

Supportiveness of district School Quality Assurance 'Officers' feedback Implementation in Improving Quality of Teaching and Learning Process in Public Primary Schools in Kilimanjaro Region Tanzania

Lina Sam Kirenga, Rev. Dr. Eugene Lyamtane, Dr. Timothy Mandila
Mwenge Catholic University, Tanzania
linakirenga655@gmail.com

Abstract

The study assessed the supportiveness of feedback given by District school quality assurance officers (DSQAOs) in improving the teaching and learning process quality in public primary schools in the Kilimanjaro region, Tanzania. The Total Quality Management Theory guided the study. The study employed a convergent research design using a mixed-methods research approach. Probability and non-probability sampling techniques were used to draw the sample of 770 respondents from the target population of 5,788 whereby 906 were head teachers, 4968 teachers, 1900 internal school quality assurance, 7 District Chief School Quality Assurance Officers and. The sample size was 95 head teachers, 480 primary school teachers, 7 District Chief Schools Quality Assurance Officers, and 190 Internal Schools Quality Assurance Officers. The quantitative data collected through questionnaires were fed into the Statistical Package for Social Science (SPSS) version 26, which generated frequencies, percentages, and means that were used for statistical analysis and presented in tables. The validity of the instruments was determined by presenting them to the three experts from MWECAU in the Faculty of Education, and the reliability of quantitative instruments for Likert scale items was established by using Cronbach's Alpha formula. The qualitative data gathered through interviews were analyzed using thematic analysis and presented using themes, quotations, and narration. The study found that, to a high extent, the effectiveness of district school quality assurance 'officers' feedback implementation improved teaching and learning processes in public primary school education as it was evident that learners enjoyed their learning, showed enthusiasm, and displayed positive attitudes. On the other hand, teachers used different opportunities like health agency school visits to teach learners to be aware of personal safety and healthy lifestyles during the teaching and learning process. The study concluded that 'DQAOs' feedback implementation in public primary schools has improved the quality of teaching and learning to a great extent. Therefore, teachers and the Internal School Quality Assurance team should implement DSQAO feedback recommendations to ensure the effective provision of quality public primary education.

Keywords: Feedback, Quality of Teaching and Learning, District School Quality Assurance Officers

1. Introduction

Education is a fundamental human right that works to lift men and women out of poverty, reduce inequalities, and ensure long-term development. It can provide learners with the agency and sense of purpose they need, as well as the competencies they require, to shape their own lives and contribute to the lives of others (Organization for Economic Co-operation and Development, 2018). The provision of education brings together two aspects: teaching and learning. Teaching is an interaction with students to help them understand and apply knowledge, concepts, and processes, whereas learning is acquiring knowledge or skills through study, experience, or instruction. Learning is a critical factor that every teacher must consider when teaching students (Munna & Kalam, 2021). Effective teachers constantly improve their skills by staying current on educational trends. Teachers face difficulties in quality transfer, module distribution, and retrieval, students' difficulty following instructions, power outages, internet connectivity, increased illiteracy, and a lack of quality education despite increases in both human and natural resources.

The provision of quality education requires that teachers be given an enabling teaching and learning environment. Teachers face numerous challenges, such as large class sizes and a lack of teaching and learning resources such as classrooms, desks, textbooks, teaching materials, electricity, and water supply. There is a scarcity of houses, libraries, and laboratories. The study conducted by Komba and Mwakabenga (2019) confirmed the absence of explicit policy and guidelines for teacher professional development, as well as a lack of knowledge about teacher professional development among teacher professional development stakeholders and ineffective organization of teacher professional development activities. Assey (2022) proposed that school leaders receive pedagogical leadership training regularly, that in-service teacher training is improved, that school-based in-service training be improved, that enough teachers be employed, that school infrastructure is improved, and that information technology is improved.

To ensure that the enabling teaching and learning environment is always guaranteed for both teachers and students, the government has put some institutions in charge of improving education policy implementation. School Quality Assurance is one such institution. The School Quality Assurance (SQA) unit, formerly the School Inspectorate, ensures that policies, laws, regulations,

and other standard-setting instruments are followed in delivering basic education at all levels. Quality assurance evaluates and monitors any project, service, or program to ensure that quality is maintained. One of the items developed by school quality assurance officers after every evaluation is feedback.

District School Quality Assurance feedback provides information about what teaching and learning can be used to improve the quality of education. Feedback given by District Quality Assurance Officers is not meant to hurt and discourage the teachers but rather to encourage them and enhance their teaching capability. It is a supportive mechanism for teachers and other stakeholders involved in the teaching and learning process. Kissa &Wandela (2021) reported that teachers have positive perceptions of the quality assurance feedback reports that facilitate their professional growth and improvement of secondary school teaching and learning. This study is meant to establish the extent to which feedback given by Quality Assurance Officers supports the provision of quality teaching and learning processes in public primary schools in the Kilimanjaro Region.

2. Statement of the Problem

The quality of teaching and learning is poor in public primary schools in the Kilimanjaro region despite the government's establishment of the quality assurance department to ensure education quality in public primary schools to evaluate, monitor, and supervise education in the teaching and learning process, curriculum implementation, leadership and management, teaching and learning environment and community involvement and feedback are given to the school by DSAOs. Though feedback from DSQAOs is given to schools, the community is still seriously concerned that the quality of teaching and learning is deteriorating. Different researchers investigated the problem, Lindsjo (2018) on Contextualizing the Quality of Primary Education in Urban and Rural Settings: The Case of Iringa Region, Tanzania, Han and Peirolo (2021) on time to teach, teacher attendance and time on task in primary school and Phiri (2019) examined the influence of quality assurance practices on the supervision of the teaching and learning process in Botswana primary schools. Yet few studies have been conducted on feedback on enhancing the quality of teaching and learning processes, specifically in the Kilimanjaro region. Therefore, this study aims to investigate the supportiveness of the feedback given by the DSQAOs in enhancing

the teaching and learning process quality in public primary schools in the Kilimanjaro region, Tanzania.

3. Research Question

1. To what extent does DQAO feedback enhance the quality of the teaching and learning process in public primary schools of the Kilimanjaro region, Tanzania?

