Internal Quality Assurers' Conception on Internal Quality Assurance (IQA) process: Examining Lived Experience of Secondary School Academic Member of staff within Njombe Region, Tanzania

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ABSTRACT

The study on the conception of the Internal Quality Assurance (IQA) process was examined among secondary school academic members of staff within the Njombe Region in Tanzania. The aim of the study was to examine internal quality assurers' conception of the IQA process. The study employed a qualitative research approach because internal quality assurance is a new educational reform that was introduced officially in schools by the government of Tanzania in 2021. Always new reform brought fear to teachers in terms of the conception of the new idea itself and the way it can be conducted. Therefore, to come up with the clear and deep understanding of the new obligation, a qualitative study was needed with a descriptive case study design to check participants' lived experiences, beliefs, attitudes, behavior, perception and interaction which allowed inner feelings and opinions concerning the phenomenon in their real life situation. Nevertheless, the study was guided by two theories which are Constructivism and Humanism theory. Constructivism theory provided social interaction with respondents which helped to provide a conception of IQA in each school during data collection. Humanism theory provided a sense of unity among interviewer and interviewee by inviting human being spirit which increased the possibility of data collection. The study used 20 respondents including 10 internal quality assurers, 8 frontline teachers, and 2 District Education Officers. Purposive sampling was used to select internal quality assurers and District Education Officers while simple random sampling was used to select frontline teachers. Data were generated through interviews, observation, and documentary review. The study revealed that in all 5 secondary schools passed teachers did not attend seminars and they were running the new reform using their working experience. The study advised all educational stakeholders to check how to provide continuous awareness to teachers for effective implementation of IQA in schools.

Key Words: Constructivism and Humanism theory, Frontline teachers, Internal quality assurers conception, Internal quality assurance, Internal quality assurers.

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1. INTRODUCTION

The Quality Assurance process in Education has its roots in the 19th century during industrial revolution in Europe. Inspectors checked quality of goods produced in industries to reduce defects in manufactured products (Matete, 2009). Inspection process became increasingly important during the second half of the 20th century when the production of quality goods was highly needed in the World (Allais, 2014). During the early 18th century, the idea of inspection was adopted into the education system in some European countries, especially in Dutch, German, Netherland, France, and in Italy, as a mechanism to foster accountability and responsibility of teachers in school (Fonseca, 2016; Mganga, 2021). By the end of the 18th century, the idea of school inspection spread into other countries including the United States of America and Philippines. At first in the education sector, the quality assurance process was carried out by personnel from outside of schools referred to as External Quality Assurance responsible for assessing, evaluating, and reporting the quality standards of a school to higher authorities for further action.

Later, these countries introduced what is referred to as Internal Quality Assurance to allow schools to carry out their own educational processes to improve the quality of their outputs. As the two forms of quality assurance processes were operating simultaneously, researchers became interested in knowing which of the two forms was better compared to the other. Many studies were, therefore, carried out to examine the effectiveness of these two forms of educational quality assurance (internal and

external) in European countries. The Netherlands, amongst the first countries to adopt both the internal and external quality assurance processes, tested the effectiveness of using both forms in about 1000 primary schools (Wilcox, 2008). The quality of the school management process, accountability, and school evaluation were the main indicators. Similar studies were also conducted in Slovenia, Iceland, Romania, Croatia, Poland, France, Greece, Cyprus, German, Belgium, Ireland, Portugal and Italy. Generally, there were mixed findings regarding the question of which of these two forms of quality assurance (internal and external) was most effective. On these grounds, some countries accepted the use of both mechanisms simultaneously to improve quality of education and ensure school improvement.

In the Africa continent, inspection started during the colonial period when capitalist countries introduced formal schools in some countries such as Nigeria, Ghana, Botswana, Kenya, Zimbabwe, and South Africa. The school inspection was conducted by external officials who snooped in school to enforce what they considered as standard practice while relaying on giving orders and instructions to the Frontline workers. The process of evaluating teachers followed merely a top-down approach (Fajana, 1978; Ololube, 2014). As it was carried out by untrained laymen, the inspection system was both unprofessional and ineffective (Ogusanju, 1988). Moreover, some of the African countries including South Africa introduced quality assurance through war (Apartheid war) to eradicate inspection process which was exploitative in its nature.

