanding and checking teacher's professional documents such as lesson plans, scheme of work, teaching notes and teaching aids but they did not have time to observe teachers' classroom management. Teachers can prepare all professional documents effectively but can fail to manage their classes. Therefore, teachers could benefit more if quality assurance officials had advised them on classroom management (L. K, Chididimo, Personal Communication, March 15, 2019).

Consequently, in terms of percentage, the findings show that very few secondary school teachers benefited from the advice about classroom management since quality assurance officials did not concentrate on what was taking place in classrooms, in other words they did not do enough in watching and directing. Furthermore, the findings in figure 1 indicate 11.9 percent of the participants responded quality assurance officials' activities in secondary schools in Dodoma City Council to have enabled teachers to be aware in the preparation of their lessons. This implies that before imparting knowledge to students, teachers ought to prepare scheme of work, lesson plan, class notes and teaching aids. To be successful in this, quality assurance officers, who are more experienced, have a role to play in helping teachers to be keen in lessons preparation. The findings show that teachers have advanced in preparation of lessons due to the support they receive from quality assurance officials. One of the interviewees had this to say;

One of the positive impacts of quality assurance officials visits in our school is the capacity of teachers to prepare good lessons for imparting knowledge to the learners. Almost all teachers in our school have no problems with lessons preparation. It is my opinion that quality assurance officials should frequently visit secondary schools especially ward secondary schools, so that teachers may prepare well and teach well for improving the performance of our schools (J. F. Chifutuka, Personal Communication, March 18, 2019).

Therefore, we urge the government to provide more funds to the quality assurance unit to enable its officials to visit as many schools as possible.

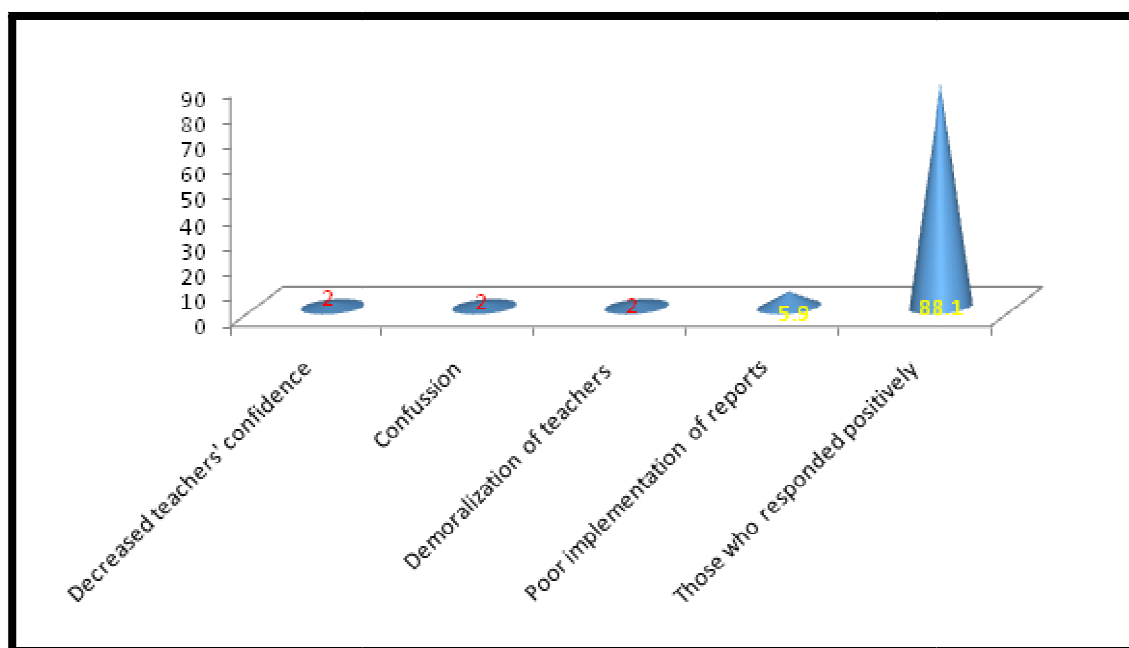


Figure 2: Negative Impact of Quality Assurance Officials' Activities

4.1.1. Decrease Teachers' Confidence

In figure 2, the findings indicate that only 2 percent of respondents claimed quality assurance officials' activities in their schools to have made teachers lose confidence. This means that while performing their duties; sometimes, some quality assurance officials show elements of bullying and professional disrespect towards teachers. Such behaviors reduced teachers' confidence in teaching because of fear imposed by quality assurance officials. Moreover, the findings from interviewees show that quality assurance officials were using abusive language in the course of their visits. One among the two interviewees who spotted the decrease in teachers' confidence claimed that;

