

EXTENSIVENESS OF DISTRICT SCHOOLS QUALITY ASSURANCE OFFICERS' FEEDBACK IMPLEMENTATION ON COMMUNITY INVOLVEMENT IMPROVE THE QUALITY OF PUBLIC PRIMARY SCHOOL EDUCATION IN KILIMANJARO REGION, TANZANIA

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ABSTRACT

The study assessed the extensiveness of district schools' quality assurance officers' feedback implementation on community involvement improve the quality of public primary school education in Kilimanjaro region, Tanzania. The study was guided by the Total Quality Management Theory. The study employed a convergent design using the mixed methods approach. The study used proportional stratified random sampling techniques, total purposive sampling techniques, and stratified random sampling techniques to draw a sample from a targeted population of 7,781. This study included a sample of 772, comprising 95 head teachers, 480 primary school teachers, 190 internal schools' quality assurance team members, and 7 district chief schools' quality assurance officers. The researcher used questionnaires and interview guides for data collection. Research experts in educational planning and administration from MWECAU determined the validity of quantitative and qualitative instruments. The pilot study involved 56 teachers, four (4) head teachers, eight internal SQATMs, and 2 DCSQAOS. The researcher assured the reliability of Likert scale items in quantitative instruments through Cronbach's Alpha Coefficient, and the outputs were 0.879, 0.941, and 0.889. Data were analyzed using descriptive statistics and thematic analysis. The study concludes that implementing the feedbacks made by DSQAOS enhances community involvement in improving the quality of instruction in public primary schools. The feedback implementation of DSQAOS contributes to the safety and protection of students by developing and enforcing rules and guidelines that promote a secure learning environment. The study recommends that there should be establishment of committees that include parents, local leaders, and educators to regularly discuss feedback from DSQAOS. Set up a system to monitor the implementation of feedback and evaluate its impact on student safety and learning outcome and implementing of a system to monitor feedback application as well as to uphold accountability and openness, inform the community on a regular basis about progress.

Keywords: Community, Feedback, Public Primary Schools, Quality Assurance, Quality Education.

1. INTRODUCTION

Education has been globally perceived as one of the most powerful instruments for development, reducing poverty, improving health, and enhancing gender equality, peace, and stability among individuals and nations (Nikou and Aavakare, 2021). The most effective means of achieving sustainable development goals is solely quality education, as clearly proclaimed in the United Nations through the Agenda 2030 and in Goal (4) of the Sustainable Development Goals (SDGs). Quality education is that providing and creating learning environment to students in which one can capable to apply learned knowledge in day-to-day life and interacting with the surrounding environment. Quality education has long been a focus on the education reform agenda in China. China has made great achievements in education development, which has contributed tremendously to reducing poverty and boosting prosperity in the past decades (Gao et al, 2019). Education in Malaysia is under the responsibility of the federal government and all educational matters are under the jurisdiction of the Ministry of Education (MOE). It is a centralized system with common curricula and examination systems throughout the country. At the federal level, MOE translates the National Educational Philosophy (NPE) into educational policies, plans, programs, and projects in accordance with the national aspirations and objectives that co-ordinates the implementation (Haron et al, 2022).

Poor quality of primary education is a serious matter because primary education is the only formal education that most of today's African children can ever. The state of Nigerian education is faced with myriad challenges. In 2023, UNICEF reported that 75% of children aged 7-14 lack basic literacy and number skills. The World Economic Forum ranked Nigeria's quality of primary education at 120th and its quality of tertiary education at 117th out of 137 countries in 2017/2018. Tunisia has successfully addressed issues of access to schooling, having achieved universal primary education and gender parity more than two decades ago, but the quality of education has suffered and students need to be supported in developing strong foundational skills (World Bank, 2018). In Kenya, The National Government is consistently working with County Governments in standardizing quality assurance to ensure children in all counties access quality childcare and education.

Quality education is a basic human right to every Tanzanian. The Curriculum for Primary Education is prepared by considering that education equips the pupils to acquire necessary competencies for survival and adaptation in a fast-changing world. The curriculum document elaborates the provision of primary education as stipulated in the Education Act of 1978 and the guiding philosophy of education. In this document, educational goals, learning areas, and competencies expected to be acquired by pupils in each learning area are explained. Primary schools, as the foundation of the entire education system, need expert teachers who are well-equipped with teaching skills and motivated and eager to help pupils achieve their academic goals. The DSQAOs are expected to make periodic critical analyses of the quality of teaching and learning processes from the pre-primary level to secondary schools to ensure the attainment of quality education as stated in SDG goal number 4 on quality and sustainable education.

