Quality Assurance Supervisory Strategies in Enhancing Academic Performance of Pupils with Special Needs Education in Primary Schools in Arusha Municipality

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Abstract: *The study examined quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education in primary schools. The study employed mixed method research approach with descriptive design. The study was guided by three objectives which are; to identify quality assurance supervisory strategies in enhance academic performance of pupils with special needs education primary schools, to find out whether quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education primary schools and to examine the challenges facing teachers' in quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education primary school. The Findings revealed the quality assurance supervisory strategies in enhancing academic performance include the planning for teaching and learning, assessment and evaluation, methods of teaching, material of instruction and revision of education objectives. However, the challenges facing teachers' use of quality assurance supervisory strategies identified by the study were insufficient materials of 'instruction, poverty, availability of human and material resources, lack of knowledge and awareness, low budget for professional growth and development of teachers, lack of time for revision of educational objectives, problem of transport, and lack of money for infrastructure maintenance. The researcher recommends future studies to focus or to be conducted on the possible measures on the challenges of quality assurance supervisory improving academic performance of pupils with special needs education.*

Keywords: *Quality assurance, Supervisory, Special needs education, Academic performance, Municipality*

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1. Introduction

It can be argued that quality assurance supervisory strategy in Education therefore involves in a broad sense the prevention of quality problems through planned and systematic activities. This prevention strategy concentrates all the attention on the front end of the process-the inputs and changes emphasis to making sure that the inputs are capable of meeting the requirements to the process (Enhancing Customer Loyalty through Quality of Service, 2022). To the contrary, quality assurance supervisory strategies also play a key role in supporting the mutual recognition of upper secondary qualifications and the outcomes of learning periods abroad (TALIS, 2018). Moreover, quality assurance supervisory strategies therefore provide a set of rules which if followed, can provide for more effective ways of operating a viable educational enterprise; it will permit eradication of the demanding nuisance or idiot view of customers, which is pervasive in many other organizations (Hall, 2024). Also, quality assurance supervision improves learning outcomes at its core, with everyone working together to help achieve this goal. It is very important that, as far as possible, the school and community see the whole process as positive and helpful (Munna & Kalam, 2021). Therefore, Teacher's, who provide close-school's support and quality assurance supervisory strategies should also feel that has been conducted fairly, thoroughly, consistently, and respectfully, and that they too can use the findings to support the school's improvement (National Audit Office of Tanzania, 2020).

Recently, In Tanzania it is obvious from the policies that there was no policy specifically targeting education of students with special needs; with most focused-on employment. The attempt made on education is on the national policy on disability through the ministry of labor, youth Development and sports of 2004 (Possi & Milinga, 2017). Despite this commitment the educational system is inaccessible to a large number of children with disabilities. More needs to be done in special need education. There has to be sufficient and appropriate teaching and learning materials, trained teachers and other relevant support services (United Republic of Tanzania, 2016). However, special needs education in Tanzania is not working well due to a number of problems. However, it is noteworthy that as a result of the various policies and acts to date, there are more special and inclusive schools which have increased the enrolment of students with special needs (Ministry of Education, Science and Technology, 2021). Quality assurance supervisory strategies encompass teachers' self-evaluation, external evaluation (including teaching and learning), and the evaluation of pupils' assessments. Also, the quality assurance supervisory strategies experience and the outcomes of the whole school are relevant, practical, focused on its needs, and therefore useful (Fraenkel & Wallen, 2015).

In addition, quality assurance supervisory strategy is vital to create the conditions for facilitating student mobility. To ensure qualitative education in our school system, Mensah, Esia-Donkoh, and Quansah (2020) posits that the following steps can be taken. These include professional growth and development of teachers, selection and revision of educational objectives, material of instructions, methods of teaching and evaluation of instructions. Quality assurance supervisory strategies in teaching and learning processes are an important factor for school academic performance. Through quality assurance supervisory strategies used by the head of schools, teachers and other delegated personnel can be aware of what is going on in the classrooms, teachers' teaching methods or pedagogy and content used in relation to the educational policy, curriculum, lesson plans, syllabus and schemes of work which in turn affects students' academic performance (Chiwamba, 2020). The study was guided by three objectives which are; to identify quality assurance supervisory strategies in enhance academic performance of pupils with special needs education in primary schools, to find out

whether quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education in Arusha Municipality primary schools and to examine the challenges facing teachers in quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education in Arusha Municipality primary school in Arusha Municipality. This study addressed this and examined on quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education in primary schools in Arusha Municipality, Tanzania.

2. Literature Review

2.1 Teacher's use of Quality Assurance Supervisory Strategies

Quality assurance supervisory strategies in teaching and learning processes are an important factor for school academic performance. Through quality assurance supervisory strategies used by the head of schools, teachers and other delegated personnel can be aware of what is going on in the classrooms, teachers' teaching methods or pedagogy and content used in relation to the educational policy, curriculum, lesson plans, syllabus and schemes of work which in turn affects students' academic performance.