As for the rest of the world, the education quality control system of Tanzania has gone through several reforms. Educational quality can be traced as far back in 1903 under the German rule when educational problems were solved at school by District Education Officer (DEO) and Provincial Education Officers (PEO). The school inspection between 1925-1945 worked under the procedure designed in 1925 whereby the education system in Tanganyika introduced three categories of school inspectors: education secretaries who supervised voluntary agency schools; supervisors for voluntary agencies; and, government schools supervisors who inspected school owned by the Tanganyika Government (URT, 1978; MOEST, 2021a). All these categories inspected schools and laid down procedures for the school administration. In 1978, the Education Act No. 25 was enacted to improve the effectiveness of school inspection where zonal inspectors and district school inspectors were appointed (URT, 1978).

In 2016, the Tanzanian Ministry of Education, Science and Technology (MOEST) changed the ordinary inspection name to Quality Assurance. This transition aimed at fostering the adoption of the humanistic approach to quality assurance, which allows collaboration and social interaction between teachers and other bureaucrats (Matete, 2021). Moreover, the government introduced this reform to foster external quality assurers to discuss friendly with teachers after classroom observation as a way towards better teaching and learning process. In the year 2017, the Ministry of Education, Science and Technology introduced Internal Quality Assurance for primary and secondary education. It is worth mentioning that the conception of Internal Quality Assurance in Tanzania secondary education system arose out of dissatisfactions with the structure of the previous educational quality control (i.e. External Quality Assurance) practice. Most importantly, it was due to the findings regarding effectiveness of internal quality assurance observed in higher education institutions in Tanzania and reports from European countries regarding the effectiveness of this approach to quality control. However, it is worth noting further that Tanzania still runs both frameworks (i.e. Internal Quality Assurance and External Quality Assurance) simultaneously. It recognizes the coherence mechanism models conducted in European countries showing the importance of both internal and external in providing quality education in schools.

Generally, the idea of establishing internal quality assurance process in Tanzania is no exception. The way internal quality assurers have responded to this new obligation and ultimately their effectiveness is likely influenced by their understanding of the quality assurance processes concept itself (Fullan, 2001), their personal experience regarding quality assurance particularly from the previous dominant (external) form of quality assurance process, their leadership capacities (Quality Assurance Office, 2018; TCU, 2010), and, most importantly, by the environments and the variety of contexts in which they work as internal quality assurers (MOEST, 2017). On these grounds, it was crucial to gain a clear picture on conception of the new reform to those tasked to control educational issues in school. Therefore, the study investigated the *lived experience* of internal quality assurers themselves and of the frontline teachers regarding the conception of Internal Quality Assurance (IQA) processes in secondary schools in Tanzania.

1.2 Methodology

The study used qualitative research approach. The qualitative research is preferred over quantitative research because it seeks an in-depth understanding of social phenomena within the natural setting. Descriptive case study design aim to investigate an issue in depth and provide an explanation that can cope with the complexity and subtlety of real life situations (Denscombe, 2010: 70). It aimed to check conception of internal quality assurers on IQA process while observing the actual characteristics, attitudes, behavior and perception of respondents and interpret them as they are. Through case study the researcher was able to get first-hand information from the participants themselves related to the phenomenon after making interaction between the participants in the situation (Starman, (2013) while using audio record. Therefore, case study relay on *idiographic approach* which need the researcher to remain in subjective view on a phenomenon during data collection to provide a chance for rich information to be

obtained from the respondents (Beck & Jackson, 2020). The researcher analyzed the data using five stages which are: becoming familiar with the data, generating initial codes, searching for themes, reviewing themes and defining themes as explained below.

1.2.1 STEP. 1. Familiarizing with the data

The researcher started familiarizing with the audio recorded data obtained through interview to each secondary school staff member while listening and re-listening several times (Denscombe, 2010; Saldana, 2009; Bailey, 2008). Familiarization helped the researcher to get an overview of the richness, depth and diversity of the data and also provide judgment as to the meaning and significant of the data (Ratchie & Spencer, 2002; Stucky, 2014). Moreover, the idea of familiarization employ *hermeneutic approach/theory* and the idea of *immersion by osmosis* in a sense that researcher needs to go inside the research environment clearly so as to provide the real information (Whiteley & Whitely, 2006). Then, transcription as the process of converting speech from audio recording into written text (Kiger & Varpio, 2020; Sgier, 2012; Kumar, 2011; Denscombe, 2010) followed including changing Swahili language into English. Translation was done by the researcher herself to escape someone to change meaning which was not intended by the respondents and the researchers knows much the meaning of each word than anybody else who did not attend in the field. After producing a text the researcher again read and re-read the text to have clear understanding before coding process to take place.

