

Journal of **Education and Practice** (JEP)

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Leadership in Dodoma Urban**



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Teachers' Perceptions of the Effectiveness of Internal School Quality Assurance Implementation in Enhancing Primary School Leadership in Dodoma Urban



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Accepted: 27th Aug, 2025, Received in Revised Form: 9th Sep, 2025, Published: 22nd Oct, 2025

Abstract

Purpose: The purpose of this study was to explore teachers' perceptions of the effectiveness of ISQA implementation in enhancing primary school leadership in Dodoma Urban, Tanzania. The study was anchored in Scientific Management Theory, which underscores systematic organization, accountability, and efficiency, and Human Relations Theory, which stresses motivation, collaboration, and teacher engagement.

Methodology: The study adopted a qualitative phenomenological design. A total of 18 participants, including teachers and headteachers, were purposively selected from six schools to provide insights based on their engagement with ISQA activities. Data were collected through in-depth interviews and were analyzed thematically.

Findings: The findings revealed that ISQA contributed to improved teacher involvement in decision-making, enhanced instructional supervision, better time management, and increased accountability. However, challenges such as a lack of training, inconsistent implementation, and limited administrative support hindered its full effectiveness.

Unique Contribution to Theory, Policy and Practice: The study concludes that while ISQA holds significant potential for strengthening school leadership, its success depends on consistent support, clear guidelines, and adequate capacity-building. It recommends targeted training, provision of resources, and inclusive teacher participation in ISQA practices to ensure sustainable leadership development and improved school performance.

Keywords: *Quality Assurance, Internal School Quality Assurance, Primary School Leadership*

1. INTRODUCTION

Empowering teachers and improving instructional leadership are essential components in the pursuit of quality education. African countries have made various efforts to improve educational quality, but challenges persist due to structural, financial, and governance constraints. Akyeampong (2021) and Jansen (2021) argue that reforms often struggle to achieve their intended outcomes because of weak accountability mechanisms and insufficient professional support for teachers. Similarly, Adu and Olatundun (2007) note that effective quality assurance requires adequate teacher engagement and community participation. In Tanzania, recent education sector reforms have emphasized the importance of school-based quality assurance processes to improve accountability, professional development, and learning outcomes. One such initiative is the implementation of Internal School Quality Assurance (ISQA), a school-level mechanism aimed at ensuring continuous self-monitoring, reflection, and improvement in teaching and school management (United Republic of Tanzania, URT, 2018). ISQA places teachers at the center of quality improvement efforts by encouraging their active participation in leadership, planning, and evaluation tasks.

The shift toward ISQA was necessitated by persistent challenges in the former External School Quality Assurance (ESQA) system, including infrequent school inspections, limited personnel, and inadequate professional feedback (URT, 2017). In response, the Ministry of Education and Vocational Training adopted a dual approach to quality assurance in 2017, integrating both internal and external mechanisms to ensure more consistent and context-responsive school support (URT, 2018). ISQA committees, usually led by academic heads, are now responsible for overseeing curriculum implementation, classroom supervision, performance tracking, and ethical conduct among staff members. These responsibilities create opportunities for teachers to enhance their leadership roles and contribute meaningfully to school improvement.

Effective implementation of ISQA has the potential to build teachers' leadership capacity by involving them in decision-making, planning, and instructional supervision (Oduro & MacBeath, 2023). It also promotes professional accountability, collaboration, and data-driven reflection on teaching practices. However, the extent to which ISQA implementation effectively enhances teachers' leadership skills remains a subject requiring deeper investigation, particularly within the local contexts of Tanzanian primary schools.

This study, therefore, explores teachers' perceptions of the effectiveness of Internal School Quality Assurance implementation in Dodoma Urban primary schools. By examining how teachers experience ISQA processes, the research aims to assess whether ISQA contributes meaningfully to their professional growth and leadership development. The findings are intended to inform education stakeholders and policymakers on strengthening ISQA practices as a strategy to empower teachers and improve school leadership at the grassroots level.

