Extensiveness of Internal School Quality Assurance Feedback in Enhancing Learners' Achievement in Public Primary Schools in Rombo District, Tanzania

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Abstract
Improving learner achievement and school quality in general, depends on offering top-notch instruction. Capitalizing on public primary schools in Rombo district, Tanzania, the study investigated the extent of Internal School Quality Assurance Feedback (ISQAF) on learner success in education. Anchored in total quality management philosophy, the study employed convergent design under the mixed-methods approach. From the target population of 1,127 individuals and 151 primary schools, the study sampled 124 individuals from 16 primary schools, and one District School Quality Assurer using simple random, total population, stratified random, and expert sampling techniques. Research experts in educational planning and administration at MWECAU validated the data collection instruments. The Cronbach's Alpha technique based on the Likert-type item of the pilot-tested instruments was used to establish the reliability of questionnaires for teachers and ISQAs, and the coefficients of 0.762 and 0.816 were consecutively achieved. The trustworthiness of the qualitative data was achieved through peer debriefing and triangulation methods. Quantitative data was descriptively analyzed to frequencies, percentages, and means and presented in a table using SPSS software version 22 while thematic analysis was applied to the qualitative data. According to the research, ISQAF raises pupil achievement by encouraging academic development, enhancing instruction, developing problem-solving techniques, creating supportive learning environments, and promoting creativity. The study concludes that ISQAF is timely and has essentially improved learner performance in public primary schools in Rombo district. To help teachers become even more proficient with ISQAF, the study suggested government funding programs for ongoing professional development.

Keywords: Internal School Quality Assurance, Quality Assurance Feedback, Learner's Achievement, Instruction

1. Introduction
The future of civilization and progress in all areas of human endeavor depends on education. According to Sodirjonov (2020), education plays a crucial role in providing people with the life skills required in a society that is always evolving. Education is essential as it teaches people how to think and work effectively (Slater et al., 2024) while quality education is transformative and effective, according to Vumilia et al. (2021). Therefore, to improve pupil accomplishment, school administrators must put in place strong internal quality assurance processes.

The fourth UNESCO Sustainable Development Goal (SDG) for Education (UNESCO, 2017) emphasizes the importance of the supply of high-quality education. As stated in Goal number 4, all countries must guarantee inclusive and equitable quality education and encourage opportunities for lifelong learning for all. The objective emphasizes the requirements of the students more, which is the primary responsibility of the Internal School Quality Assurance (ISQA). The ISQA guarantees that students obtain quality training and perform to the best of their abilities on internal and external exams through their role-playing.

Numerous studies show that there has been a global change in the education sector toward quality assurance procedures. The usefulness of internal quality assurance techniques, such as feedback, in raising academic achievement in Namibian public schools was shown by Kadhila and Iipumbu (2019). Nevertheless, obstacles such as packed classrooms and teachers' reluctance to adapt impede these methods. Similarly, Osiesi (2023) underlined the need for better learning environments and infrastructure to strengthen quality assurance procedures in Nigerian educational institutions. The three phases of education reforms that Afriadi et al. (2023) outlined, which emphasize the significance of internal, interface, and future quality assurance, are in line with these findings.

The applicability and efficacy of quality assurance indicators require a substantial amount more school reform. The adoption of quality assurance practices in education has gained momentum globally; however, concerns have been raised regarding the pace of this shift due to various obstacles including real-world difficulties, insufficient infrastructure, the requirement for comprehensive approaches, and the need for continuous transformation (Shattuck, 2023). A critical analysis and investigation are needed to determine how well internal school quality assurance programs in East African public primary schools contribute to pupils' academic progress. Tracking pupils' progress and performing focused interventions require feedback (Khamis & Scully, 2020). Inadequate feedback causes learners' overall achievement to suffer and missed opportunities to fix learning gaps. High pupil-teacher ratios, internal school quality assurers' inability to effectively provide feedback, and many pupils make it difficult for instructors to give each pupil the individualized attention and support they need (Ntege et al., 2023). This hinders students' academic progress and makes it harder to satisfy their individual learning needs.

Tanzania's government has implemented measures to guarantee high-quality education, such as sections 40–42 of the National Education Act of 1978, which are intended to enhance school administration by employing School Quality Assurance (SQA) systems. However, the change to a more thorough SQA approach from a conventional inspectorate structure has been slow-moving. Research by Kambuga and Dadi (2015) reports from the Controller and Auditor General (2016) exposed flaws in the current system, namely an ambush inspection style that causes more harm than good by instilling fear and contempt. Because the existing procedure is adversarial, it is unclear if school quality assurance reports are successfully considered and used to correct difficulties.

