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INVESTIGATION INTO THE PRACTICES OF SCHOOL QUALITY ASSURANCE OFFICERS IN FACILITATING CURRICULUM IMPLEMENTATION IN TANZANIAN SECONDARY SCHOOLS

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ABSTRACT

This study investigated the practices of School Quality Assurance Officers (SQAOs) in facilitating curriculum implementation in Tanzanian secondary schools. Using a qualitative case study research design, the study examined the stages and areas of quality indicators employed by SQAOs in this process. The study targeted 11 participants, including 1 municipal educational officer, 9 School Quality Assurance Officers, and 1 zonal chief of SQAOs from the eastern zone located in Morogoro Region. Semi-structured interviews, focus group discussions, and document reviews were conducted, and the data was analysed thematically. The study identified several stages used by school quality assurance officers in facilitating curriculum implementation in secondary schools. These stages include involving all key educational stakeholders in the schools' development, using the School Self-Evaluation Form for evaluation, SQAOs' preparation before school visits, gathering evidence, and communicating with stakeholders. Additionally, the study highlighted six focus areas during SQAOs' visits to schools: learners' achievement, the quality of teaching and learning assessment, the quality of the curriculum in meeting learners' needs, the quality of leadership in learning and resource management, the quality of the school environment and its impact on security, and community engagement in schools. The study concluded that SQAOs play a crucial role in helping schools meet and accomplish educational goals.

KEYWORDS: School Quality Assurance, Curriculum Implementation, Secondary Schools

1. INTRODUCTION

School inspection as a practice has its roots in France, beginning in 1801 during the Napoleonic regime, and was adopted by England in 1838 (Grauwe, 2007). Over time, it has evolved from ordinary school inspections to more integrated systems of school quality assurance (SQA) aimed at improving teaching

and learning in schools (Gustafsson et al., 2015). These systems are designed to facilitate, sustain, and enhance the quality of education delivery. SQAOs contribute to understanding various issues regarding educational standards and practices, especially in the context of developing countries like Tanzania. The roles of SQA practices differ greatly between developed and developing countries due to differences in educational systems and problems. Some countries aim at standardizing educational achievements and ensuring high-quality education, while others focus on educational equality and meeting the educational needs of their countries (Darvas *et al.*, 2014).

Globally, it has been acknowledged that comprehensive school quality assurance systems hold the promise of positively impacting curriculum implementation, especially in the developed world where inspection has brought significant changes in school performance. For instance, (Liu, 2020) explained the effects of quality assurance policies and practices on the curriculum in Ontario post-secondary education institutions, observing that these institutions have various strategies to meet policies and practices. This study showed that while aiming to achieve higher levels of educational quality, evaluations need to be complemented with improvement.

In the United Kingdom and other English-speaking nations, the functions of inspectors and supervisors appear to support accountability among teachers. As noted by (Greatbatch and Tate, 2018), these mechanisms are important for enabling teachers to deliver good standards of education and achieve desired learning objectives. Conversely, in many developing countries and some parts of Latin America, SQAOs face challenges related to facility resources and socio-economic differences. In these cases, SQAOs are not only inspectors but also active participants in developing the capacities of teachers and school leaders. (Anderson, 2017) and (Rapanta, 2021) underline the need to address structural challenges in implementing the curriculum. However, Okoth et al., (2018) assessed ESQAC in Kenya and found that due to the expectations placed on ESQAC officers, their assessments were conducted in fewer schools than desirable for improving curriculum efficiency. Therefore, findings show that it is very difficult to implement practical techniques used by developed countries in SQA practices due to a lack of governmental support and modest resources.

In Tanzania, the old system of school inspection identified in 1978 employed inspectors who focused too much on process, with too little emphasis on outcomes or enabling schools to use inspection feedback for improvement (URT, 2017). Therefore, in 2017, a major reform of the school quality assurance system took place, transitioning from a 'school inspection system' to 'SQA,' with the aim of improving education quality standards, including curriculum implementation in schools (Makiya *et al.*, 2022). The role of school quality assurance in different countries has relatively common aims, focusing on new approaches to school quality assurance practices based on learning outcomes, prioritization for school development planning, building capacity through school self-evaluation, sharing practices within and between schools, and involving the community to support schools (Kingu and Wandela, 2022).