Quality assurance officials used abusive language and acted like police officers; others harassed and intimidated teachers. Likewise, another respondent added that some of male officials asked for phone numbers from some young female teachers. They did that by promising to do them some favor in the report by hiding their weaknesses but with a hidden agenda of fulfilling unethical behaviors. This situation demoralized teachers in fulfilling their duties (H. F. Lwihomelo, and H.D. Mwanawota, Personal Communication, March 26, 2019).

That being the case, we call upon those few quality assurance officials who misbehave, to abstain from such behaviors and observe their ethical code of conduct that will make them carry out their duties effectively.

4.1.2. Confusion

Also, 2 percent of the respondents reported that quality assurance officials' only brought confusion to teachers because they came without prior information and disturbed the school timetable. Moreover, instead of supporting teachers, they insulted, intimidated and harassed them. Again, some of quality assurance officials were not able to solve teachers' problems; instead, teachers faced abusive and harsh language. For these reasons, some of teachers were confused and failed to understand the real role and focus of quality assurance officials' activities in secondary schools. One among the interviewees lamented;

We expect quality assurance officials to be problem solvers to teachers' challenges in secondary schools during their visits, but the opposite is true where most teachers' problems remain unsolved even after these officials' visits. This situation makes teachers to question about the exact role of these officials. Bad enough they insult, harass and intimidate teachers because of the mistakes teachers commit instead of correcting them and together looking for solutions to the problems (G. K. Mang'aliza, Personal Communication, March 19, 2019).

Therefore, from the findings, we call upon quality assurance officials to create a respectful relationship with teachers and help them deal with their challenges.

4.1.3. Demoralized Teachers

Furthermore, the findings in figure 2 indicates that, 2 percent of secondary school teachers were demoralized by quality assurance officers who showed no appreciation to better-performing teachers. This means that some of quality assurance officials did not value teachers' efforts especially those who performed well. Quality assurance officers concentrated on looking for teachers' mistakes and regarded them as criminals because of their mistakes instead of motivating them. This situation demoralized teachers. Because of that, one of the interviewees said that;

Quality assurance officials contributed to poor performance of secondary school students in Dodoma City Council especially in public schools because they work like fault finders and not

problem solvers to teachers. This situation affected teachers because they did not receive any motivation from these officials (I. G. Diblilo, Personal Communication, March 18, 2019).

Professionally, quality assurance officials are supposed to be morally upright and help teachers to be the same. This is because both are sailing in the same boat, that is, to make sure knowledge is imparted properly, teacher's professionalism is improved, students' academic performance increased and eventually quality of education be realized. Therefore quality assurance officials should do away with lowering teachers' spirit of teaching.

4.1.4. Poor Implementation of Reports

Lastly, the study noted that quality assurance reports were not always realistic. This was because most of the reports were written from the information obtained from wrong sources. For example, some of these officials secretly obtained false information about teachers from students and parents. However, 2 percent of teachers pointed out that there was a poor implementation of quality assurance reports because they were not realistic. This means that quality assurance reports in secondary schools were written basing on biasness. This was not fair to teachers and due to that, the implementation of these reports were poorly done. To prove this, another interviewee claimed that;

It is very difficult for teachers to implement prejudiced reports which do not aim at solving their problems. It should be noted that quality assurance should write reports that are free of bias and focus on correcting and solving teacher's and school's problems. They must give room for teachers to air out their views on the identified problems to know the reality. They should also know that the aim of introducing the department of quality assurance is to solve instructional problems. Therefore, they ought to bear in mind that they are not there for punishing teachers but to give them support by guiding and advising them. (K. R. Itiso, Personal Communication, March 23, 2019)

Therefore, the findings illustrated that some of quality assurance officials in Dodoma City Council contribute to poor preparation of reports because their reports are being concocted from wrong sources. Also, their reports do not intend to solve teachers' problems in the teaching and learning process but just focus on teachers' mistakes. This situation is similar to what was found in the study done by Mmbando and Hongoke (2010) who maintained that some of the reports from quality assurance officials' activities are substandard and inadequate to improve students' learning process.