External School Quality Assurance (ESQA) and Internal School Quality Assurance (ISQA) are the two categories into which quality assurance in education is separated. Quality assurance in education is concerned with matters at the national, regional, district, ward, and school levels. Four individuals participate in ISQA at the school level: the senior academic teacher, the head teacher/head of school/college principal, and two other qualified and experienced teachers chosen by the head teachers (URT, 2021). Through an ongoing process of monitoring, measurement, assessment, and feedback for improvement, internal school quality assurers help to check and certify that the quality requirements specified by the appropriate ministry are met and maintained (Agi, 2020). It remains unclear, however, if the new school improvement system (ISQA) aids pupils in acquiring the necessary skills and abilities, notwithstanding the key functions and significance of ISQAs.

The establishment of School Quality Assurance aims to achieve the following learning objectives (also known as domains or indicators of quality) that, in the Tanzanian context, define what quality education is: learners' achievement; high-quality instruction for effective learning and assessment; curriculum design that meets learners' needs; high-quality leadership and management, including resource and learning leadership; welfare, health, and safety impacts of the school environment; and community engagement (URT, 2017). Since the other domains complement each other, this study concentrated on learners' achievement to give a thorough knowledge of the functions of School Quality Assurance.

Through internal school quality assurance (ISQA) methods, teachers receive feedback that helps them modify their lessons to better meet the diverse demands of their student body. Teachers enhance learning outcomes by modifying their teaching techniques, interventions, and resources based on insights gained about the performance and progress of individual pupils. According to research by Makiya et al. (2022), learning attainment in Tanzanian public primary schools is improved by rapidly disseminating SQA comments and integrating instructors in SQA practices. However, teachers encounter difficulties when interpreting input from school quality assurance. Pastore et al. (2019) argue that when contextual factors including learner backgrounds, easily accessible materials, and classroom dynamics are overlooked, feedback might be misinterpreted, leading to teacher discouragement. The potential of feedback to improve

teaching and learning outcomes is limited if these contextual factors are disregarded. The two studies give different viewpoints, which cast doubt on how much ISQA feedback helps teachers raise learner achievement in public primary schools.

The efficacy of ISQA systems in Rombo District is reportedly hampered by low teacher preparation, a lack of funding, and little stakeholder participation, even though these systems are meant to enhance learning outcomes through ongoing observation and feedback. According to Revelian and Tibategeza (2022), these problems lead to uneven application of quality assurance procedures, which in turn reduces their influence on learner progress. Furthermore, there are issues with how ISQA activities match the real demands of pupils and schools, which makes these systems even less effective (Famonovna, 2020). This led the researchers in this study to investigate on the extent to which internal school quality assurance feedback affects pupils' academic performance in public primary schools in Tanzania's Rombo district.

2. Statement of the Problem

The inadequate utilization of Internal School Quality Assurance (ISQA) input to improve learner achievement is a major problem for Tanzanian public primary schools. This problem was linked to school-based quality assurance processes by Charles and Mkulu (2020). Access to high-quality education includes the development of skills and abilities that enable people to adapt to the shifting demands of society in addition to the transmission of knowledge (Sodirjonov, 2020). Although it is thought that internal school quality assurance (ISQA) raises educational standards, its ability to promote pupil achievement in primary schools remains questionable. According to Ndibalema (2019), Tanzania's primary schools are failing as a result of insufficient internal school quality assurance procedures. Teachers' perceptions of ISQA's responsibility to guarantee that primary school pupils demonstrate their abilities, skills, knowledge, and understanding are unfavorable, as found by Sebastian (2020) and Mtitu et al. (2023). The extent to which ISQA feedback addresses pupil achievement has not been fully investigated in prior studies. Thus, the current study looked into how well internal school quality assurance feedback raises pupil achievement in Tanzania's public primary schools in Rombo district.

3. Research Question

The study was guided by the question: To what extent does ISQA feedback raise pupil achievement in Rombo district, Tanzania?

4. Significance of the Study

The study offers useful insights and suggestions for enhancing instructional practices and results and is important to educators, pupils, internal school quality assurers, legislators, and the body of knowledge. Internal school quality assurance may employ the findings to evaluate and enhance school performance to uphold high standards. The study findings help policymakers to formulate policies that foster quality, equity, and access. Finally, the study contributes to the body of knowledge by filling in the gaps in earlier research, setting the stage for other studies, and encouraging a deeper undestanding of the learning environment.