Previous research on SQAOs' practices in curriculum implementation in secondary schools has been conducted, but few studies specifically focus on the investigation of practices of School Quality Assurance Officers in facilitating curriculum implementation in Tanzanian secondary schools. The present research differs from prior work, such as (Makiya *et al.*, 2022), which targeted the effects and issues of QA approaches but did not consider the methods used by SQAOs. Studies like the one conducted on the influence of Quality Assurance and Standard Officers' instructional supervision practices on curriculum implementation in public primary schools in Central Division, Machakos District, Kenya (Eunice *et al.* 2013), and another on school inspection practices in secondary schools in Western Uganda (Bagaya *et al.*, 2020), as well as a study on students' involvement in quality assurance processes in teacher colleges in Tanzania (Shahanga *et al.*, 2021), have been conducted. Therefore, this study attempts to focus on the stages followed by SQAOs in facilitating curriculum implementation in secondary schools and the areas of focus during SQAOs' visits to schools.

This research addresses this gap by investigating the practices of School Quality Assurance Officers (SQAOs) in facilitating curriculum implementation in Tanzanian secondary schools. Further, this research aims to establish the involvement of SQAOs in improving curriculum implementation in Tanzanian secondary schools. By examining their practices, the study seeks to determine best practices that can be used to enhance the quality of education and learners' achievements. The results of this research will add to the existing body of knowledge on educational quality assurance for policy and practical developments in Tanzania and other comparable countries.

1.1 Theoretical Framework

This study is grounded in the General System Theory (GST), propounded by Ludwig von Bertalanffy in the early 1950s. GST, which includes system thinking, performance, current state assessments, system analysis, and conceptual design (Shaked and Schechter, 2017), involves analysing the relationships between components of a particular phenomenon to understand the structure, processes, and outcomes of an entity (Tshabangu and Faculty, 2013). From the perspective of this study, GST is useful as it perceives the school quality assurance system as a system in which all components school quality assurance officers, teachers, learners, instructional materials, school managers, and funding affect the system's success. This view underlines the necessity of cooperation and participation of all members in improving school quality for curriculum implementation. The theory also fosters shared responsibility and accountability among school heads, teachers, education officers, and school quality assurance officers, highlighting the distinct role of each entity in the schooling system (Adamson & King, 2013).

2. METHODOLOGY

2.1 Research Approach

This study used a qualitative approach, which was appropriate because it helped the researcher gain a greater understanding of the role of school quality assurance practices in curriculum implementation in secondary schools in their natural setting. This approach enabled the researcher to obtain comprehensive information about the implementation of feedback reports from SQAOs in secondary

schools. Through this approach, the researcher discovered the practices of School Quality Assurance Officers in facilitating curriculum implementation in Tanzanian secondary schools, including the stages followed by SQAOs during school visits and the areas of focus during these visits. The qualitative approach is highly flexible; it allows for emerging questions and the generation of detailed feelings and concepts for the study (Marandu *et al.*, 2022). The qualitative method allows for a small number of study participants selected from a large population sample to be studied (Pajo, 2019). The rationale behind adopting the qualitative approach is based on the fact that it involves a relatively small and convenient sample size, yet it is able to produce the data needed to serve the objectives of this particular study (Creswell and Creswell, 2023).

2.2 Research Design

A single case study design was chosen for this research because it enabled the researcher to explore the phenomenon in its natural environment. The use of a case study allows for a comprehensive understanding of the topic under study and the generalization of findings in similar environments (Creswell and Creswell, 2018). This design facilitated the collection of rich data from the participants, allowing for a detailed analysis of the true context, which reflects the practices of SQAOs in schools. When used in relation to a case study, the researcher is able to collect rich data from administrators and SQAOs. This design makes it possible to generalize the findings to other similar educational contexts, providing holistic insight into the practices of SQAOs in facilitating curriculum implementation in schools (Creswell and Creswell, 2023).

2.3 Study Area

This research was carried out in the Morogoro Region of Tanzania because it was considered most relevant to the study subject. Secondary data from SQAOs are found in zonal offices, and Morogoro municipal is near the eastern zonal office of SQAOs. The selection of Morogoro made it possible to carry out the research and gather relevant data that fit the study's objectives because it resembles other areas that receive equal services from SQAOs (Kalolo, 2014).