4.2. Challenges facing Quality assurance Activities in enhancing Teaching in Secondary Schools

The second objective of this study is about the challenges facing both quality assurance officials and teachers in enhancing teaching and learning in secondary schools. To gather information, the study used questionnaires for teachers and interviews for other respondents.

4.2.1. Challenges Facing Teachers

Teachers were asked to share about the kind of challenges which they were facing in relation to quality assurance officials activities in their schools. The findings are presented in table 1 below.

S/N	Options	Frequency	Percent
1.	Threats and fear of being terminated from job	31	12.3
2.	Harassment and unnecessary tension to teachers	67	26.5
3.	Intimidation and their superiority tendencies	39	15.4
4.	Harsh and abusive language	41	16.2
5.	Superficially in correcting (some are unqualified)	25	9.9
6.	Coming without prior information	36	14.2
7.	Receiving false information from students secretly	15	5.5
8.	Total	253	100.0

Table 1: Challenges to Teachers

4.2.1.1. Threats and Fear of Being Terminated from Job

The findings in table 1 indicate 12.3 percent of secondary school teachers identified threats and fear of being terminated from job as a challenge facing them following quality assurance officials' activities in their schools. As it has been noted before in the negative impact, some officials in quality assurance team acted as fault finders. Whenever they came across teachers' weaknesses, they applied threats that they were to be terminated from job instead of correcting them in a friendly manner. This situation hindered teachers' effectiveness in the teaching. The findings obtained from other respondents in an interview also pointed out that threats were being applied by quality assurance officials. This was opposite to what was identified during conversation with one of the interviewees who defended the use of threats to teachers by saying that;

It is not easy to work with teachers without threats. We admit that we use threats but our intention is to pressurize them to work hard. Therefore, the misunderstanding about our threats has caused our activities in schools to be perceived negatively. But this is contrary to how our work is perceived by private school teachers who consider our threats positively and the performance of their schools is high compared to that of public schools (P. D. Mpunguzi, Personal Communication, March 19, 2019).

Therefore, to some extent, working under pressure because of the fear of being terminated from job can lower the working spirit of teachers. But it is also true that sometimes, the application of some threats to lazy teachers is important to awaken them and make them active and effective.

4.2.1.2. Harassment and Unnecessary Tension to Teachers

Also, to a great extent, the findings in table 1 exhibit 26.5 percent of secondary school teachers experienced harassment and unnecessary tension caused by quality assurance officials. This situation came about when these officials seemed to act as police officers looking for criminals in schools. By so doing, teachers were annoyed by personal attacks and criticisms directed to them. Moreover, psychologically, tensions such as these caused mental or emotional strains to teachers and affected not only their performance but also poor performance of students in Dodoma City Council secondary schools especially those in public schools. This challenge was cemented by one of the respondents from the interview who said that, "Quality assurance officials normally come to harass us by using abusive language and claimed that they are superior to us." Since this is not healthy in bringing about good performance and quality education, we suggest that those officials with such doings be monitored to rescue the situation.

4.2.1.3. Intimidation and Superiority Tendencies

Again, the findings in table 1 present 15.4 percent of the respondents who said that quality assurance officials intimidated teachers. Such behavior discouraged teachers and made them feel inferior whenever they came across quality assurance officials. The findings imply that teachers were commanded and demanded to fulfill what was beyond their capacity by quality assurance officials. For example, quality assurance officials demanded teachers' higher students' academic performance while they are aware that some of schools had inadequate teachers, poor infrastructures and limited teaching and learning materials. At the same time, the environment for teaching and learning in some schools did not favor what they demanded. Unfortunately, some of the interviewees opposed this accusation as one of them claimed;

It is not true that we are superior to teachers and that we intimidate them but teachers perceive us negatively because in the course of executing our duties we tend to focus on identifying the weaknesses of teachers and schools in general and that help us look for solutions. However, majority of teachers who perceive us negatively are the lazy ones; those who do not prepare well their professional documents. We do not aim at intimidating them, but focus on making them aware of their weaknesses to improve the teaching and learning process in their schools (G. K. Chikopelo, Personal Communication, March 15, 2019).