5. Theoretical Framework

The study was grounded in Crosby's Total Quality Management Theory (TQMT) of the 1950s and 1960s, on improving internal operations, services, and products of a company consistently. TQMT emphasizes quality assurance and continuous improvement in the educational system, involving all stakeholders including educators, administrators, pupils, and parents in the pursuit of excellence. It encourages a culture of continuous assessment, criticism, and adjustment to guarantee that the demands of the pupils are successfully satisfied. Using TQMT, public primary schools in the Rombo district can set up strong internal quality control systems that keep an eye on and improve the classroom atmosphere, instructional strategies, and general academic achievement. Teachers work toward continuous improvement and ultimately improve student achievement by incorporating TQMT principles into the school's quality assurance feedback systems. According to Abu-Mahfouz (2019), schools can enhance their quality assurance processes by incorporating TQMT concepts into internal feedback systems. Kaur (2020) argues that the focus of TQMT on identical procedures may restrict flexibility in addressing the distinct demands and challenges encountered by schools and students. When TQMT principles are applied, educational institutions foster a

culture that emphasizes excellence and promotes the use of feedback mechanisms to identify problem areas and make the necessary corrections.

6. Literature Review

The process of sharing evaluations, observations, and data with individuals or groups within the educational system to support their professional development, enhance procedures, and improve overall quality is known as feedback in internal school quality assurance. Focusing on performance, advancement, and opportunities for growth, this information sharing promotes introspection, education, and ongoing development.

The impact of extracurricular activities on learners' behavior and academic performance was determined by Abdelhafifdh et al. (2022) in Tunisia. Quantitative statistics were used for data analysis. The main results showed that extracurricular activities help students develop social conduct, discipline, and responsibility while also reducing aggressive behavior. The number of extracurricular activities, the length of practice, and the dependent variable the degree of behavioral improvement among pupils were found to be significantly positively correlated in the study. The findings demonstrated the beneficial effects of extracurricular activities on learners' motivation, attachments to their schools, and concentration skills. The improvements may not always have resulted from the activities themselves. It is possible that other unmeasured variables or factors played a part.

Arogundade and Belo (2019) researched the internal effectiveness and quality assurance of Nigerian primary school teachers. This study used a survey-style descriptive research design. The 9,310 primary school teachers and all 7,006 primary school pupils in Ekiti State made up the study population. A sample of 700 teachers and 700 primary school pupils was chosen using stratified, proportional, and random selection approaches. Teachers' responses to the "Quality Assurance Questionnaire" and pupils' responses to the "Teachers Internal Efficiency Questionnaire" served as the data collection tools. The findings showed a substantial correlation between primary school teachers' internal efficiency and quality assurance. Additionally, it was shown that the quality assurance procedures offered in urban and rural schools varied greatly. The study primarily looked into how much ISQA's feedback offering improves instructors' capacity to raise pupil achievement by examining the relationship between quality assurance and the internal efficiency of primary school teachers. Further research on this specific aspect is necessary to provide more insight into how feedback influences pupil achievement.

Kigozi (2020) carried out a study titled "Quality Assurance Practices Applied in PTTCs: Listening to the Student Voice through Focus Group Discussion." The study used a qualitative research design that was informed by discussions from focus groups. Four PTTCs—two private ones, Buloba (BLK) and Ggaba (GBK); two public ones, Kibuli (KIB) and Rakai (RBK)—were purposefully chosen. The research determined that the QA procedures used in Uganda's PTTCs were "continuous improvement," "accreditation," "self-evaluation," "external examinations," and "student involvement in QA." Additionally, the study identified several obstacles that prevented QA from being successfully implemented in PTTCs, including a "negative attitude towards quality assurance," "lack of skilled manpower regarding QA," "improper communication," and "lack of financial resources for QA implementation." Through the views of the students, the study by Kigozi (2020) provides insightful information about the quality assurance procedures in PTTCs in Uganda. Nevertheless, the results of qualitative research are less generalizable and transferable; in contrast, this study used a mixed-methods approach with a convergent design to improve comprehension and applicability.

Makiya et al. (2022) examined the effects of internal quality assurance procedures on learners' academic performance in Arusha, Tanzania's elementary schools. The study was conducted following Fredrick Taylor's Principles of Scientific Management Theory. There were 4 QAOs, 944 teachers, and 56 headteachers in the target population; the sample size consisted of 283 teachers and 17 principals. The methods used to collect data were validated and reliability-tested survey questionnaires and interview schedules. While descriptive and inferential statistics were utilized in quantitative data analysis, content analysis was used in qualitative data analysis. The results, which were indicated by a mean score greater than 2, provided insight into the current state of internal quality assurance practices. They revealed that professional documents were rarely examined, instructional resources and syllabus coverage were rarely monitored, and feedback was rarely given. Nonetheless, there is a dearth of direct research on how these findings might affect educators' development and pupils' academic achievement. Thus, the current study

looked into how much teachers' performance in public primary schools is improved by ISQA feedback provision.