1.2.2 STEP 2. Generating Initial Codes

Codes were generated after producing text. Coding is a word or short phrase that symbolically assigns a summative, salient, essence-capturing, and or evocative attribute for a portion of language-based or visual data (Saldana, 2009, 2013). Code is a label that describes the contents of a piece of text. Therefore, due to the nature of the data the researcher applied mixed types of coding including *inductive* and *deductive*. Inductive means creating codes basing on respondent's data by using *line by line style* which was used to code all data obtained hence providing participants own words to avoid infer meaning. Moreover, line by line coding helped to stay close to the original data for deep meaning to be provided as well as comprehensive and thorough insights into researchers' data, transparency and validity of data (Linneberg & Korsgaard, 2018) which is deep and potential one. On the other hand, deductive is a type of coding which needed the researcher to begin with pre-established codes which relay on pre-established research questions in order to apply them in the data. The researcher's pre-established codes include: conception of IQA process, Practices of IQA, and internal quality assurers concerns on implementation of IQA in schools. These pre-established codes were used as things to be considered during generation of theme.

1.2.3 STEP 3. Searching for Themes

Although coding process had numbers of approaches only *descriptive coding* was used by researcher to summarize extract using a single word or noun because codes obtained were different to each other. Nouns obtained through descriptive coding helped to encapsulate the general idea of the data in a high condensed manner and makes researcher quickly refer to the content (Saldana, 2013).Table 1 below provide information on how data from respondents were coded.

Table 1; Data Coding Process

TYPE OF DATA	STATEMENT	CODES	THEME
INTERVIEW Frontline Teacher 'A' School 1, 2023	IQA Is a system of controlling education at school by checking workers if they are working in required educational bases	System of controlling education Checking workers Working in required educational bases	Conception of IQA Process
Frontline Teacher B School 1, 2023	IQA is a **procedure set in school** to **remind teachers on teaching** bases including **timetable, students discipline** and all school schedules from the morning up to the evening as well as their studies.	**Procedure set in school** **Remind teachers on teaching bases** **Ensure student discipline and school timetable**	**Conception of IQA Process**

In Table 1 above codes were obtained using line by line style but all codes obtained were different to each other hence descriptive coding approach was highly needed by the researcher to summarize extract using a single word or noun. The theme indicated by the word **Conception of IQA** has been originated after summarizing three codes namely: "*system of controlling education";*

"checking workers" and *"working in required educational bases"* which were obtained through line by line style of coding. These three codes are different and we cannot combine to get a theme instead we need to invite deductive type of coding which need descriptive approach of coding to summarize them. Therefore, **Conception of IQA** was obtained after making summarization.

1.2.4 STEP 4. Reviewing Themes

Some scholars review theme while following specific stages. According to Santis & Ugarriza, (2000) review of theme in qualitative literature is divided into some sections which are; Descriptors of the term theme, Emergence of a theme, Finding a theme, and Labeling a theme (2000: 353). *Descriptors of the term* theme originate from the text where the term theme is described by multiple adjectives or descriptive phases used but due to code variation, summarization of codes to get theme occurred. *Emergence of a theme* need the researcher to pass through the text and check whether theme identified relate with the text and provide the exactly meaning of the large body data obtained (capture the essence of the meaning of the text) as shown in Table 1 above. On the other hand, in order to *find a theme* the researcher was required to immerse in the data and see clearly the whole process of data collection. *Labeling a theme* relayed on descriptive approach which mainly depends on summarization of unrelated codes for theme formation.