4. Theoretical Framework

The theoretical framework encompasses the fundamental structure that offers substantial for a theory within the context of a research inquiry. Cohen et al. (2018) introduce and explain a theoretical framework that provides a comprehensive account of the presence of the research problem under investigation. The study was conducted based on the ideas and concepts of Total Quality Management Theory (TQM), which William Demzing developed the Total Quality Management theory (TQM) in the 1920s as a management framework based on the belief that an organization can build long-term success by having all its members, from low-level workers to its highest-ranking executives. The main idea of the theory is that employees participate in working towards common goals, whereby all workers should be involved in improving the quality in their area of specialization for the benefit of the whole organization (Ahmed & Idris, 2020; van-Assen, 2021). School administration, teachers, students, parents, and school committee members are participating in the school evaluation process and during the DSQAO feedback implementation to improve the quality of education in public primary schools.

Another theory idea is the process-centered aspect, which is considered a fundamental part of TQM in enhancing the organization's quality through different accepted stages (Yusuf, 2023). This idea is observed during the phases of DSQAO feedback implementation, whereby the first stage is to evaluate the schools as a whole, write a comprehensive feedback implementation report, submit the report to the internal school quality assurance, implement the report, and finally give the report to the chief quality assurance for documentation and evidence of the changes made. Also, the TQM theory assumes that a strategic and systematic approach is a critical part of the organization in achieving an organization's vision, mission, and goals, which are significant aspects of the quality of any organization (Utkirov, 2023).

Moreover, the TQM theory stands on continual improvement, whereby improvement is considered as an 'organization's drive to be analytical and creative in finding ways to become more competitive and more effective at meeting 'stakeholder's expectations (Kaiseroglou et al., 2023). DSQAOs are agents of change since they are supposed to evaluate the primary schools annually, write reports, and make close monitoring and supervision to improve the quality of education in public primary schools. Communication is also the assumption of TQM Theory, which plays a part in organizational changes and daily activities in maintaining morale and motivating workers (Baffour-Awuah, 2021). For efficiency and effective implementation of the DSQAOs report, communication is a significant element between the two parties, which are DSQAOs and internal school quality assurance.

Strengths of the Theory

Organizations accept authority because they know they cannot be in control without a ruler or law. Authority is extremely important because it ensures a practical means for achieving organizational goals through leading the effort and productivity of other people. Furthermore, the theory contributed to the availability of human and material resources as well as the economic status of the organization, which is an important aspect of the provision of quality education.

The theory serves to provide a rationale for decision-making. Through this theory, the DSQAOs exercise their authority in guiding the teachers during school evaluation visits to accept and adopt changes for better quality of public primary schools in three domains: teaching and learning process, teaching and learning environment, and community involvement. The theory of Authority emphasizes good communication as well as an organized channel of communication with individuals in the organization. In the current study, the theory will enhance the good communication between DSQAOs and school administrations in improving the quality of education in public primary schools.

Weakness of the Theory

Authority is subject to the economic status of the subordinate who has to exercise it and use commands and reactions from individuals and groups. It may be favorable or unfavorable since subordinates can encounter financial constraints that limit the implementation of the recommendations.

Application of the Theory

A subordinate accepts authority only if it falls within his zone of acceptance, which is determined by several factors such as responsibility, performance, expertise, behavior, exposure, and trust. In this study, District School Quality Assurance must hold authority by treating school leaders with respect and competence by giving cooperation to subordinates, tangible incentives, and persuasion. DSQAOs also may offer effective rewards and encouragement to teachers in schools to improve teaching activities. Teachers in the schools need to have the authority to accomplish their tasks of ensuring the teaching and learning process and a conducive teaching and learning environment. For example, the teacher can direct students by studying hard to perform better in their studies. Thus, effective school management of classrooms can increase teaching and learning opportunities. Ultimately, it enhances learners' achievement, hence the quality of primary education.

5. Review of Related Empirical Studies

This section contains an empirical review based on how DSQAO feedback enhances the teaching and learning process for quality public primary school education.

Sebastian (2020) explored the teachers' perceptions of implementing Internal School Quality Assurance (ISQA) in Public Primary Schools in Tanzania using Dodoma City as a case study. A mixed methods approach was employed, and a multiple case study design was used. There were 168 respondents as ISQA committee members, head teachers, teachers, WEO, CPSQA, and CPEO. The data collection methods were semi-structured interviews, Focus Group Discussions, Questionnaires, and document reviews. It was found that teachers had a positive perception of the effectiveness of ISQA in their schools.

ISQA encouraged and increased the number of teaching documents. It was also revealed that ISQA was ineffective in improving teaching approaches. The challenges found were the lack of time to execute ISQA activities, teacher overload, lack of ISQA guidelines, and lack of knowledge and skills among the ISQA committee members in executing ISQA activities. Furthermore, schools differed in the ways of implementing the ISQA. Government and educational partners are recommended to invest in ISQA by employing enough teachers, providing ISQA guides, and ISQA training to effectively undertake ISQA activities in public

primary schools. Even though teachers had a positive perception of the effectiveness of ISQA in their schools, the current study concentrated on the extent to which DSQAO feedback enhances the teaching and learning process for quality public primary school education.

Arogundade and Bello (2019) in Nigeria conducted a study on Quality Assurance and Internal Efficiency of Primary School Teachers in Ekiti State. The study used a descriptive research design of the survey type. The study population comprised all the 9,310 primary school teachers and all primary school pupils in Ekiti State, while a sample of 700 teachers and 700 primary six pupils were selected through random, proportionate, and stratified sampling techniques. The instruments used to collect data were a questionnaire. The instruments were validated with reliability coefficients of 0.78 for QAQ and 0.75 for TIEQ. The hypotheses were tested using Pearson's Product Moment Correlation and t-test at 0.05 level of significance.

The findings revealed a significant relationship between quality assurance and the internal efficiency of primary school teachers. It was also revealed that there was a significant difference in the quality assurance measures provided in rural and urban schools. Based on the study's findings, it was concluded that quality assurance is an essential variable of primary school teachers' internal efficiency. It is recommended that supervising primary education agencies closely monitor teachers' activities, especially those in rural areas, to boost their internal efficiency. It was also recommended that workshops and conferences should regularly be organized for primary school administrators, especially those in rural areas, the various ways their teachers' activities could be monitored to actualize school goals.

The study used a single instrument for collecting data, which can result in narrowing the triangulation of findings and, hence, reducing the validity of the data collected. Therefore, the current study employed various instruments for collecting data, such as in-depth interviews, observation guides, documentary analysis, and questionnaires to obtain detailed information on how DSQAOs' feedback enhances the teaching and learning process for quality public primary school education.