The Tanzania Government emphasized the importance of education shortly after its independence in 1961 by defining her philosophy through the Arusha Declaration of 1967. Tanzania established Education for Self-Reliance (ESR) as its philosophy, which was expected to

be a response to the colonial systems of education, which, by then, was typically inadequate, inappropriate, and unsuitable for Tanzanian needs. A school inspection system was introduced to ensure that this philosophy is implemented properly in schools. The school quality assurance system in Tanzania has transformed the School Inspection System (SIS), which was operated in Tanzania since 1978 (under the Education Act of 1978 section 42), up to 2017. School Quality Assurance System, an alternative to the School Inspectorate, worked hand in hand with the Tanzania Institute of Education (TIE) and National Examinations Council (NECTA) to design and develop an internal and external quality assurance framework.

The introduction of a quality education inspectorate system followed the failure of the school inspectorate system to meet the government's expectations because the system was a faultfinding system and was not meant to improve quality. Tanzania started redefining quality and designing other forms of ensuring school quality through District School Quality Assurance (DSQA) and control. The School Quality Assurance was intended to promote, support, and impart agreed quality standards for all aspects of school life to ensure acceptable standards and evaluations (Namara and Pettee, 2021). The Curriculum for Primary Education was reviewed in 2015 to meet the demands of the Education Act of 1978 as amended in 2002, the Education and Training Policy of 1995 and its revised version of 2014, the Education Sector Development Programme (1999-2009), and the Tanzania Development Vision 2025.

The DSQAOs are entrusted with ensuring that curriculum implementation is accomplished in a smooth way that would bring about reasonable results. The competency-based curriculum (CBC) emerged as a prominent approach in Tanzania in 2005 to prepare students with inquiry minds who have creative and employability skills and can perform different responsibilities. The role of the District School Quality Assurance is to closely monitor and evaluate the quality of implementation of the CBC and to disseminate annual feedback implementation to visited schools in a manner that aims to improve education quality at large by imparting competence to every pupil. Community involvement involves both theory and practice related to the direct involvement of citizens affected by or interested in a decision or action.

Community involvement examples include engaging with volunteering for or donating to local schools, neighborhood associations, government and nonprofit organizations. The feedback implementation provided by District School Quality Assurance Officers serves as a means to ensure the effective implementation of six key domains: learners' achievement, teaching and learning process, curriculum implementation, leadership and management, teaching and learning environment, and community involvement. Mapunda (2023) revealed that SQA involves systematically monitoring and reviewing education programs to maintain and improve quality, equity, and efficiency. This study intended to examine the extensiveness of district schools' quality assurance officers' feedback implementation on community involvement improve the quality of public primary school education in Kilimanjaro region, Tanzania

2. STATEMENT OF THE PROBLEM

Tanzania has steadily witnessed an impressive increase in primary school enrolment, but the overall quality of education is suffering. Literacy and numeracy skills among primary school pupils are below expected levels. Ministry of Education, Science and Technology (2019) confirmed that some pupils were experiencing problems related to the (3Rs). The curriculum for

standards I and II had too many subjects such that the teachers concentrated on the curriculum for teaching the content instead of the 3Rs. socio economic and cultural factors, availability of infrastructure facilities, class size and community involvement hinder quality of primary schools. Poor quality of education causes poverty and limit employment opportunities. Education is an activity in collaboration. Without community participation, education cannot achieve its goals and without education society. Through community involvement in the education process, quality of education activities in schools can be improved and enhanced In this regard, the researcher wanted to examine the extensiveness of district schools' quality assurance officers' feedback implementation on community involvement improve the quality of public primary school education in Kilimanjaro region, Tanzania

3. RESEARCH QUESTION

i. To what extent does DSQAOs' feedback implementation on community involvement improve the quality of public primary school education in the Kilimanjaro region, Tanzania?

