Perceptions of Primary School Teachers on Quality Assurance to Feedback Reports in Shinyanga Municipality

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Abstract:- This study seeks to explore primary school teachers' perceptions on quality assurance to feedback reports Shinyanga Municipality. A quantitative research approach was employed to conduct the research. The study's target population included teachers from 10 government and 10 private primary schools. The sample size comprised 119 respondents. A simple random sampling techniques was used to select the 10 government, 10 private primary schools and 119 teachers from the 17 wards in Shinyanga Municipality. Data collection involved the use of questionnaires. The collected quantitative data were analyzed using descriptive statistics. The study found that while over half of teachers regularly use Quality Assurance feedback reports for instructional planning and alignment, a significant portion either rarely or never engage with them. Barriers such as access, training, or perceived relevance likely contribute to this inconsistency. Although nearly half of the teachers view the feedback as well-aligned with classroom needs. These findings suggest a need for better support and more tailored feedback to ensure its effective use across diverse teaching contexts.

Keywords:- Primary School Teachers, Quality Assurance, and Feedback Reports.

I. INTRODUCTION

Quality assurance in education has become a global focus as a key mechanism for improving teaching and learning processes (Todres & Alexander, 2024). A central component of these systems is the use of feedback reports, which provide teachers with detailed evaluations of their instructional practices, along with recommendations for improvement. These reports are designed to offer constructive insights into teachers' strengths and areas needing development, encouraging reflective practices and strategic adjustments to enhance teaching effectiveness (Smith, 2018). However, the way teachers perceive these feedback reports varies, and understanding their perspectives is crucial for refining quality assurance systems to better support educational goals.

In many countries, feedback reports are generated through classroom observations, student evaluations, and self-assessment exercises (Johnson et al., 2019). These reports aim to give teachers a comprehensive view of their instructional methods, highlighting both achievements and areas that require improvement. They also offer actionable recommendations to help teachers enhance their teaching, with the ultimate goal of improving student outcomes. While some teachers find these reports beneficial for professional growth (Thomas, 2020), others feel that they lack specificity and fail to address the unique challenges and teaching styles they face (Franco et al., 2024). Such concerns point to the need for more tailored and context-specific feedback that acknowledges individual teaching environments.

Globally, studies have explored the impact of feedback on teaching effectiveness and student performance. For instance, Paulson-Gjerde et al. (2017) demonstrated that process-oriented feedback is more effective in improving student performance than outcome-based feedback. Faulconer et al. (2022) further found that a combination of performance-gap and positive feedback led to better student outcomes compared to performance-gap feedback alone. Despite these findings, challenges remain in ensuring that feedback is perceived as useful and actionable by educators across different contexts.

In Africa, the significance of quality assurance in education is recognized within frameworks such as the African Union's Agenda 2063 (African Union, 2015). However, the effectiveness of feedback reports in supporting teaching improvements continues to face challenges. Studies in Nigeria (Okunloye et al., 2019) and Ethiopia (Alemu, 2023) have highlighted issues such as outdated curricula, overcrowded classrooms, and insufficient practical teaching experiences as barriers to effective feedback implementation. Similar challenges are noted in South Africa, where weak teacher support and low accountability levels hinder the positive impact of feedback systems (Mouton et al., 2013). These issues underscore the need for better resource allocation and enhanced management practices in quality assurance systems across the continent.

Tanzania has also undertaken several reforms to improve the quality of its education system, such as the introduction of the Open Performance Review and Appraisal System (OPRAS) in 2004, aimed at promoting transparency and accountability in teacher evaluations (Chimazi, 2018). In addition, the Education Sector Development Programme (ESDP) launched in 2017 has prioritized teacher training and curriculum development, contributing to improvements in

learning outcomes (UNESCO, 2019). Despite these initiatives, there is limited research on how primary school teachers in Tanzania perceive the feedback reports they receive, particularly in terms of their relevance and effectiveness in enhancing teaching practices.

Several studies in Tanzania have focused on specific aspects of quality assurance. Tuyisabe et al. (2022) found that teachers generally view classroom observations positively, but their perceptions are influenced by past interactions with quality assurance officers. Matete (2021) highlighted the need for more regular classroom observations and better support in handling challenging topics, while Makiya et al. (2022) pointed to the importance of timely feedback and involving teachers in quality assurance practices. However, challenges such as inadequate resources and ineffective implementation of feedback persist, limiting the impact of these systems (Peter & Mkulu, 2022).

