

Contribution of District School Quality Assurance Officers' Feedback Implementation in Improving Teaching and Learning Environment in Public Primary Schools of Kilimanjaro Region Tanzania

Lina Sam Kirenga¹; Rev. Dr. Eugene Lyamtane²; Dr. Timothy Mandala³

¹PhD Student, ²Senior Lecturer, ³Lecturer

^{1, 2, 3}Mwenge Catholic University

Publication Date: 2025/09/02

Abstract: The study assessed the contribution of District School Quality Assurance Officers (DSQAOs) feedback implementation in improving the teaching and learning environment in public primary schools of Kilimanjaro region, Tanzania. The study was guided by the Total Quality Management Theory by William Deming in the 1920s. The study employed a convergent research design under a mixed methods approach to collect and analyze quantitative and qualitative data sets. Probability and non-probability sampling techniques were used to draw the sample from a target population of 5,788 from which 95 head teachers (HTs) were sampled from 950, likewise 480 of 4831 primary schools' teachers, 190 of 380 Internal Schools Quality Assurance Officers (ISQAOs), and 5 of 7 District Chief School Quality Assurance Officers (DCQAOs) making a sample size of 770 respondents. The study used questionnaires and interview guides for data collection. The validity of the questionnaires was determined by three research experts from Mwenge Catholic University (MWECAU). The reliability of quantitative instruments for Likert scale items was established through the Cronbach's Alpha technique with 0.879, 0.941, and 0.889 coefficients for questionnaires for teachers, HTs, and ISQAOs, respectively. Using Statistical Package for Social Sciences (SPSS) version 26, the quantitative data were summarized through frequencies, percentages, and means and presented in tables. The qualitative data were thematically analyzed and presented through quotations and narration. The study found that feedback from District Schools Quality Assurance Officers has a great contribution to the teaching and learning environment in public primary schools. The study concludes that the implementation of district school quality assurance officers' feedback contributes to the improvement of the quality of teaching and learning environments in public primary schools. The study recommends that the Ministry of Education Science and Technology should stress on mandatory implementation of DSQAOs' feedback to improve the teaching and learning environment for the pupils.

Keywords: Feedback, Implementation, Contribution, Teaching and Learning Environment, District School Quality Assurance.

How to Cite: Lina Sam Kirenga; Rev. Dr. Eugene Lyamtane; Dr. Timothy Mandala (2025). Contribution of District School Quality Assurance Officers' Feedback Implementation in Improving Teaching and Learning Environment in Public Primary Schools of Kilimanjaro Region Tanzania. *International Journal of Innovative Science and Research Technology*, 9(9), 3604-3613. <https://doi.org/10.38124/ijisrt/24sep453>

I. INTRODUCTION

The teaching and learning environment is a fundamental and indispensable pillar to which every learner should have access to achieve their goals (Radović et al., 2021; Tohara, 2021). Akdag and Altinay (2021) categorically pointed out that a conducive, safe, and secure learner's learning environment is central to the learning process. In many developing countries, studies have shown that most of the teaching and learning environment is not always conducive for the learners (Barrot et al., 2021 Pokhrel & Chhetri, 2021). A report from UNICEF indicated that every learner has the right to access learning environments that are secure and conducive to encouraging their growth and mental health (UNICEF, 2022). In Sub-Saharan Africa, findings

indicate that many schools' teaching and learning environments are a serious challenge. In West, Central, and Southern Africa, nearly 37% to 58% of learners experience unconducive learning and teaching environments (Hadgraft & Kolmos, 2020).

Establishing the quality of teaching and learning environment is important for the quality of primary education. Quality assurance focuses on the quality of all materials, structures, components, and systems utilized in industrial facilities' construction, manufacturing, and operation (Montgomery, 2020). According to a study by Mwakamele, (2020) in Dar es Salaam Tanzania; quality assurance is unavoidable in school assessment for improving education. District Schools Quality Assurance officers

evaluate primary schools to measure the quality of the school, monitor and evaluate the quality and implementation of internal school quality assurance plans and services for pre-primary, primary, and special education schools, and advise as appropriate. Quality assurance is essential for accountability and supporting ongoing school development, teaching, and learning.

The DSQAOs prepare an exit meeting to give teachers general feedback about their school, the feedback involves points of strengths and weaknesses. Then, after that DSQAOs prepare the progressive feedback report concerning the school evaluation and send it to the District Executive Director (DED), District Administrative Secretary (DAS), Zone Chief School Quality Assurance Officer, Regional Administrative Secretary (RAS), Head Teachers (HT) for implementation, monitoring, and supervision. The report is also forwarded to the Ministry of Education Science and Technology (MoEST) for implementation and close monitoring and supervision of feedback recommendations which will enable the school administration to improve the five domains of quality of education. Quality assurance feedback gives light to the responsible stakeholders regarding what should be done to rectify the existing situation, which is not friendly in the teaching and learning environment. The quality assurance feedback report also provides information on the teaching and learning environment and teachers' and learners' performance. Following school inspection, Selvaraj and Azman (2020) contend that positive feedback on evaluation criteria should be prompt, inspiring, tailored, responsive, and specific.