4. THEORETICAL FRAMEWORK

The study was conducted based on the ideas and concepts of Total Quality Management Theory (TQM) developed by William Demzing in the 1920s. The main idea of the theory is that employees participate in working towards common goals, whereby all workers should be involved in improving the quality in their area of specialization for the benefit of the whole organization. TQM's emphasis on customer focus resonates deeply with the study's objective of prioritizing the needs and satisfaction of primary education students. TQM fosters a culture of ownership, collaboration, and continuous learning within educational organizations by empowering stakeholders at all levels to contribute to quality enhancement efforts. TQM's belief in extensive data collection and analysis can be resource-intensive and time-consuming, posing challenges for organizations with limited resources and capacity. TQM's emphasis on continuous improvement aligns with the study's objective of iteratively enhancing educational processes and outcomes through ongoing feedback implementation mechanisms from quality assurance officers. Head teachers need to ensure the quality of education by applying appropriate strategies that help improve teaching and learning activities, such as providing healthy preparation of schemes of works lesson plans, teachers attending lessons timely, adequate teaching and learning resources, and a conducive environment for learning.

5. LITERATURE REVIEW

Parji and Prasetya (2020) in Indonesia conducted a study on community participation in developing educational quality for primary schools in medium Cities. The results showed that the quality of primary education in the city is in a suitable category, primary education in the town of Medium is still low, and the role of the community in developing quality primary education is already running. This difference can be attributed to resource allocation, community involvement, and socioeconomic conditions. Some factors influence community participation in improving the quality of primary school education, which the researcher must show. Therefore, the current study describes the methodology in detail by indicating the sample and sampling procedure to develop the appropriate findings on DSQAO feedback implementation to enhance community involvement in improving the quality of primary school education in the Kilimanjaro region.

Ezenwaji et al. (2019) conducted a study on community participation in quality assurance in school management in Enugu state, Nigeria. One thousand three hundred five participants were involved in the study, including a sample of 843 comprising 281 principals in all the public secondary schools, 281 community representatives, and 281 Parent Teachers Association representatives randomly selected from Enugu State, Nigeria. The findings showed that the school-based management committee enhanced quality assurance in public secondary schools in Enugu State to a low extent. The limited impact of the school-based management committee on quality assurance in public secondary schools in Enugu State can be attributed to several factors. These include the limited authority and decision-making power granted to the SBMC, inadequate training and capacity building for its members, resource constraints, limited stakeholder engagement, and external factors and systemic challenges within the education system.

Mandela and Kurgatthe (2021) explored practical strategies to enhance community participation in sustaining community primary community schools. A qualitative study, framed within an interpretive paradigm, was drawn on a multiple case study design. Twenty-eight participants were selected using purposive sampling. Two community primary schools were purposively chosen as cases of study in Kinkiizi West constituency, Uganda. The findings revealed that effective implementation of school community collaborations can accelerate the sustainability of community primary schools. The findings do not address the roles of various stakeholders including teachers, parents and community leaders in facilitating or hindering collaborations. The study may focus primarily on immediate impacts without considering long-term outcomes of school's community collaborations.

Muhammed (2018) assessed community participation in managing primary schools in Fika local government area, Yobe State, Nigeria. The study was guided by descriptive correlation designs using qualitative and quantitative approaches. The sample comprised 303 respondents from teachers, head teachers, and community members. The respondents' data was collected using qualitative (interview) and quantitative (Questionnaire) methods. The findings revealed that the state of education management in the schools was poor. There has been no significant relationship between community participation and education management in the Fika Local government of Yobe State, Nigeria. The study recommended that policy formulation on matters of management of secondary schools should be all-inclusive to address societal needs. The current study filled the gap by utilizing various instruments, such as questionnaires and interview guides, making triangulation possible. The findings do not seem to capture the perspectives of key stakeholders such as teachers, students and local leaders who are crucial for understanding the dynamic of education management.

Okoji et al. (2021) examined teachers' perceptions of community participation in financing the development of primary schools in Kogi West Senatorial District, Nigeria. Through a simple random sampling technique, 400 teachers were selected. A self-structured questionnaire was designed to generate information from the participants. The findings showed that teachers' perception of school financing does not influence primary school development based on school type and gender. It was recommended that parent associations always have periodic meetings with primary schools on matters affecting the schools and provide financial assistance towards the development of primary schools. These recommendations for financial assistance from parents'

associations lacks specific regarding the types of assistance needed. Also, the recommendations do not discuss ways to ensure the sustainability of initiatives stemming from parents' associations involves.