That being the case, there should be harmony and good understanding between quality assurance officials and teachers to bring their antagonism to an end. We propose this to be done through seminars and workshops to both quality assurance officers and teachers to make them aware of their job descriptions and abide to them.

4.2.1.4. Harsh and Abusive Language

Furthermore, the findings depict that 16.2 percent of respondents said quality assurance officials were harsh and used abusive language before teachers in Dodoma city council Secondary schools. One among the things that give leaders' human dignity is the good use of language. To find leaders such as quality assurance officials using harsh and abusive language before their subordinates is unfortunate. This reduces or removes their respect, demoralizes teachers and creates hatred to quality assurance officials. Remarkably interviewees reported that some quality assurance officials were abusing teachers because of their mistakes and weaknesses in front of learners something which was very embarrassing. Likewise, this challenge hindered them from implementing their duties effectively and could never make them better teachers at all. Therefore, "there is a need for quality assurance officials to change the way they speak to professionals like teachers; they should use good and respectful language;" one of the interviewees commented.

4.2.1.5. Superficial Corrections

As well, from table 1, the findings indicate 9.9 percent of the respondents who testified that some of quality assurance officials were unqualified in the sense that they lacked expertise in some subjects. For that reason, they superficially and incomprehensibly corrected teachers in classrooms with little or no positive impact on teachers. For example, some of quality assurance officials whose specialization were science subjects were found assessing teachers who were teaching social science and language subjects.

In an interview, one of the respondents said; "To my surprise during last quality assurance officials visit I received complaints from teachers that quality assurance officials whose specialization was mathematics, assessed teachers who were teaching history and Kiswahili subjects." Moreover, it was found out that, the challenge was caused by unfaithful and corrupt educational administrators who are responsible for recruiting and appointing quality assurance officials who do not take into consideration the ability, competence and required qualifications for these officials to assume the duty of quality assurance. As a result, teachers are deprived of necessary assistance from authentic, competent and qualified quality assurance officials. Thus quality assurance officials should possess the required qualifications and in the course of their secondary schools visits, each quality assurance official should assess the subject of his or her specialization.

4.2.1.6. Surprise Visits

In addition, as indicated in table 1, 14.2 percent of the respondents said that quality assurance officials were visiting schools without prior information. It was reported that a number of teachers were uncomfortable with surprise

visits as they were in their view, a sign of mistrust. As a result, they were not willing to discuss their matters with people who did not trust them. On the contrary, quality assurance officials believed that visiting schools without information helped them to get the real situation concerning schools. During interview, one of the participants condemned surprise visits of quality assurance officials saying,

When quality assurance officials visit us, they normally ask for some official documents. Preparation of these documents is very important. For this reason, prior information is also essential as it will enable teachers to get prepared and to even think constructively on the areas where they may need the assistance. Because of these surprise visits some teachers tend to quickly forge some of the needed information to please quality assurance officials. This kind of visits, is unhealthy(H. K. Mel, Personal Communication, March 19, 2019).

So, since the findings show that teachers do not like surprise visits from quality assurance officials and at the same time quality assurance officials demand surprise visits so as to find the real situation of schools, wisdom should be applied here. In our view, there is a need for establishing a clear system of carrying out quality assurance activities which is acceptable by both sides and one that is more constructive.