Despite the efforts made by the government through the Northern Zone Quality Assurance, there has been reluctance among school administration, school committees as well as the Internal School Quality Assurance Teams to incorporate feedback and recommendations provided by District School Quality Assurance Officers for the improvement of teaching and learning environment in public primary schools in Kilimanjaro region (Mwakajitu & Lekule, 2022). In quality assurance, it is presumed that more frequent school visits result in more feedback, which improves the setting up of the teaching and learning environment. Frequent quality assurance practice is required to increase teaching and learning effectiveness (Kingu & Wandela, 2022). It is also substantiated that the use and application of quality assurance feedback propels teachers' professional development as well as enhances the confidence of teachers in the process of teaching and learning, thus contributing to instituting a conducive teaching and learning environment (Mbwana & Onyango, 2021).

Quality assurance feedback is expected to shed light on what should be done to rectify the existing situation to the responsible stakeholders regarding friendly teaching and learning environments for students in public primary schools. Notwithstanding the notion that feedback has to be inspiring and user-friendly (Selvaraj & Azman, 2020), teachers and head teachers are primarily subjected to enactment and implementation of the feedback provided by the district school quality assurance officers. Other stakeholders in the

administrative line for implementing the quality assurance feedback are the district education officers, parents, and primary school students. The current study examined the enactment of district school quality assurance officers' feedback on the teaching and learning environment in public primary schools in the Kilimanjaro region because there is little information on how it influences these improvements.

II. STATEMENT OF THE PROBLEM

Improvement of the teaching and learning environment is of high concern for primary school quality assurance in Tanzania. A worthy teaching and learning environment encourages learners to develop a sense of belonging, trust others, face challenges, take risks, and ask questions (Greenwood and Kelly, 2019; Pope and Miles, 2022). The quality of teaching and learning environment is poor in public primary schools in Tanzania despite the feedback role of the DSQAO (Brown, 2022; Likuru and Mwila, 2022); the Kilimanjaro region is not an exception. The most alarming issue that raises more questions on the quality of DSQAOs' feedback on the teaching and learning environment in primary education is the persistence of inconsistency in students' academic progress (COEMA, 2021; Katera and Msafiri, 2020).

However, most of the studies reviewed concentrated on the use of learners' feedback, the quality of feedback, feedback loops and teachers' professional development, and feedback practices in the new assessment culture (Aldridge & Bianchet, 2022; Mutendi & Makumure, 2021; Ahmedi et al., 2021 and Chiziwa & Kunkwenzu, 2022). The implementation of the DSQAO feedback in connection to the improvement of primary school teaching and learning environment is not spotted in the pool of literature that was reviewed in the study. Based on that, the current study was carried out to examine the contribution of District School Quality Assurance Officers' feedback implementation to improve the quality of teaching and learning environments in public primary schools in Kilimanjaro Region, Tanzania.

III. RESEARCH QUESTION

To what extent does the implementation of District School Quality Assurance Officers' Feedback contribute to the improvement of the quality of teaching and learning in public primary schools in Kilimanjaro Region, Tanzania?

IV. SIGNIFICANCE OF THE STUDY

The findings of this study can make District School Quality Assurance Officers aware of the means to improve quality assurance activities and the evaluation process for improving the quality of primary school education. The findings of this study also enriched the Total Quality Management Theory by suggesting the usage of the theory to improve the quality of primary school education. The study facilitated the updating of the theory in that it indicated the weakness of the theory that can be worked on for theoretical adjustment and apprising. Additionally, the study findings can help the community be aware of their roles and chip in

various issues relating to school well-being and attainment of quality domains.

The study's findings may be used by other researchers as literature for their studies, thus adding to the body of knowledge by authenticating the knowledge gaps and improving the quality of public primary education in Tanzania. Policymakers are also expected to benefit from study findings as they are mandated to prepare policies to guide school administration in enacting the DSQAO's feedback and pave the way for the future provision of quality public primary school education in Tanzania. The Ministry of Education Science and Technology can be informed of the important things to take into account in the preparation of educational acts and guidelines for monitoring and supervision of DSQAOS

Furthermore, the study's findings will expand the Total Quality Management Theory by updating/modifying the implementation of District School Quality Assurance Officers' Feedback to improve the quality of teaching and learning environments in public primary schools.

V. THEORETICAL FRAMEWORK

William Deming 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 of their area of specialization for the benefit of the whole organization (Ahmed & Idris, 2020 van-Aspen, 2021).

The theory of TQM helps organizations to achieve long-term goals, motivate employees in the workplace, help organizations organize to decrease the waste of resources, and foster collaboration among the organization departments (Hassis et al., 2023). This theory's weakness is that it is time-consuming and requires several resources to be implemented. Kaiseroglou and Sfakianaki (2021) revealed that most schools used certain principles of TQM but did not follow a holistic approach. Adopting TQM in schools improved learning outcomes, empowered personnel, and promoted a culture of continuous improvement.

TQM can be applied in education to improve the quality of education where school administration, teachers, learners, parents, and school committee members are participating in the school evaluation process as well as during the implementation of the DSQA feedback for improvement of the quality of teaching and learning environment in public primary schools. Khurniawan et al. (2020) indicated that TQM aims to improve quality and all aspects of the educational process, including organizational management, interpersonal interactions, material resources, and human resources. TQM directly impacts human development by encouraging strong dedication and team spirit in

organizational management and encouraging educators to play an active part in providing quality education.