6. RESEARCH METHODOLOGY

The study employed a convergent design using the mixed methods approach. The study used proportional stratified random sampling techniques, total purposive sampling techniques and stratified random sampling techniques to select 95 head teachers, 480 primary school teachers, 190 internal schools' quality assurance team members, and 7 district chief schools' quality assurance officers. Questionnaire and interview guide were used for data collection. Research experts in educational planning and administration from MWECAU determined the validity of quantitative and qualitative instruments. The pilot study involved 56 teachers, four (4) head teachers, eight internal SQATMs, and 2 DCSQAOs. The researcher assured the reliability of Likert scale items in quantitative instruments through Cronbach's Alpha Coefficient, and the outputs were 0.879, 0.941, and 0.889. Quantitative data were analyzed using descriptive statistics, while qualitative data were analyzed using thematic analysis.

7. RESULTS AND DISCUSSIONS

This study determined the extent to which district school quality assurance officers' feedback implementation on community involvement improves the quality of primary school education in primary schools. To acquire the responses, teachers, head teachers, and internal school quality assures were provided with the questions to respond in the form of a Likert scale with ten items each, and their responses are presented in Tables 1.0 and 1.0.

Table 1.0 Teachers' Responses on Extent to which DSQAO's Feedback Implementation on Community Involvement Improves Quality Education

S/N	Statement	VLE		LE		ME		LE		VHE		Mean
		f	%	f%		f	%	f%		f	%	
i.	The school uses a wide range of effective methods to communicate with parents	1	0.2	183.8		66	13.8	17135.6		224	46.7	3.59
ii.	The school seeks feedback implementation from parents and community members to improve parental and community engagement in the school's development	0	0	245.0		143	29.8	19240.0		121	25.2	3.85
iii.	The school gives regular, helpful, detailed, and accurate information to parents about their child's achievements and targets for improvement	0	0	132.7		120	25.0	21244.2		135	28.1	3.98
iv.	The school makes every effort to communicate to parents/guardians if there is a concern about attendance or punctuality	11	2.3	102.1		85	17.7	17336.0		201	41.9	4.13
v.	Parents appreciate the opportunities they have to contribute to their children's learning and progress and to know how well they are doing and what they need to do to improve	15	3.1	5611.7		235	49.0	15131.5		23	4.8	3.23
vi.	Parents are welcome into the school, and the school effectively and promptly act to resolve any concerns	4	0.8	61.3		96	20.0	26254.6		112	23.3	3.98
vii.	Both school and community benefit from the existing strong partnership that effectively supports learners' development	0	0	153.1		250	52.1	13728.5		78	16.3	3.58

viii.	Parents are involved in the provision of pupils' learning facilities like exercise books, pens, rulers, and erasers	44	9.2	11223.3	193	40.2	11624.2	15	3.1	2.89
ix.	Parents are informed of the importance of regular attendance 0 to help them resolve any barriers to attendance	0	0	204.2	92	19.2	24350.6	125	26.0	3.99
x.	The schools emphasize the parents' awareness of how well schools are doing and what they need to do to improve learners'	0	0	132.7	62	129	23549.0	170	35.4	4.17

Source: Field Data (2022) Key: Very Low Extent (VLE), Low Extent (LE), Moderate Extent

(ME), High Extent (HE), Extremely High Extent (EHE)

Data in Table 1.0 show that the greater majority, 35.6% and 46.7%, of the teachers responded by rating high extent and extremely high extent to the statement that the school uses a wide range of effective methods to communicate with parents. The information from teachers indicates that district school quality assurance officers' feedback implementation enhances community involvement in improving quality education as the school uses a variety of approaches when communicating with the parents. The Data concurred with what was aired out during the face-to face interview by the District Chief School Quality Assurance Officer "C", who asserted that :-

The school uses formal and informal methods to communicate with the parents regarding the pupils in their primary schools. These methods include letter writing to the parents, oral messages to the parents via the pupils, and the use of the ward government officers. The information sent to the parents may include the students' absenteeism and other indiscipline cases that might deteriorate the performance of the pupils in public primary schools (DCQAO C, Personal Communication, and November 25th, 2022).