4.2.1.7. Receiving False Information from Wrong Sources

Gathering information from irrelevant sources was another challenge that came up in this study. As indicated in table one above, 5.5 percent of the respondents indicated that some quality assurance officials tend to seek information from wrong sources including students and parents who are less informed about teaching process. This situation occurred among students and parents who had personal grudges due to previous conflicts with individual teachers. The use of false information was used as a criterion by quality assurance officials to punish teachers. Speaking about this situation, one of the respondents argued that;

Quality assurance officials tend to conduct secret investigations from students and parents on the challenges and problems facing schools. But, due to bad historical relation between teachers and some of the students and parents, they take that advantage to report to quality assurance officials' negative information about teachers and school. Unfortunately, quality assurance officials take that negative information and include them in reports and send them to DED, DSEO and HOS. As a result disciplinary measures are being taken upon teachers from false information; this is not fair (P. G. Deremwi, Personal Communication, March, 20, 2019).

The findings from both questionnaires and interviews established that quality assurance officials were seeking information from wrong sources to punish secondary school teachers without obtaining the truth about the claims from teachers themselves. The findings are related to what was reported by MoEVT (2018) that teachers view quality assurance officials' activities with a lot of fear, suspicion and hostility. This situation hinders the effectiveness of teachers in the teaching and learning process.

4.2.2. Challenges Facing Quality Assurance Officials

Moreover, the study endeavored to know the challenges experienced by quality assurance officials during their visits to secondary schools in Dodoma city council. The study used interviews to gather these challenges. The following challenges were identified.

4.2.2.1. Shortage of Funds

The respondents reported that quality assurance department has always been encountering funds deficiency for running its activities. They added that quality assurance officials only managed to visit few secondary schools. One of the interviewees said that;

Our office is experiencing a shortage of funds for conducting our duties as expected. The reason is that, for the time being, the only source of funds is the contributions from students in private schools and school funds from public schools. The schools which manage to contribute are visited while other schools which are not able to contribute are deprived of our services. Also, lack of reliable transport makes us unable to reach as many schools as possible especially those which are located in remote areas with challenging infrastructures (J. G. Itaswi, Personal Communication, March 19, 2019).

Thus, quality assurance officials fail to implement their duties effectively because of shortage of funds. Also, they run short of reliable means of transport to facilitate effective and frequent professional visits in secondary schools. To do away with this challenge, in the first place, it is the duty of the government to focus on improving infrastructures especially those in rural areas where most of ward secondary schools are situated so as to make them passable in all seasons of the year and in the second place, provide enough funds and reliable means of transport to quality assurance department to make them fulfill their duties effectively.

4.2.2.2. Shortage of Personnel

Also, it was reported that the number of quality assurance officials do not correspond with the number of secondary schools in Dodoma City Council. The available quality assurance officials are few in number and thus unable to visit all schools as scheduled. This was reported by one among the three respondents who had this to say;

Our office is running out of manpower because we are few compared to the number of schools to be visited. Therefore, we cannot make effective visits to all secondary schools to help teachers improve

their professionalism. It will be better if the government under the ministry of education recruit more qualified and competent quality assurance officials. Enough number of these officers will enable us to cope with the mushrooming of secondary schools in the study area (F. Y. Soro, Personal Communication, March 19th, 2019).

According to the findings therefore, teachers received minimal or no professional support from quality assurance personnel. In addition to that, there were shortages of specialized quality assurance officials in some subjects something which forced them to assess even the subjects which were not of their sphere of competence. This challenge needs to be tackled for effective teaching and learning to take place.

4.2.2.3. Negative Perception

Negative perception is one of the most destructive challenge in quality assurance activities. In this study, we learned that quality assurance officials generally experience negative perception from teachers and other key educational stakeholders. A good number of teachers perceived quality assurance officials' surprise visits, faults finding behavior and the habit of seeking teachers' information from wrong sources to aim at punishing, creating fear and intimidating them, hence they created negative perception on these officials. To prove this, one of the interviewees lamented that;

We experience negative perceptions from teachers and other educational stakeholders during our visits because they regard us as police officers. The problem here is just a misunderstanding of the nature of our work. Sometimes we are forced to conduct surprise visits depending on the issues arising in schools that need our immediate intervention. Due to this, some of the educational stakeholders tend to generalize and by so doing we are perceived negatively (F. J. Kuuta, Personal Communication, March 15th, 2019).