Altiriok (2024) conducted research on the principal's perspective in investigating the effect of supervision on teachers' growth in U.S.A. The study sample consisted of 10 high school principals in western Pennsylvania in the United States of America (U.S.A). The principals interviewed felt that supervision could affect teachers' professional growth, but the degree of impact was dependent on the supervision model employed. The schools in this study employed two supervisory models: Walk-through and differentiated models. The walk-through model consisted of observations made during short, unscheduled visits to the classroom. The differentiated model required that the teacher select what they would be

evaluated and how they would be evaluated. Most principals in this study felt that the walk-through model was the most effective method of helping teachers focus on instruction and improve their skills. The teacher's major consideration being the amount of time required to pursue this model effectively. The study recommended that supervision procedures and practices respect the individual differences in teachers and recognize the complex nature of teaching which would not bring greater impact on students' academic excellence.

Chiwamba (2020) assessed principals' supervisory roles for quality assurance in secondary schools. With a view to providing information on the utilization of principals' supervision role in enhancing quality assurance in secondary schools. The study employed descriptive survey design. Target population comprised of principals and teachers in secondary schools in Ondo state and the results showed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work while tasks such as; the provision of instructional materials, reference books, feedback and review of activities with stakeholders were least performed in terms of supervision by many principals in secondary schools.

Similarly, in Tanzania, Mwesiga (2018) conducted a study about the effectiveness of heads of schools in supervising teachers' teaching activities in secondary schools in Kagera region, Tanzania. The study employed convergent parallel design from a mixed research approach. The sample six comprised of 32 schools, 32 heads of schools, 32 academic masters/mistress and 310 teachers. The findings revealed that academic masters had no influence on teachers teaching commitment as the study showed that heads of departments, despite their significance on the subjects they lead, still did not supervise teachers' teaching activities. The study revealed that heads of schools were overwhelmed with many responsibilities out and inside schools, which limited their time.

Therefore, the study recommended that heads of schools need to recognize the importance of heads of departments in secondary school and delegate power of supervisory strategies on teachers working on their subjects and stipulate their roles to enhance effective supervision at the school level. Develop strong techniques and skills as styles to manage effectively headship roles especially supervision of teaching activities in their schools by utilizing effective supervisory strategies that work well in their schools and Ministry of Education. It is also argued that top leaders in education should give full mandate to heads of school to deal with teachers who fail to observe teaching profession without distraction and long process as this would increase accountability to head teachers to deal with teachers upright and not delegate power or responsibility to head of departments in supervisory roles of supervising teachers teaching activities.

Also, Machibya (2017) conducted research on school management factors affecting students' academic performance in community secondary schools in Ludewa District Council, Tanzania. The study found out that poor academic performance in community secondary schools was mainly influenced by school management factors including unequal distribution of schoolworking staff, both teaching and non-teaching, poor planning, organizing and controlling by school management which led to poor supervision in teaching and learning activities.

It is further noted that academic performance of students in community secondary schools was contributed by unavailability of quality sufficient teaching and non-teaching staff in schools. The researcher suggest that school management should ensure availability of school-based plans to conduct clinical quality assurance supervisory strategies of the schools learning and teaching activities as well as the authority responsible for education to ensure sufficient and quality teaching and non-teaching staffs are allocate proportionally to the areas to achieve effective quality assurance supervision strategies for better academic performance generally in the school settings.

2.2 Challenges Facing Teachers in Quality Assurance Supervisory Strategies

In implementing the contribution of quality assurance supervisory strategies in any primary schools, various challenges hinder real practices of what is intended. For that sense, quality of education is declining now and then due to number of various aspects. A study found out in South Africa that quality assurance practices in schools face a lot of challenges which include short time, unavailability of transport, frames and shortage of assessment tools, hence this accelerates poor students' academic performances (Sibuyi et al, 2024). Therefore, teachers face many challenges in enhancing pupils' academic performance but in the study, it has shown how teachers face challenges in enhancing academic performance of pupils with special needs education.

In Kenya, some of challenges facing teachers in supervisory strategies in enhancing academic performance are inadequate and, consequently, it does not meet the needs of schools, teachers, and heads of schools, students and parents due to under staffing of supervisors. Also, there is a lack of sufficient time for adequate and meaningful quality assurance supervisory strategies (Kasanda, 2015).

Moreover, he argues that quality assurance supervisory strategies, especially in rural areas, have been frustrated by the lack of essential facilities, such as support staff for school supervisors, funds, clerical services and equipment. The recurrent lack of support staff for school supervisors and equipment also made it difficult for the supervisors to prepare meaningful reports. This may directly affect in enhancing special needs academic performance in Arusha Municipality if at all were encountered.

In Tanzania there are numbers of challenges facing teachers in quality assurance supervisory strategies in enhancing academic performance, which hinder its effectiveness in supervisory strategies. The ministry of Education, Science and Technology (2021) founded out that in the department of school supervisor, there were inadequate personnel; lack of transport; inadequate office space; equipment; lack of knowledge and awareness and housing were some of the challenges that school supervisors face in Tanzania. Such challenges created a condition that a school is supervised once every two years. There was little supervision that had been done each year from 2004/05 up to 2008/09.