VI. REVIEW OF RELATED EMPIRICAL STUDIES

Mutendi and Makumure (2021) in England established the quality and type of feedback that is required and appropriate for learners, understandable by learners, and implementable in the learning process by learners to improve progress in learning numeracy. A questionnaire was administered to a group of year 5 learners at a school in England to solicit the learners' perceptions of the usefulness of written feedback and the challenges likely to be faced in interpreting and implementing the feedback. It was found that learners find it difficult to understand written feedback at times, mainly because of unfamiliar vocabulary used in the feedback. When they understand the language, and they often find it unhelpful to achieve their learning goals. The study was basically about the enactment of class teachers' feedback on improving students' performance, as opposed to the focus of the current study, which seeks to determine the enactment of DSQAO feedback and how it influences the teaching and learning environment in primary schools. However, in the study, teachers are recommended to simplify and add more detail to feedback, making it as informative as possible about what was done well and suggesting improvements that could be made. These findings illuminate the current study and focus on the solution to the limitations of enacting DSQAO feedback to improve the public primary school teaching and learning environment.

Ahmadi et al. (2021) conducted a study on feedback loops in teacher professional development: A qualitative study in Afghanistan's Herat Province to investigate feedback loops related to teacher professional development (TPD). Semi-structured interviews and document analysis were used to collect data for the study. The participants were 34 randomly chosen from six schools, one CBE, and Herat educational offices. The findings indicated that the MoE/PED did not collect regular or quality feedback about TPD activities, usually offered as teacher training workshops, from study participants. The mechanisms for collecting, analyzing, and using feedback were poorly defined and established at the MoE/PED. The existing structures for communicating information between schools and the higher authorities in the MoE/PED are manual and paper-based, and the process is very time-consuming.

The study made it realize that using feedback provided to teachers may not affect their professional development, even though the problem identified requires a critical solution from which teachers can benefit to improve teachers' professional development. Thus, the study investigated how feedback is associated with teachers' professional development as opposed to the current study, which is focused on speculating how it influences and improves the teaching and learning environment in public primary schools. Additionally, the study by Lane & Meth (2021) was carried out in Brisbane-Australia, a context that cannot typically be generalized to Tanzania and specifically the context of primary schools. Results showed that regular feedback to

learners about their subsequent academic actions can help increase learners' sense of being supported and valued. The findings necessitated the current study to investigate the worthwhileness of the teaching and learning environment by demonstrating the role of DSQAO feedback to teachers in improving the public primary school education system in the Kilimanjaro region.

In Australia, Aldridge and Bianchet (2022) examined how teachers used learner feedback about the learning environment. The study used a Classroom Climate Questionnaire (CCQ) to examine whether co-construction (using open tasks) improved learners' perceptions of the learning environment. A qualitative case study design was embraced that involved one teacher and her journey to co-construct the learning environment with learners in her Italian classes. Data were collected predominantly through three different methods: interviews, narratives, and survey data. The findings revealed that learner feedback involving a learning environment survey provides a valuable starting point for including learners in co-construction and classroom improvement.

The findings indicated that teachers can improve the learning environment by involving learners in meaningful co-construction through open tasks. The study was a case of a teacher and only one classroom that was studied thoroughly to find what works well within the same classroom as opposed to the current study, which employed a mixed methods approach to find out what works well with primary schools in Kilimanjaro. The findings of the study revealed that teachers can receive students' feedback that can be used to mobilize a conducive learning environment for students learning. In the same vein, the current study investigated forms and kinds of DSQAO feedback that are embraced by primary school teachers to improve the quality of the teaching and learning environment.

In Malawi, Chiziwa and Kunkwenzu (2022) studied primary school teacher feedback practices in the context of the new assessment culture. Through classroom observation, face-to-face interviews, and document analysis, the study took a qualitative approach with a case study design to understand feedback practices better. The study included three primary schools from the Rumphi District, and a purposive sampling technique was used to select participants. Face-to-face interviews with teachers were used to collect data. The findings revealed that teachers were engaged in constant feedback during the teaching and learning process. Still, teachers' feedback for facilitating the teaching and learning process is far from being attained. The forms of feedback provided by teachers were still aligned with the old philosophies, which lean on summative orientation. Teachers in the study dominantly used oral feedback and grades as forms of informal and formal feedback. The study informs the current investigation on the possible forms of feedback that can be given to teachers by the DSQAOs but concentrates more on how it influences the teaching and learning environment in primary schools in the Kilimanjaro region.

Makiya et al. (2022) conducted a study about quality assurance strategies in enhancing learning achievement among public primary schools in Arusha Region, Tanzania. Using a cross-section descriptive design, the study investigated the school quality assurance (SQA) strategies in enhancing learning achievement among public primary schools (PPSs). Interviews and questionnaires were used to collect data from 226 participants. The study revealed that visiting schools regularly, follow-up visits, releasing SQA feedback on time, friendly language, supporting professional development, visiting schools without prior information, and involving teachers in SQA practices enhanced learning achievement. Poor transport facilities, shortages of SQAOs, and inadequate SQA facilities limited the implementation of SQA practices for improving teaching skills. The study recommended that the government of Tanzania allocate required resources such as employing more qualified officers, providing adequate funds, and providing transport facilities to facilitate SQA practices. The study was informative to the current investigation as it directly illuminates practices of DSQAOs in public primary schools. Still, the scope of examining the DSQAO's feedback was limited. However, the study ventured into the general challenges of SQA practices. In contrast, the current study probed the enactment of the DSQAO feedback by making links with improving the teaching and learning environment in public primary schools in Kilimanjaro.