The different communication methods used by the school to engage with parents of primary school students include formal written letters, informal oral messages conveyed through students, and the involvement of ward government officers. Written letters provide official communication on student progress and disciplinary issues, while oral messages involve students in relaying information to their parents. Including ward, and government officers demonstrate a collaborative approach to addressing concerns and maintaining strong school-parent relationships. The information shared with parents may cover absenteeism and disciplinary cases, emphasizing the school's commitment to working with parents to address any issues that could impact student performance. The information from the District Chief School Quality Assurance Officer specifies that public primary schools use a variety of approaches when communicating with parents of the pupils in matters of the pupils' absenteeism and other indiscipline cases.

Moreover, Data in Table 1.0 indicates that 72.3% of the teachers responded by rating high extent and the extremely high extent to the statement that the school gives regular, helpful, detailed, and accurate information to parents about their child's achievements and targets for improvement

in enhancing community involvement to improve quality education. The facts from the teachers specify that district school quality assurance officers' feedback implementation enhances community involvement in improving quality education as the school as the schools give regular, helpful, detailed, and accurate information to parents about their child's achievements and targets for improvement. This implies that public primary schools provide detailed and accurate information to the parents, aiming to monitor pupils' achievements.

According to the acceptance theory of authority, the ability to implement feedback implementation from district school quality assurance officers in improving the quality of primary school education requires effective school administrators to grasp several key concepts, including work specialization, chain of command, authority, delegation, span of control, and centralization versus decentralization. A study by Mwakisole et al. (2023) highlighted the proactive role of schools in providing comprehensive updates to parents regarding pupil progress and achievements, reflecting a commitment to parental engagement. Similarly, Uwizeyimana and Mugiraneza (2022) emphasize the impact of regular and detailed school communication with parents, focusing on monitoring pupil performance and promptly addressing any concerns. These studies accentuate a shared emphasis across both countries on maintaining transparent and informative communication channels between schools and parents to ensure effective monitoring of pupil achievements.

Data in Table 1.0 indicates that a more significant majority (84.6%) of the teachers responded by rating high extent and extremely high extent to the statement that the school emphasizes the parents' awareness to know how well schools are doing and what they need to do to improve learners' achievements. These responses from the teachers specify that the schools put much effort into creating parental awareness of the learners' achievements. Data implies that public primary schools involve the parents in matters that concern the pupils' school achievements, such as talking about events at or within the school and supplying essentials. Participate in the development, planning, and decision-making processes for school activities to improve the quality of public primary school education. Intending to get more information from the respondents for triangulation, the researcher did a face-to-face interview with DCSQAO "A", who claimed that:

“Our schools are very close to the parents-to-school performance issues. The closeness between our public primary schools has created awareness among the parents and the entire community surrounding the schools. When parents are called for the school meeting at school, their return is very high due to their awareness of matters relating to the school's achievements and pupils' performance”. (DCQAO A, Personal Communication, and 28th November 2022).

This emphasizes the strong connection and proximity between public primary schools and parents, leading to heightened community school performance awareness. The close relationship facilitates regular communication and interactions, enabling parents to stay well-informed about school achievements and student progress. The active engagement of parents is evident through their high attendance at school meetings, demonstrating their commitment and interest in the school's affairs. This collaborative approach fosters shared responsibility, enhances parent involvement, and contributes to the overall improvement of the school and student outcomes. The experiences provided by DCSQAO entail that public primary schools use the district school quality

assurance officers' feedback implementation to enhance community involvement in improving quality education by creating awareness among the parents on what is concerned with the pupils' achievements. The information implies that quality education is a joint hand between the school community and the parental awareness that creates a positive environment for their participation in pupils' accomplishments in public primary schools. Studies showed that quality education involves collaboration between the school community and parental awareness, fostering a positive environment for parental participation in pupils' achievements in public primary schools. The interviewed participants responded that:

“Communities' engagement in education is essential to enhancing public primary school quality. Feedback implementation on quality assurance encourages community members to participate in primary school activities to foster social responsibility. Problems in public primary schools are resolved through community involvement. The participation process affects and distributes control over developments, initiatives, and resources that impact their ability to receive a high-quality education in public primary schools”. (DCQAO F, Personal Communication, 28th November 2022).