Furthermore, Tarimo (2024) conducted a study about the role of school inspection in improving academic performance in community secondary in Kahama Tanzania and the study adopted a descriptive case study design. The researcher recommended that school inspection was not effective in improving students' academic performance due to many challenges that inspectors faced like; lack of the authority to punish teachers who fail to adhere to the way they should teach, transport problems, shortness of inspectors as compared to the number of schools and poor budget. All this made the school inspection does not deliver as it was supposed. It was concluded that school inspection had not improved academic performance because it was not done at all and that when done its recommendations were not worked upon such that schools continued to perform poorly, thus, academic performance in community secondary was very poor. Concurrent to this experience from reports and past studies have shown limited school inspectorate studies in Tanzania also contribute to poor quality education.

Muya & Ngirwa (2022) assed the understanding and improvement in quality of education in secondary schools in Tanzania; the study established that schools in Tanzania were facing a lot of problems that lowered the quality of education in schools. These included

the schools going uninspected for many years and lack of teacher professional development hence students' failures and this was proved through massive failure in the 2010 form four examinations.

This means that if schools remained without being supervised as well as not improving the teachers' skills in terms of training for a long period in Arusha Municipality; academic performance of pupils with special needs education would be poor. This is something that every individual with passion in education for special needs to look at keenly.

3. Methodology

3.1 Research Design

This study employed descriptive research design. Descriptive research design is used to provide a picture of situation as it naturally happens. It may be used to justify current practice, make judgment and develop theories. In addition, descriptive research design is used since it involves the collection and analysis of both qualitative data and quantitative data at the same time (Aggarwal & Ranganathan, 2019). It may be used to justify current practice, make judgment and develop theories. This design was useful in collecting qualitative and quantitative data, by its ability to collect in-depth information of phenomenon of interest through used questions. Descriptive design allowed researchers to choose the types of questions that generate that fulfilled the intent of the study.

The design enabled the researcher to know the current level of supervisory strategies and challenges of supervisory strategies of quality assurance in enhancing academic performance of pupils with special needs education. For purposes of this study, the design was used to examine the quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education in primary school in Arusha Municipality, Arusha region.

3.2 Population

According to Brown and Green (2015) population refers to the totality of any group of units, an institution or thing which have one or more characteristics in common that are interesting to the research. Also, a target population can be defined as a certain group of the population that shares similar characteristics and is identified as the intended audience for research (Creswell and Creswell, 2022). The targeted population of this study included Head of Schools, Academic teachers and Teachers in Arusha Municipality. According to the primary school's statistic and logistics of Arusha Municipality (2022), the 2 Head of school, 2 Academic Teacher and 10 Teachers targeted population. The researcher selected this category because it comprised of the major composition of quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education in school. The targeted population chosen provides valid data regarding the challenges they encounter on quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education.

3.3 Sampling techniques and procedures

Sampling is the act, process or technique of selecting a suitable sample or a representative part of population for the purpose of determining characteristics of the whole populations (TUMA Research Manual, 2017). In this study, simple random sampling and purposive sampling was used to select sample size from the target population under the study. Such a sample involved Head of Schools, Academic teachers and Teachers. Through using this technique, the researcher was able to collect data that addressed the research problem.

3.3.1 Purposive Sampling

According to Creswell and Creswell (2022) the research hand-picks the cases to be included in the sample the basis of judgment of their typical or possession of the characteristics being sought. The researcher used purposive sampling technique to sample 2 Heads of Schools and Academic teachers. These respondents were selected purposively by virtue of their positions and roles.

3.3.2 Simple Random Sampling

The study applied simple random sampling where each member of the population under study had an equal chance of selecting and the probability of a member of the population being selected was unaffected by selection of other members of the population. Therefore, every case of the population has been an equal probability inclusion in sample (Haute, 2021). The researcher used this technique when selecting teachers to participate in this study randomly. Thus, it gave equal chance for participants being selected.

3.3.3 Sample size

Sample size is a count of the individual samples or observations in any statistical setting, such as a scientific experiment. In any research, domain sample size is needed particularly when we cannot study the whole population. The characteristics of samples such as sample size, diversity, representatives as well as accessibility depend on the research approach, design and purpose of the study (TUMA Research Manual, 2017). Thus, sample that used in examine of quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education are the sample of all group of participants drawn from population in getting the information to arrive at a conclusion.