1.2.5 STEP 5: Defining a theme

The last stage is defining a theme, Ryan & Bernard, (2005) provide 12 ways of defining a theme and these are; (i) word repetition (ii) indigenous categories (iii) Key-Words-in- Context (KWIC) (iv) compare and contrast (v) social science queries (vi) searching for missing information (vii) metaphors and analogies (viii) transitions (ix) connectors (x) unmarked text (xi) Pawing (xii) cutting and sorting (2005: 2-12). Among these 12 the researcher used KWIC to identify key words through simple text observation. In this technique, researchers identify key words and then systematically search the corpus of text to find all instances of the word or phrase. Moreover, the researcher compared similar or related text obtained in all school and contract. By so doing it was easy to define theme.

1.3 Findings

This part provides the research findings obtained from the field through interview on internal quality assurers' conception of IQA process in all five schools (SCHOOL 1, SCHOOL 2, SCHOOL 3, SCHOOL 4 & SCHOOL 5). Each school is presented as a case or single content and how teachers responded on conception of IQA process while transcribing their evidences.

1.3.1 SCHOOL 1

1.3.1.1 Frontline Teachers'

Frontline teacher A reported that IQA is a system of controlling education in school which remind teachers to work in the required educational bases set by the Ministry of Education, Science and Technology that all teachers should be able to follow it so as to allow the work to be done. Working in *required educational bases* means teachers prepare themselves before teaching including using syllabus in preparation of schemes, lesson plan and lesson notes, teaching aids with appropriate class size, attractive, suitable and correlate with the topic. Frontline teacher A is supported by the following statement that IQA:

Is a system of controlling education at school by checking workers specifically teachers, if they are working in required educational bases, they are behind or they go too far and they follow guidelines set by the Ministry so that the work goes well (Frontline Teacher A School 1, 2023).

On the other side, frontline teacher B looks IQA process as a system set in school to remind teachers' on their work, making follow up to students on learning process and their discipline. The work of teachers includes preparation of their schemes of work, lesson plan, teaching aids and lesson notes. Schemes of work help to organize teaching more effectively while showing record of topic already covered in systematic and logical manner. Following the series of topic arranged though creativity of subject teacher is needed to teach according to the nature, seasons and environment of the place. Some of the topics are clearly taught during rain seasons example "Pollination" in flowers may need each student to have samples of flowers for each student to understand how flowers reproduce sexually while observing the real thing. Something which need to be well checked during scheme preparation for each topic to allow IQA process to be well understood in school community rather than just preparing without making content checkup something which may cause IQA process to remain as a system set to remind teachers what to do in school as proved by the statement below:

> From my point of view; IQA is a procedure set in school to remind teachers on teaching bases including timetable and how to make sure that students discipline and all school schedules from the morning up to the evening. Means the school timetable is followed including their studies (Frontline Teachers B School 1, 2023).

Words like" *to check the workers specifically teachers if they are working in required educational bases*" provide a clear picture that teachers conception on IQA process in school environment is taken as a tool prepared to make follow up to teachers something which may provide minimum check up to students whom are expected to deliver the predetermined curriculum objectives.

1.3.1.2 Internal Quality Assurers

Internal quality assurer A reported that; IQA conception is based on ensuring that teachers maintain school curriculum standards by measuring the quality through checking the delivery, process, procedures and verifying how learners achieve the predetermined curriculum objectives for better achievement of quality education. In other words, fostering accountability and responsibility of individual teacher in school is within their power. Internal quality assurer A elucidated on the above mentioned conception that:

> To maintain the dignity of quality as the aim of the government, to make sure that pupils receive the quality education starting from classroom, doing standardized examinations compatible with the Competence Based which is within our curriculum so as to rescue their failure in their final examination, allow them to do well and all together pass their exams (Internal Quality Assurer A, School 1; 2023).

On the other side, Internal Quality Assurer B provided the conception of IQA process as an action aiming to make follow up to teachers in order to maintaining educational standards. Making follow up to teacher's means checking their document preparation starting from their scheme, lesson plan, lesson notes, teaching aids, class journals and subject logbook which are all necessary in ensuring curriculum objectives is achieved to learners. Internal Quality Assurer B looks IQA in a level of school as:

> A way of improving education standards in schools which allow IQA team to have ability to make follow-up to teachers on their performance either individually or as a group (Internal Quality Assurer B school 1, 2023).

The findings revealed that teachers did not have detailed information out of teachers emphasis though module of internal quality assurance training (MOEST, 2021) provide numbers of tasks to be performed by internal quality assurers in schools levels so as to understand well the IQA process.