1.1. Statement of the Problem

Over the past decade, Tanzania has implemented key reforms in the education sector to strengthen the quality of teaching and learning across all levels. One of the most significant changes involved shifting from a centralized system of school supervision to a more school-based and participatory model. Traditionally, school quality monitoring was carried out by external school inspectors operating at national, zonal, and district levels. These inspectors were tasked with assessing school performance, identifying instructional gaps, offering professional feedback to teachers and headteachers, and advising education stakeholders on improvements (URT, 2017). However, this external approach, while well-intentioned, became increasingly ineffective due to limited personnel, irregular school visits, and inadequate support for schools, especially in resource-constrained and hard-to-reach areas.

To address these systemic shortcomings, the Tanzanian Ministry of Education introduced ISQA as part of the 2014 Education and Training Policy, with operational implementation beginning in 2017 (URT, 2017; URT, 2018). ISQA was developed as a school-level mechanism aimed at ensuring continuous internal monitoring, professional reflection, and improvement in educational delivery. Under this model, selected teachers form ISQA committees responsible for supervising teaching activities, evaluating students' academic progress, providing peer feedback, and supporting headteachers in leadership and school management functions. The broader goals of ISQA include promoting teacher accountability, encouraging instructional leadership, and fostering a culture of quality improvement within the school environment (Kayitesi, 2018).

While ISQA holds great potential to enhance school leadership and teaching effectiveness, its successful implementation depends on several critical factors such as clear operational guidelines, professional development opportunities, adequate resource allocation, and active teacher engagement (Kayitesi, 2018). Unfortunately, these elements are not always present in many schools. As a result, the actual effectiveness of ISQA in improving leadership and instructional quality remains uncertain and uneven across different school contexts.

In urban areas such as Dodoma Urban, there is still limited empirical evidence on how teachers perceive the effectiveness of ISQA and how its implementation influences their leadership capacity. Much of the existing literature has focused on national-level policy frameworks or the functioning of external inspections, leaving a gap in understanding how ISQA is experienced and enacted by teachers at the grassroots level (Stanley, 2022). Therefore, this study aims to explore teachers' perceptions of the effectiveness of ISQA implementation in Dodoma Urban primary schools, focusing on how it contributes to leadership development and instructional improvement. The findings are expected to provide useful insights to guide future policy directions and strengthen the implementation of internal quality assurance mechanisms in Tanzanian schools.

2. LITERATURE REVIEW

This section discusses the reviewed literature in relation to the study on teachers' perceptions on the effectiveness of internal school quality assurance implementation in enhancing primary school leadership in Dodoma Urban. Discussion on both empirical and theoretical review of literature to understand the study at hand is also presented.

2.1. Empirical Literature Review

Scholars around the world have conducted studies on the importance of internal quality assurance to improve the quality of education in schools (Mukhlisin, Ulfatin, & Muyassaroh, 2024; Adu & Olatundun, 2007, UNESCO, 2021). In Tanzania, one significant study was conducted by Ngussa and Gabriel (2017), which examined the influence of school leadership on teachers' job performance in secondary schools in Arusha and Meru Districts. The study found that time management was one of the key performance indicators being monitored in schools with strong leadership. Headteachers emphasized the need for timely lesson preparation, submission of reports, and general punctuality, which improved after the enforcement of clear performance expectations. Teachers in the study reported being more accountable for their daily and weekly tasks due to increased oversight and scheduled evaluations.

Moreover, Mbuya and Amos (2024) conducted a study on the implementation of ISQA team practices for effective academic attainment in primary schools in Morogoro Municipal, Tanzania. Guided by the Total Quality Management theory, the study used a convergent mixed-methods design and involved 82 participants, including 50 teachers, 5 headteachers, 15 ISQA team members, and 12 student representatives. Data collection employed questionnaires, interviews, and document analysis, with instruments validated by research experts and a reliability coefficient of 0.74 for quantitative tools. Qualitative data were analyzed thematically with direct quotations, while quantitative data underwent descriptive statistical analysis. Findings showed that ISQA team practices were fairly implemented, with strategies such as internal professional development, regular monitoring, and evaluation of teaching and learning processes. The study suggested that implementation could be improved through comprehensive training for ISQA team members and the provision of clear guidelines and support.

