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Research Article

Assessment of Effectiveness of Internal Quality Assurance in Provision of Quality Education in Public Secondary Schools in Nyamagana District, Mwanza Region

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Abstract:

This study aimed at assessing the effectiveness of internal quality assurance in provision of quality education in public secondary schools in Nyamagana district, Tanzania.The study guided by theobjectives:Internal quality assurance strategies on provision of quality education in public secondary schools and challenges internal quality assurers encounter on the provision of quality education in public secondary schools. The study employed mixed research approach and convergent research design. A sample size of 111 respondents which included I District Secondary Educational Officer, 5 academic teachers, 5 heads of schools, and 100 students was applied. The participants were selected using simple random sampling and purposive sampling. Data were collected using questionnaires, interview guide and document review. Quantitative data were analysed by using descriptive statistics with the help of Statistical Package for Social Science (SPSS) and they were finally presented in tables, frequencies, percentages and figures. The findings revealed that internal quality assurers wereworking under strategies such as monitoring, evaluating and assessing the daily school activities and provide feedback on time for betterplanning and improvements of students' academic performance. Also, the findings revealed that challenges such as overcrowded classrooms, minimal number of teachers, unavailability of national guideline for IQA,teachers' resistance to change,insufficient teaching and learning materialsacted as barriers on their effectiveness. The study recommended that government should review the national policy of education of 1995 and frame the IQA guideline to enhance their effectiveness, ensure the availability of enough teaching and learning materials, ensure the availability of enough infrastructures in school including classes and regularly provide teachers with supervisoryskillsthrough training..

Keywords: Effectiveness, Internal quality assurance, quality education and public secondary schools

Introduction

As a strategic plan, for the provision of quality education in secondary schools, Internal Quality Assurance (IQA) or Self School Evaluation (SSE) is helpful in the provision of quality education and in enhancement of better students' academic performance in Tanzania where schools themselves take initiatives on promoting, supporting and imparting agreed quality standards for all aspects of school life to ensure that acceptable standards are attained and that there is a continuous improvement through rigorous monitoring, evaluation, takingaction and reporting on quality standards (URT,2017). Tanzania has been striving to ensure that there is provision of quality in education purposely to make education a key for life as well as a gateway to social and economic development (Kambunga & Dadi, 2015). After independence in 1980s to date, Tanzania has been witnessing an increase of societal demand on education which has given the rise to the need for mechanisms to monitor the provision of quality education so as to ensure excellence on the provision of quality education and measurable learning outcomes are achieved (UNESCO, 2012)).The establishment of Secondary Education Development Programme (SEDP) I and II is among the efforts done by government on ensuring the provision of quality education in public secondary schools; the programme focuses on employment of teachers, building of classes, distribution of teaching and learning materials (URT 2014). It was found that heads of schools are responsible for distributions of IQA activities. Also, they were daily dealing with monitoring and evaluatingteachers and non-staffs' attendance who were to sign in when they came to school and sign out when they left the school compounds.Other IQAs have their roles to play liketo evaluate students' academic performance, teachers class attendance and prepare teachers for external inspection by collecting their lesson plans and schemes of work to the heads of school to check before inspection(Kekoyo and Oluoch, 2015). .

Although Tanzanian has Education and Training policy (ETP) of 1995 that advocates for IQAs, it isapparent that there is the gap in its explanation about who is to ensure schools are prepared to conductIQAwhich means no baseline information for school IQAs.Also, although the government is making effortsto support schools in provision of quality education, forexample, the

establishment of SEDPI &II(URT 2014); yet, the implementation of IQA activities and learners' performance in public secondary schools still a concern in Tanzania since they are reportedly underperforming. Therefore, this study aimed at assessingthe effectiveness of the IQA in provision of quality education in Nyamagana district Tanzania.