2.4 Participants and Selection Technique

In this study, purposive sampling was used to select participants based on relevant knowledge and experience. Eleven participants were selected, including 9 SQAOs, 1 chief of SQAOs, and 1 municipal education officer. The sampling was done in line with the study's objectives and aims (Creswell and Creswell, 2018). The purposive sampling method targeted participants with prior knowledge of SQAOs' practices. These sampling methods conform to the guidelines for collecting quality data to ensure that the collected data is comprehensive (Sundler *et al.*, 2019)

2.5 Data Collection Techniques

To investigate the practices of School Quality Assurance Officers in facilitating curriculum implementation in Tanzanian secondary schools, this study used triangulation methods to gather information, including semi-structured interviews, focus group discussions, and document reviews. The use of these approaches enabled a general assessment of participants' attitudes, perceptions, and

experiences (Mbuya and Amos, 2024). These techniques helped organize and analyze the experiences and practices of SQAOs regarding curriculum implementation in schools, as proposed by (Sundler *et al.*, 2019). Another advantage of data triangulation is that multiple sources of data strengthen the reliability of the conclusions obtained because the perceptions were different. These methods were selected because they are suitable for answering the research questions.

2.6 Data Analysis

Data analysis was conducted in line with the research objectives and the understanding that the study used a qualitative method to collect data; therefore, thematic analysis is ideal for analysing qualitative data in a structured manner (Kabelinde *et al.*, 2022). Thematic analysis was carried out in six steps as proposed by (Sundler *et al.*, 2019). First, the researcher immersed themselves in the data through note-taking from interviews and focus group discussions and listening to the interview tapes several times. This process helped in developing the initial set of codes. In the second stage, initial codes were created, which were then used to formulate more general themes. The third phase involved focusing the codes, making it easier to derive major themes or ideas for better data presentation. In the fourth stage, these themes were culturally authorized to check their relevance to the research questions. The themes were made clearer and more specific in the fifth stage to clearly define each theme. The final steps involved analysing the actual research results and writing them down.

2.7 Ethical Considerations

The study adhered to ethical standards to establish trustworthiness, such as credibility, dependability, transferability, and confirmability (Bjärsholm *et al.*, 2018). Ethical issues included obtaining permission to conduct the research, using volunteers in the study, getting permission from the subjects to use them for the study, and ensuring confidentiality. All subjects signed consent forms and were informed of the study details, with the option to terminate participation at any time.

3. RESULTS AND DISCUSSION

This section presents findings based on the role played by School Quality Assurance Officers in facilitating curriculum implementation in secondary schools. Data was collected through interviews with the chief of SQAOs and MEO, focus group discussions with 9 SQAOs, and document reviews with the chief of SQAOs. The findings indicated the reviewed documents, such as SQAOs' scheduling for visits and summary report cards for the four selected schools. The study discovered the stages used by SQAOs in facilitating curriculum implementation in secondary schools and the areas of focus during visits to secondary schools.

3.1 Stages Used by SQAOs in Facilitating Curriculum Implementation in Schools

3.1.1 Involving All Key Educational Stakeholders in the Schools' Visits

One of the key findings from the study was that the SQA system changed from a top-down to a bottom-up approach. School quality assurance now involves the schools and integrates several educational stakeholders, such as schools, parents, and community authorities. This represents a change from the previous system of inspection with limited staff involvement. During the study, participants said that:

"The bottom-up strategy supports learning between schools and communities and promotes school development by integrating feedback received from schools and communities into the quality assurance process. This approach is beneficial to stakeholders because SQAOs provide information about schools with low standards to help enhance them" (MEO, 2023).

Another participant added:

"After SQAOs visit schools, the reports are taken back to the school, district, and national levels for further enactment" (SQAOs, participant 3, 2023).

This approach is based on the assumption that for school improvement to be sustained, different stakeholders need to be involved in the process of enhancing education quality. The shift from an inspecting model to an advisory role for SQAOs has significant advantages for Tanzanian schools, as it helps build trust between schools and quality assurance officers (Weiss *et al.*, 2021); (Pressley *et al.*, 2023). The findings of this study align with recent research by (Altrichter and Kemethofer, 2015), which highlights that assessment models involving school communities in quality assurance lead to higher quality and lasting improvements in learning outcomes. However, some authors, including Kokeyo and Oluoch, (2015), argue that the effectiveness of bottom-up approaches promoted in decentralized governance depends on the capacity of sub-national actors to fully participate in the process.

3.1.2 The Use of School Self-Evaluation Form in Assessing Schools (SSEF)

Findings revealed that school self-evaluation, which categorizes a continuous cycle for improving educational outcomes, influences SQAOs to visit schools. School self-evaluation was identified as a critical step used by SQAOs to select schools before visiting. This was discovered through reviewing SSEFs found in the zonal office of SQAOs in four selected schools, as well as during the FGD and interviews with participants who said:

"School self-evaluation is employed by stakeholders to enhance their schools. It assists leaders and the community in accurately perceiving the strengths and weaknesses of their respective schools. Likewise, it helps develop strategies for improvement, thereby enriching learners' results" (SQAOs, Participant 4, 2023).