This finding is similar to the previous studies which have noted that school leaders and teachers often view quality assurance officials as, "persons who constantly look for mistakes, do not see the good in others, do not listen to others, who are not open to criticism, who believe that they know everything, strict, and who believe that their duty is to follow up the implementation of the rules" (Ünal, 2010, p. 5032). Hence, to rescue the situation, quality assurance officials' activities are to be perceived positively since they are very essential for ensuring quality teaching and learning, this will eventually lead to achievement of quality education. Thus, quality assurance officials should always seek to provide fundamental professional advice and support to teachers as a means to improve provision of quality education. For this reason, quality assurance officials' activities should be encouraged and appreciated instead of being perceived negatively.

4.2.2.4. Shortage of Facilities

The world is changing and forcing everything to cope with the changes. The findings have shown that quality assurance officials need reliable facilities to improve their performance in their duties. That means, quality assurance officials should be empowered by being provided with essential facilities such as; computers, printers and projectors which will simplify their work in their effort to meet educational goals. One of the interviewees maintained that "sometimes we seem to lag behind and fail to cope with the changing world in improving the quality of education because of shortage of modern working facilities. But if we are to be equipped with these important working tools, we may have better results." This idea corresponds well with the findings in the study carried out by Matete (2009) who argued that quality assurance officials occasionally accomplish their work partially to avoid criticisms from higher authorities. If that is the case, provision of quality education, teachers' professional development, and reputable students' academic performance will hardly be achieved.

4.3. Possible Strategies for Making Quality Assurance Officials' Activities Effective

This part presents the solutions to the challenges facing both teachers and quality assurance officials in implementing their duties. The possible strategies were as presented in table 2.

S/N	Possible Strategies	Frequency	Percent
1.	They must be friendly to teachers	86	34.0
2.	They should avoid harsh and abusive language	13	5.0
3.	They must stop harassing and intimidating teachers	10	4.0
4.	Provide prior information before visits	16	6.3
5.	Increase funds and the number of Quality Assurance officials	50	19.8
6.	Provide motivation and help to solve teacher's needs	35	13.8
7.	Avoid political interference in educational matters	25	9.9
8.	Total	253	100.0

Table 2: Possible Strategies to Improve Quality Assurance Officials' Activities Effectiveness

As presented in table 2 above, 34.0 percent of teachers who participated in this study were of the view that in order for quality assurance official's activities to be more effective, they should be friendlier to teachers whom they evaluate. This is to say that, quality assurance officials require some sense of humor in dealing with teachers, this is so, because as once argued by Grace-Odeleye, and Santiago (2019), sense of humor is considered to be a powerful leadership trait which contributes to a desirable working environment, leadership effectiveness and improvement of interpersonal

skills. This means that, quality assurance officials to be more effective they are required to possess the sense of humor as a leadership trait. For failure to do so makes their presence in the educational institution undesirable and intimidating thus resulting into ineffectiveness. It is also true that teachers need to learn from quality assurance officials while enjoying mutual relation so as to be able to acquire new teaching strategies, creativity, innovation, and competence for by so doing, they will also build trust and motivate teachers. An effective teaching and learning process depends on well-disposed relationship between quality assurance officials and teachers. The findings from this study correlates well with Machum and Kisanga (2014) study which found out that, effective teaching and learning significantly depended on the advice and supportive relation between quality assurance officials and teachers which is built on a respectful and friendly approach. Such a relation builds trust and can alleviate and finally eradicate negative perception of teachers towards school quality assurance officers. Therefore, effectiveness of quality assurance officials is to a great extent determined by not only what they do but how they do it and treat teachers as among the beneficiaries of their day to day activities.

Another suggestion that was highlighted by 19.8 percent of the participants is the recommendation for government leaders to increase both personnel and funds for the purpose of supervision work. The participants in this study, noted the recent mushrooming of schools in Tanzania which has led to the mismatch of quality assurance officials' ratio to the number of schools which they must oversee. They saw the increase of schools as one of the factors that limited the effectiveness of quality assurance activities. This means that there are many schools compared to the number of quality assurance officials in Dodoma city council. The response from one of the interviewees about this challenge was that "Our work will be simplified and become effective only and only if enough funds, enough manpower and reliable transport will be available". This is similar to what was obtained from the study conducted by Mmbando and Hongoke (2010) who maintained that enough financial resources, enough human resources and good transport increase the effectiveness of quality assurance officials. Consequently, the effectiveness of quality assurance officials' activities depends also with the availability of funds, enough manpower and reliable transport.