Table 1: Sample Composition of the Research Participants

S/N	Category of Respondents	Frequency
1	Teachers	10
2	Academic teachers	2
5	Heads of school	2
Total		**14**

3.4 Data Analysis Method

This study used descriptive statistical analysis and thematic analysis. Descriptive statistical analysis because in mixed method, descriptive analysis allowed the researcher to provide another context or a richer picture or enhanced representation in which examine the impact of disciplinary action. The study included frequencies, percentages, tables and figures. Descriptive analysis helped to summarize the overall trends in data of the study, provide an understanding of how varied scores might be, and provide insight into where one score stands in comparison with others. The study also employed thematic analysis. The data were organized in two columns that are environments columns of data and codes of impact of managing staff discipline on teacher's job commitment and performance. Where codes arranged according to the objectives of the study. When coding was completed, the researcher categorized together the codes that share similar meaning into sub-themes. Sub themes with a similar broad meaning are put together into themes.

3.5 Ethical Considerations

In this study, ethical considerations observed includes; the research participants guaranteed secretively of the information they provided, be kept, and uses confidentially in this work only, research participants were not willing to provide information if they were not assured of the confidentiality of the information they provided, for the right of privacy, secrecy used to avoid reference of study subjects. Also, ensure confidentiality the names of sample teachers who provide information were not mentioned. The information collected was kept safe in such a way that unauthorized a person would not be able to access it.

4. Results and Discussion

4.1 The Extent of Teachers Use of Quality Assurance Supervisory Strategies

The extent of teachers' use of quality assurance supervisory strategies filled questionnaires to give their comment about the extent of teachers' use of quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education. Findings from respondents were summarized and presented as follows.

Table 2: The Extent of Teacher's Use of Quality Assurance Supervisory Strategies

	Min	Max	M	Std. Deviation
Planning for teaching and learning	4	5	4.75	.452
Assessment and evaluation	3	5	4.58	.669
Methods of teaching	4	5	4.92	.289
Material of instruction	4	5	4.58	.515
*Professional growth and development of teacher	3	5	1.17	.389
Revision of education objectives	2	5	4.00	1.044
The Extent of Teacher's Use of Supervisory Strategies N=12	**3.30**	**5.00**	**4.00**	**0.559**

Source: Field Data, (2022)

Within the five-point ranges, two bisecting scores were used to make the analysis clear as suggested by Gay and Airasian (2013); these mean scores were (3.00–1.00) and (5.00-3.01). Thus, quality assurance supervisory strategies that enhance academic performance of pupils with special needs education was analyzed based on the responses of the respondents. The remark reached upon the mean value, whereby a mean value between 3.00>1.00 were considered not at all and from 5.00>3.01 were considered large extent. Findings from teachers are presented as follows.

Findings in Table 2. show that, the mean extent of teacher's use of quality assurance supervisory strategies that enhancing academic performance of pupils with special needs education is 4.00 and standard deviation is .559, which according to the scale of interpretation; it ranged between 5.00>3.01 that large extent of teacher's use of quality assurance supervisory strategies of quality assurance that enhancing academic performance of pupils with special needs education. Teachers tended to agree with

statements measuring the large extent of teacher's use of quality assurance supervisory strategies in enhancing academic performance to pupils with special needs education.

The following statement received a low mean for the extent of teacher's use of quality assurance supervisory strategies in enhancing academic performance. For example, the statement such as 'professional growth and development of teacher's' received a mean of 1.17 and standard deviation is .389, which according to the scale of interpretation it is 3.00>1.00, that is, teachers tend to disagree with the statement. This statement is small extent stated teachers tended to small extent with the statement.

The findings from the study indicated that, the extent of teachers' use of quality assurance supervisory strategies in primary school in Arusha Municipality, towards enhancing academic performance of pupils with special needs education. Therefore, the extent of teacher's use of quality assurance supervisory strategies in academic performance was also perceived very.

373

The findings tend to suggest that quality assurance supervisory strategies help in enhancing academic performance. The following were the findings.

4.1.1 In Planning Teaching and Learning

The findings from the study showed that quality assurance supervisory strategies are a major tool used by schools to improve the standards and quality of special needs education. It was clear from the interview that it seems to be mentioned by heads of schools as something that tends to use quality assurance supervisory strategies in enhancing academic performance. For example, one head of school said that:

"We use quality assurance supervisory strategies such as planning teaching and learning, the teacher doing this when prepare the plan for subject to fulfill the aim in enhancing academic performance of pupils" (interview with head of school from Koji (pseudonym) on 14th March 2022).

Also, through quality assurance supervisory strategies teachers used in planning in teaching and learning help to improve teachers on update of knowledge and awareness. However, through supervisory strategies like professional growth and development, teachers help identify new current needs for pupils by planning in teaching and learning. One head of school said that:
"It has been a great incentive for teachers when they have the opportunity to develop themselves or get short training to know how to plan various things in teaching and learning" (interview with head of school from Maboki (pseudonym) on 18th March 2022).

4.1.2 In Method of Teaching

The findings from the study showed that quality assurance supervisory strategies are a major tool used by schools to improve the standards and quality of special needs education. This is because these supervisory strategies enable the teacher to access seminars and workshops that show new and better teaching methods also give the teacher the opportunity to meet people to share experiences in teaching methods. One head of school said that.