VII. RESEARCH GAP

The teaching and learning environment is a fundamental and indispensable pillar to which every learner should have access to achieve their goals. Aldridge and Bianchet (2022), in Australian learner feedback involving a learning environment survey, provide a valuable starting point for including learners in co-construction and classroom improvement. In Malawi, Chiziwa, and Kunkwenzu (2022), teachers were engaged in constant feedback during the teaching and learning process. Still, teachers' feedback for facilitating the teaching and learning process is far from being attained. Makiya et al. (2022) revealed that visiting schools regularly, follow-up visits, releasing SQA feedback on time, using friendly language, supporting professional development, visiting schools without prior information, and involving teachers in SQA practices enhanced learning achievement. Teachers can improve the learning environment by involving learners in meaningful co-construction through open tasks. Quality assurance input is expected to shed light on what should be done to improve the current situation for responsible stakeholders in public primary schools about a comfortable teaching and learning environment for pupils. The study assessed the contribution of District School Quality Assurance Officers (DSQAOs) feedback implementation in improving the teaching and learning environment in public primary schools of the Kilimanjaro region, Tanzania.

VIII. RESEARCH METHODOLOGY

The study used a convergent research design under a mixed methods research approach, which allowed the collection and combination of elements of both quantitative and qualitative data sets (George, 2022). Kilimanjaro region has a total of 950 public primary schools in 7 districts. A 10% - 30% sample was considered for the study (Kerlinger, 2011). Using the stratified sampling technique, 770 respondents were picked from the target population of 5,961, which included 95 of 950 head teachers, 480 of 4831 primary school teachers, 190 of 380 internal school quality assurers, and 5 of 7 District Chief School Quality Assurance Officers. The study used questionnaires and interview guides for data collection. Questionnaires were validated by three research experts from Mwenge Catholic University (MWECAU), and Cronbach Alpha coefficients of 0.879, 0.941, and 0.889 established the reliability of quantitative instruments from Likert scale items of the questionnaires for teachers, head teachers, and internal school quality assurers correspondingly. The validity of the interview was determined by collecting and analyzing data to assess the accuracy of an instrument by comparing the results to other relevant data. The reliability of qualitative information was established through triangulation and peer debriefing. The

quantitative data was analyzed to generate frequencies, percentages, and means using Statistical Package for Social Sciences (SPSS) version 26, which was presented in tabular form. Thematic analysis of qualitative data was done and presented in quotations and narration.

IX. ANALYSIS, INTERPRETATION, AND DISCUSSION OF FINDINGS

The study aimed to determine the contribution of District School Quality Assurance Officers' feedback in improving the teaching and learning environment in the public primary schools of the Kilimanjaro region. The study involved 480 teachers, 95 head teachers, 190 Internal School Quality Assurance team members, and 5 District Chief School Quality Assurance Officers to obtain the data. The researcher employed a questionnaire for head teachers, Internal School Quality Assurance team members, and teachers to gather information. The District Chief School Quality Assurance Officers used the interview guide to get the information. Table 1 presents the data collected from the teachers', head teachers', and Internal school quality assurance officers' responses on how much the District School Quality Assurance Officers' feedback contributes to the teaching and learning environment.

Table 1 Responses of Teachers (n=480), Head Teachers (n=95), and ISQAs (n=190) on the extent to which DSQAOs' Feedback Implementation on Teaching and Learning Environment in improving the quality of Education in Public Primary Schools

S/N	Statement	Respondents	VLE		LE		ME		HE		EHE		Mean
			F	%	f	%	F	%	f	%	F	%	
i.	DSQAO feedback implementation helps the school to work effectively and keep learners safe from harm such as bullying and harassment	Teachers	0	0	0	0	62	12.9	167	34.8	251	52.3	4.39
		HT	0	0	0	0	8	8.4	58	61.1	29	30.5	4.22
		ISQAs	2	1.1	0	0	11	5.8	104	54.7	73	38.4	4.29
ii.	DSQAO feedback implementation helps the school develop rules and regulations to promote the welfare of teachers and pupils	Teachers	0	0	28	5.8	59	12.3	260	54.2	133	27.7	4.04
		HT	4	4.2	5	5.3	8	8.4	66	69.5	12	12.6	3.81
		ISQAs	0	0	7	3.7	38	20.0	93	48.9	52	27.4	4.00
iii.	DSQAO feedback implementation assists teachers and pupils in acquiring knowledge, skills, and understanding of school safety and healthy lifestyle	Teachers	1	0.2	20	4.2	139	29.0	248	51.7	72	15.0	3.77
		HT	0	0	2	2.1	70	73.7	20	21.1	3	3.2	3.25
		ISQAs	0	0	4	2.1	46	24.2	107	56.3	33	17.4	3.89
iv.	DSQAO feedback implementation enables schools to promote and reward outstanding learners in various aspects, such as good behavior and academic performance	Teachers	1	0.2	20	4.2	59	12.3	272	56.7	128	26.7	4.05
		HT	0	0	1	1.1	5	5.3	78	82.1	11	11.6	4.04
		ISQAs	3	1.6	5	2.6	23	12.1	105	55.3	54	28.4	4.06
v.	DSQAO feedback implementation enables the school to prohibit teachers and pupils engaged in misconduct behaviors in the school	Teachers	19	4.0	19	4.0	196	40.8	166	34.6	80	16.7	3.56
		HT	2	2.1	2	2.1	21	22.1	63	66.3	7	7.4	3.75
		ISQAs	8	4.2	8	4.2	60	31.6	99	52.1	15	7.9	3.55
vi.	DSQAO feedback implementation enables the school to administer punishments (including corporal punishment) following rules and regulations	Teachers	20	4.2	102	21.3	186	38.8	128	26.7	44	9.2	3.15
		HT	0	0	13	13.7	14	14.7	68	71.6	0	0	3.58
		ISQAs	28	14.7	21	11.1	71	37.4	57	30.0	13	6.8	3.03
vii.	DSQAO feedback implementation enables the school to establish reasonable safety facilities that conform to local regulatory requirements	Teachers	155	32.3	95	19.8	92	19.2	91	19.0	47	9.8	2.54
		HT	18	18.9	59	62.1	7	7.4	7	7.4	4	4.2	2.16
		ISQAs	49	25.8	46	24.2	44	23.2	42	22.1	9	4.7	2.56
viii.	DSQAO feedback implementation leads teachers to ensure proper supervision of teaching and learning activities for the pupils	Teachers	29	6.0	25	5.2	121	25.2	205	42.7	100	20.8	3.67
		HT	3	3.2	1	1.1	12	12.6	69	72.6	10	10.5	3.86
		ISQAs	5	2.6	22	11.6	58	30.5	77	40.5	28	14.7	3.53
ix.	DSQAO feedback implementation makes the school establish and maintain an admission	Teachers	0	0	5	1.0	29	6.0	164	34.2	282	58.8	4.51
		HT	0	0	0	0	0	0	66	69.5	29	30.5	4.31