In Shinyanga Municipality, a gap remains in understanding how primary school teachers perceive the feedback they receive through quality assurance mechanisms. Research by Peter and Mkulu (2022) and Kissa and Wandela (2022) indicates that teachers often encounter feedback that is unclear, irrelevant, or not tailored to their specific needs, which can undermine their ability to improve teaching quality. This study aims to fill that gap by investigating teachers' perceptions of quality assurance feedback reports and exploring ways to make these reports more effective in supporting teaching improvement in Shinyanga Municipality.

II. THEORETICAL UNDERPININGS

This study was guided by the Expectancy-Value Theory (EVT). EVT was developed by Atkinson in 1964 and was further developed and used within educational psychology by Eccles in 1984 and most recently by Wigfield and Eccles in 2000. EVT defines the motivation of a person within a specific realm to complete a specific task and attain a goal. Motivation is highest when someone is challenged, but also feels as if the challenge is attainable.

EVT measures motivation based on the expectancy beliefs and value beliefs a person has about a specific task. Expectancy beliefs are the extent to which a person feels that they can be successful in the task, including their own beliefs and abilities. Value beliefs are based on the level of importance the person places on completing that task

(Atkinson, 1964). The value that a person ascribes to a task includes their enjoyment of the task, the task usefulness, and the necessity they feel to complete the task in order to reach their goal. In contrast with value beliefs, cost beliefs involve the negative factors that influence both value and expectancy of the task. Cost beliefs can include effort/time required to complete the task, effort needed for other opposing activities, and/or social ramifications of successfully completing the task or not (Wigfield & Eccles, 2000).

The EVT is relevant for this study since it provides an understanding of how motivation and behavior related to teaching effectiveness. EVT helps to explore how teachers' expectancy beliefs about the usefulness and impact of feedback reports influence their motivation to implement recommended improvements in their teaching practices. EVT also focus on value beliefs highlights the importance teachers place on feedback and its role in achieving their teaching goals, and thus help in determining factors that can enhance or hinder the effective utilization of feedback for instructional improvement.

III. METHODOLOGY

The study was conducted in Shinyanga Municipality, encompassing both public and government primary schools across 17 wards. A quantitative research approach was employed to conduct the research. The study's target population included teachers from 10 government and 10 private primary schools. The sample size comprised 119 respondents. A simple random sampling techniques was used to select the 10 government, 10 private primary schools and 119 teachers from the 17 wards in Shinyanga Municipality. Data collection involved the use of questionnaires. The collected quantitative data were analyzed using descriptive statistics.

IV. FINDINGS AND DISCUSSION

Understanding teachers' views on Quality Assurance's feedback reports is crucial for improving educational practices and outcomes. Feedback reports are intended to provide valuable insights for enhancing teaching effectiveness, but their impact largely depends on how teachers perceive and utilize them. This study explores teachers' perspectives on the usefulness and integration of feedback reports in their instructional practices.