"There is a procedure of seminar and workshops for teachers in matter related to teaching methods to be a reminder and empowerment and even when they do we provide room for teachers to participate" (interview with head of school from Koji (pseudonym) on 14th March 2022).

4.1.3 In Assessment and Evaluation

The findings from the study showed that quality assurance supervisory strategies are a major tool used by schools to improve the standards and quality of special needs education. Through these strategies it leads teachers to identify different methods of assessment and evaluation for pupils to determine the progress of pupils. One head of school said that:
"We receive a wide variety of pupils, so we have a system to use a variety of methods in assessment and evaluation for pupils to facilitate promotion" (Interview with head of school from Maboki (pseudonym) on 18th March 2022).

4.2 Challenges Facing Teachers in Supervisory Strategies

This part presents the findings gathered from the respondents on challenges facing teachers in quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education in Uhuru and Meru primary schools in Arusha Municipality. Teachers filled the questionnaires to indicate their level of agreement on the challenges facing teachers in quality assurance supervisory strategies in enhancing academic performance.

The teachers' questionnaires were prepared with five-point Likert scales ranging from strongly agree (5) to strongly disagree (1). These mean scores were the mean range of (3.00-1.00) and mean range of (5.00-3.01). Thus, participants' responses on challenges facing teachers in quality assurance supervisory strategies in enhancing academic performance were analyzed based on the mean score responses. The remark reached upon the mean value, whereby a mean value between 3.00 >1.00was considered disagreed and from 5.00>3.01 was considered agreed. Findings from respondents for the third objectives are presented as follows:

Table 3: Challenges Facing Teachers in Supervisory Strategies

	Min	Max	M	Std. Deviation
Lack of knowledge and awareness	1	5	3.08	1.564
Insufficient materials of instruction	2	5	4.25	1.138
Low budget for professional growth and development of teachers	1	5	3.75	1.422
Poor methods of supervision	1	4	3.00	.953
Lack of time for revision of education objectives	2	5	3.50	1.168
Policy of education	1	5	3.92	1.443
Training and supervising Para-professions	2	5	4.00	1.044
*Scheduling	1	5	2.92	1.311
Collaborating with general education teachers	1	5	3.25	1.603
Non-instructional responsibilities	1	5	3.17	1.528
Dealing with multiple disabilities	1	5	4.00	1.348
Professional isolation	1	5	4.00	1.477
Attitude of society	1	5	4.00	1.477
Poverty	1	5	4.25	1.215
Lack of proper understanding of the concept of special needs education	1	5	3.42	1.443
Insufficient government leadership	2	5	3.42	1.165
Availability of human and material resources	1	5	4.17	1.115
CHALLENGES FACING TEACHERS IN SUPERVISORY STRATEGIES N=12	**1.23**	**5.00**	**3.65**	**1.316**

Source: Field Data, (2022)

Findings in table 3 show that the mean challenges facing teachers in quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education was 3.65 and standard deviation was 1.316, which according to the scale of interpretation ranges 5.00>3.01, that is agree. Teachers tend to agree with statements on challenges facing in supervisory strategies of quality assurance in enhancing academic performance of pupils with special needs education in primary schools.

The statements 'in school have Insufficient materials of instruction when enhancing academic performance of pupils and poverty for teachers' had the highest means of 4.25 and 4.25, respectively. The teachers agreed to these statements showing the challenges facing teachers in supervisory strategies of quality assurance towards enhancing the academic performance of pupils with special needs education.

The findings under this research objective were challenges that have been shown by the

participant in majority leading to failure to identify or use supervisory strategies in enhancing academic performance of pupils with special needs education. The following were the reported challenges.

4.2.1 Insufficient Materials of Instruction

Insufficient materials of instruction lead to teachers failing to fulfill their responsibilities. Thus, leading teachers fail to apply supervisory strategies in terms of teaching and making pupils do well and achieve the goals. One head of school said that;

"The challenges are many but the reason for decline in teachers' efficiency is the lack of resources to serve pupils with special needs" (interview with head of school

from Koji (pseudonym) on 14th March 2022).

4.2.2 Poverty

Poverty is the state of not meeting the basic needs to bring development to an individual or society. So, teachers have been challenged by poverty by failing to meet the basic needs of self-development in their professions and leading to knowledge decline. One head of school said that:

"Here at school, teachers have not been very careful to volunteer to go various courses because of the economic constraints so it leads to a very small number of affordable" (interview with head of school from Koji (pseudonym) on 14th March 2022).

4.2.3 Attitude of Society

Attitude led to dimming or success of various things in society and in society there are two types of attitudes such as positive attitudes and negative attitudes. In the case of pupils with special needs education, they have a challenge of negative attitude towards society. They have been considered as pupils who are not wanted and are not trusted to them, they can do what others are like and more by locking them in, not giving them the needs of education, the freedom to listen to them etc. In terms of teachers, society's attitude has also been negative as they have been considered that they are wasting time on pupils who are not harmful to development. One head of school said:

"In the society we have two types of people positive and negative but in the case of people with special needs they have been looked at in a negative way from managers, executives to pupils and this has led to a small struggle to give them a chance" (interview with head of school from Maboki (pseudonym) on 18th March).