1.3.2 SCHOOL 2

1.3.2.1 Frontline Teachers'

The study revealed the conception of IQA process from Frontline Teacher A and B as a follow up to teachers on teaching and learning process while putting emphasis on making sure that educational government records are well prepared by all teachers in school to allow teaching and learning to take place easily. Frontline Teachers A and B had these to comment concerning the conception of IQA:

> Cooperation and teaching follow-up to teachers who are within the school for the aim of looking the performance of teachers in their tasks (Frontline Teacher A School 2, 2023).

> On my side, IQA is a task given to a teacher or some of the teachers for the aim of ensuring that essential government records or teaching in general follow the required sequence so as to allow students to achieve quality education (Frontline Teacher B School 2, 2023).

Emphasis of frontline teacher A and B while using their words" *making teaching follow-up to teachers"* and "*ensuring that essential government records or teaching in general follow the required sequence*" respectively, provide information how teachers play a big role in the whole process of delivering quality education to students. This starts from understanding the syllabus which provide all the content required to be taught in specific level of education for specific time. The content itself need to be well understood to teachers for easy preparation of their scheme of work, lesson plan, lesson notes, appropriate teaching aids which support the topic and appropriate method and technique of teaching. Moreover, learner centered method during teaching help students to enjoy, share materials and have permanent knowledge on the topic taught hence calling for quality education as well.

1.3.2.2 Internal Quality Assurers

The findings on conception of IQA specifically to internal quality assurer B showed different perception where the woman relate IQA process with the action of "*conducting research"* while aiming to come up with new data and new solution to overcome educational issues. She was showing some facial expression and action words specifically hands but all together aiming to put emphasis on IQA process as a research action. The interview process was as interesting as the interviewee was open as if talking with her fellow teachers something which provided researcher an open space to collect more information related to implementation of IQA. Below is her statement on the meaning of IQA process:

> IQA is the situation of conducting research on academic issues in schools including teaching and other activities but mainly on academic issues. Conducting research means looking on present teachers' challenges and success present. Therefore if there is any challenge in academic issues internal quality assurers conduct research to check challenges in each department and find ways on how to overcome (Internal Quality Assurer B School 2, 2023).

1.3.3 SCHOOL 3

1.3.3.1 Frontline Teachers

Frontline teacher A reported that IQA conception is a way of making follow-up to check the quality of work done in school as well as discipline, school environment and relationship between teachers and students. Frontline teacher B stated while relaying on the same root of ensuring teachers' work in the whole process of teaching and learning as supported by statement below:

> IQA to me, I think is a follow- up on the quality of ongoing work within the school. That apart from academic you cannot teach in classroom without checking the discipline, student environment they live in, and even the relationship between students and teachers (Frontline teacher A School 3, 2023).

The researcher discovered that there were detailed information related to conception of IQA process in school while citing issues related to academic, students discipline, student environment where they live and relationship between teachers and students. The study revealed that some of the words like *student environment they live in,* and *relationship between students and teachers* appeared due to the nature of school itself that being a boarding school might need environmental follow-up and continuous checkup on students discipline especially those staying in hostel. On the other side, the same statement might not reflect the reality to ordinary level students. That is to say, conception of IQA process still relay much on ensuring teachers accountability and responsibility in the whole process of teaching and learning.

1.3.3.2 Internal Quality Assurers

The findings from internal quality assurer A and B on conception of IQA process showed some slightly differences while all relying on making follow-up to teachers on academic issues. Documents required by the teacher in classroom during teaching and learning as stated by internal quality assurer B includes lesson plan, lesson notes and appropriate teaching aids which may help students to understand well the topic. Generally, Internal Quality Assurers A and B understands IQA process as follows:

> To make follow-up on all activities done at school b checking the environment, hostel and timetable management (Internal Quality Assurer A School 3, 2023).

> IQA is the process of making sure that a teacher is in classroom on time and has the entire document required (Internal Quality Assurer B School 3, 2023).

1.3.4 SCHOOL 4

1.3.4.1 Frontline Teachers

Frontline teacher A thought that IQA processes are those people selected to manage educational activities in school. The term "*managing educational activities*" in school was too general for the researcher to understand. Therefore, the man explained that the management is mostly basing on teachers and making sure that they prepare scheme, lesson plan, lesson notes and teaching aids as stated below:

> IQA are people selected to manage the work means education in general and see how it goes on within the institution like school (Frontline Teacher A School 4, 2023).