Phiri (2019) examined the influence of quality assurance practices on supervising the teaching and learning process in Botswana primary schools. The study adopted the qualitative research approach, which employed the interpretive paradigm. The researcher then interviewed school

heads, department heads, teachers, and education officers. A purposive sampling research technique was used, and 13 respondents were used in the study. The major findings were that quality assurance practices are minimal, and there is inadequate supervision, monitoring, and evaluation of the teaching and learning process in primary schools.

Moreover, the findings revealed that school leaders are drivers of internal quality assurance practices, while education officers are drivers of external quality assurance practices. However, there are some challenges that school administrators face in practicing quality assurance reports in schools. The study should have used more than one qualitative instrument to collect data on the influence of quality assurance practices on the supervision of the teaching and learning process. In the current study, the researcher triangulated the instruments through questionnaires, in-depth interviews, a document analysis schedule, and an observation guide to capture more findings. These findings are significant to DSQAOs, curriculum developers, and policymakers to reform and strengthen their documents to improve the quality of public primary school education.

Kadir (2020) investigated quality assurance and management of basic education improvement in North-central, Nigeria. This study aims to determine the relationship between external supervision, classroom-based student assessment, staff development, and management of basic education improvement in North-central. A quantitative research design was used for the study. The population of this study comprised all 12,775 head teachers and 93,201 teachers in public primary schools in North-central. A sample of 375 head teachers and 384 teachers were proportionally selected in the seven states with the use of Research Advisor (2006), a table to determine the sample size of the known population. Stratified random sampling techniques were used to select head teachers and teachers of the sample primary schools to ensure that every member of the population has equal rights and a chance of being selected.

T-test statistical analysis was used to analyze the collected data. The results showed no significant difference between external supervision, classroom-based student assessment, staff development, and management of basic education in Nigeria. It was, therefore, recommended that the head teacher continue to show concern for effective supervision of all aspects of education, improve classroom-based student assessment, and ensure constant staff development to enhance effective management of basic education improvement in Nigeria. The study of Kadir

(2020) aimed to determine the relationship between external supervision, classroom-based student assessment, staff development, and management of basic education improvement, but the current study is based on the extent to which DSQAO feedback enhances the teaching and learning process for quality public primary schools education.

Selvaraj and Azman (2020) conducted a study about reframing the effectiveness of feedback in improving teaching aimed at relating the effectiveness of feedback in improving teaching and learning achievement. The studies were sourced from several databases such as Elsevier, Google Scholar, ERIC, and other Scopus-indexed journals and learning achievement. The findings revealed that the feedback given by teachers must not only be instructive but should bear in mind the context, motivation, ability to learn, and students' inclinations. Teachers must render positive formative feedback and ensure students' participation and advancement of learning. Positive feedback on evaluation criteria should be prompt, inspiring, tailored, responsive, and specific. A strategic communication approach is needed to ensure students are linked to the feedback material. Relevant feedback reliability characteristics may also be tested to determine the feasibility of the advanced technique.

Teacher feedback holds a distinctive difference in formative evaluation, and teacher feedback offers students valuable knowledge on what they do and know and what they need to do at the next level. Students who see that they know must develop it and continue to learn. It was recommended that feedback should concentrate on the fundamental aspects of progress and support the students with adequate knowledge so that the learning and achievement process can be enhanced progressively. Selvaraj and Azman (2020) used secondary data sources which may narrow the findings, raising the question of the validity of the data collected. In the current study, the researcher triangulated the instruments through questionnaires, in-depth interviews, document analysis schedules, and observation guides to capture more findings on the extent to which DSQAOs' feedback improves the teaching and learning process for quality public primary school education.

Makiya et al., (2022) conducted a study on Quality Assurance Strategies in Enhancing Learning Achievement among Public Primary Schools in Arusha Region, Tanzania. The study used a cross-sectional descriptive research design. Data collection instruments were interviews and

questionnaires. The study findings indicated that visiting schools regularly, follow-up visits, friendly language, supporting professional development, visiting schools with prior information, and involving teachers in SQA practices enhanced learning achievements. The findings indicated that the study focused on quality assurance officers' activities in primary schools in general. Focusing on quality assurance activities in general could result in a lack of focus and detailed information. The study could have focused on one SQA domain of quality domains. Therefore, the current study focused on the supportiveness of District School Quality Assurance Officers' feedback in enhancing the quality of the teaching and learning process of Kilimanjaro Public Primary Schools

6. Research Methodology

The researcher used a convergent research design under a mixed research approach in which the researcher collected both quantitative and qualitative data. George (2022), maintains that the mixed research approach combines elements of quantitative research and qualitative research approaches to answer research questions. Kilimanjaro region has 950 public primary schools in its entire 7 districts. In this study, 10 % was used to get the sample size, as confirmed by Kerlinger (2011), who states that a simple size between 10% and 30% is commonly recommended. A sample of 770 participants was drawn from a population of 5,961 using stratified simple random and purposive sampling techniques. The sample comprises 95 head teachers, 190 Internal School Quality Assurance Teams, 4831 teachers, and 5 District Chief School Quality Assurance. The validity of the instruments was determined by presenting them to the three experts from MWECAU in the Faculty of Education to check for content coverage and content validity. The reliability of quantitative instruments for Likert scale items was established by using the Cronbach Alpha formula. The Likert scale items in the questionnaire were subjected to the Cronbach Alpha formula using Statistical Package for Social Sciences (SPSS). The alpha was calculated for each item comprising the Likert scale items. Questionnaires were used to collect data from teachers, head teachers, and internal school quality assurance team members while interview guides were used to collect data from District chief school Quality Assurance Officers and Zonal chief school quality assurance.

The quantitative data collected through questionnaires were fed into the Statistical Package for Social Science (SPSS) version 26, which generated frequencies, percentages, and means that were used for statistical analysis and presented in tables and graphs. The qualitative data gathered through interviews, were analyzed using thematic analysis and presented using quotations and narration. At the same time, the hypothesis was inferentially tested using Pearson correlation at a 0.05 significance level.

7. Analysis, Interpretation, and Discussion of Findings

The study aimed to determine the extent to which district school quality assurance officers' feedback enhances effective teaching and learning processes for quality public primary school education. The study involved 480 teachers, 95 head teachers, 190 Internal School Quality Assurance Officers, and 5 District Chief School Quality Assurance to get the data. The researcher employed a questionnaire for head teachers, Internal School Quality Assurance Officers, and teachers to gather information. The interview guide was used for District Chief School Quality Assurance Officers, and an observation guide was used to get the information. Table 1 presents the data collected concerning the teachers' responses on how the District School Quality Assurance Officers' feedback enhances the effective teaching and learning process.