Another participant added:

"The school self-evaluation form links with the areas and quality indicators. It also leads to three key questions guiding the process: How are we concerned? What did we learn? And what will be done to change? These questions are central to school improvement and are directly connected to the action plan and the whole school development plan" (Chief of SQAOs, 2023).

The findings indicate that school self-evaluation is a crucial process that allows schools to identify their possibilities and challenges. The conclusion drawn from the study is that school self-evaluation facilitates schools' reflection on their performance. The self-assessments that schools undertake

provide important information on strengths, weaknesses, opportunities, and threats related to curriculum delivery, thereby facilitating the development of specific action plans required for the improvement process (Kosia and Okendo, 2018). Conducting school self-evaluation to enhance the quality of education is also supported by the literature of(Dome,(2023) and (Gustafsson *et al.*, 2015), who discovered that self-evaluation helps create a culture of leadership for learning and improvement, allowing schools to identify areas needing attention and make procedural developments over time. However, Kokeyo and Oluoch, (2015) observed that the self-evaluation process should be complemented by an external evaluation to avoid blind spots in schools' effectiveness, as schools may lack objectivity when conducting evaluations themselves. Therefore, SQAOs support this process by helping schools' complete self-assessment forms and ensuring that the evaluation of action plans aligns with the strategies and overall school development plan.

3.1.3 SQAOs' Preparation before Visits to Schools

Regarding preparation for school visits, findings revealed that SQAOs organize and conduct school visits to monitor and supervise curriculum implementation. Findings show that SQAOs undertake visits in a structured manner to ensure that schools deliver the curriculum according to standards and within the required timeframe. Hence, the process is not random but guided by certain standard patterns. This was discovered through reviewing SQAOs' scheduling and during the FGD when a participant said:

"We have a timetable for how schools should be visited, focusing on meetings with HOs, staff, class visits, focus group discussions with SMT, reviewing documents, observation, team discussion, and then offering verbal feedback" (Chief of SQAOs, 2023).

The findings align with Timperley and Robinson (2014) and (Makiya *et al.*, 2022), who noted that when an external source, like SQAOs, consistently monitors schools, it significantly contributes to school leadership accountability. However,(Dijkstra *et al.*, 2017) reveal that SQAOs are tending toward more external monitoring, which should be avoided because it may foster a duty culture rather than cultivating improvement. They support the notion of balancing external monitoring with internal capacity development.

3.1.4 Gathering Evidence

The findings show that School Quality Assurance Officers (SQAOs) facilitate curriculum implementation in schools through observing teaching and learning, talking to students, reviewing documents, meeting with parents, and communicating with the school management team. During the study, participants remarked:

"We collect information through procedures such as observing teaching and learning in classrooms and other learning areas, reviewing documents available in the school, and conducting focus group discussions with stakeholders" (SQAOs, Participant 1, 2023).

The study is relevant to URT(2017) in noting that SQAOs' classroom observations enhance pedagogy and classroom discipline. However, according to (Conceição *et al.*, 2019), in some schools, SQAOs may not consistently boost the teaching-learning process since they often engage in reviewing documents such as lesson plans. Similarly, Sogo and Jeremiah (2018) observed that some SQAOs were more concerned with the availability of schemes of work rather than observing lessons and learning processes to enhance the school effectively. The quality of this process can only be achieved if SQAOs pay attention to both the content of the documents and classroom practices. If SQAOs focus solely on document-based work, the opportunity to enhance teaching practices might be lost.

3.1.5 Communication with Stakeholders

The findings show that SQAOs have a responsibility to conduct meetings with stakeholders to gather details on what is working well in schools, what needs improvement, and what should be done to improve. SQAOs do this through communication to gather key evidence that evaluates the school's leadership and offers advice on curriculum implementation. During the FGD, participants noted:

"SQAOs go around to meet parents, staff, and learners to understand how the school assists students in achieving their learning needs" (SQAOs, Participant 6, 2023).

Another participant emphasized:

"SQAOs sit down with the head of school and the teachers to discuss the strengths and areas of concern observed during the visit" (SQAOs, Participant 3, 2023).