Frontline teacher B reported that IQA is the unit of teachers responsible for managing education in school as well as other sector like environment and school projects. Also, frontline teacher B insisted that education is the big issues that IQA pay more attention.

> IQA is a division set in schools to manage educational bases and looking other school departments such as environment, school project, but specifically the bigger one in school is education (Frontline Teacher A School 4, 2023).

Despite frontline teacher B conception on IQA process to outline two area including checking the environment and school project still less attention was paid in those issues as supported by the statement "*they will be looking various school divisions such as environment, school project, but specifically the bigger one in school is education*" . Therefore, the study revealed that IQA process in schools relies on making follow up to teachers.

1.3.4.2 Internal Quality Assurers

Internal quality assurers in school 4 reported that IQA means to manage all things that help teachers academically so as to help students to achieve quality education. The study revealed that activities managed in schools includes; preparation of scheme, lesson plan and lesson notes, teaching aids and the use of appropriate techniques during teaching and learning that help to make

the topic well understood to students. More on that, '*students to perform well in their studies*' as stated by internal quality assurer 'B' may need continuous assessment to revise students on the topic taught including test, quiz, exercises, weekly test, monthly test, mid semester examinations and semester examinations that may help to keep them busy academically. Also, statement like '*knowledge which student will be satisfied*' in terms of academic issues was bite ambiguous in a sense that measurement of students satisfaction in academic issues remain on assessment for students to remember what they learnt and perform well in their examination. Meaning that, to verify how student satisfy what have been taught will be obtained through performance obtained either in assessment or various examinations including final examinations. Below is the statement provided by internal quality assurer B saying IQA in school levels means:

> Making management of all activities that help teachers academically from F. I up to F. IV so as to enable students to perform well in their studies and get quality education. To supervise teachers and students. Teachers so as to provide knowledge which student will be satisfied and be able to perform well in examination (Internal Quality Assurer B School 4, 2023).

1.3.5 SCHOOL 5
1.3.5.1 Internal School Quality Assurers
The study collected information on conception of IQA process to two internal quality assurers in school 5. Internal quality assurer A reported IQA as a process as the action of monitoring the quality offered in school. The researcher asked him the meaning of *monitoring the quality* and answered that it relay on ensuring accountability and responsibility of teachers at work including preparing themselves before teaching. The study revealed that the term monitoring the quality does not rely on academic issues only instead monitoring the quality starts from academic skills of the teacher, teaching assignment, teaching experience, professional development, course content, technology, class size, discipline and academic organization. Also, '*quality of schools*' as mentioned by Internal quality assurer A is influenced by numbers of issues including educational content, learning environment, school management, pupils conditions, philosophy of the country, economy, educational institution where students acquire knowledge, processes, outcome and community as proved by the statement below:

> According to my understanding IQA in school means monitoring the quality offered in school (Internal Quality Assurer A School 5, 2023).

On the other hand, internal quality assurer B state that IQA process means making educational activities in school to be done and making sure those students are treated as what institutions are required to go. Educational activities that need to be done in school include teachers preparation before teaching and following school time table to allow lessons and other activities located per day to be well performed. Teachers need to be effective in terms of student's outcome as a result of classroom teaching and quality environment which attract learners to learn as illustrated by frontline teacher B:

> IQA is a task that a person performs to make sure that all educational activities in school are done effectively and students are being treated as institution is required to go (Internal Quality Assurer B School 5, 2023)