The extent to which DSQAOs Feedback Implementation Improving Teaching and Learning Process in Improving Quality of Public Primary Schools Education

The first research question aimed to determine how DSQAO feedback implementation in the teaching and learning process improves the quality of public primary school education. In addition to the five response choices in its development, the Likert scale can also be used as a scale with five choices (Taherdoost, 2019). The study collected data from teachers, head teachers, Internal School Quality team members, and District Chief School Quality Assurance officers to answer the question. The researcher employed a questionnaire for head teachers, Internal School Quality team members, and teachers to gather information. The interview guide was used to get information for the District Chief School Quality Assurance officers. Table 4.1 presents the data collected from the teachers on how DSQAO feedback implementation enhances the effective teaching and learning process. The overall viewpoints of teachers' responses on the practicality of the strategy are presented and summarized into mean scores. Hashim et al. (2022) proposed that

scores produced from the Likert scale are summated, determined, and merged. According to the author, the mean score of 4.30-5.00 is interpreted as very high, and that of 3.50-4.29 indicates a high level of agreement. Likewise, 2.70-3.49 is rated moderate, whereas 1.90-2.69 is low, and 1.00-1.89 is a very low level of agreement.

Table 4.1: 'Teachers' Responses on the Extent to Which DSQAOs Feedback Implementation on Teaching and Learning Process Improves Quality Education Provision (n=480)

S/N	Statement	VLE		LE		ME		HE		EHE		Mean
		F	%	F	%	f	%	f	%	f	%	
i.	DSQAO feedback implementation encourages learners to enjoy their learning, show enthusiasm, and display positive attitudes	0	0	7	1.5	162	33.8	284	59.2	27	5.6	3.69
ii.	DSQAO feedback implementation enhances teachers to use opportunities to teach learners to have an awareness of personal safety	0	0	9	1.9	104	21.7	272	56.7	95	19.8	3.94
iii.	DSQAO feedback implementation enhances teachers' routines and provides work that challenges learners through problem-solving or research activities so they can use and apply their skills in different contexts and subjects	7	1.5	35	7.3	187	39.0	201	41.9	50	10.4	3.53
iv.	DSQAO feedback implementation improves effective teaching methods and suitable learning activities used to engage and motivate learners	0	0	19	4.0	125	26.0	239	49.8	97	20.2	3.86
v.	DSQAO feedback implementation improves teachers to acquire new knowledge and make progress against the national standards and competencies	27	5.6	73	15.2	120	25.0	191	39.8	69	14.4	3.42

vi. DSQAO implementation	feedback improves teachers to acquire skills in speaking/listening / literacy/numeracy	0	0	5	1.0	43	9.0	241	50.2	191	39.8	4.29
vii. DSQAO implementation	feedback encourages teachers to show a good understanding of their learners' needs - including levels of achievement	0	0	5	1.0	136	28.3	290	60.4	49	10.2	3.80
viii. DSQAO implementation	feedback helps teachers make good use of the resources they have, including time in class, to maximize learning	0	0	5	1.0	31	6.5	254	52.9	190	39.6	4.31
ix. DSQAO implementation	feedback encourages teachers to participate in class	0	0	0	0	9	1.9	223	46.5	248	51.7	4.50
x. DSQAO implementation	feedback improves all teachers to develop their self-knowledge, self-esteem, and self-confidence	0	0	8	1.7	56	11.7	253	52.7	163	34.0	4.19
xi. Grand Mean											3.95	

Source: Field Data (2022)

Key: Shallow Extent (VLE), Low Extent (LE), Moderate Extent (ME), High Extent (HE), Extremely High Extent (EHE)

Data in Table 4.1 show that DSQAO feedback implementation encourages learners to enjoy their learning, show enthusiasm, and display positive attitudes, with a 3.69 mean score. Out of 480 teachers surveyed, a slight majority (59.2%) indicated that, to a great extent, DSQAO feedback implementation enhances effective teaching and learning processes where learners enjoy their learning, show enthusiasm, and display positive attitudes. In contrast, a minority of participants (33.8%) indicated that, to a moderate extent, learners enjoy their learning, show enthusiasm, and display positive attitudes. Also, the information in Table 4.3 indicated with a mean of 3.94 that a slight majority of teachers (56.7%) agreed that teachers use opportunities to teach learners to be aware of personal safety and healthy lifestyles to a great extent. On the other hand, an extreme minority (21.7%) agreed that, to a moderate extent, there are opportunities among them to be

aware of personal safety and healthy lifestyle toward quality education provision. This implies that 'DSQAO's feedback enables teachers to give learners knowledge and skills, which helps them to get good results in their studies. Data implied the availability of adequate resources and a conducive environment for the teaching and learning process. Learning occurs not just in the classroom but also in different spaces and areas in life. However, the majority of the things that one learns in life happen in those four walls. This is especially true when building learning foundations in children. Thus, having a conducive learning environment that encourages little people to enjoy learning new things is essential. Schools are considered 'students'second homes as they spend a considerable chunk of their daily lives there (Afanasyev et al., 2019).

A conducive learning environment goes beyond having the right school furniture and supplies; it comprises several essential factors. When taken as a single entity, these factors should be a space where students can freely express their ideas to their classmates and teachers while feeling comfortable exploring different aspects of different subjects and themselves. Keeping schools safe allows children to anticipate being in a positive environment that encourages social and creative learning. Data in Table 4.1 concur with a study done by Kenny (2021) on teaching personal safety, which revealed that teaching personal safety skills involves educating children about their private body parts, boundaries with others, personal privacy, and the ability to say "no" to touches they do not want or are inappropriate. Teaching personal safety skills considers the developmental and cognitive level of the child, and instruction can begin with very young children.

The information in Table 4.1 shows that teachers affirmed that teachers provide work that challenges learners through problem-solving or research activities, so they use and apply their skills in different contexts towards DSQAO feedback implementation, improving teaching and learning process and subjects with a mean of 3.53. Out of 473 teachers involved in the study, a minority (41.9%) affirmed that teachers routinely provide work that challenges learners through problem-solving or research activities. Hence, they use and apply their skills in different contexts and subjects to a high extent (49.8%) to the DSQAO feedback implementation, hence improving the teaching and learning process.