Similarly, Ng'hoboko (2024) conducted a study on the contributions of ISQA in enhancing the teaching and learning process in public primary schools in Chato District, Geita Region, Tanzania. The study involved 88 participants selected through purposive and snowball sampling techniques, including teachers and school quality assurance personnel. Employing a qualitative research approach with a case study design, the study collected data using interviews, focus group discussions, and document reviews. Thematic analysis was used to interpret the data. The findings revealed that ISQA significantly contributes to professional development, improves teacher commitment to instructional duties, and enhances the preparation of teaching and learning

documents. Teachers generally viewed ISQA positively, although some felt it added to their workload. Challenges identified included lack of training in evaluation skills, limited time for ISQA activities, work overload, lack of motivation, and insufficient cooperation among staff. The study suggested that ISQA is a vital mechanism for improving quality education despite operational challenges. It recommended capacity building through teacher training, increased staffing, provision of teaching materials, and motivation for ISQA team members to ensure more effective implementation.

Moreover, Assenga, Muteti, and Mbua (2024) conducted a study on the extent of ISQA Feedback and its role in enhancing learners' achievement in public primary schools in Rombo District, Tanzania. The study was guided by the Total Quality Management philosophy and employed a convergent design within a mixed-methods approach. From a target population of 1,127 individuals across 151 primary schools, a sample of 124 participants from 16 schools and one District School Quality Assurer was selected using simple random, stratified, expert, and total population sampling techniques. Data collection instruments were validated by experts in educational planning and administration at Mwenge Catholic University, and reliability was confirmed through Cronbach's Alpha coefficients of 0.762 for teachers and 0.816 for ISQA members. Quantitative data were analyzed descriptively using SPSS version 22, while qualitative data were analyzed thematically using triangulation and peer debriefing. The study found that ISQA feedback significantly improves learner achievement by fostering academic development, enhancing instruction, developing problem-solving skills, creating supportive learning environments, and encouraging creativity. The authors suggested that ISQA feedback is a timely and effective strategy for improving learner performance and recommended that the government should support ongoing professional development programs to further strengthen teachers' capacity in implementing ISQA feedback.

Additionally, Stanley (2022) conducted a study examining the effectiveness of ISQA in primary schools in Kilimanjaro District, Tanzania. The research aimed to assess how ISQA practices influence teaching quality and school performance. Using a mixed-methods approach, the study sampled 60 primary schools with a total of 180 participants, including teachers, headteachers, and quality assurance officers. Data collection involved surveys and focus group discussions, while analysis included descriptive statistics and thematic analysis. Findings revealed that effective ISQA positively impacted instructional quality, teacher accountability, and student outcomes. However, challenges such as limited resources, inadequate training, and resistance to change were identified as barriers to full implementation. The study suggested that strengthening ISQA systems is crucial for sustainable school improvement and recommended increased capacity building and stakeholder engagement to enhance the effectiveness of ISQA in primary schools.

Makiya, Mnyanyi, and Ngirwa (2022) conducted a study examining the enrichment of School Quality Assurance (SQA) practices in public primary schools in the Arusha region of Tanzania.

Using a descriptive cross-sectional research design, the study collected data from 226 respondents through interviews and questionnaires. Qualitative data were analyzed thematically, while quantitative data were processed using descriptive statistics. Findings indicated that availability of funds, sufficient SQA, effective implementation of SQA's recommendations, teacher involvement in SQA activities, positive relationships between teachers and SQA, and regular in-service training contributed to improvements in SQA practices. However, challenges such as inadequate funding, a shortage of district SQA, poor implementation of recommendations, limited school cooperation, and mismatched subject expertise among SQA hindered effective SQA. The study recommended government to provide adequate funding, recruit more SQA, and establish targeted in-service training to enhance SQA's professional capacity, alongside encouraging greater school participation in quality assurance processes.