This study was guided by the following objectives:

(i). To assess the Internal Quality Assurers' strategies on provision of quality education in public secondary schools
(ii). To explore the challengeswhich Internal Quality Assurersencounter in provision of quality education in public secondary schools

This study is expected to benefit different groups of education stakeholders: The findings might benefit the government since the study provides the information about IQA effectiveness, problems and recommendations for better improvement of students' academic performance. Also, it might help policy makers to formulate policies which might bring positive changes in secondary schools. Furthermore, heads of schools might benefit from the study as the findings might enhance their understanding about their roles in facilitating the implementation of IQA strategies in their schools which might lead to improving the schools. Moreover, the study might benefit teachers to support IQA when implementing their roles such as marking inspection on class journals, lesson plans and log books so as to improve their career and help students to improve on their academic performance. Not only that but also, the findings provide other researchers who are interested in the similar study with highlighted areas for further studies at the end of this paper.

Literature Review

This chapter presents the literature review that guided the study.

Internal quality assurers' strategies on provision of quality education in public secondary schools

Zizka, Sobaru, and Muflihatusy (2018) found that effective control through the provision of adequate instructional materials, provision of educational infrastructure and imparting of the right knowledge, provision of teachers' support and welfare, creating a conducive learning atmosphere and availability of high-quality teachers are strategic ways for ensuring the provision of quality education. It is added that teachers should influence positive relationship and encourage students so as to enable them to reach to the intended goals of education like better academic performance(Nwankwo, 2012) as cited in (Agatha, 2015). More over Oyo (2003)found thatmonitoring is the one of the strategies for provision of quality education where by it includes keeping watchful eye on students, school activities, environment of the school; hence the good way to measure the effectiveness of the school quality assurance. Other scholars have added that, the strategic way of ensuring the provision of quality education in secondary schools is to have strategic framework in the school which is vital to the success of IQA where by the framework should begin with the quality education policy statement with universal acceptability, authority and credibility (Agatha,2015). When national education policy gives power to IQA automatically, they will have autonomy on their responsibilities and they will be able to take the required actions so that the educational goals to be achieved (Madikida 2016). Moreover Nhlapo (2006) commented that, school plants maintenance strategies are useful for school effectiveness. According to him, school plants are all the physical facilities in the school which includes playgrounds, buildings, furniture, tools, equipment, apparatus, machinery, farms, information and communication technology replacing damaged facilities among others.Osuji and Etuketu (2019) added, for the school to be effective, the school administrators should play their roles effectively so as to contribute on the implementation of quality education. The findings are supported by Leithwood and Hopkins (2008) as cited in Issa and Mhagama (2022) who added that an effective head of school can be determined through specific strategies such as staffing, teaching programme, providing teaching and learning materials as well as monitoring school activities as well as buffering staff against distractions from their work. It is clearly clarified that if heads of school play their roles effectively as mentioned above, they can contribute to school to improvement for instance contributes to good students' academic performance.

Challenges Internal quality assurers encounter in provision of Quality Education

Poonam (2013)found that the greatest of all challenges that school faces is poor quality of teachers; poor teachers damage the students' learning experience; they use their autonomy in resisting changes in the teaching profession, stimulate excuses and not responsible for their outcomes as the result they sponsor poor performances of their students and affect leadership and the quality of teaching within the school.Also,Kariuki (2010)commented that quality of school is determined by the inputs such as curriculum content, instructional materials school culture, guided policies, cost learning duration, the quality of teachers and management strategies whereby he noted that most of the schools are lacking these variables, hence poor qualities in schools. These variables are lacking details and are introduced without which consultation with those involved especially the teachers (Odhiambo, 2008) as cited in (Kariuki, 2010). Moreover, Agatha (2015) found that lack of commitment to the teaching profession is one the challenges IQAs encounter when ensuring the provision of quality education where by some teachers engage on business activities within and outside the schools and get no enough time to focus on academic calling and purpose. Brian (1984),found that the teacher who is promoted further than his level of competence may find the process hard and so, lacking confidence, focus and internal

strength as the results others may not be interested to cooperate and show negative response to the one who are promoted. Other researchers found that thelocal administrators' complaint to have limited time and lacking skills for school evaluation and lack of initiatives from external (Lepage, 2000, as cited in Denis and Sophie, 2003).The study corresponding with that of Biyela (2009) found that there is lack of department support in terms of capacitating and training schools, which makes it difficult for the school to implement SSE. The study further added,most school leaders lack skills in clinical supervision,hence unable to conduct classroom observation where by clinical supervision modal required heads of school to ensure heads of school to serious stand on schools' regulations and principles that ensure the availability of teaching and learning materials, emphasizes on teacher professional development, improves teacher instruction practices in the classroom perusing vision and mission of the school, hence improving students' learning outcomes.