	register and attendance register that conform to local regulatory requirements	ISQAs	0	0	2	1.1	17	8.9	86	45.3	85	44.7	4.34
x.	DSQAO feedback implementation ensures the school environment is clean and well-maintained	Teachers	5	1.0	0	0	28	5.8	255	53.1	192	40.0	4.31
		HT	0	0	0	0	3	3.2	76	80.0	16	16.8	4.14
		ISQAs	0	0	3	1.6	18	9.5	99	52.1	70	36.8	4.24
		Teachers											3.80
		HT											3.71
		ISQAs											3.75
	Grand Mean												

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), Very High Extent (VHE)

Data in Table 1 indicate that most teachers (87.1%) rated high extent and very high extent on the statement that feedback implementation helps the school work effectively and keep learners safe from harm such as bullying and harassment. Moreover, the extreme majority (91.6% and 93.1%) of the head teachers and the internal school quality assures responded to a high extent and very high extent on the same statement, respectively. Feedback implementation is a valuable tool for improving school functioning and creating a safe student environment. They perceive feedback implementation as providing valuable insights, guidance, and recommendations to improve school practices and promote a secure learning environment. The strong consensus among teachers, head teachers, and internal school quality ensures and demonstrates their belief in improving feedback implementation on school effectiveness and learner safety. They realize feedback implementation is crucial in addressing concerns related to bullying and harassment and view it as an essential tool for continuous improvement and promoting a safe and supportive educational environment. These findings agreed with the study conducted in Monduli, Tanzania, by Godson and Ngussa (2020), who asserted that having a school environment that keeps learners from danger plays an essential role in the cognitive, affective, and social domains of learners as outlined in chapter one which in turn results into good academic progress.

These findings also concur with what was provided by the District Chief Quality Assurance Officer “B”, who responded that:

The guidelines of school evaluation adhere to issues of learners' safety, so the schools are very concerned about those issues. With the feedback implementation we give the school after the visit and inspections; the school management is ensuring that the school environment is safe for the pupils to achieve their academic goals. The school should ensure that its premises are conducive and free from bullying and any harassment, including physical and sexual harassment (DCQAO B, Personal Communication on November 23rd, 2022).

This emphasizes the importance of prioritizing learners' safety in school evaluation guidelines. Schools are dedicated to creating a safe environment for students, and feedback implementation from evaluations helps address safety concerns and ensure a conducive atmosphere for academic achievement. Schools are proactive in preventing and addressing bullying and various forms of harassment, including physical and sexual harassment. By prioritizing

learners' safety and addressing these issues, schools provide students with the conditions to succeed academically and cultivate a positive educational experience.

Another District Chief Quality Assurance Officer, “C”, who made face-to-face with the researcher, claimed that:

The schools are using the feedback implementation to educate learners about the negative consequences of a poor school environment. For example, to warn them about the presence of electric poles, not to play near the road so they don't get hurt in case of an accident, to stay away from water sources such as rivers, and not to play with animals passing by the school. They are also being warned not to engage in bullying parameters that might make the school environment not conducive to learning (DCQAO C, Personal Communication on 25th November 2022).

This emphasizes the proactive efforts of schools to educate students about the potential negative consequences of a poor school environment. Schools use feedback implementation to raise awareness among learners about safety hazards, such as electric poles, roads, water sources, and bullying. By providing this information, schools aim to create a safe and supportive environment that promotes effective learning and personal development. The focus is protecting students' well-being and fostering an atmosphere conducive to their growth and academic success.