Effective teaching methods and suitable learning activities are used to engage and motivate learners, as attested by a 3.86 mean score. Learning is a two-way process, and it is essential to employ different methods and strategies to ensure that learning is effective and efficient. Various teaching methods are important because they involve different teaching methods to improve the quality of education. Teachers use different teaching and learning strategies for positive outcomes among classroom learners. A teacher selects the teaching strategy most suited to the current level of knowledge of the students, the concept being studied, and the stage in the student's learning journey. Data in Table 4.3 reflect what was explained by the study conducted by Gorica and Kuzmanovska(2020) on teaching methods as a factor of students' learning motivation, which revealed that motivation is essential for successful learning. It encourages the learner to learn, create, and have a proactive attitude towards learning. Active teaching methods where cooperative learning is expressed are missing or under-represented. The researcher interviewed the chief school quality team members to understand whether feedback implementation from district school quality assurance enhances the quality of public primary education. During the interview with the Chief School Quality Assurance Officer, "E"said the following:-

The feedback implementation affects the beneficiaries who are stakeholders like teachers. Therefore there are training and instructions, and there are frequent seminars to help teachers learn more about how to prepare for work and how to prepare teaching methods and their uses in the classroom during the teaching and learning process (DCQAO "E", Personal Communication on 01st December 2022).

Feedback implementation has a substantial influence on teachers. This emphasizes providing training, instructions, and frequent seminars for teachers. These initiatives aim to improve their knowledge and skills related to their work, teaching methods, and classroom practices. Chief School Quality Assurance Officer B said that:-

Feedback implementation that the recipient comprehends inspires them to desire to improve their teaching and learning process. One of the best teaching and learning techniques is feedback implementation, which affects 'teachers'growth immediately. Feedback implementation of the highest caliber is ongoing and specific. DSQAO feedback implementation affects 'teachers'well-being in school as well as social

acceptance. Feedback implementation helps teachers understand how their teaching and learning is going in the classroom"(DCQAO "B", Personal Communication on 01st December 2022).

Feedback implementation enables teachers to recognize their strengths and areas for improvement in their teaching practices by understanding their effective strategies and areas that require development, which can improve their teaching methods and help them continuously grow professionally.

Information enforcement officers of District School Quality Assurance Feedback implementation are teachers who conduct the entire exercise of the teaching and learning process in the classroom to help learners gain better skills and knowledge. The absence of feedback implementation from DSQAOs made it difficult for teachers to improve efficiency. These are agreed with the done by Mzena (2020) on the education stakeholders' perception of the effectiveness of new school quality assurance tools: a case of public primary schools in Kilolo district, Tanzania, revealed that the new school quality assurers' tools have improved teaching and learning through the provision of strategies that engage pupils and their teachers in the learning process. Teachers have solved the challenges they face by using teaching aids.

Also, another participant "D"during the interview reported that there is a positive relationship between DSQAO's feedback and effective teaching and learning process.

Feedback implementation from DSQAOs helps teachers because they tend to work without understanding where they are right and where they are wrong. Through feedback implementation, teachers get to know areas for improvement by showing performance rate among teachers to raise the quality of education (DCQAO "D", Personal Communication on 2nd December 2022)

The value of feedback implementation from DSQAOs provides teachers with a clearer understanding of the strengths and weaknesses in their teaching practices. It serves as an assessment and evaluation tool, helping teachers gauge their effectiveness in the classroom. By receiving feedback implementation, teachers gain insights into their performance rates compared to their peers, allowing them to identify improvement areas and set professional growth goals.

Teachers can better understand what they are doing right and where they can improve by using feedback implementation. Also, feedback implementation gives students a chance to consider their own learning outcomes and advancement in the class, which helps them become more proficient students over time (DCQAO "C", Personal Communication on 2nd December 2022)

Feedback implementation is a valuable tool for teachers to recognize their strengths and areas for improvement in their teaching practices. This allows teachers to build upon their effective strategies and make necessary adjustments to enhance their teaching methods. Furthermore, feedback implementation allows students to reflect on their learning outcomes and progress. It enables them to evaluate their performance, identify strengths, and pinpoint areas that require further attention or improvement. This process of self-reflection fosters student engagement, motivation, and ownership of their learning journey.

Data in Table 4.1 also indicate that a minority (39.8%) of 3.42 mean of teachers responded that, to a great extent, teaching enables learners to acquire new knowledge and make progress against the national standards and competencies as well as a slight majority (50.2%) agreed that teaching allows learners to develop skills in speaking/ listening / literacy/numeracy at great extent on DSQAO feedback implementation improves teachers to acquire new knowledge and make progress against the national standards and competencies in improving teaching and learning process for quality education provision. Students learn best in active social classrooms, where they negotiate understanding through interaction and various approaches. Teach students about multiple skills required for speaking and assist them in understanding their strengths and weaknesses. Data implies that the teaching process is a cornerstone for 'students'skill acquisition, and the teacher serves as a bridge to help students pass through it. Thus, a 'student's achievements depend on their 'teachers'qualifications, competence, and commitment. This means that teachers have a significant impact on student's academic success. Teachers, more than any other aspect of education, have the most important influence on student achievement.

These findings are different from the study of Hussain (2018) on teaching speaking skills in communication classrooms, which showed that language is, first and foremost, a spoken and not a written entity. Human beings talk and listen before there is anything for them to read. Speaking

is a significant skill in communication. Listening and speaking are fundamental skills; if only the foundation is firm, the edifice built on it will be durable. This means a student becomes skilled in speaking and listening first from their home and not at school. When interviewed, the information from primary school teachers responded that "DSQAOs Evaluate Schools to improve the quality of Teaching and Learning Process' The feedback implementation Provided is a valuable source of information because it gives schools the ability to improve education by taking the required actions. Ensuring that a school develops and operates according to the curriculum and established standards for quality education enhances its effectiveness, student growth, and leadership through internal and external evaluations.

Besides, the majority (60.4%), with a mean of 3.80 of teachers, agreed that teachers show a good understanding of their learners' needs - including levels of achievement to a great extent in the teaching and learning process together with a slight majority (52.9%) of teachers agreed that teachers make good use of the resources they have, including time in class, to maximize learning. Understanding your students' interests will assist you in providing them with high-quality learning experiences. Books, web-based learning materials, libraries, online libraries, videos, the internet, and media are all examples of resources. The study indicates that there is good communication between teachers and students in schools, as well as a positive relationship between teachers and students.

The information in Table 4.1 indicated that a minority (46.5%) with 4.5 means of teachers agreed that teaching encourages learners to participate in class, and (52.7%) agreed that teaching enables all learners to develop their self-knowledge, self-esteem, and self-confidence to a great extent on DSQAOs feedback implementation to improving teaching and learning process in enhancing the quality of public primary 'schools' education.