2. DISCUSSION
Conception of IQA in all five schools has been relying on managing teachers to ensure their accountability and responsibility of their work. The study revealed that preparation of scheme, lesson plan, lesson notes, teaching aids as well as availability of class journal and subject logbook has been highly observed rather than anything else in each school. This realize that IQA to most of the teachers has been taken as a tool to foster them in their work and they don't think if there are other tasks out of educational issues that IQA deal with. Santos et al, (2015) tells us that clear understanding of IQA process should start from preparation of leadership, policy, strategy and culture, organization, resource and partnerships. The policy will help internal quality assurer's members to follow guideline in conducting their daily practices equally to all teachers. Also, IQA conception is based on setting goals, formulating the current state, identifying support and barriers, developing content standards, process standards, and infrastructure as well as financing standards. Internal quality assurers are the one who implement educational quality standards in schools and find ways to overcome obstacles, checking every quality standards that has been implemented and it's planning (Hidayat, et al., 2017). In addition, Italian people developed clear conception of IQA starting from the team by creating comprehensive internal quality assurance committee comprising of:- Three teachers from within the school, An external evaluators (A teacher and a head from another school), Two parents representative, one representative student and additional external evaluators who are still teachers but from different schools where all these outsiders helped to improve educational system through their challenges. Also, student who returns the feedback to their fellows may help to raise additional ideas to improve teaching jand learning process (European Commission, 2018). It should also be taken into account that the main players of IQA are teachers who are adults while characterized by self- motivation, self- direction, self- confidence, self-awareness and learning through problem solving as explained by Andragogy theory (Tylor & Hamdy, 2013). Teachers should clearly know what IQA mean starting from the beginning and this is what conception theory by Lev Vygotsky tell us saying 'conception *of metacognition originates from consciousness awareness and concept of sociogenesis may yield much to the one who delegate*

functions and the group who perform the task "(Veer & Valsiner, 1988: 54). Moreover, the Unified Theory of Acceptance and Use of Technology (UTAUT) tells us that performance expectance should focus on individual behavior and acceptance ability to accept the new technology so as to influence effort expectancy which lead to teachers' behavioral changes known as implementation (Venkatesh, et al., 2003). That is to say effort is still needed to ensure conception of IQA process among teachers in school. Having IQA team in school does not mean implementation of IQA in school though the study revealed numbers 43 tasks done by the team but it may become more effective if continuous awareness will be observed.

3. CONCLUSION

As said previously internal quality assurance is a new educational reform which has been implemented in secondary school by the government of Tanzania in 2021. It was something crucial to gain experience on conception of the new reform among teachers who are the implementers. The study discovered that there were 4 members of the team in each school who were appointed by the head of schools without having any awareness on how to run the reform. Also, all head of schools as well as other teachers did not attend seminar. They were running the reform by using their experience and hence providing the meaning of Internal Quality Assurance process relaying on academic issues only while the new reform include knowledge related to academic and non-academic aspects. Due to this, awareness on how to run the new reform is highly needed.

3.1 Recommendation

The study advice educational leaders in all levels and external quality assurers' officers to check how to provide continuous awareness to teachers and provide guidelines on how Internal Quality Assurance is required to be implemented if our aim is to make it effective in schools. Moreover, the government should see how to motivate internal quality assurers' in school as they are performing multiple activities at once compared to other teachers.

Also, the government of Tanzania may see how to review the module of internal quality assurers prepared in 2021 which provide opportunity for the head of school to select and prepare IQA team in school (MOEST, 2021:4) .This was observed as a big obstacle in most of the school passed because of head teacher's status which easily prevented the flow of expression among teachers

Furthermore, School 1 was observed having only one female teacher while the rest teachers 19 of them were men. Female teachers play a crucial role to ensure girls' students get access to learning opportunity specifically during their menstruation. Girls are free to express their issues when they have female teachers. Menstruation had some side effects to most of the students in schools including vomiting, muscle ache, joint pain, headache, abdominal pain, diarrhoea, illness for whole period of menstruation(menstruation cramps), breast pain, lower back pain, mood swings and disorders. All these can be well tackled when female teachers are around. School 1 had the total of 262 who were registered and obtained during the visit whom 88 are boys and 174 are girls something which is not possible for only one female teacher to handle 174 girls' students. On this juncture, the study advice district educational leaders and government to see how to overcome the issue for the sake of ensuring that curriculum objectives are achieved to all for betterment of their life and effective implementation of IQA process in school.

Nevertheless, good conception of Internal Quality Assurance starts from preparing a comprehensive team. The study advice the government to apply Italian style of preparing comprehensive IQA team while using teachers from within and outside the school, two parents and one student who represent others as well as head of school from neighbouring school. This kind of team will help to overcome some of the challenges which are facing most internal quality assurers' at school such as poor acceptance, lack of confidence, self-esteem, multiple activities, lack of time, lack of feedback and lack of democracy which has occurred due to poor involvement of teachers in selection of IQA team.

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