Research Methodology

The mixed research approach and convergent parallel design were applied by the researcher to this study. According to Creswell (2011), a convergent parallel design is the best to understand or develop more complete understanding of the research problem by obtaining different but complementary data and validation purpose, it prioritizes the methods equally, keeps the data analysis independent and mixes the result during the overall interpretation. Moreover, the study employed 111pariipants from students, heads of schools, academic teachers and DEO for secondary schools. The participants were obtained through Yamane'sand Mugenda and Mugenda's formula for calculating the sample size. Quantitative data were collected through questionnaires while qualitative ones were collected through interview. After the collection of data, the analysis of data was done with the aid of computer software known as SPSS for quantitative while qualitative data were assigned into categories of themes summarization and integration for interpretation. Finally, the researcher observed the ethical procedures, norms and regulations for conducting educational research.

Findings and Discussion

This section presents the research findings on the assessment of internal quality assurance strategies on the provision of quality education, challenges they encounter, conclusion and recommended action to be taken for better provision of quality education in public secondary school.

Internal Quality Assurance Strategies on provision of Quality Education in Public Secondary Schools

In this objectivethe researcher assessing the effectiveness of internal quality assurance in provision of quality education in public secondary schools. The researcher prepared the Likert scale questions with the statement concerning the strategies done by the IQA in provision of quality education. The respondents were guided to respond on their level of agreement on the statements provided. The findings presented in table 1.

Table 1: Students Response on the Internal Quality Assurance Strategies in provision of Quality Education in Government Secondary Schools

Key: SD-Strongly Disagree; D-Disagree; N-Neutral; A-Agree; SA-Strongly Agree; F-Frequency; P-Percentage

No	Statement	Response									
		SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1.	Making evaluation of teaching and learning process	8	8.4	15	15.8	10	10.5	28	29.5	34	35.8
2.	Ensuring the provision of required knowledge and skills to students	10	10.5	12	12.6	6	6.3	32	33.7	35	36.8
3.	Monitoring students' academic performance	20.	21.1	8	8.4	0	0	26	27.4	41	43.2
4.	Ensuring the availability of adequate instructional materials to school.	0	0	6	6.3	12	12.6	39	41.1	38	40.0
5.	Inspecting the school several time	6	6.3	3	3.2	11	11.6	46	48.4	29	30.5
6.	Creating conducive teaching and learning atmosphere to schools	16	16.8	0	0	1	1.1	43	45.1	35	36.8

Source Field Data (2022)

Making Evaluation of Teaching and Learning Process

Evaluation of teaching and learning process was identified as the internal school quality assurers' strategy in provision of quality

education in public secondary schools. This is supported by the information provided within table1 whereby 65.3 percent of the respondents agreed that internal quality assurers make evaluation of the teaching and learning process while 24.1 percent disagreed on the statement and 10.5 percent of the respondents were neutral. Basing on the findings, it is indicated that internal school quality assurers are involved in ensuring the provision of quality education through making evaluation of the whole process of teaching and learning.

The findings correspondwith the information provided during the interview with the academic teacher in school "C". When the intervieweewas asked by the interviewer on the strategies done by the internal quality assurers in ensuring the provision of quality education, he was quoted saying:

As academic mistress and internal quality assurer at school, I collaborate with other school internal quality assurers. We usually evaluate teachers' lesson plans, class journals and their attendance registers;most of the activities are daily school's routine like observing how teachersmonitor students in class. Another task is evaluating teachers' lesson plans; we do thisat the end of every month(Interview AST_C, 2022).