4.2.4 Policy of Education

On policy of education for Tanzania, it is equal for all people and gives the right to give all pupils education without discrimination. But there have been challenges in the implementation of the policy of education by providing facilities for pupils with special needs and making the policy remain on paper and not implemented in practice to help pupils with special needs. One head of school said that:

"In the policy of education there is no problem in giving priority to those with special needs, but there is a problem in the implementation as we lack an enabling environment to achieve the goals" (interview with head of school from Koji (pseudonym) on 14th March 2022).

4.2.5 Low Budget for Profession Growth and Development of Teachers

In education, the growth and development of its employees is important because every day many issues change based on society's political, economic, cultural and social aspects. On the part of teachers who manage pupils with special needs, there has been a challenge of having a small budget to grow and develop

to match the needs in society for teachers. Motivation has been low seeing that the costs of self-development lead to dimming their economy and forgetting to promote and develop the teaching profession One head of school said that;

"On the part of us teachers, we have many challenges on the economic side because of the needs, so it leads to not getting enough budget on the issue of growing and

developing as it belongs to minority" (interview with head of school from Maboki (pseudonym) on 18th March 2022).

On other hand, heads of schools were interviewed while teachers were also requested to write down other challenges faced teachers use in supervisory strategies enhancing academic performance. Summary of the findings are presented in figure 1.
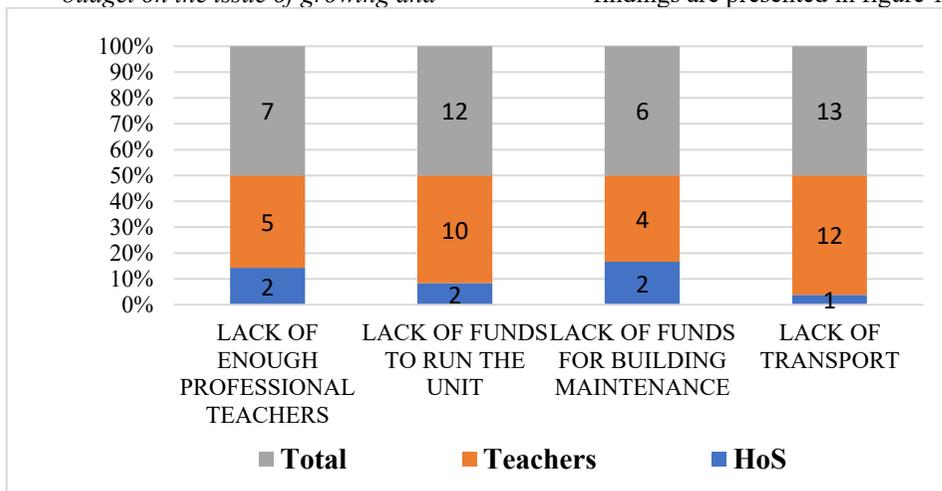

Figure 1: Heads of schools and Teacher's responses on challenges facing teachers in supervisory strategies (n=14)
Source: Field Data, (2022)

Findings in Figure 1 indicate heads of schools (HoS) and teachers' responses on challenges facing teachers in supervisory strategies of quality assurance in enhancing academic performance. Respondents opined that; the major challenges faced by teachers' quality assurance supervisory strategies enhancing academic performance in the study area include Lack of enough professional teachers (71.4%), lack of funds to run the unit (83.3%), lack of funds for infrastructure maintenance (66.7%) and lack of transport (92.3%).

The findings showed that there were other challenges that have been shown by the participant leading to failure to identify or use supervisory strategies in enhancing academic performance of pupils with special needs

education. The following were the reported challenges:

4.2.6 Lack of Enough Professional Teachers

The finding showed that schools have experienced a shortage of professional teachers to help pupils with special needs. There is a need to help pupils to improve the same number of teachers as the needs of the pupils, but not to have teachers in number but to have teachers with professional teachers. One head of school said that:

"Here at school, we have a shortage of professional teachers to help pupils, so those present are overwhelmed with responsibilities" (interview with head of

school from Koji (pseudonym) on 14th March 2022).

4.2.7 Lack of Funds to Run the Unit

The finding showed that there is a lack of funds in running various activities to run a unit of special needs. This has been preventing failures to improve the academic performance of the pupils as well as providing them with their essential needs so that they can achieve their goals. One teacher said that *"Another challenge is related to the limited funding available to run the unit and the needs of pupils in empowering them to do better academically"* (teacher requested to write down other challenges school Maboki (pseudonym) on 18th March 2022).

4.2.8 Lack of Funds for infrastructure Maintenance

The findings showed that infrastructure is an important factor in contributing to the development of pupils' academic performance. But it has been more challenging in conducting activities to get a pupil to do well in academic performance. One head of school said that;
"The issue of infrastructure has been emerging especially buildings and desks to help pupils with special needs has been very troubling and making it impossible to achieve pupils' goals" (interview with head of school from Koji (pseudonym) on 14th March 2022).