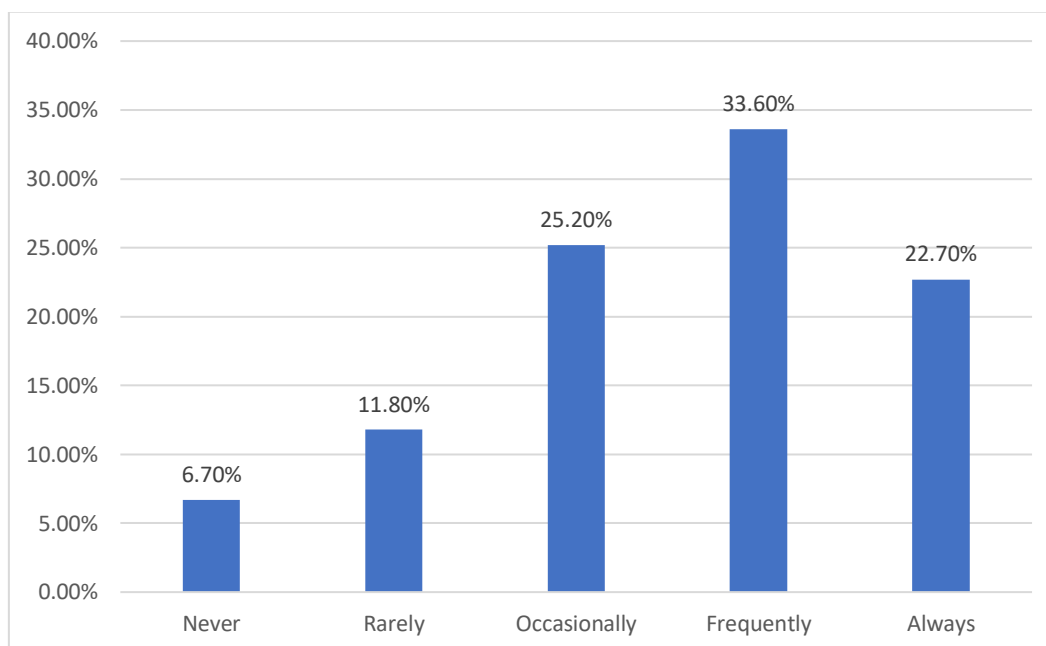➢ *Frequency of Using Feedback Reports in Instructional Planning*

Fig 1: Frequency of Using Feedback Reports in Instructional Planning
Source: Field Data (2024)

The frequency of using feedback reports in instructional planning among teachers shows varying levels of engagement, with 33.6% using them frequently and 22.7% always incorporating them, indicating that over half of the teachers (56.3%) regularly rely on feedback for lesson planning and instructional improvement. However, 6.7% of teachers never use the reports, and 11.8% rarely do, suggesting that some educators either face barriers such as lack of access or training or are resistant to utilizing the reports. Meanwhile, 25.2% of teachers occasionally use feedback, reflecting an awareness of its value but inconsistent application in daily practice. This range of usage highlights the need for targeted support to ensure that all teachers can effectively integrate feedback into their planning processes.

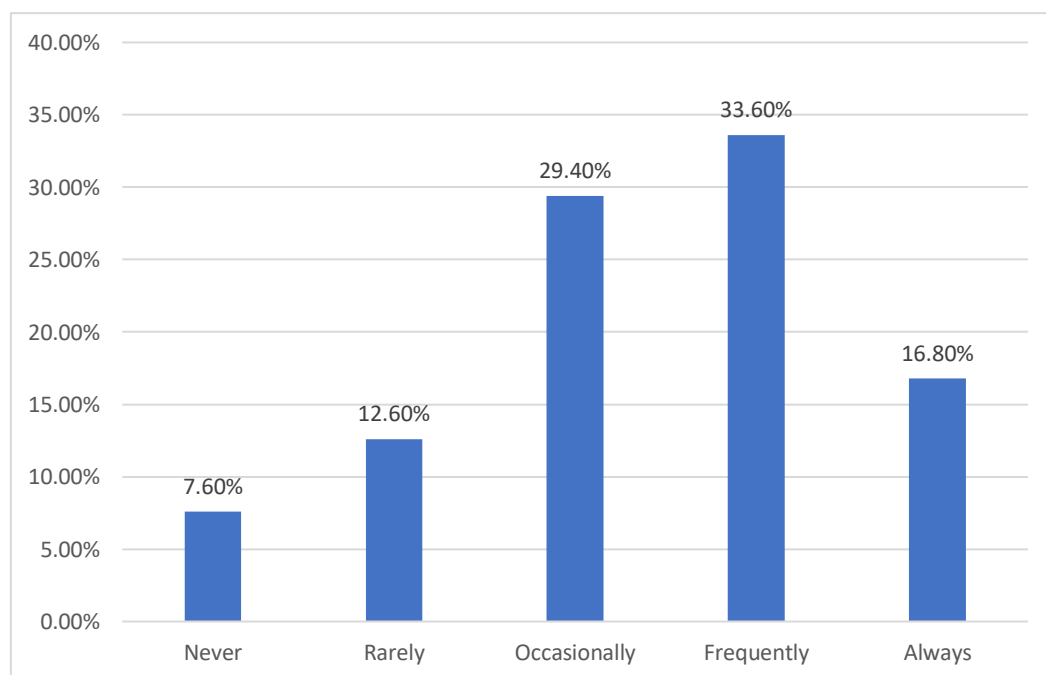➢ *Frequency of Using Feedback Reports to Align Instructional Practices*