This implies that the internal quality assurers including the heads of school collaborate in making an evaluation of teaching and learning in school and heads of school acted as a directorsof the activities done by IQAs.An effective head of school can be determined through specific strategies such as staffing, teaching programme, providing teaching and learning materials as well as monitoring school activities as well as buffering staff against distractions from their work (Issa and Mhagama, 2022). Also,Madikida (2016) argued that the better strategies for the provision of quality education through SSE is that the principals should undertake the SSE activities in line with the requirements of the SQA policy, co-operating with evaluation team as the professional educators and providing an improvement plan. Okoro (2015) added that in order to ensure the provision of quality education, the school should establish the strategies for effective evaluation of the process of teaching and learning. Moreover, Egboka (2021) found that quality assurers ensure the effective provision of quality education through making effective evaluation.

Ensuring the Provision of Required Knowledge and Skills to Students

The study found out that IQA ensures the provision of required knowledge and skills to the students in schools. This is revealed from the table 1 where by 71.8 percent of students agreed that they acquired the required knowledge and skills while 23.1 disagreed to the statement as 6.3 were neutral to the statement.

The findings are corresponding with the information provided during the interview with the academic teacher in school "D". When the interviewee was asked on the strategies done bythe internal quality assurer in the provision of quality education,the interviewee explained:

Most of the teachers have experience in teaching and that helps to impart the required knowledge and skills to students. As the head of school and internal quality assurer in collaboration with other teachers and external quality assurers, we assess the teaching process and make some improvements where necessary. The external quality assurers come rarely to schools and sometimes may not come, but when they come, they take much time with teachers to share things concerning the provision of quality education (AST_D, 2022).

This implies that internal quality assurance in a school is more important in the provision of quality education since it gives the opportunity to share the experience in the process of teaching and learning. Through sharing the experience, it gives a chance for teachers to learn for betterimprovement of their professionalism, hence imparting the required knowledge and skills to students.The findings concur with the information provided byZizka, Sobaru and Muflihatusy (2018) who commented that internal school quality assurers ensure the provision of knowledge and skills to the teachers and students which facilitate them to perform their activities effectively. provision of in-service training for their professional development and motivation when they well perform their duties, it stimulates their performance, hence the improvement of students' academic performance (Mureith, 2012). Also,Adegbesan (2013) as cited in Egboka (2021) identified quality assurance strategies including monitoring, evaluation, supervision and staff professional development.

Monitoring Students' Academic Performance

The researcher identified that internal school quality assurers monitor students' academic performance in schools. This was discovered from the findings where in Table 1, the findings revealed that 70.6 percent of the respondents agreed to the statement that internal quality assurers monitor students' performance while 29.5 disagreed to the statement and no students were neutral to the statement; thus, this implied that internal quality assurers play a great role in ensuring effective monitoring of the process of learning which results to betterstudents' academic performance.

The findings are supported by the information provided by the interviewee in school "B". The interviewee was asked on the strategies done by the internal quality assurance in the provision of quality education and he had this to explain:

Among the roles played by the internal quality assurers is to monitor the performance of the students. This happens through observing students' attendance in school and the performance in each subject and advising teachers during the supervision on how to improve the performance.(Interview AST_B, 2022).

Also, the head of secondary school in school "E" added, "The follow-up is done by the internal quality assurers through looking

on the performance trends in each subject and recommending on the improvement to the teachers' subject (Interview HSS_E, 2022). This implies that the role of monitoring students' academic performance and attendance helps schools in provision of quality education. The respondents advocated that IQA put efforts on monitoring students' attendance so as they stay at school and study and for teachers teach effectively for the aim of improving academic performance.This is supported by the information provided byOjo (2003) who argued that the internal quality assurer monitors students at school. Monitoring of students' performance and the whole school achievement is a great involvement by education stakeholders (Egboka, 2021). Also, the findingsare supported by Okoro (2015)'s study who commented that for an organization to ensure the provision of quality education, they should adopt a strategy for effective monitoring of the process of teaching and learning. This will ensure effective monitoring of student performance.