4.2.9 Lack of Transport

The finding showed that unit transport has been causing some study trips for pupils with special needs to fail and make it one long area for learning because of the cost being higher than having unit transport. This leads to failure to enable the pupil to do well in academic performance. One head of school said that;

"We have been struggling to involve parents in pupils study trips, but it has been a small number of parents who can afford the cost and fail to go because we do not have unit

transportation" (interview with head of school from Koji (pseudonym) on 14th March 2022).

These findings imply that, there were challenges faced by teachers when quality assurance supervisory strategies in enhancing academic performance in the study area. These challenges together contributed to unsuccessful and ineffective quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education.

4.3 Discussion

The following is the discussion of the extent of teachers' use of quality assurance supervisory strategies and challenges facing teachers in quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education.

4.3.1 The Extent of Teacher's use of Quality Assurance Supervisory Strategies

The findings reveal that the extent of teachers' use of quality assurance supervisory strategies and challenges facing teachers in enhancing academic performance, these activities enhancing academic performance of pupils with special needs. Therefore, the research findings suggested that the extent of teachers' use of quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education, hence, when they used in teaching and learning activities for teachers, they lead to helping pupils with special needs to academic performance.

4.3.2 Planning Teaching and Learning

The findings from the study showed that quality assurance supervisory strategies are a major tool used by schools to improve the standards and quality of special needs education. Quality assurance supervisory strategies in planning attempts to establish the

future picture of teaching and learning provision in an institution and identify means of realizing it (National Audit Office of Tanzania, 2020). It would consider changes, both internal and external, which could affect the delivery of learning and teaching (Munna & Kalam, 2021). These findings imply that, the planning for teaching and learning with regards to quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education in primary schools in Arusha Municipality. These findings are partially supported by Kambuga and Dadi (2015) that quality assurance strategies have long been and still was a major tool used by the Ministry of Education, Science and Technology (MoEST) to improve the standards and quality of education with the purpose of enhancing support to teachers to improve the quality of teaching and learning at all levels of education.

However, research findings noted that the planning for teaching and learning may build upon an assessment of the risks facing the provision such as changing preparation of pupils in schools, available resources (including retirements), changes in numbers of applications, the external fundings regime, and new directions in the study of the subject. Mensah, Esia-Donkoh, and Quansah (2020) posits that planning teaching and learning has a tremendous effect on knowledge acquisition, planning in the realm finds expression in seeking the relevant finds expression in seeking the relevant sources of information, the utilization of the sources of information. (Munna & Kalam, 2021) posits that planning enhances teaching and learning among schools' students and teachers, such that planning directs the speeds and methods of teaching and determines the extent to which meaningful learning would be achieve.

Moreover, the research findings show the planning for teaching and learning is both visionary and pragmatic, engaging a wide range of actors in defining education's future and mobilizing resources to reach its goals. Through quality assurance supervisory strategies teachers used in planning in teaching and learning help to improve teachers on update of knowledge and awareness. Therefore, through quality assurance supervisory strategies like professional growth and development helps teachers identify new current needs for pupils by planning in teaching and learning.

4.3.3 Method of Teaching

The findings from the study showed that quality assurance supervisory strategies are a major tool used by schools to improve the standards and quality of special needs education. Choice of method of teaching depends on what fits your educational philosophy, classroom demographic, subject and school mission statement (Nilson, 2016). Method of teaching comprises the principles and methods used by teachers to enable pupils to learn. These quality assurance strategies are determined partly by subject matter to be taught and partly by the nature of the learner. Also, research findings noted that the method of teaching suggests that design and selection of method of teaching must consider not only the nature of the subject matter but also how pupils learn (Olugbenga, 2021). This is since these quality assurance supervisory strategies enable the teacher to access seminars and workshops that show new and better teaching methods also give the teacher the opportunity to meet people to share experiences in teaching methods.

4.3.4 Assessment and Evaluation

The findings from the study showed that quality assurance supervisory strategies are a major tool used by schools to improve the standards and quality of special needs education. In assessment can be obtained from directly examining pupils work to assess the achievement of learning outcomes or can be based on data from which one can make inferences about learning (Brown, 2018). Also, the research findings argued that assessment established measurable and clear pupils learning outcomes for learning, should provide

sufficient amount of learning opportunities to achieve these outcomes, implementing systematic evidence to determine how well pupils learning matches expectations and using the collected information to inform pupils improvement with special needs learning.

Furthermore, educational institutions usually require evaluation data to demonstrate effectiveness to funders and other stakeholders, and to provide a measure of performance for pupil's purposes (World Bank, 2021). Through these quality assurance supervisory strategies, it leads teachers to identify different methods of assessment and evaluation for pupils to determine the progress of pupils.