2.2. Theoretical Review

This study is guided by Total Quality Management (TQM), originally developed in the business sector and later adapted for education by scholars such as Deming (1986). TQM emphasizes continuous improvement, stakeholder involvement, accountability, and the use of data to inform decision-making. In the context of education, TQM encourages collaborative leadership, ongoing teacher development, and evidence-based strategies to enhance instructional quality and student achievement. The central principle of TQM is that, quality improvement is the responsibility of every member within the institution aligns directly with the objectives of ISQA, which seeks to involve teachers, headteachers, and other school-level actors in the process of monitoring, evaluating, and improving educational delivery. Thus, in this study, TQM serves as a relevant and effective theoretical foundation for analyzing the implementation and impact of ISQA in Tanzanian primary schools.

3. METHODOLOGY

This section explored the methodology employed in this study. It includes research design, data collection tools, and data analysis method.

3.1. Research Design

The study employed a phenomenological research design (Moustakas, 1994), to examine teachers' perceptions of the effectiveness of ISQA implementation in Dodoma Urban primary schools. This design was suitable for exploring the experiences of teachers and headteachers and how they interpret the influence of ISQA on their leadership roles and professional responsibilities (Moustakas, 1994). By focusing on personal experiences, the design allowed the researcher to gain in-depth insights into how teachers engage with ISQA processes in their daily work environments.

Data were collected solely through in-depth interviews with selected teachers who were directly involved in ISQA activities at their schools (Creswell & Poth, 2018). The use of interviews enabled

participants to reflect on key aspects of the implementation process, such as classroom supervision, instructional planning, and leadership collaboration.

The phenomenological approach helped reveal the complexity of ISQA implementation as experienced by teachers. By capturing their voices and personal narratives, the study provided a deeper understanding of how ISQA is perceived and practiced at the school level. This design was effective in uncovering not only the perceived strengths of ISQA but also the practical barriers that affect its success in enhancing leadership and instructional quality in primary schools (Creswell & Poth, 2018).

3.2. Data Analysis

The study employed thematic data analysis to examine qualitative data collected through in-depth interviews with primary school teachers and headteachers in Dodoma Urban. Thematic analysis, as outlined by Braun and Clarke (2006), provided a systematic yet flexible approach for identifying, analyzing, and reporting patterns within the data. This method enabled the researcher to interpret how teachers perceived the implementation and effectiveness of ISQA in relation to school leadership. The analysis process began with the researcher thoroughly reading and rereading the transcribed interviews to gain deep familiarity with the content, followed by the generation of initial codes based on meaningful data segments.

These codes helped to organize the data and identify recurring issues and concepts related to ISQA implementation, such as teacher participation in decision-making, leadership roles, and instructional supervision. From this coded data, the researcher developed, reviewed, and refined themes that were closely aligned with the research objectives. Emerging themes included benefits such as enhanced teacher leadership and improved accountability, as well as challenges like a lack of training, unclear guidelines, and time constraints. Each theme was clearly named and supported by direct quotations from the participants, adding depth and authenticity to the interpretation.

The final themes formed the basis for a detailed narrative that addressed the research questions and linked the findings with relevant literature and theoretical frameworks. By using thematic analysis, the study produced a credible, organized, and insightful account of teachers' experiences and perceptions regarding the effectiveness of ISQA implementation in their schools (Braun & Clarke, 2006).

4. RESULTS AND DISCUSSION

The ISQA system is a significant policy intervention intended to enhance educational quality by fostering better leadership among teachers and involving them more directly in the management and performance of schools. This qualitative results section presents findings from interviews conducted with teachers and headteachers to evaluate the effectiveness of ISQA implementation in improving teachers' leadership skills. Participants shared their views on how ISQA contributed

to improved leadership skills, decision-making involvement, and accountability. At the same time, they expressed concerns about challenges such as limited training, inconsistent follow-up, and time constraints.

4.1. Effectiveness in Implementation and Coverage

While ISQA implementation has introduced visible improvements in leadership practices among teachers, several respondents emphasized that its application remains inconsistent, often due to differences in resource availability, leadership support, and training opportunities.