The information from the two District Chief Quality Assurance Officers indicates that efforts are being made in schools using feedback implementation to create awareness among learners on the negative impact of poor school environments related to bullying and harassment of learners. District Chief Quality Assurance Officers (DCQAOs) recognize the importance of addressing the negative impact of poor school environments, particularly bullying and harassment. Schools are making efforts to raise awareness among learners about these issues using feedback implementation from the DCQAOs. The feedback implementation includes observations, assessments, and recommendations related to bullying and harassment. By providing this feedback implementation, the DCQAOs aim to help learners understand the consequences of such behaviors and promote empathy, tolerance, and inclusivity. These findings are aided by the study conducted by Meşe and Sevilen (2021), which revealed poor school students are learning and, hence, poor performance. Environments demotivate. Encouraging and satisfying teacher feedback implementation is found to be very important.

Data in Table 4.7 also show that the majority of the teachers, head teachers, and internal school quality assurance (81.9%, 82.1%, and 76.3%) respectively agreed to a very great extent with the statement that feedback implementation helps the school to develop rules and regulations to promote the welfare of teachers and pupils with the high mean of 4.04, 3.81 and 4.00 in a respective manner. This information from teachers, head teachers, and internal school quality assurance indicates that feedback implementation helps the school develop rules and regulations to promote the welfare of teachers and learners in their schools. This finding implies that public primary schools use feedback implementation from the District School Quality Assurance Officer in developing rules and regulations for the prosperity of teachers and learners that create an effective environment for teaching and learning.

Acceptance theory of Authority is a fundamental, problematic, and poorly understood component of classroom life. Effective top management of public primary school support involves providing necessary resources, clear communication, and promoting a teaching and learning environment to improve primary school education quality. The researcher also sought to find out the experiences of the District Chief School Quality Assurance Officer "E" on how feedback implementation helps the school to create rules and regulations.

The DSQAO commented that when our team visited the school, they were involved in supervising different departments operating in the school environment. After the inspection, the team evaluates the report and writes feedback implementation to the school, which is used by the school in regulating different activities that emanate the development of rules and regulations for the good welfare of the school and particularly teachers and learners (DCQAO E, Personal Communication on December 1st, 2022).

Quality assurance feedback implementation aims to ensure educators are meeting educational goals and working in a supportive environment for teaching and learning. *The "physical and conceptual setting in which deliberate, planned procedures carry out teaching and learning" is called the "teaching and learning environment."* The physical school environment, including the building and facilities, greatly impacts students' academic performance in social studies classes.

The experiences from DSQAO designate that feedback implementation from District School Quality team members assists public primary schools in forming school rules and regulations that the school uses for the good welfare of the teachers and pupils. These findings reflect what is explained by the study of Gurung (2021), which states that school management is mandated to form schools by laws that are used by the school in the daily routine activities of the school and to keep the school environment safe for teaching and learning.

Additionally, data in Table 4.7 illustrate that 95.7%, 98.0%, and 97.9% of the teachers, head teachers, and internal

school assurance, respectively, portrayed a moderate extent, a great extent, and a very great extent to the statement that feedback implementation assists teachers and pupils to acquire knowledge, skills, and understanding of school safety and healthy lifestyle respectively. The information implies that the majority of the teachers, head teachers, and internal school quality assures admit that feedback implementation provided by the District School Quality Assurance Officer to the school after the school inspection assists teachers and pupils to acquire skills that help them to be aware of the school safety and healthy lifestyle of living within the school and outside the school environment.

Teachers, head teachers, and internal school quality ensure that the value of feedback implementation provided by the DSQAO is recognized after a school inspection. This feedback implementation helps teachers and students acquire skills and knowledge related to school safety and maintaining a healthy lifestyle. The feedback implementation includes recommendations on safety protocols, hygiene practices, and promoting a healthy lifestyle. Teachers can use the feedback implementation to improve their teaching practices and address safety concerns, while students benefit from increased awareness and guidance on well-being. The acknowledgment and implementation of the feedback demonstrate a commitment to creating a safe and healthy learning environment. However, the extent of implementation may vary among schools due to resource availability and capacity.

This denotes that feedback implementation from the district school quality team members is meant not only to help improve learners academically but also to improve the well-being of learners mentally and physically as far as their safety and health are concerned. This information reflects what was proposed by the study of Bennouna (2019) in the USA, that school safety is instrumental not only to the learners' academic performance but also to their social and psychological well-being. These findings reflect what was explained by the District Chief School Quality Assurance Officer "A" who argued that;

When the district school quality team members visit the school for inspection, they are obliged to write a feedback implementation report on the school assessment, including the academic and environmental report, that makes teachers and pupils aware of the school's safety and healthy living in the school. Also, the school management uses the feedback implementation report to ensure that all safety precautions are undertaken by the school that make the teaching and learning environment safe and healthy (DCQAO A, Personal Communication on 28th November 2022).

This emphasizes the role of district school quality team members in inspecting schools and providing feedback implementation reports. These reports assess academic and environmental aspects, raising awareness among teachers and pupils about safety and healthy living. The feedback implementation report helps the school management ensure the implementation of necessary safety precautions and identify areas for improvement. By prioritizing safety and

healthy living, the report encourages the school community to be mindful of their surroundings and follow protocols. Continuous evaluation and improvement are emphasized to foster a supportive environment for well-being and academic development.