Ensuring the Availability of Adequate Instructional Materials

This is revealed from the findings presented in Table 1 where 81.1 percent of the respondents agreed that internal quality assurersprovide adequate instructionalmaterials, 6.3 disagreed to the statement and 12.6 were neutral.
The findings are in line with the information provided during the interview with DSEO. The interviewee was quoted saying:
Internal school quality assurers evaluate the achievements of school goals. The school goals are formulated from the education goals; achievements are reported to the school administration and to our office where the recommendations for the improvementsareadhered. (Interview DSEO, May 2022).
According to the findings, it is very clear that instructional materials are the most important in the provision of quality education and it is impossible for school to achieve their goals without having the instructional materials. Nhlapo (2006) commented that school plants which are all physical facilities in the school like teaching and learning materials, playgrounds, buildings, furniture, tools, etc,are useful for school effectiveness. Oduma (2013) as cited in Egboka (2012) highlighted quality assurance strategies which include monitoring, instructional supervision, facilities maintenance and inspection and staff quality.

Inspecting the School Several Times

The researcher identified that IQAs have different strategies in ensuring the provision of quality education including inspecting the school several times. This was revealed from the findings presented in table 1 where 87.4 percent of the respondents agreed that IQAs inspect the school several times while 9.5 disagreed to the statement and 11.6 were neutral.
The findings are corresponding with the information provided during the interview with the head of secondary school "E". The interviewee explained:
As internal quality assurer, I used to make inspection in the school physically by going around the classrooms to observe the teaching and learning process. I also inspect their lesson plans and log books through collaborating with other school internal quality assurers, such as, academic teachers, heads of department and others (Interview HSSE,May 2022).
Also, the researcher interviewed the academic teacher in school ''C''. The interviewee explained:
 We as academic teachers and internal school quality assurers, we inspect students lesson notes to see if teachers are proceeding well with the syllabus by ensuring the topics and subtopics are covered on time as stated in their schemes of work. (Interviewee AST_c, 2022)
Basing on the findings, by inspecting school several timescan bring a great improvement of a on students' academic performance because it gives chance for a school to identify weaknesses and problems concerning the provision of quality education and taking required actions. The findings are supported by the Tanzania Institute of Education (2019) as cited in Kambunga and Dadi (2015) that the school quality assurance is through the inspection on teaching strategies intended to strengthen the development of competences as well as classroom management. Adegbesan (2013) as cited in Egboka (2021) commented thatquality assurance strategies include monitoring, evaluation, supervision, inspection and quality control.

Creating Conducive Teaching and Learning Atmosphere

The study identified that internal quality assurers alwaystry to create conducive learning atmosphere; this is supported by the information provided in table 1 where by 74.6 agreed that internal quality assurers were creating conducive teaching and learning atmosphere, 12.1 percent of the students disagreed to the statement and 1.1 percent were neutral.
The findingsare supported by the information provided by the interview with the DSEOwho stated:
My team and I usually visit schools to see their progress. We emphasise schools to create conducive teaching and learning atmosphere. For example, for the slow learners, schools provide extra time for them in their studies so that they cope up with others to share knowledge and skills, hence good academic performance. (Interview DSEO, May 2022).
This implies that IQAcreate conducive teaching and learning environment by providing support to the teachers and students in the process of teaching and learning, thus ensures provision of quality education. This support may be in terms of materials or moral support which makes teachers to settle and concentrate in the teaching and learning process.The findings are supported by the information provided by Egboka (2012) that the school quality assurers should ensure provision of quality education through ensuring teacher control which creates the atmosphere of teaching; this results to teachers togrow professionally. Also, Mureithi

(2012) added that in order to ensure the provision of quality education, the heads of school and educational officers should provide support to the teachers who are the implementer of teaching and learning process.By so doing, they createfriendly teaching atmosphere to teachers which will enhance the better provision of quality education.SSE activities are in line with the requirements of the SQA policy, co-operating with evaluation team as the professional educators, providing an improvement plan in response to recommendations made up in the evaluation report (Madikida, 2016)