This highlights the role of feedback implementation on quality assurance in encouraging community participation and fostering a sense of responsibility. By actively involving community members in problem-solving, decision-making, and resource allocation, the participation process empowers them to contribute to enhancing education. This collaborative approach recognizes the community's stake in the success of public primary schools and ensures that they directly impact the quality of education provided.

Data in Table 1.0 shows that a greater majority (77.9%) of the teachers responded by rating high extent and extremely high extent to the provided statement that the school makes every effort to communicate to parents or guardians if there is a concern about attendance or punctuality. This fact infers that public primary schools in Kilimanjaro region make immediate communication with the parents or guardians about their pupils' attendance and punctuality to improve quality education. Data implies that pupils' absenteeism and punctuality in public primary schools is a concern of parents, teachers, and the community at large, which aims to improve quality education.

Similarly, studies in Ethiopia by Alemu and Bekele (2023) emphasized the shared concern among stakeholders regarding pupil absenteeism and tardiness, reflecting a concerted effort to foster a conducive learning environment. Likewise, in Nigeria, research by Adegbile et al. (2021) pointed to the collaborative approach adopted by parents, teachers, and the community to tackle challenges related to pupil attendance and punctuality, highlighting the collective commitment to enhancing the quality of education. Statistics collectively emphasize the widespread acknowledgment across Zambia, Ethiopia, and Nigeria of the critical importance of addressing absenteeism and punctuality as crucial factors in advancing quality education, reflecting a shared commitment among stakeholders toward improving educational outcomes in the Kilimanjaro region.

Table 2.0 Head Teachers and ISQA's Responses on the Extent to which DSQAO's Feedback Implementation on Improving Community Involvement

S/N	Statement	Resp. f	VLE %	LE f	LE %	ME f	ME %	HE f	HE %	EHE f	EHE %	Mean
i.	The school uses a wide range of effective methods to communicate with parents about the quality of education	HT	0 0	3	3.2	26	27.4	61	64.2	5	5.3	3.72
		ISQAs	31.6	5	2.6	76	40.0	86	45.3	20	10.5	3.61
ii.	The school seeks feedback implementation from parents and community members to improve community engagement in the school's development	HT	0 0	3	3.2	12	12.6	73	76.8	7	7.4	3.88
		ISQAs	31.6	4	2.1	51	26.8	94	49.5	38	20.0	3.84
iii.	The school gives regular, helpful, detailed, and accurate information to parents about their child's achievements and targets for improvement	HT	0 0	1	1.1	7	7.4	75	78.9	12	12.6	4.03
		ISQAs	10.5	4	2.1	37	19.5	109	57.4	39	20.5	3.95
iv.	The school makes every effort to communicate to parents/guardians if there is a concern about attendance or punctuality	HT	0 0	0	0	7	7.4	65	68.4	23	24.2	4.17
		ISQAs	0 0	3	1.6	10	5.3	104	54.7	73	38.4	4.30
v.	Parents appreciate the opportunities they have to contribute to their children's learning and progress and to know how well they are doing and what they need to do to improve	HT	11.1	55	57.9	24	25.3	14	14.7	1	1.1	2.57
		ISQAs	42.1	27	14.2	10	5.3	43	22.6	14	7.4	3.19
vi.	Parents are welcome into the school, and the school effectively and promptly act to resolve any concerns	HT	0 0	0	0	12	12.6	72	75.8	11	11.6	3.99
		ISQAs	0 0	1	0.5	35	18.4	103	54.2	51	26.8	4.07
vii.	Both school and community benefit from the existing strong partnership that effectively supports learners' development	HT	0 0	0	0	69	72.6	21	22.1	5	5.3	3.33
		ISQAs	42.1	7	3.7	96	50.5	68	35.8	15	7.9	3.44
viii.	Learning facilities like exercise	HT	44.2	55	57.9	24	25.3	12	12.6	0	0	2.46

Source: Field Data (2022) Key: HT=Head Teachers, ISQAs=Internal School Quality Assurers, Very Low Extent (VLE), Low Extent (LE), Moderate Extent (ME), High Extent (HE), Extremely High Extent (EHE)

Data in Table 2.0 show that 69.5% and 84.2% of the head teachers and internal school quality assurance responded by rating high extent and extremely high extent to the provided statement that the school seeks feedback implementation from parents and community members to improve parental and community engagement in the school's development. This information indicates that schools obtain feedback implementation from the parents and community members

to increase parental and community commitment to school development. This finding implies that public primary schools in Kilimanjaro are obtaining feedback from the parents and community members to ensure parental and community commitment to development in the school is achieved.