Implementing DSQAO feedback in public primary schools enhances education quality by promoting self-knowledge, self-esteem, and self-confidence among learners. Teachers gain insights into students' needs through data analysis, enabling personalized instruction. Constructive feedback implementation recognizes achievements, fostering pride and confidence. Targeted interventions based on data-driven insights facilitate tangible progress, nurturing self-confidence. This suggests that there is room for improvement in leveraging DSQAO feedback

implementation to enhance learner participation and the development of self-awareness and confidence in public primary schools. Successful teachers are managers who ensure their product is satisfying and delightful for themselves and their students.

These findings are in contrast with the study conducted by Siperto (2018), who ascertained that teachers in large classrooms encountered many challenges, including a shortage of teaching-learning materials and a shortage of teachers, resulting in an increased teaching load that accelerated poor students' performance. In addition, Munna and Kalam (2021) suggested that by providing positive and adequate formative and developmental feedback implementation, the introduction of role-play profoundly impacts the students' confidence and self-esteem. It was also revealed that an active learning environment promotes inclusivity and improves the faculty and student academic performances. If all these activities are done by DSQAO's finding time for his performance at school. He is sure to see the provision of quality education because it is effective and efficient in teaching and learning activities. The researcher also collected data from heads of teachers and Internal Schools Quality team members on how much District School Quality team members' feedback implementation enhanced the teaching and learning process for quality education provision.

Table 4.2 Head Teachers and ISQAs Responses on the extent to which 'DSQAOs'Feedback Implementation on Teaching and Learning Process improves Quality Education Provision

S/N	Statement	Respondents	VLE	LE	ME	HE	EHE	Mean					
			f	%	F	%	F	%					
i.	DSQAO feedback implementation encourages learners to enjoy their learning, show enthusiasm, and display positive attitudes	HT	0	0	1	1.15	57.9	37	38.9	2.1	3.42		
		ISQAs	1	0.5	1	0.54	523.7	11761.62	613.7	3.87			
ii.	DSQAO feedback implementation enhances teachers to use opportunities to teach learners to have an awareness of personal safety and healthy lifestyles	HT	0	0	0	0	9	9.5	80	84.2	6	6.3	3.97
		ISQAs	0	0	2	1.13	719.5	11359.53	820.0	3.98			
iii.	DSQAO feedback implementation enhances teachers routinely and provides work that challenges learners through problem-solving or research activities so they use and apply their skills in different contexts and subjects	HT	1	1.1	4	4.26	568.4	24	25.3	1	1.1	3.21	
		ISQAs	0	0	12	6.38	444.2	83	43.7	11	5.8	3.49	
iv.	DSQAO feedback implementation enhances effective teaching methods and suitable learning activities used to engage and motivate learners	HT	0	0	1	1.11	616.8	74	77.9	4	4.2	3.85	
		ISQAs	0	0	0	0	3618.9	10454.75	026.3	4.07			

v.	DSQAO feedback implementation enhances learners to acquire new knowledge and make progress against the national standards and competencies	HT	0	0	6	6.36063.2	24	25.3	5	5.3	3.29	
		ISQAs	147.4168.45830.5	73	38.42915.3						3.46	
vi.	DSQAO feedback implementation enhances learners to acquire skills in speaking/listening/literacy/numeracy	HT	0	0	0	5052.6	31	32.61414.7			3.62	
		ISQAs	0	0	2	1.12111.111460.05327.9					4.15	
vii.	DSQAO feedback implementation encourages teachers to show a good understanding of their learners' needs - including levels of achievement	HT	0	0	0	1515.8	72	75.8	8	8.4	3.93	
		ISQAs	0	0	3	1.65629.5	94	49.53719.5			3.87	
viii.	DSQAO feedback implementation encourages teachers to make good use of the resources they have, including time in class, to maximize learning	HT	0	0	0	5153.7	34	35.81010.5			3.57	
		ISQAs	0	0	1	0.53116.310454.75428.4					4.11	
ix.	DSQAO feedback implementation encourages learners to participate in class	HT	0	0	0	4850.5	34	35.81313.7			3.63	
		ISQAs	0	0	1	0.517	8.9	99	52.17338.4		4.28	
x.	DSQAO feedback implementation encourages all learners to develop their self-knowledge, self-esteem, and self-confidence	HT	0	0	0	5456.8	27	28.41414.7			3.58	
		ISQAs	0	0	0	2513.2	93	48.97237.9			4.25	
Grand Mean		HT										3.61
		ISQAs										3.95

Source: Field Data (2022)

Key: HT=Head Teachers, ISQAs=Internal School Quality Assurers, Very Low Extent (VLE), Low Extent (LE), Moderate Extent (ME), High Extent (HE), Extremely High Extent (EHE)

The information in Table 4.4 indicates that a slight majority (57.9%) of head teachers and (61.6%) of Internal School Quality team members responded to a medium extent and a high extent that learners enjoy their learning, show enthusiasm, and display positive attitudes in teaching and learning process on DSQAO feedback implementation improving teaching and learning process in improving quality of public primary 'schools'education with a 3.42 mean of head teachers and a 3.87 mean of ISQAOs. Students with high levels of intellectual curiosity get better grades than their peers. A positive and enthusiastic attitude is essential for workplace success. Implementing feedback from District Chief Quality Assurance Officers (DSQAO) impacts public primary schools' teaching and learning process, leading to improved education quality. Most of these professionals perceive a positive influence on learners' enjoyment, enthusiasm, and positive attitudes as a result of DSQAO feedback implementation. School leadership is good, helpful, participatory, problem-solving, and cooperative in ensuring the provision of education to students. The findings are in line with the study conducted by Sebastian (2020) on teachers' perceptions of the implementation of Internal School Quality Assurance

(ISQA) in Public Primary Schools in Tanzania found that teachers had a positive perception of the effectiveness of ISQA in their schools.