Challenges Internal Quality Assurers Encounter in Provision of Quality Education

The objective aimed at identifyingthe challengesinternal quality assurers encounterin provision of quality education in public secondary schools. In fulfilment of this objective, the researcher asked the respondents to indicate their levels of agreement on the statement provided on the challenges IQA encounter in ensuring the provision of quality education.The findings are indicated in table 1

Table 2: Response on the Challenge Internal quality assurers encounter in provision of Quality Education in public Secondary Schools

Key: SD-Strongly Disagree; D-Disagree; N-Neutral; A-Agree; SA-Strongly Agree; F-Frequency; %-Percentage

No	Statement	Response									
		SD		D		N		A		SA	
		F	%	F	%	F	%	F	%	F	%
1.	Lack of enough teachers to school	1	1.1	10	10.5	12	12.6	33	34.7	39	41.1
2.	Lack of enough teaching and learning materials	9	9.5	9	9.5	9	9.5	43	45.3	25	26.3
3.	Teachers resistance to change	6	6.3	11	11.6	9	9.5	38	40.0	31	32.6
4.	Overcrowded classroom	6	6.3	15	15.8	6	6.3	36	37.9	32	33.7
5.	Lack of enough knowledge and skills on supervision	7	7.4	17	17.9	0	0	38	40.0	33	34.7

Source: Field Data (2022)

Lack of Enough Teachers in School

The findings revealed that IQAs fail to influence the provision of quality education due to lack of enough teachers in school. This is shown in table 2whereby 75.8 percent of the respondents agreed that there is lack of enough teachers to schools while 11.6 disagreed to the statement and 12.6 were neutral to the statement.

Also, the findings correspond with the information provided during the interview with a district secondary educational officer. The interviewee explained:

There is a lack of enough teachers in our school, the few we have are carrying a lot responsibilities in the provision of quality education, for instance, we have one mathematics teacher, you can imagine howinternal quality assurers can evaluate this teacher; you can see how sometimes it is a big challenge to the IQAs in ensuring the provision of quality education.(Interview, DSEO, May 2022).

This implied that ineffectiveness of internal quality assurers is caused by the fact that there are few teachers in schools and this is seen as the major challenge because these internal quality assurers are also teachers who have the class periods as other teachers. They find themselves overloaded due to the facts that they have to teach and supervise at the same time. As the findings show, teachers are few, this may lead to ineffective provision of quality education.

Mugo (2006)as cited in Kariuki (2010), it isargued that shortage of teachers' drought and famine, massive increase in number of students which donot correspond with the number of teachers, classrooms, desks, textbooks, and other teaching and learning materials are the factors which hinder the implementation of internal quality assurance roles. Other researchers found that mobility of teachers is among the challengesin provision of quality education due to some reasons like female teachers moved to follow their husbandshence shortage of teachers in most of the secondary schools(Zizka, Sobaru, &Muflihatusy, 2018).Agatha (2015) argued that brain drain affects the provision of quality education due to that sometimes schools find difficult to get the replacement of those teachers who are highly qualified and experienced for teaching as the fact for the lack of enough teachers to schools.

Lack of Enough Teaching and Learning Materials

Basing on the findings, it was revealed that poor availability of instructional materials is one of the challenges facing schools which forbid internal quality assurance on ensuring the provision of quality education. This is evident from table 2 where 71.6 percent of the respondents agreed to the statement that lack of enough teaching and learning materials challenges the IQAs in the provision of quality education while 9.5 disagreed and 9.5 were neutral to the statement. The findings concur with the information

provided during the interview with the head of school "E". The interviewee explained:

We have few teaching and learning materials especially for science subjects which causesineffectiveness of students and teachers in the whole process of teaching and learning. This results to poor students' academic performance (Interview HSS$_B$, May 2022).