Another group of 13.8 percent of teachers advised that quality assurance officials should provide motivation and help in solving teacher's needs. Insisting on this advice, one of those who participated in the interview noted that, given the kind of challenges which they face in schools they require quality assurance officials who can listen to them and take their issues more serious rather than offering them empty promises. Speaking passionately the participant said, "We indeed need quality assurance officials' advice and directions, but we suggest that they also consider teachers' opinions by providing information to the government about the challenges teachers present to them during their visits in order to find the best way to solve them." Based on these suggestions, quality assurance officials should consider motivations and teachers' needs for efficient teaching and learning. This also calls for the reports to consider the challenges they observed during their visits and make efforts to ensure those challenges find solution within ample time. Based on these views, like Lupimo (2014), we strongly maintain that quality assurance officials should consider prioritizing what they see as the needs of those they work with and the institutions involved lest they focus more on materials and forget about human beings who are the heart of the organization without which they cannot succeed. Thus, motivation through focusing on the people rather than things is the key strategy in ensuring quality assurance officials effectiveness.

Also, 6.3 percent of teachers suggested that quality assurance officials should provide prior information to teachers before their professional visits. Although this recommendation came from a few people, we find it to be one of the most powerful because, there has been a tradition of surprise visits by quality assurers. The tradition of ambushing institutions tends to promote the negative perception of quality assurance officers' roles, instead of being that of encouraging, guiding, supporting and the like, they are rather viewed as playing the role of fault finding. While the reasons for such ambushing visits are known to them, they tend to promote unhealthy working relationship which in turn has negative impact on quality assurance activities. Unexpected professional visits make teachers feel like criminals. To prove the findings collected through the questionnaire, this study also collected further information from respondents through interviews where one of them suggested that;

We will be comfortable and welcoming if quality assurance officials give prior information before their visits. This will also help us prepare necessary documents and information according to the aim of their visits. Also, prior information can help teachers prepare and present their problems and together find solutions (J. E. Kalamba, Personal Communication, March 19, 2019).

Therefore, quality assurance should make sure that they inform teachers in advance on the purpose of their coming so that teachers may be able to prepare information on the challenges that need solutions from quality assurance officials to enhance effective teaching. These findings are related to the findings in the study conducted by Umoh & Osagiobare (2015) who revealed that, during quality assurance officials visits, quality assurance officials enter schools without any information. In addition, under normal circumstances quality assurance officers should provide prior information before their visits and only under special and urgent circumstances can they go without information.

Another recommendation which came up from 5.0 percent of teachers is about the use of proper language. This group suggested that to be more effective in their work, quality assurance officials should avoid harsh and abusive language. It is evident that language is a powerful tool of influence. The participants of this study were of the view that unless proper and convincing language is used, the function of quality assurance officials will most likely bear very little or no fruits at all. Teachers recommended that harshness and abusive language cannot be helpful to them; they only need respectful professional interactions. Speaking of the significance of the role of quality assurance officials and how such role of being tarnished by those who use unacceptable language, one of the participants argued, "The primary responsibility of quality assurance officials is to build understanding and to direct us on how best teaching and learning process could be improved" This being the case, the participants further argued that, "There is no need for these officials to

quarrel with teachers "Based on this expression, it is evident that harshness and abusive language are destructive to work of quality assurance officials. In other words as already found out by Wanjohi (2005) the two elements which often appear in quality assurance officials contribute to demoralization of teachers and at the same time reduce efficiency in teaching and learning process. Therefore, it is crucial that quality assurance officials consider paying attention to the kind of language which they often use in the field as they deal with teachers who are professional like them.

Finally, another group of participants composed of 4.0 percent were of the view that to be more effective in their work, quality assurance officials should aim at supporting teachers rather than trying to focus on fault finding, harassing, intimidation by inflicting fear and creating unnecessary tension on weak teachers. Emphasizing on this point one of the participants who spoke eloquently said, Quality assurance officials are expected to be our role model and work collaboratively with us bearing in mind that, we are sailing in the same boat in improving the quality of education. But when quality assurance officials harass and intimidate us, we feel bad to the point that we end up regarding them as police officers who must be feared and avoided.