ISQA encouraged and increased the number of teaching documents. The majority (68.4%) of head teachers and a minority (44.2%) of ISQAs argued that teachers routinely provide work that challenges learners through problem-solving or research activities so they use and apply their skills in different contexts and subjects to a medium extent in the teaching and learning process with 3.21 mean of head teachers and 3.49 mean of ISQAOs. Data in Table 4.2 imply that teachers' performance depends on students' readiness to learn so that they can pass their exams. Headteachers and Internal School Quality Assurance ensure that the Competence Based Curriculum is implemented. Thus, feedback implementation provided by DSQAs can help teachers have a positive attitude in ensuring the teaching and learning process through adopting a Competence Based Curriculum in bringing quality education. Also, the information indicated that effective teaching methods and suitable learning activities are used to engage and motivate learners, with a 3.85 mean of head teachers and 4.07 mean of ISQAOs, whereby a great majority (77.9%) of head teachers and a slight majority (54.7%) of ISQAOs responded that effective teaching methods and suitable learning activities are used to engage and motivate learners to a great extent. This is accompanied by adequate materials for teaching and learning at schools to support teachers and students in the classroom.

The data in Table 4.2 also indicates that 3.29 and 3.46 teaching enables learners to acquire new knowledge and make progress against the national standards and competencies with 3.29 mean of head teachers and 3.46 mean of ISQAOs whereby (63.2%) of head teachers together with the (38.4%) of ISQAs all agreed that teaching enables learners to acquire new knowledge and make progress against the national standards and competencies and above all, a slight majority (52.6%) of head teachers and a majority (60.0%) of 'ISQA's accepted that teaching enables learners to acquire skills in speaking/listening/literacy/numeracy. Empower the students to speak, listen, literacy, and numeracy to indicate quality education attainment. This is associated with the responsibility of quality assurance given to monitor and evaluate the quality and implementation of internal quality assurance plans and services for pre-primary and primary education to improve and enhance the teaching and learning process for quality education provision.

The information in Table 4.2 shows that teachers show a good understanding of their learners' needs - including levels of achievement with a 3.93 mean of head teachers and 3.87 means of ISQAOs, whereby the great majority (75.8%) of head teachers and a minority (49.5%) of ISQAs responded that teachers show a good understanding of their learners' needs - including levels of achievement at a great extent. Along with that, head teachers, 53.7%, and 'ISQA's 54.7% argued that teachers make good use of their resources, including time in class, to maximize learning in the teaching and learning process in the schools. This implies that head teachers ensure the availability of materials for teachers and students to participate in the teaching and learning process. Teaching and learning materials are necessary for teachers and students to demonstrate the lesson in class. The findings are similar to the study conducted by Frimpong (2021), who revealed that participants perceived TLMs to be a significant factor in ensuring QECE provision.

Many schools are facing the problem of a shortage of teaching and learning resources, which limits the provision of quality education to learners. This is evident from DSQAOs who had a chance to interview to know the challenges facing school administration in improving the quality of public primary school education. In supporting these findings, the researcher interviewed Participant B, who argued.

The number of teachers is limited, which affects the performance of schools and causes poor teacher performance due to the heavy workload of teaching and learning activities. The school budget is also insufficient compared to the schools' requirements, with no accommodation for teachers (DCQAO B, Personal Communication on 23rd November 2022).

These challenges can negatively impact the performance of schools, leading to poor teacher performance and inadequate resources for teachers. The limited number of teachers results in heavier workloads and reduced individual attention to students, while insufficient funding hampers the availability of essential resources and infrastructure. To address these challenges, it is important to focus on strategies such as teacher recruitment, retention, and adequate funding allocation to support effective teaching and learning.

At the same time, Arogundade and Bello (2019) in Nigeria on Quality Assurance and Internal Efficiency of Primary School Teachers in Ekiti State revealed a significant relationship between

quality assurance and the internal efficiency of primary school teachers. The study also showed a considerable difference in the quality assurance measures provided in rural and urban schools. In accomplishing this objective, the researcher witnessed it with his own eyes; some schools have inferior infrastructure status, which is a challenge for school leadership in implementing DSQAO's feedback implementation to improve the quality of primary education in the country. The researcher observed that students were in the class listening to their teacher while he was teaching but with challenges in the classroom. Students do not have textbooks, the classroom walls are not worn, the class has no posters and models to use as a teaching aid, and there are few desks, while the number of pupils is big, although sponsored by Tigo Company Limited. The researcher interviewed Headteachers. The responses were that,

Quality insurers visit schools regularly to supervise the day-to-day teaching and learning activities that follow the national curriculum to ensure that standard education is provided. One of the best teaching and learning techniques is DQAO feedback implementation, which instantly impacts student progress (DCQAO B, Personal Communication on 23rd November 2022).

The presence of quality assurance measures in schools to ensure standard education. These measures involve regular visits from quality insurers who assess the teaching and learning activities to ensure compliance with the national curriculum. One effective technique mentioned is DQAO feedback implementation, which provides instant feedback to students, enabling them to understand their strengths and areas for improvement. The emphasis on effective feedback implementation by quality assurance underscores its importance in enhancing educational outcomes.

It turns out that even the teacher does not have the tools to teach to improve efficiency in providing education to children in the nation. This situation in many schools is getting worse. Quality education lowers the interest and motivation of teachers and students in teaching and learning subjects. Additionally, Mzena (2020) on education stakeholders' perception of the effectiveness of new school quality assurance tools revealed that the new school quality assurance tools have improved teaching and learning by providing strategies that engage pupils and their teachers in the learning process. ISQAO responded when interviewed by saying "The

quality of education provided in public primary schools is just as important as feedback implementation on quality assurance because the latter is a proactive approach that looks for issues in the educational system and tries to prevent them from occurring in the first place. DQAO feedback implementation helps schools improve in areas of teaching and learning by providing teachers with comments and guidance following observations in the classroom.

It is evident that, to a great extent, district school quality Assurance Officers' feedback implementation enhanced effective teaching and learning processes in public primary school education as it was apparent that learners enjoyed their learning, showed enthusiasm, and displayed positive attitudes. Furthermore, the study findings depict that 'teachers', heads of schools, and Internal School Quality 'Assurers' grand mean responses of 3.95, 3.61, and 3.95 are ranged at ($3.5 \leq \text{grand mean} \leq 5$), which implies that teachers, heads of schools and Internal school quality assurance team members are positive on district school quality assurance officers feedback implementation on enhancing effective teaching and learning process for quality public primary school education. However, some schools have inferior infrastructure status, which is a challenge for school leadership in implementing DSQAO' DSQAO's feedback to improve the quality of primary education in the country.