The findings concluded that involving parents, teachers, and learners who are part of the school enables SQAOs to identify clear challenges affecting the school. It is also an essential way to gather information and provide feedback to teachers to facilitate curriculum implementation in schools. Honestly admitting problem areas allows SQAOs to work collaboratively to define and address the problems while offering appropriate training and professional development for teachers (Weiss *et al.*, 2021). Similarly, Conceição *et al.*,(2019) pointed out that communication facilitates SQAOs in detecting problems facing teachers in the classroom teaching and learning process. However, this finding differs from the study by (Bagaya *et al.*, 2020), which noted that in some instances, the interaction between SQAOs and teachers is controlled. It is important to involve everyone, including students, in the conversation about reforms since curriculum changes affect all stakeholders (Weiss *et al.*, 2021). If communication is not addressed, important problems may remain unsolved, and progress toward improvement in curriculum delivery may be slowed or stopped altogether, affecting students' achievement.

3.2 Areas of Focus during SQAOs Visits to Schools

The findings revealed that SQAOs play an important role in facilitating curriculum implementation in Tanzanian secondary schools. The study identified six critical areas used by SQAOs as essential components in facilitating curriculum implementation in secondary schools. These six interdependent areas are:

3.2.1 Learners' Achievement

The study reveals that when SQAOs visit schools, they focus on assessing learners' performance in key subjects such as mathematics, science, and social science. In this domain, participants said:

"We usually visit with academic teachers and the head of school to gather information on students' performance. Specifically, we focus on the skills, knowledge, and attitudes that students have, which are measured through the final achievement of national exams" (SQAOs, Participant 2, 2023).

secondary schools. This finding aligns with research by URT 2017) and Kingu and Wandela, (2022), which suggests that learner assessment is critical in increasing student achievement. The implications of these findings are far-reaching. In the authors' opinion, SQAOs must pay attention not only to the academic achievement of learners but also to many other aspects of education that impact learners' performance. By adopting several approaches to evaluating learners' performance, SQAOs will be better positioned to support curriculum implementation, leading to improved quality of education in Tanzanian

3.2.2 The Quality of Teaching and Learning Assessment

The study indicates that School Quality Assurance Officers (SQAOs) observe classrooms and evaluate active teaching and learning, emphasizing learner-centered pedagogy and the use of teaching and learning resources like books and teaching aids. In the FGD, participants reacted:

"We always visit schools to assess the teaching that enables learners to acquire skills by focusing on teaching and learning approaches, teaching aids, learners' involvement in classroom teaching, and learning documents such as lesson plans, log books, students' work, and class journals" (SQAOs, Participant 1, 2023).

Another participant added:

"We observe classroom teaching and learning progress, especially in the knowledge of the subject that teachers possess. We also evaluate learners' participation, interaction, and engagement in a reliant usage" (SQAOs, Participant 7, 2023).

This focus on pedagogical effectiveness contrasts with recent trends in literature by Lopes et al., (2019) and Mapunda (2023), suggesting that the quality of teacher-student interactions plays a key role in student learning engagement and achievement. However, they also note that observing teachers at work does not tell the whole story of competent teaching, so teachers need to be continually trained. Therefore, SQAOs facilitate the use of a curriculum that meets learners' interests. By focusing on the evaluation of teaching and learning, SQAOs can help teachers develop their approaches, which improves learners' achievements (Kingu and Wandela (2022)). Hence, this paper advocates for the convergent approach used to assess the quality of teaching as critical in enhancing a better teaching environment in Tanzanian secondary schools.

3.2.3 The Quality of the Curriculum in Meeting Learners' Needs

The findings showed that school quality assurance officers are responsible for assessing the curriculum to see if it matches learners' needs in a given society. This also involves facilitating the availability of sports and games, education for self-reliance, and other activities like singing at national assemblies. This was obtained in the FGD when SQAOs confirmed that:

"We ensure that schools use the appropriate curriculum to address cross-cutting issues and skills aligned with national standards. We also help schools provide personal and social education that is relevant to learners and national priorities" (SQAOs, Participant 4, 2023).

Another SQAO emphasized the important role of the curriculum in preparing learners for future responsibilities:

"We assess whether schools prepare students for life ahead by delivering programs that promote respect for different cultures and citizenship" (SQAOs, Participant 5, 2023).

The study relates to findings showing that while some schools successfully support students' needs through their curriculum, others struggle due to shortages in teacher competence (Rapanta, 2021). Schools need to upgrade teacher training in competency-based learning and ICT, and adopt a whole-school approach that includes cultural and social competence building (Olaso and Baja, 2019). This is crucial for creating citizens with a balanced view who can contribute significantly to nation-building.