Hence, basing on this finding, like Wanjohi (2005) whose study warned against quality assurance officials who threaten, judge and cause unnecessary stress to teachers, they should instead treat teachers as their colleagues who deserve respect and understanding. In other words, quality assurance officials should consider, appreciate and value teachers' expertise in a respectful manner.

5. Conclusion and Recommendations

Quality education is the key to effective and holistic transformation and development of a nation. However, quality education is not an obvious phenomenon, it is rather a result of intentional effort by the society and more so for those appointed and mandated to ensure quality education. Based on our findings from this study which focused on assessing the impact of quality assurance activities on teaching and learning process, we argue that the value of quality assurance activities cannot be overemphasized as it is the key to quality teaching which results to quality education which all people desire and long for. From the finding of this study, it was evident teachers received various professional and technical support from quality assurance offices as a strategy to ensure professional growth as a prerequisite for quality teaching and learning as well as quality education. It was also found out that majority of heads of schools admitted that quality assurance officials' technical advice, reports and recommendations were fundamental for the improvement of teachers' performance; this was true since they brought to light the strength and weaknesses of individual teachers. Moreover, from our findings, it became evident that through the activities of quality assurance officials, despite the obvious challenges and setbacks which they encounter, their activities contributed to the advancement of teachers' professionalism, creativity, innovation, self-confidence, professional ethics, accountability, competence in preparation of teaching materials and class management. In addition to a positive feeling which most of our research participants expressed in regard to quality assurance officials activities, this study also found out that quality assurance reports were generally constructive and informative to those in positions of solving problems that hinder the quality of education offered including, shortage of teachers, limited teaching and learning materials and poor school infrastructures.

Hence, in line with the significance and the value of quality assurance officers and based on our findings on how quality assurance officers' activities impact teaching and learning process the following recommendations are made for proper action. First, the government through those responsible in the ministry of education, should do more to empower quality assurance department to do more on visiting schools and employ a more friendly approach which will enable beneficiaries of quality assurance to be more receptive and open to learn from quality assurance officers. Moreover, quality assurance officers should also be assisted with proper training on the proper approach which they should adopt in order to develop positive minds among teachers and others who are being visited in schools. Moreover, it should be noted that for quality assurance officers' activities to be more effective, a number of issues should be considered; proper training and experience, ongoing professional programs for both quality assurance offices and teacher practitioners, adoption of differentiated approaches during visits to schools etc. These components are significant because as it came up in our research, there has been a misunderstanding between quality assurance officials and their beneficiaries due to ideological differences in the approach to quality activities. Based on this finding our best recommendation is to provide proper training for quality assurance officers. Also, the study proposed that quality assurance officials should inspire teachers and help them on how to solve problems which they may be facing.

Given the urgency of quality education and the role played by quality assurance officers in realizing this need, we appeal to the Ministry of education officials, quality assurance officials and other education stakeholders to put more effort in improving teaching and learning process. The purpose should be to improve teachers' professional growth, students' academic performance and skills and eventually raise the quality of education which we desperately need for the realization of sustainable development goals. Ministry of education should train and equip quality assurance officials with relevant skills and tools for conducting quality assurance assessments before deploying them to schools. Moreover, quality assurers and other educational stakeholders should put more effort in improving teaching and learning process which will in turn advance students' academic performance. Furthermore, in order to promote effective teaching and learning process, we aptly recommend school leaders to consider executing internal school quality assurance, build mutual relationship and teamwork among teachers.

Finally, we recommend quality assurance officials to strive towards creating awareness among teachers and school leaders about the need to cultivate mutual trust and establishing more positive attitudes among teachers about the importance of quality assurance activities. Besides, there should be a mutual co-operation, respect, and good flow of

information among all education stakeholders. They should also consider diversity and strive towards applying differentiated approaches as a means of meeting individual needs. What is significant is not so much about getting teachers to do the way one thinks to be right. It is rather teacher's positive attitudes, their desire to be a great teacher and to continuously pursue their goal to make a difference.

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