8. Conclusion

It can be concluded that the 'DSQAOs' feedback supports the teaching and learning process toward the quality of public primary school education in the Kilimanjaro region of Tanzania because feedbacks help beneficiaries who are stakeholders such as teachers to update their knowledge and skills and improve learners' academic achievement. In addition, it was concluded that Teaching methods and appropriate learning activities are used to engage and motivate learners to a high degree. It was also concluded that DSQAO feedback helps teachers on areas for improvement by displaying teacher performance rates to improve educational quality. As a result, effective teaching methods and appropriate learning activities are used to engage and motivate students in learning. Finally, it was concluded that training, instructions, and frequent seminars assisted teachers in learning more about how to prepare lessons using proper teaching methods and their applications in the classroom during the teaching and learning process.

9. Recommendations

Based on the study findings, the study recommended that teachers use participatory methods in the teaching and learning process to provide quality education to learners in public primary schools in the Kilimanjaro region. Also, teachers and the Internal School Quality Assurance team should implement DSQAO feedback recommendations to improve the teaching and learning process quality and bring quality public primary school education to the Kilimanjaro region. The Ministry of Education and Culture should put a strategic plan for training and capacity building for teachers, head teachers, and ward educational officers on quality teaching and learning techniques and methods

References

- Afanasyev, V. V., Ivanova, O. A., Rezakov, R. G., Afanasyev, I. V., & Kunitsyna, S. M. (2019). Organizational environment for the schoolchildren's professional identities: establishing, modeling, efficiency expectations, and long-term development. *International journal of civil engineering and technology*, 10(2), 1612.
- Arogundade, B. B. & Belo, F. A. (2019). Quality Assurance and Internal Efficiency of Primary School Teachers in Ekiti State. *Mediterranean Journal of Social Sciences*
- Assey, E. (2022). The Strategies on Improving Effective Implementation of the Competence Based Curriculum in Secondary Schools in Tanzania: The Case Study of Tabora Region. *Journal of Education*, 3, 13-33
- Bengtsson, S. E., Barakat, B., & Muttarak, R. (2019). *The Role of Education in Enabling the Sustainable Development Agenda*. 1st Edition. Published October 17, 2019 by Routledge
- Frimpong, S. (2021). The Role of Teaching and Learning Materials and Interaction as a Tool to Quality Early Childhood Education in Agona East District of the Central Region of Ghana. *African Educational Research Journal*. 9(1), 168-178.
- George, T. (2022,). *Mixed Methods Research | Definition, Guide & Examples*. Scribbr. Retrieved March 20, 2023, from <https://www.scribbr.com/methodology/mixed-methods-research>
- Global Education Meeting (2018). *Education in an interconnected world: Ensuring Inclusive and Equitable Development*. United Nations.
- Gorica, P. and Kuzmanovska, M. (2020). Teaching Methods as a Factor of Students' Learning Motivation. *Journal of Educational Research*, 2, 3-4.
- Han, C. and Peirolo S. (2021). Time to Teach – Teacher Attendance and Time On Task In Primary Schools in Tanzania Mainland. UNICEF Office of Research – Innocenti.
- Hussain, S. (2018). Teaching Speaking Skills in Communication Classroom. *International Journal of Media, Journalism and Mass Communications (IJMJMC)*, 3(3), 14-21.
- Kadir, A. (2020). Quality Assurance and Management of Basic Education Improvement In North Central, Nigeria. *Proceedings on Engineering Sciences* 2(3):333-344
- Katera, L. and Msafiri, D. (2020). *Learning Environment and Performance of Primary Education in Tanzania*. REPOA.
- Kerlinger, F. N. (2011). *Foundations of Behavioral Science*. Holt, Rinehart, and Winston, Inc.

-
- Kenny, M. (2021). Teaching Personal Safety. *Encyclopedia of Autism Spectrum Disorders pp 4762–4769.*
- Kissa, C. and Wandela. E. (2022). Secondary School Teachers' Perceptions on Quality Assurance's Feedback Reports for Effective Teaching in Morogoro Municipality, Tanzania, *American Journal of Education and Information Technology*, 6(2), 66-80.
- Komba, S. and Mwakabenga, R. (2019). *Teacher professional development in Tanzania. Challenges and Opportunities.* Dar es Salaam
- Lindsjo, K. (2018). Contextualizing the Quality of Primary Education in Urban and Rural Settings: The Case of Iringa Region, Tanzania. *Norsk Geografisk Tidsskrift - Norwegian Journal of Geography*, 72(4).
- Makiya, R., Mnyanyi, C., & Ngirwa, C. (2022). Quality Assurance Strategies in Enhancing Learning Achievement among Public Primary Schools in Arusha Region, Tanzania. *East African Journal of Education and Social Sciences*, 3(2), 48-57.
- Makiya, R., Mnyanyi, C., and Ngirwa, C. (2022). Quality Assurance Strategies in Enhancing Learning Achievement among Public Primary Schools in Arusha Region, Tanzania. *East African Journal of Education and Social Sciences* 3(2), 48-57.
- Munna, A. and Kalam, A. (2021). Teaching and Learning Process to Enhance Teaching Effectiveness: A Literature Review. *International Journal of Humanities and Innovation (IJHI)*, 4(1), 1-4.
- Mzena, D. (2020). *Education Stakeholders' Perception on Effectiveness of New School Quality Assurance Tools: A Case of Public Primary Schools in Kilolo District, Tanzania.* (Unpublished) M.A Dissertation University of Dodoma.
- Ngeno, B., Mwoma, T., & Mweru, M. (2021). Teachers' Attitude Towards Implementation of the Competence-Based Curriculum in Primary Schools in Kericho County. *East African Journal of Education Studies*, 3(1), 116-129.
- Organization for Economic Co-operation and Development (2018). *The Future of Education and Skills Education 2030.* France.
- Phiri, B. (2019). The Influence of Quality Assurance Practices on Supervision of Teaching and Learning in Botswana Primary Schools, a case of South-East Region. (Unpublished) M.A Dissertation University of Botswana
- Sebastian, G. (2020). Teachers' Perceptions on the Implementation of Internal School Quality Assurance in Public Schools in Tanzania. (Unpublished) M.A Dissertation University of Dodoma.
- Selvaraj, A. and Azman, H. (2020). Reframing the Effectiveness of Feedback in Improving Teaching in Malaysia. *International Journal of Evaluation and Research in Education (IJERE)*, 9(4), 1055-1062
- Siperto, B. (2018). Secondary School Teacher's Experience in Managing Large Classes: The Case of Secondary Schools in Buchosa District Council Mwanza. (Unpublished) M.A Dissertation Open University of Tanzania
- World Bank (2021). *Strengthening Education Financing and Decentralized Service Delivery Capacity.* Tanzania.