One participant articulated this by saying:

"In our school, some departments are doing very well under ISQA. Others barely follow the guidelines. There's no unified standard across the school." (Interview, head of the school A, May 2025).

This statement suggests that while the initiative has inherent merit, its true potential is curtailed by limitations in its rollout. According to Bush and Glover (2021), one of the main challenges in African educational reform is the inability to maintain consistent application across diverse school contexts. They stress that reform models often do not accommodate contextual differences in infrastructure, staffing, and access to professional development (Bush & Glover, 2021).

Furthermore, teachers in some areas often receive less administrative support. Another respondent emphasized:

"I heard about the ISQA approach during a district meeting, but no one followed up. We are left to figure it out ourselves." (Interview, teacher of school B, May 2025).

The above statement aligns with the findings of Oduro and MacBeath (2023), who argue that educational leadership reforms in Ghana were ambitiously conceived but inadequately supported in practice, making them effective only in schools with existing robust leadership structures.

4.2. Improved Assessment Knowledge and Involvement in Decision-Making

A significant majority of teachers reported that ISQA facilitated their involvement in school-level decision-making processes, which traditionally were the sole purview of principals and district officials. This inclusion has empowered teachers and enhanced their understanding of assessment as a tool for leadership.

A respondent shared:

"Before ISQA, I only saw assessment as a way to grade students. Now, it's a tool for improving the entire learning environment and influencing school planning." (Interview, teacher of the school C, May 2025).

Another teacher stated:

"I was part of the school improvement plan team for the first-time last term. That experience helped me see the broader picture of school leadership." (Interview, teacher of the school D, May 2025).

These findings are particularly significant within the African educational context, where leadership structures in schools have historically been hierarchical and exclusionary. Bush (2006) argues that in many African nations, including Kenya, school leadership tends to be heavily centralized, with limited space for teacher input. Such top-down management often results in a disconnect between policy and practice, as decisions made at the administrative level may not reflect classroom realities. The inclusion of teachers in decision-making under ISQA challenges this traditional model and introduces a more inclusive and collaborative approach to school governance.

Empirical studies conducted in Kenya corroborate these findings. Wanjiru (2015) conducted a comprehensive study on teacher involvement in school-level decision-making and found that such participation led to increased trust and collaboration between staff and administration. Wanjiru's findings show that when teachers feel that their voices are heard and valued, they are more likely to engage in school improvement efforts and take ownership of educational outcomes. This mirrors the experiences of teachers in the present study, many of whom reported feeling more connected to the strategic direction of their schools as a result of their involvement in ISQA initiatives.

Furthermore, teacher participation in decision-making has implications for professional development. As teachers become more involved in strategic planning and assessment practices, they acquire new skills that enhance their leadership capacities. Leithwood et al. (2020) assert that leadership development is most effective when it is embedded in authentic practice rather than delivered through isolated training programs. By actively engaging teachers in leadership tasks, ISQA contributes to sustained professional growth and builds internal capacity for the school.

4.3. Improved Communication and Access to Information

Participants noted that one of the key benefits of implementing ISQA was improved communication and quicker access to information. Teachers reported that digital dashboards, real-time updates, and performance tracking tools helped streamline communication, supported faster decision-making, and enabled more effective collaboration. These tools allowed for timely identification of issues, encouraged data-driven interventions, and improved overall coordination and accountability across departments.

Teachers described how the use of digital dashboards, frequent updates, and performance reporting systems has expedited decision-making and collaboration.

One teacher mentioned:

"We now get performance data by email weekly. We don't have to wait for the term to end to know how students are doing. It changes everything." (Interview, head of the school C, May 2025).

Another added:

"In the past, I would have to ask several people to know if a resource was available. Now, with ISQA, everything is documented and updated regularly." (Interview, head of the school E, May 2025).

Quick access to information also improves the ability of teachers to plan, collaborate, and respond to emerging issues. A study in Ethiopia by Tessema and Ng'oma (2020) found that school information management systems (SIMS) significantly enhanced teacher leadership by making performance metrics, student attendance, and curriculum tracking data readily accessible. This ease of access not only boosts leadership effectiveness but also facilitates a culture of transparency and accountability, both of which are essential for leadership development.