3.2.4 The Quality of Leadership in Learning and Resources

The results show that effective leadership is fundamental in influencing the quality of education and achieving the school's vision and mission. Schools with effective leadership are likely to have clear, specific educational goals and a strategic plan guiding improvement effort involving all school community members. Additionally, SQAOs emphasized the need for the internal quality assurance department to work with school management to improve educational achievements. In the FGD, participants explained:

"When we visit schools, we look for leadership that collaborates with staff, parents, students, and the community. We also ensure that the school's goals are practical and align with the community's priorities" (SQAOs, Participant 2, 2023).

Another participant clarified:

"SQAOs ensure that school boards provide stability to leadership, especially the Heads of Schools (HOs), in enhancing management systems and educational outcomes. Schools must also utilize local people as resources for learning enhancement, benefiting both children and adults" (SQAOs, Participant 2, 2023).

These findings are consistent with recent literature by Anderson (2017), which observed that leadership is strongly linked to school improvement by sharing vision and working together to improve student outcomes. Studies indicated that breakdowns in leadership structures, where teachers, the community, and learners do not collaborate, lead to inadequate outcomes (Medard and Mwila, 2022). Therefore, the curriculum supervision system is expected to be successful to the extent that good leadership and management are exercised. The research recommends that school leadership should be more systemic and integrated by involving stakeholders.

3.2.5 The Quality of the School Environment and Its Impact on Security

The study revealed that SQAOs monitor multiple external aspects of the school, such as health, safety, and welfare, ensuring these environments are not only pleasing but also engaging and efficient for education. Participants said:

"SQAOs visits ensure that school policies are implemented to protect learners from bullying and enhance their welfare. We also ensure that lessons learned encourage student development, such as learning skills and knowledge safely at school" (SQAOs, Participant 9, 2023).

These findings align with URT (2017), which maintains that schools structured to promote student health and well-being achieve better academic results. SQAOs are instrumental in promoting this by analyzing the idea of building self-esteem through in-school opportunities for students to demonstrate their abilities. This finding agrees with participants who argue that schools can positively contribute to students' well-being and academic results (Shahanga *at el* 2021). Another important aspect derived from the study is the preventive nature of policies concerning bullying and how SQAOs stress that such policies should be embraced by educational institutions.

3.2.6 Community Engagement in Schools

The last domain examined in this study focuses on the importance of community involvement in improving the quality of education in Tanzanian secondary schools. It is clear that there is a strong influence of parental and community participation in school quality. During the FGD, participants said:

"Through visit forums, parents and community leaders meet with SQAOs to facilitate and identify strategies for helping schools progress. The school also holds regular meetings with parents and the community to develop the schools" (SQAOs, Participant 9, 2023).

The study is relevant to (Gitambo, 2017), who observed that effective schools involve parents and communities in supporting student learning progress beyond developmental rates. Community engagements enable schools to concentrate on improvement and support school development planning. (Kingu and Wandela, 2022) also noted that schools enhancing the well-being of their learners together with the community are likely to record improved learning outcomes. Therefore, the findings suggest that community participation in schools emphasizes learners' performance. SQAOs facilitate school, parent, and community relations. It is evident from the study that schools communicating with parents

about their children's attendance, achievements, and areas of concern help develop parental responsibility for the students. Parents engaging in schools remain committed to student development. The study further indicates that active community engagement enriches school evaluation and development planning. Domains and quality indicators are shared by parents and communities to enhance clear quality assurance information feedback.

4. CONCLUSION AND RECOMMENDATIONS FOR THE STUDY

4.1 Conclusion

From the findings and analysis of this study, it is clear that the practices of SQAs in Tanzanian secondary schools have shifted towards a participative, supportive culture with a principal focus on bottom-up procedures of school self-evaluation. This assists in the processes of curriculum implementation and the improvement of education outcomes. However, some concerns remain regarding balancing external supervision with internal development and enhancing the interpersonal communications of the SQAs. To meet these needs, developed domains and quality indicators help balance the approach used in monitoring practices by SQAs.

4.2 Recommendations for Further Studies

Further studies are required to examine the sustained effects and benefits of SQAOs' practices on curriculum implementation in schools, including approaches and the use of SSE forms in facilitating school progress. Future research should continue improving knowledge about factors affecting curriculum implementation and consider areas of quality indicators such as the quality of the school environment and its impact on security, as well as the quality of leadership in learning and resources, to provide clearer recommendations for policy and practice.

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