Another District Chief School Quality Assurance Officer, “E”, argued that;

Teachers are given different teaching techniques through capacity building, which helps learners to acquire different skills and knowledge. To improve skills and knowledge, the ISQAOs should make sure that the competency-based curriculum is implemented fully” (DCQAO E, Personal Communication on December 1st, 2022).

This highlights the significance of capacity building for teachers and the implementation of a competency-based curriculum to enhance the skills and knowledge of learners. Teachers undergo training programs to acquire diverse teaching techniques, enabling them to cater to the diverse needs of students and create engaging learning experiences. The competency-based curriculum focuses on developing specific skills and competencies, aligning education with real-world applications. Independent School Quality Assurance Organizations (ISQAOs) play a vital role in ensuring the full implementation of this curriculum, enabling students to acquire relevant skills and knowledge.

Data in Table 4.7 show that 88.1%, 95.8%, and 91.6% of the teachers, head teachers, and internal school quality assurance, respectively, responded by rating moderate extent, great extent, and very great extent on the statement that feedback implementation enables the school to sanction teachers and pupils engaged with misconduct behaviors in the school correspondingly. Also, 74.7%, 86.3%, and 74.2% of the teachers, head teachers, and internal school quality assurers, respectively, rated moderate extent, great extent, and very great extent to the statement that feedback implementation enables the school to administer punishments (including corporal punishment) in accordance to rules and regulations respectively. This information indicates that teachers, head teachers, and internal school quality assurance had positive opinions on how feedback implementation enables the schools to administer punishments as per school rules and regulations.

The information implies that feedback implementation enables the school to sanction teachers and pupils engaging in misconduct. This data suggests that public primary schools use the input from the district school quality assurance to improve teaching and learning environments that enhance the quality of public primary school education. This is similar to what was disclosed by the studies of Asiyai (2019) and Omollo et al. (2022) that school management provides sanctions such as warnings and reprimands as well as a suspension to teachers and pupils when they are found to engage in misconduct behaviors at school environment.

Intending to get more information for triangulation, the researcher did a face-to-face interview with DCQAO “D” who claimed that:

The school uses feedback implementation reports from the district school quality assurance to administer sanctions to the teachers and the pupils through the rules and regulations formed due to malpractice behaviors. When our team visited schools and found indiscipline cases within the school, they wrote feedback implementation reports to the school management for the measures to be taken that could address the misconduct at the school and bring a safe learning environment that could yield high performance” (DCQAO D, Personal Communication on 24th November 2022).

This highlights the importance of feedback implementation reports from the district school quality assurance in addressing disciplinary issues and creating a safe learning environment for optimal performance. These reports inform the school management about observed misconduct and provide recommendations for addressing the issues. Sanctions are administered to teachers and students involved in malpractice behaviors based on the findings in the reports. Schools aim to foster accountability, discipline, and a safe learning environment that promotes high academic performance by addressing misconduct and implementing corrective measures.

The information from the DCQAO indicates that public primary schools use feedback implementation reports that are provided to the schools by district school quality assures to make the school safe for learning as they use the feedback implementation to form the school sanctions to give punishments to both teachers and the pupils as per the school rules and regulations. This finding implies that public primary schools are using the rules and regulations to ensure that the school's activities are in progress since those engaging in misconduct are punished as per formed disciplinary regulations. By utilizing this feedback implementation, schools aim to identify and address areas of concern or misconduct, holding teachers and students accountable. This approach demonstrates the school's commitment to upholding standards and ensuring smooth operations. However, it's important to note that disciplinary practices and the use of feedback implementation reports may vary among schools and educational jurisdictions.

X. SUMMARY OF THE FINDINGS

The study found that public primary schools use the feedback from the district school quality assurance officers to create a conducive environment for teaching and learning by making learners safe and free from any harm that would hinder their learning progress, such as bullying and harassment. The study found that public primary schools use feedback from District School Quality Assurance Officers in developing rules and regulations that are used for the prosperity of teachers and learners, creating an environment that is effective for teaching and learning and improves learners' performance. Moreover, the study revealed that public primary schools use the District Quality Assurance

Officers' feedback to make rules and regulations that guide the administering of sanctions as punishments to the teachers and pupils involved with misconduct behaviors in the school.

XI. CONCLUSION

The study concludes that District School Quality Assurance Officers' Feedback implementation contributes to improving the quality of teaching and learning environment in public primary schools of the Kilimanjaro Region by keeping pupils safe from harm, developing rules and regulations, skills, knowledge, and understanding of the healthy lifestyle.

RECOMMENDATIONS

Based on the conclusions, the study recommends that the Ministry of Education Science and Technology should stress the mandatory implementation of DSQAOs' feedback to improve the teaching and learning environment for the teachers and pupils. The study also recommends Heads teachers and teachers actively and compulsorily take different initiatives to ensure that the DSQAO feedback is implemented.