Fig 2: Frequency of Using Feedback Reports to Align Instructional Practices
Source: Field Data (2024)

The frequency of using feedback reports to align instructional practices among teachers reveals a range of engagement, with 33.6% frequently and 16.8% always using these reports to ensure their teaching aligns with best practices, suggesting that just over half (50.4%) actively incorporate feedback into their instructional strategies. However, 7.6% never use the reports, and 12.6% rarely do, indicating that nearly one-fifth of teachers may struggle to see the value in aligning their practices with feedback or face challenges in doing so. Additionally, 29.4% of teachers occasionally use feedback for alignment, reflecting a partial but inconsistent effort to adapt their instructional methods. This distribution underscores the need for further support and training to help more teachers effectively use feedback for consistent instructional alignment.

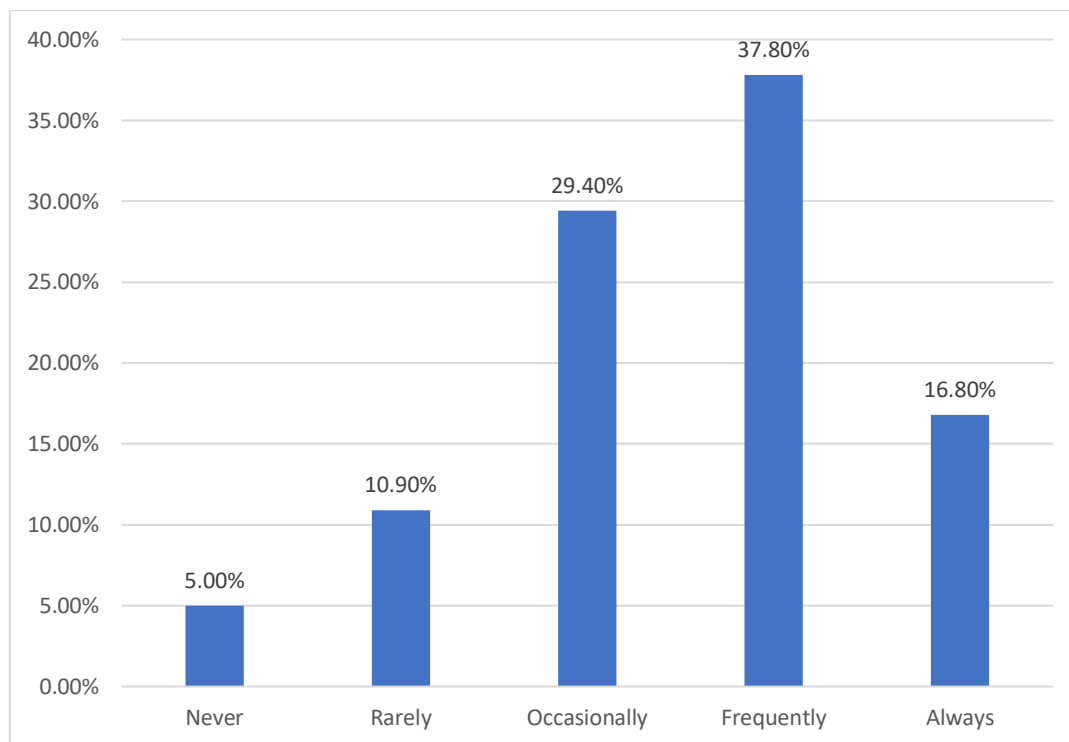➢ *Regularity of Incorporating Feedback Reports into Lesson Planning*

Fig 3: Regularity of Incorporating Feedback Reports into Lesson Planning
Source: Field Data (2024)

The regularity of incorporating feedback reports into lesson planning shows that a significant portion of teachers (37.4%) frequently and 16.8% always use feedback in their lesson preparation, indicating that over half (54.2%) actively integrate feedback into their planning process. However, 5.0% of teachers never use feedback reports, and 10.9% rarely do, reflecting a small but notable group that either lacks the resources or the inclination to use feedback in lesson planning. The 29.4% of teachers who occasionally incorporate feedback suggest a sporadic approach, possibly dependent on the relevance of the feedback to their current teaching needs. This variation highlights the importance of further promoting consistent feedback usage to enhance lesson planning and teaching quality across the board.