This implies that schools enrolled many students without the consideration of enough learning and teaching materials. This apparently may lead to poor academic performance because teachers fail to assess students provided that learning and materials are few to support their understanding. The findings are in line with the information provided byKariuki (2010) who commented thatthere are inadequate instructional materials which impacts the provision of quality education; that is,in schools, quality education fails to be served effectively due to the lack of enough teaching and learning materials.Also,Odhiambo (2008) explained that quality of school is determined by the inputs such as curriculum content, instructional materials,school culture, guided policies, cost learning duration, the quality of teachers and management strategies whereby most of the schools are lacking these variables, hence poor qualities in schools.

Teachers' Resistance to Change

The study revealed that IQAs fail to influence the provision of quality education due to the teachers' perception. This is revealed from the findings in table 2 where 72.6 percent of the respondents agreed that teachers' resistance to change where as 17.9 percent disagreed to the statement and 9.5 were neutral. Also, this theme is supported by the information from provided during the interview with head ofsecondary school "C". The interviewee when asked on the challenges facing IQA in the provision of quality education,the interviewee explained:

Most of teachers' look at school internal quality assurers as enemies by not providing support when performing their duties especially when assessing teachers' lesson plans, class journals and log books. Others tend even to cause conflict because of being assessed.(Interview HSS$_C$, May 2022).

The findingsentail that internal quality assurers sometimes fail to influence the provision of quality education due to the poor perception among the secondary school teachers, as the results, poor collaboration among teachers and internal quality assurers which led to the ineffective provision of quality education. Poonam (2013) found that the greatest of all challenges that schoolsface is poor quality of teachers.Poor teachers damage the students' learning experience;poor teacherswould use their autonomy in resisting changes in the teaching profession. The findings are corresponding with Agatha (2015)who argued that some teachers engage in business activities within and outside the schools and get no enough time to focus on academic calling and purpose. There are some circumstances where teachers tend to believe that everything to be good without taking the required action; for instance, just believing students' receiving better education possible, as the result, school self-evaluation seem to reinforce poor performance (Brian, 1984).

Overcrowded Classrooms

The study determined that overcrowded classrooms in school is a challenge to the IQAsin influencing the provision of quality education. This is supported by the information in table 2 where 71.6 percent of the respondents agreed to the statement that overcrowded classroomsare challenging the IQAs in the provision of quality education. 22.1 percent disagreed to the statement and 6.0 percent were neutral.

The findings are corresponding with the information provided during the interview with the DSEO. The interviewee was asked on the challenges facing internal quality assurers in ensuring effective provision of quality education. The interviewee was quoted saying:

Most of schools within the district haveovercrowded classrooms caused by poor infrastructures like classes. Although the government has tried much to ensure the students who completed standard seven to join secondary schools, availability of good and enough infrastructure is still the critical challenge which has resulted to overcrowded classrooms. (Interview DSEO, May 2022).

From the quotation above, internal quality assurers face challenges in schools in ensuring the provision of quality education. This is due to the overcrowded classrooms where by the available infrastructuresare not adequate when compared to the numbers of students enrolled.The findings are corresponding with the information from Mobegi and Ondigi (2011) argued that the effectiveness of a school depends on the ability to control fund resources which helped on budgeting and get rid from shortage of infrastructures like classes, teaching and learning materials.Also, Aven and Adelabu (2008) explained that the availability of learning infrastructures and conducive environment is the measure for quality in secondary schools;if these variables are not enough at school, students suffered with overcrowded classrooms. Mugo (2006)as cited in Kariuki (2010) argued that the massive increase ofnumber of students does not correspond with the number of teachers, classrooms, desks, textbooks, and other teaching and learning materials; this is a majorthe challenge which hinders the implementation of internal quality assurance roles.

Lack of Enough Knowledge on Supervision

The findings revealed that lack of enough knowledge in the supervision inhibited IQAs to effectively ensure the provision of quality education. This is supported by the findings in table 2 where 74.7 percent of the respondents agreed that lack of enough

knowledge and skills on supervision is a challenge to IQAs in the provision of quality education. 25.3 disagreed to the statement and no respondents were neutral to the subject. Therefore,it can be established that IQAs face challenges in influencing the provision of quality education due to,among other challenges, the lack of enough knowledge in the supervision process.