4.4. Enhanced Understanding of Educational Challenges and Solutions

ISQA was also credited with helping teachers develop a deeper understanding of the educational challenges facing their students and how to address them more effectively. This thematic development was frequently associated with training sessions and reflective practices encouraged by the quality assurance system.

One teacher expressed:

"We now reflect on our teaching and discuss with peers what works and what doesn't. That helps us solve issues quickly." (Interview, teacher of the school F, May 2025).

Another emphasized:

"I didn't realize that some learning difficulties were caused by how we organized our teaching schedules. ISQA helps us analyze data to identify these gaps." (Interview, head of the school A, May 2025).

The statements above imply that teachers in this study suggest that ISQA fosters not only procedural leadership but strategic, evidence-based thinking. This is consistent with research from Rwanda by Kayitesi (2018), which showed that school quality assurance mechanisms contributed to a better diagnosis of classroom challenges and improved teacher responses, thereby enhancing their leadership roles in managing learning environments. Moreover, Leithwood et al. (2020) suggest that effective education leadership involves not only managing people but also interpreting complex educational data to inform interventions.

4.5. Emphasis on Timely Execution of Duties

The establishment of clearer performance benchmarks under ISQA reportedly contributed to improved time management and professional discipline among teachers. Several participants highlighted that adherence to schedules, reporting deadlines, and performance targets had increased substantially since the implementation of ISQA.

One teacher said:

"Every task has a deadline now. If you're late, it's noticed. That makes you plan your week properly." (Interview, teacher of the school F, May 2025).

Another noted:

"We have accountability logs now. You can't delay marking exams or submitting reports. It's a new work ethic." (Interview, head of the school D, May 2025).

This emphasis on timely duty execution aligns with the findings of the Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ), which reported that in countries like Tanzania and Namibia, quality assurance systems significantly reduced teacher tardiness and absenteeism when appropriately monitored (SACMEQ, 2023). These mechanisms not only boost professional standards but also prepare teachers for leadership by instilling managerial discipline and organizational awareness.

Similarly, the study's findings corroborate with that of Ngussa and Gabriel (2017), which examined the influence of school leadership on teachers' job performance in secondary schools in Arusha and Meru Districts. The study found that time management was one of the key performance indicators being monitored in schools with strong leadership. Headteachers emphasized the need for timely lesson preparation, submission of reports, and general punctuality, which improved after the enforcement of clear performance expectations. Teachers in the study reported being more accountable for their daily and weekly tasks due to increased oversight and scheduled evaluations. This aligns closely with the ISQA's focus on setting deadlines and adhering to reporting schedules.

4.6. Increased Teacher Effectiveness, Accountability, and Student Achievement

One of the most widely acknowledged impacts of ISQA among participants was the improvement in teacher effectiveness and a heightened sense of accountability. Many teachers noted that they had become more deliberate and organized in their instructional practices. Additionally, the consistent tracking of student outcomes fostered a culture where teachers were motivated to ensure that their instructional strategies were yielding measurable progress.

A participant reflected:

"I take more time to plan lessons now. With ISQA, everything we do is monitored, so I make sure I'm always ready and delivering the best." (Interview, head of the school B, May 2025).

Another teacher elaborated on the link between accountability and student achievement:

"We are now expected to track each student's progress and report on it. That alone has pushed us to be more involved and more responsive when students struggle." (Interview, teacher of the school E, May 2025).

These growing norms of performance monitoring and accountability align with research by the World Bank (2018), which emphasizes the role of accountability systems in improving teacher performance across Sub-Saharan Africa. The study reported that student learning outcomes improved significantly in schools where teachers were regularly monitored and given feedback within structured quality assurance frameworks. Moreover, this study has revealed that teacher effectiveness has improved not just in instructional delivery but also in classroom management and professional conduct.