➢ *Alignment of Feedback Reports with Classroom Needs*
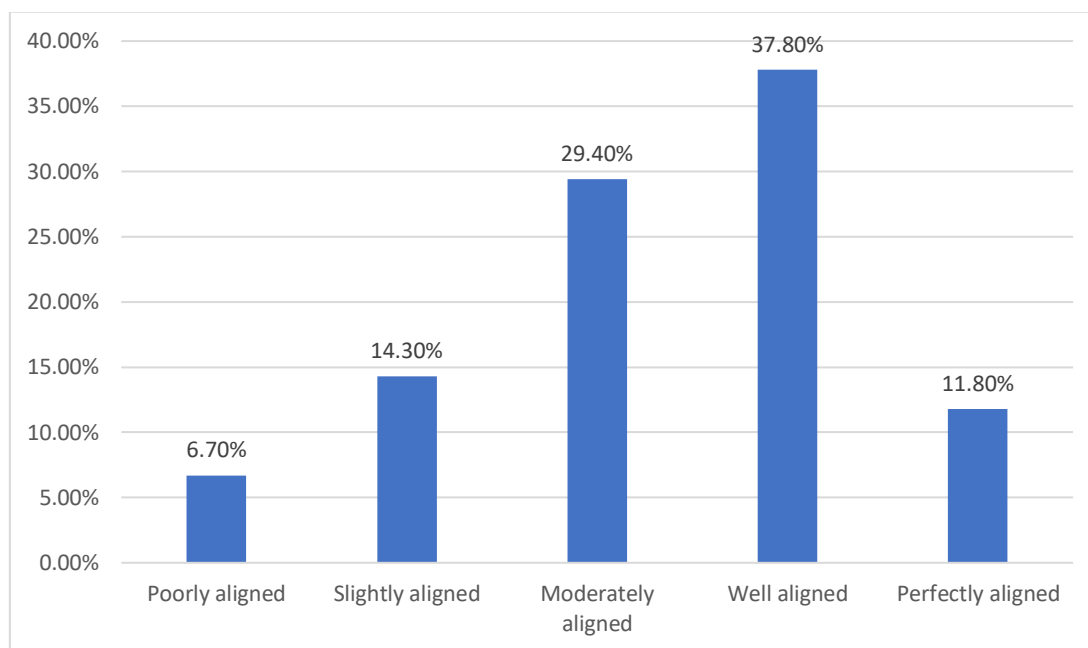
Fig 4: Alignment of Feedback Reports with Classroom Needs
Source: Field Data (2024)

The alignment of feedback reports with classroom needs reflects a generally positive trend, with 37.8% of teachers finding the reports well aligned and 11.8% seeing them as perfectly aligned, meaning nearly half (49.6%) feel the feedback is highly relevant to their classroom requirements. However, 6.7% of teachers view the feedback as poorly aligned, and 14.3% see it as only slightly aligned, indicating that around one-fifth of educators find the reports insufficient in addressing their specific instructional needs. Meanwhile, 29.4% consider the reports moderately aligned, suggesting that while the feedback is somewhat useful, there is still room for improvement in making it more applicable to daily classroom practices. This distribution emphasizes the need to tailor feedback more closely to the unique challenges and needs of different classrooms.

V. CONCLUSION

The study concludes that while a majority of teachers recognize the value of Quality Assurance feedback reports and use them in their instructional planning, there are still notable gaps in consistent utilization. Barriers such as limited access, training, or the perceived relevance of feedback must be addressed to maximize its impact. Enhancing support mechanisms and tailoring feedback more closely to classroom needs are essential steps for improving teaching practices and ensuring the reports effectively contribute to educational outcomes.

VI. PRACTICAL IMPLICATIONS

The practical implications of this study suggest that education stakeholders should focus on improving access to and training for the use of Quality Assurance feedback reports, ensuring that teachers can effectively integrate them into their instructional practices. Tailoring feedback to better address specific classroom needs and challenges will enhance its relevance, leading to more consistent application. By providing targeted support, schools can foster a culture of continuous improvement, ultimately enhancing teaching effectiveness and student outcomes.

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