4.4 Challenges Facing Teachers in Supervisory Strategies

Similarly, the study findings which explained that there were challenges facing teachers leading to failure to identify or use supervisory strategies in enhancing academic performance of pupils with special needs education. The findings concur with the studies conducted by Mupa and Chinooneka (2015) in assessing, pointed out many problems experienced by teachers including: Insufficient materials of instruction, lack of human and material resource, attitude of society, professional isolation and inadequate professional training.

4.4.1 Insufficient Materials of Instruction

The findings from the study showed that insufficient materials of instruction lead to teachers failing to fulfill their responsibilities. The findings concur with the studies conducted by Mwesiga (2018). Who pointed out many problems experienced by teachers including insufficient materials of instruction. Thus, leading teachers to fail to apply supervisory strategies in terms of teaching and making pupils do well and achieve the goals.

4.4.2 Attitude of Society

The findings revealed that Attitude led to dimming or success of various things in society and in society there are two types of attitudes such as positive attitudes and negative attitudes. In the case of pupils with special needs education, they have a challenge of negative attitude towards society. The findings concur with the studies conducted by Munna and Kalam, (2021). in assessing, pointed out many problems experienced by teachers including attitude of society. They have been considered as pupils who are not wanted and are not trusted by them, they can do what others are like and more by locking them in, not giving them the needs of education, the freedom to listen to them etc. In terms of teachers, society's attitude has also been negative as they consider that they are wasting time on pupils who are not harmful to development.

4.4.3 Policy of Education

The findings from the study showed that there have been challenges in the implementation of the policy of education by providing facilities for pupils with special needs and making the policy remain on paper and not implemented in practice to help pupils with special needs. The findings concur with the studies conducted by Mupa and Chinooneka (2015) in assessing, pointed out many problems experienced by teachers including policy of education. The policy of education for Tanzania, it is equal for all people and gives the right to give all pupils education without discrimination.

4.4.4 Lack of Enough Professional Teachers

The finding showed that schools have experienced a shortage of professional teachers to help pupils with special need. There is a need to help pupils to improve the same number of teachers as the needs of the pupils, but not to have teachers in number but to have teachers with professional teachers. The finding is in line with the study conducted by Mwesiga (2018) who noted that the work of

the teachers was hampered by lack of knowledge and awareness. This was mainly due to lack of training for teachers pre-service and in-service. There was also inadequate professional training. Always changes require training teachers as well. Therefore, due to lack of professional training, it is termed as an obstacle to both supervisory strategies and academic performance of pupils with special needs education. Although several teachers attended the training, others had no opportunity to attend.

4.4.5 Lack of Transport

The finding showed that unit transport has been causing some study trips for pupils with special needs to fail and make it one long area for learning because of the cost being higher than having unit transport. The findings concur with the studies conducted by Barrett, Treves, Shmis, Ambasz, and Ustinova (2019) noted that the work of the teachers in quality assurance strategies faced with a problem of transport, and lack of money for building maintenance. When pupils visited the different schools while implementing their study tours, they found out that these challenges were negatively impacting on improving students' academic performances. In connection with this, teachers failed to acquire required results due to such challenges, something that becomes a hindrance to the quality assurance officers in pursuing their intended objectives. These findings are in line with those of Mwesiga (2018) who founded out that the quality assurance and standard face different challenges such as lack of transport.

5. Conclusion and Recommendations

The researcher conducted this descriptive study to contribute the quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education. The results of the study would expand the current understanding of the quality assurance supervisory strategies towards improving academic performance of pupils

with special needs education in primary schools. There are results showing the challenges facing teachers in quality assurance supervisory strategies in enhancing academic performance like Insufficient materials of instruction, lack of human and material resource, attitude of society, professional isolation and inadequate professional training; however, the findings indicated that quality assurance supervisory strategies had a great influence of teachers in enhancing academic performance of pupils with special needs education. Also, the supervisory strategies to be used to enhance academic performance of pupils with special needs education such as teaching, assessment, and evaluation in enhancing academic performance.

The study findings also recommend that quality assurance supervisory strategies had an influence on teachers for the pupils to perform well academically. This is because quality assurance supervisory strategies in any academic institution require teachers who are willing to share their value, vision, competence and influence with pupils with special needs education to improve academic performance. Teachers can support change by sharing responsibilities through interactions.

Moreover, the researcher recommends that quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education, they are required to give teachers chance for professional growth and development. Such a system could help teachers remain updated on the policies, curriculum, teaching and learning methodologies and will be implemented thoroughly something that will affect academic performance of pupils with special needs.

From the study the researcher recommended future studies to focus or to be conducted on the possible measures on challenges of quality assurance supervisory improving academic performance of pupils with special needs education. The researcher also suggests that future studies should be conducted on how

quality assurance supervisory strategies in enhancing academic performance of pupils with special needs education in various levels of education such as secondary, college and universities levels. Lastly, the researchers suggest similar study in other areas in Tanzania could be conducted. This is important for comparative analysis. The findings for further studies may generalize the findings of the current study.

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