A study by HakiElimu (2019) on the impact of SQA on teacher performance and student learning outcomes in public primary schools in Tanzania found that the implementation of the SQA framework, later integrated into ISQA, significantly improved teacher effectiveness, accountability, and student achievement. Teachers became more organized and deliberate in their instructional practices, frequently using lesson plans and engaging students more effectively due to increased oversight. These improvements contributed to better student outcomes, notably in national exam performance, and were supported by increased participation in professional development and internal school initiatives aimed at sustaining high standards.

In line with this, Barber and Mourshed (2017) emphasized that quality assurance mechanisms help drive continuous professional development, which in turn is linked with long-term gains in student learning and educational equity.

The findings of this study clearly reflect TQM's emphasis on stakeholder participation and continuous improvement. Teachers reported increased involvement in decision-making, leadership roles, and strategic planning, which are hallmarks of a TQM-driven environment. Additionally, the ISQA system's focus on routine monitoring, timely feedback, and performance tracking resonates with the TQM concept of using data to guide quality improvement. The availability of digital dashboards and regular reporting mechanisms enabled real-time interventions and promoted transparency and accountability both key components of the TQM model. Teachers also highlighted that their professional discipline and time management improved under ISQA, showing that quality standards were internalized as part of their daily practice.

Moreover, the study revealed that ISQA practices helped teachers to identify and address classroom challenges more strategically, reinforcing the TQM notion of problem-solving through reflection and collaborative analysis. As teachers gained a deeper understanding of learner needs and instructional gaps, they adapted their teaching methods to improve outcomes. This mirrors Deming's view that systemic reflection and feedback loops are essential to sustainable quality. Overall, the integration of TQM principles into ISQA implementation supports not only improved school leadership and teacher effectiveness but also contributes to enhanced student learning outcomes.

5. CONCLUSION AND RECOMMENDATIONS

5.1. Conclusion

The findings of this study revealed that the implementation of ISQA has had a positive impact on the leadership roles of primary school teachers in Dodoma Urban. Teachers reported increased involvement in school-level decision-making, improved instructional supervision, and greater engagement in school improvement activities. ISQA practices, such as performance monitoring, assessment analysis, and collaborative planning, have contributed to building leadership capacity among teachers and enhancing accountability at the school level. These practices have also fostered a culture of shared responsibility and reflective practice, which are essential components of effective school leadership.

The study further emphasized the importance of communication and access to timely information in supporting effective ISQA implementation. Teachers noted that mechanisms such as regular performance updates and feedback loops have enhanced their ability to respond promptly to challenges and make data-informed decisions. In addition, the integration of ISQA processes into daily school routines has improved professional discipline, time management, and organizational accountability. These findings highlight the value of a structured and consistent approach to internal quality assurance as a means of strengthening both leadership and instructional quality in Tanzanian primary schools.

In conclusion, this study contributes to the understanding of how internal quality assurance can enhance teacher leadership and school performance and provides practical insights for improving the ISQA system in Tanzania's primary education sector.

5.2. Recommendations

To enhance the effectiveness of ISQA implementation, the Ministry of Education, through the SQA Department, should provide regular and structured training programs for teachers and ISQA team members. Such professional development will ensure that teachers understand their roles in ISQA and can implement quality assurance practices with confidence and consistency.

Schools should also work towards promoting inclusive teacher participation in ISQA activities. This includes involving teachers in decision-making processes, school self-evaluations, and the development of school improvement plans. When teachers are actively engaged in these roles, they are more likely to demonstrate ownership, accountability, and leadership. Headteachers should foster a school culture where collaborative planning and shared responsibility for quality improvement are prioritized and valued.

Additionally, there is a need to improve communication systems and access to information at the school level. Introducing simple digital tools or performance dashboards can help streamline the flow of information, support timely feedback, and strengthen the coordination of ISQA activities. Regular updates on student performance, assessment data, and teaching quality should be made easily accessible to all staff to facilitate responsive planning and instructional adjustments.

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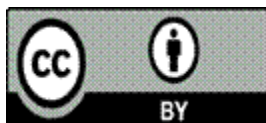
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