The findings agree with the information provided during the interview with one of the academic teachers in school "D". The interviewee commented:

Internal quality assurers fail to ensure the effective teaching and learning process which leads to the failure in the provision of quality education. The reason for the failure of quality assurance in the provision of quality education is lack of enough knowledge on how to conduct effective supervision for students and teachers. (Interview AST_D, May 2022).

This implies that lack of knowledge in supervision is a big problem since the internal quality assurers end up conflicting with teachers and students; this inhibits provision of quality education. Mhagama (2019) added thatlack of training on management and experience, for instance,supervision experience hinders many heads of schools from improving quality in secondary schools and due to that, many schools end up to undesirable students' academic performance. Brian (1984)found that those who are given responsibilities to evaluate other teachers in a school such as heads of departments, can be bias since they can protect their weak staff than investing the energy to change and develop them so that they improve their competence for better achievement of the school.

Rates on the level of relationship between teachers and students

Students were asked to rate the level of relationship between them and teachers, figure 1 shows the results of their responses:
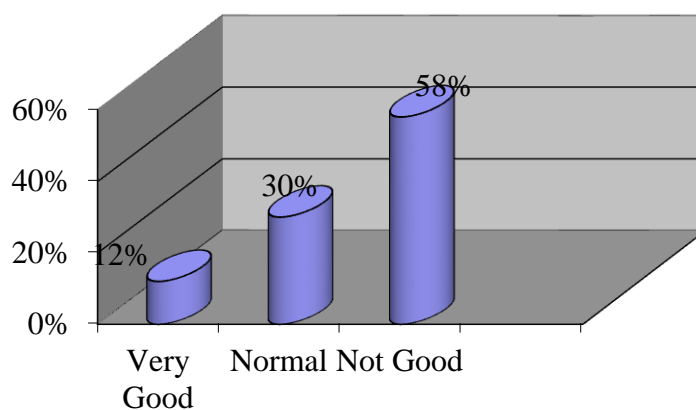
Figure 1 indicates that IQAs' effectiveness of ensuring relationship between teachers and students is poor. This is shown when 52 (54.7%) respondents said that the relationship between students and teachers is not good while, 28 (29.4%) said it is normal and 15 (15.7%) responded that the relationship is very good. This means that IQAs in some circumstances face challenges on how to approach teachers so that they together discuss on promoting good relationship between students and it can be due to lack of knowledge on supervision as stated in table 2 where by majority respondents agreed that IQAs lack knowledge in supervision. Other findings from literatures supported the view that teachers as one who passes knowledge, he/she must understand how to interact, build good relationship with students and encourage them so as a student can perform well, hence the achievement of educational goals (Nwankwo, 2012) as cited in (Agatha, 2015). The quantitative findings of Pomeroy (1999) revealed that students' most common grievance was teachers not listening to them, not validating their opinions and not adequately recognizing their social and emotional needs. Learning is strong when teachers are seen as partners rather than masters (Martin & collie,2018).This indicated that teachers must learn how to socialise with students and value their emotions so as to foster their learning.

Conclusions

The study examined the IQAs' effectiveness on the provision of quality education in public secondary schools basing on the findings.The researcher concluded that IQAs in schools is very important for the improvement of students'academic performance since they observe daily school activities and make better assessment, monitoring and evaluation of teaching and learning process for better students' academic performance. The government and educational stakeholders should ensure the total support to them, for example, ensuring enough infrastructures for them to work effectively.

Recommendations

The government and educational stakeholders should ensureIQAs are well supported for them to be more effective so as to ensure the availability of enough teaching and learning materials in school which will facilitate the effectiveness of the internal quality assurers in the provision of quality education, availability of teaching and learning materials, enough infrastructures and ensure there is a guideline for internal quality assurers on how to carry out the supervisory roles. The national guideline should direct on what should be done rather than receiving orders from heads of school orally; also, without national guideline, it will be difficult for the government and other educational stakeholders to make follow-ups and evaluate the achievements of the intended goals of

internal IQAs.

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