The same experiences were aired out by District Chief School Quality Assurance Officer “E”, who asserted that “public primary schools do communicate with parents and community and use pupils and eventually get feedback implementation that shows parental and community engagement for the development of the school” (DCQAO E, Personal Communication, December 1st, 2022).

The active communication between public primary schools, parents, and the community. The involvement of pupils as messengers facilitates this communication, emphasizing the importance of effective and inclusive engagement. The feedback implementation obtained from parents and the community serves as an indicator of their level of involvement and commitment to the school's development. This collaborative approach ensures that stakeholders have a voice in shaping the educational experience and contributing to the school's overall success.

The information from the District Chief School Quality Assurance Officer specifies that public primary schools in Kilimanjaro region highly communicate with pupils' parents and community through the pupils to make parents and community engage in school development due to the feedback implementation they provide to the schools. Ahmad et al. (2023) highlighted the significant role of pupils in serving as conduits for communication between schools and parents, fostering parental involvement in school activities. Similarly, studies in Mozambique by Machava et al. (2022) underscored the importance of utilizing pupils as effective communicators to engage parents and the community in school initiatives, enhancing collaboration towards school improvement.

Likewise, Kimemia et al. (2021) emphasized the value of leveraging pupils as communication channels to strengthen ties between schools and parents, leading to increased parental participation in school affairs. These studies collectively emphasize the universal recognition of the crucial role played by pupils in facilitating communication and fostering parental and community engagement in school development efforts across diverse contexts. Furthermore, the findings concurred with what is proclaimed by the Total Quality Management (TQM) theory, developed by William Deming in the 1920s, emphasizing the importance of continuous improvement and stakeholder involvement in organizational processes. In the context of public primary schools in the Kilimanjaro region, the adoption of TQM principles can be observed by engaging pupils as communication channels to involve parents and the community in school development efforts. This approach aligns with TQM's emphasis on empowering stakeholders and fostering collaborative relationships.

Public primary schools facilitate transparent communication channels that enable stakeholders to contribute effectively to school improvement by utilizing pupils to convey information and feedback implementation between schools and parents. The study by Masanja and Mdoe (2022) highlights the substantial role of pupils in enhancing communication and engagement between schools, parents, and the community, thus promoting a culture of shared responsibility for school development. Through applying TQM principles, schools in the Kilimanjaro region can

leverage the collective expertise and resources of all stakeholders to drive continuous improvement and ensure the overall success of the school community.

The DCQAO argued that: -

“Feedback implementation from DSQAOs encourages community involvement through proactive volunteerism in mentoring and teaching support, which enhances student outcomes and academic performance. Community members can offer insightful opinions and viewpoints that can help shape educational policies and initiatives, resulting in more focused and efficient interventions to improve the quality of education in public primary schools. Community involvement in education is essential. Active participation in education by parents, community members, and other stakeholders gives schools more resources, accountability, and support, which provides quality education”. (DCQAO G, Personal Communication, and December 1st, 2022).

The importance of feedback implementation from District School Quality Assurance Officers (DSQAOs) in promoting community involvement in public primary schools is facilitated through proactive volunteerism in mentoring and teaching support, which positively impacts student outcomes. Community members contribute their expertise and insights, creating a supportive learning environment and providing additional student resources. Their opinions and viewpoints shape educational policies and initiatives, leading to more focused interventions that address specific needs. Active participation from parents, community members, and stakeholders brings additional resources, accountability, and support to schools, enabling them to deliver a quality education.

Data in Table 2.0 show that the greater majority 84.2% of the head teachers and internal school quality assurance responded by rating high extent and extremely high extent to the provided statement that parents are informed of the importance of regular attendance to help them resolve any barriers to attendance of their pupils. The information from the head teachers and internal school quality assurance teaches the importance of regular parental information on the pupils' attendance, which is a catalyst in resolving barriers relating to the pupils' absenteeism from school. This information implies that public primary schools communicate regularly with the parents when facing matters relating to the pupil's absenteeism, which eliminates the barriers to such behaviors.