REFERENCES

- [1]. Ahmadi, M., Fadil, M. & Mir, M. (2021). Feedback Loops in Teacher Professional Development: A Qualitative Study in Herat Province of Afghanistan. *Cogent Education* 8(1):1954466.
- [2]. Akdag, S., & Altinay, Z. (2021). Learning Through Digital Stories for Safe School Environment. *Frontiers in Psychology*, 12, 738954.
- [3]. Aldridge, J.M. & Bianchet, S. (2022). Using Student Feedback about the Learning Environment as a Starting Point for Co-Construction. *Learning Environ Res* 25, 939–955.
- [4]. Asiyai, R. I. (2019). Deviant behavior in secondary school and its impact on students' learning. *Journal of educational and social research*, 9(3), 170.
- [5]. Bennouna, C., Khaulil, N., Basir, M., Allaf, C., Wessells, M., & Stark, L. (2019). School-based programs for Supporting the mental health and psychosocial wellbeing of adolescent forced migrants in high-income countries: A scoping review. *Social Science & Medicine*, 239, 112558.
- [6]. Brown, C. (2022). Education Research and Educational Practice: The Qualities of a Close Relationship. *Education Research and Educational Practice: The Qualities of a Close Relationship. British Educational Research Journal* 47(2)
- [7]. Chiziwa, W. K. M. C., & Kunkwenzu, E. D. (2022). Feedback Amidst New Assessment Culture in Malawian Primary Schools. *Open Journal of Social Sciences*, 10, 100-116
- [8]. Conference on Educational Management and Administration (CoEMA 2019). *Innovation in Education, Technology, and Management in the Industrial Revolution. Advances in Social Science, Education, and Humanities Research*, 381(1), 263
- [9]. Esra, M. & Sevilen, M. (2021). Factors Influencing EFL Students' Motivation in Online Learning: A Qualitative Case Study. *Journal of Educational Technology and Online Learning*, 4(1), 11-22.
- [10]. Geng, S., Law, K. M., & Niu, B. (2019). Investigating self-directed learning and technology readiness in blending learning environment. *International Journal of Educational Technology in Higher Education*, 16(1), 1-22.
- [11]. George, T. (2022). Mixed Methods Research | Definition, Guide & Examples. Scribbr. Retrieved October 28, 2022, from <https://www.scribbr.com/methodology/mixed-methods-research/>
- [12]. Gurung, S. (2021). Challenges Faced By Teachers in Online Teaching During Covid-19 Pandemic. *The Online Journal of Distance Education and E-Learning*, 9(1), 8-18.
- [13]. Greenwood, J. & Kelly, C. (2019). Implementing Cycles Of Assess, Plan, Do, Review A Literature Review of Practitioner Perspectives. *British Journal of Special Education* 44(2), 1-17
- [14]. Hadgraft, R. G., & Kolmos, A. (2020). Emerging learning environments in engineering education. *Australasian Journal of Engineering Education*, 25(1), 3-16.
- [15]. Kaiseroglou, N. & Sfakianaki, E. (2021). A Review of Total Quality Management Applications in Schools. *International Journal of Management in Education* ,14(2), 121-134
- [16]. Katera, D. & Msafiri, L. (2020). Learning Environment and Performance of Primary Education in Tanzania. *REPOA*.
- [17]. Khurniawan, A., Sailloh, I. & Muljono, P. (2020). An Analysis of Implementing Total Quality Management in Education: Success and Challenging Factors. *International Journal of Learning and Development* 10(2):44
- [18]. Likuru, L. & Mwila, M. (2022). Overcrowded Classrooms: Effect on Teaching and Learning Process in Public Secondary Schools in Ilemela Municipality, Tanzania. *Asian Journal of Education and Social Studies*, 30 (2). pp. 75-87.
- [19]. 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
- [20]. Mbwana, S. & Onyango, D. (2021). Perceived Influence of Financial Disbursement on School Quality Assurance in Nyamagana District, Tanzania. *East African Journal of Education and Social Sciences*, 2(2), 1-6
- [21]. MoEST. (2017). Basic Secondary and Teacher Education Quality Assurers Frame Work. Dodoma: Ministry of Education Science and Technology.
- [22]. Mutendi, M. and Makumure, C. (2021). The Role of Written Feedback in Numeracy in the Primary School Classroom. *International Journal of Education* 11(2):52

- [23]. Mwakajitu, M. & Lekule, C. (2022). Contribution of Instructional Supervision on Teachers' Professional Development: A Focus on Public Secondary Schools in Rombo District, Kilimanjaro-Tanzania. *Journal of Research Innovation and Implications in Education*, 6(4), 62 – 74.
- [24]. Mwakamele, I. (2020). Quality Assurance in School Assessment for Education Improvement: The Analysis of Experiences from Secondary School English Teachers in Dar es Salaam. *Jipe*, 12(1), 105-119.
- [25]. Paulmony, R., Vasanthakumari, S., Singh, B., Almashaqbeh, H. A., Kumar, T., & Ramesh, P. (2022). The Impact of Bullying on Academic Performance of Students in The Case of Parent Communication. *International Journal of Early Childhood*, (01), 2325-2334.
- [26]. Pope, D., & Miles, S. (2022). A Caring Climate That Promotes Belonging and Engagement. *Phi Delta Kappan*, 103(5), 8–12.
- [27]. Selvaraj, A. & Azman, H. (2020). Reframing the Effectiveness of Feedback in Improving Teaching and Learning Achievement. *International Journal of Evaluation and Research in Education*, 9(4), 1055-1062
- [28]. UNICEF (2022). Five Essential Pillars for Promoting and Protecting Mental Health and Psychosocial Well-Being in Schools and Learning Environments. United Nations transforming summit.
- [29]. United Republic of Tanzania (2017). School Inspectorate; Powers, Roles and Responsibilities. Accessed on 20th, February, 2020M[99999999999999999999]