The findings were similar with the study done by Aydın and Karademir (2023), who underscored the importance of effective communication between schools and parents in addressing absenteeism and promoting pupil attendance. Similarly, research by Mensah and Tawiah (2022) highlighted the significance of regular communication strategies employed by schools to engage parents in addressing absenteeism issues and fostering a supportive learning environment. The study done by Coulibaly and Traoré (2021) emphasized the role of consistent communication in addressing absenteeism challenges and enhancing parental involvement in school activities. Likewise, the study by Mdoe and Masanja (2024) highlighted the importance of proactive communication in mitigating absenteeism barriers and promoting pupil attendance. These studies jointly demonstrate a shared understanding of the critical role of regular communication with

parents in addressing pupil absenteeism challenges and fostering a conducive learning environment in public primary schools.

Data in Table 2.0 show that 65.2% and 83.2% of the head teachers and internal school quality assurance correspondingly responded by rating high extent and extremely high extent to the provided statement that parents are involved in the provision of pupils learning facilities like exercise books, pens, rulers and eraser. The information from the head teachers and internal school quality assurance illustrate that parents play a significant role in their pupils' learning by providing the necessary learning facilities to their pupils, aiming to improve the quality of education. The researcher also sought to find out the experiences of the District Chief

School Quality Assurance Officer “E” noted that:

“Parents in our schools are very responsible ones. They provide learning facilities to their pupils where necessary on time and promptly. They also contribute to other teaching and learning environments by paying some money the school management uses to pay for the water bills and the security guards. Some schools pay for the porridge and lunch of the pupils”. (DCQAO E, Personal Communication, and December 1st, 2022).

This emphasizes the responsible and supportive role of parents in our schools. They provide learning facilities promptly, contribute financially to cover expenses such as water bills and security salaries, and even support the provision of meals for students in some cases. Parents' active involvement demonstrates their commitment to their children's education and the overall well-being of the school community.

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

“Most of the parents in the Kilimanjaro region are very participative in matters concerning their pupils' school quality achievements. They buy their pupils exercise books, pens, and other necessary materials. They ensure their sons and daughters escape the barriers of missing learning facilities”. (DCQAO D, Personal Communication, 24th November 2022).

This emphasizes the high level of parental participation in the Kilimanjaro region regarding their children's school-quality achievements. Parents actively ensure their children have the necessary learning materials, such as exercise books and pens, to support their education. Their proactive involvement demonstrates a commitment to removing barriers and ensuring access to learning facilities. This active participation reflects their understanding of the importance of adequate resources for their children's academic success.

The experiences provided by the DCQAOs clearly show how parents of Kilimanjaro public primary schools are timely responsible for supporting the pupils by buying learning facilities such as exercise books, pens, rubber, and other needed materials that facilitate the quality of education

to the pupils. Studies corroborate that parent in public primary schools play a timely and proactive role in supporting pupils' education by providing essential learning materials such as exercise books, pens, erasers, and other necessary supplies. The study done by by Setiawan and Siregar (2023) highlighted the active involvement of parents in ensuring that their children have access to the required learning materials, thus contributing to the quality of education. Similarly, studies in Ethiopia by Alemu and Bekele (2022) underlined the critical role of parents in providing learning resources to enhance their children's educational experience.

8. CONCLUSION AND RECOMMENDATIONS

The study concludes that implementing the feedbacks made by DSQAOs enhances community involvement in improving the quality of instruction in public primary schools. Engaging the community promotes open communication and feedback, which helps determine areas in need of development. The feedback implementation of DSQAOs contributes to the safety and protection of students by developing and enforcing rules and guidelines that promote a secure learning environment. It fosters a positive learning environment by incorporating the input into school policies and procedures, such as discipline and classroom management.

The study recommends that there should be establishment of committees that include parents, local leaders, and educators to regularly discuss feedback from DSQAOs. Set up a system to monitor the implementation of feedback and evaluate its impact on student safety and learning outcomes. There should be utilization of digital platforms to share information about school policies, safety protocols, and feedback initiatives. This can help ensure that all community members have access to important updates and can easily provide input. The study recommends an implementing of a system to monitor feedback application and its effects on training and safety as well as to uphold accountability and openness, inform the community on a regular basis about progress.

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