Makiya et al. (2022) used a cross-section descriptive design to investigate how School Quality Assurance (SQA) strategies improve learning achievement among Public Primary Schools (PPSs) in Arusha Region of Tanzania. 226 participants' information was gathered via questionnaires and interviews. A thematic approach was employed to analyze the qualitative data, while descriptive statistics, ordinal regression, and Spearman's rho correlation were used to analyze the quantitative data. The results of the study showed that regular school visits, follow-up visits, timely SQA feedback releases, polite language, professional development support, visiting schools without prior notice, and teacher involvement in SQA practices improved learning achievement. Although the study identifies effective SQA strategies, more research is required to determine how effective feedback is at raising pupil achievement. The current study concentrated on how teachers received feedback from ISQA to improve pupils' performance in public primary schools.

Chilangilo (2022) carried out assessment research on the impact of school inspections on students' academic achievement in Tanzania's Mvomero district's public elementary schools. One district educational officer, ten district quality assurers, thirteen assistant district primary school educational officers, eight ward educational officers, twenty-five head teachers, and 122 ordinary teachers made up the study's sample of 179 respondents. Information was gathered from regular teachers via questionnaires, and from primary headteachers, ward education officers, district primary school education officers, and DSQAs through interviews. To gather information, the researcher in the field used observation. The study discovered that evaluating the effectiveness of the school inspection procedure in primary schools involves looking through teaching and learning materials, pupil notes and completed assignments, academic records, and giving feedback for future improvements. According to the findings, the benefits of primary school inspections include raising teacher accountability for their work, improving learner-teacher rapport, resolving issues with the relationship between teachers and pupils, and promoting the effective use of teaching and learning resources. Diverse viewpoints are provided by including headteachers, assistant district primary school educational officers, ward educational officers, head teachers, and district educational officers. It is important to keep in mind that, even though these findings support the beneficial effects of school assessments, further study is essential to clearly identify the specific role that quality assurance feedback plays in fostering teacher growth and pupil achievement.

Generally, the reviewed empirical studies addressed local settings as well as global contexts such as Tanzania, East Africa, and Africa. However, the majority of the reviewed empirical studies used qualitative-method design, which limits generalizability and transferability. These studies included those by Arogundade and Belo (2019), Abdelhafifdh et al. (2022), Makiya et al. (2022), and Chilangilo (2022). Fewer studies used mixed-methods design. It was discovered that several of the reviewed empirical studies contained research contradictions that could have jeopardized the reliability of the study's conclusions. There are concerns about the validity of study findings when improper methodology, sampling techniques, and data collection tools are used. This study addressed a methodological gap and the knowledge gap in gathering feedback for learners by utilizing sample approaches, convergent design, and suitable data collection instruments. The current study therefore examined how comprehensive internal school quality assurance feedback is in raising learner achievement in public primary schools in Rambo district, Tanzania. The research employed a convergent design to collect data in both qualitative and quantitative forms, enabling the use of both probability and non-probability sampling methods.

7. Methodology

The study employed a convergent research design in a mixed methods approach to find out how much internal school quality assurance feedback contributes to boosting pupils' achievement in public primary schools in Rombo district, Tanzania. To properly understand the research problem, both qualitative and quantitative data must be simultaneously collected within a single study (Creswell and Creswell, 2018). This design has the benefit of offsetting one approach's shortcomings with another's advantages. This study used a convergent design to collect both quantitative and qualitative data to better understand how internal school quality assurance can raise the standard of instruction in public primary schools. The study examined a target population of 1127 people who were split up into different groups: 468 Internal School Quality Assurers (ISQAs), 7 District School Quality Assurers, 153 Headteachers (HTs), and 499 primary teachers who were not ISQA members. Sample strategies including simple random, whole population, stratified

random, and expert sampling were employed in this study to choose 16 primary schools, 16 headteachers, 48 ISQAs, 60 teachers, and one District School Quality Assurer.

Questionnaires were used to gather quantitative data, and document analysis and interview guides were used to gather qualitative data. Professionals from MWECAU with experience in educational planning and administration were used to establish the validity of the instruments. A pilot study was carried out in two public primary schools. While triangulation and peer debriefing were used to establish the reliability of qualitative data, Cronbach's Alpha Coefficient was used to estimate the reliability of questionnaires with Likert-type items. Results showed that $r = 0.816$ for ISQA and $r = 0.762$ for teachers. Throughout its entirety, the study complied with research ethics guidelines. Using SPSS version 22, descriptive statistics were used to analyze quantitative data, specifically utilizing frequencies, percentages, and means. Creswell and Creswell (2018) six steps for data analysis ; reading or looking into, coding, and thematic analysis were applied in this study to ensure the reliability of the qualitative data.

8. Findings

This study sought to determine the degree to which pupils' achievement in public primary schools in Rombo district Tanzania is improved by ISQA feedback. To gather information for this study, teachers and Internal School Quality Assurers were given questionnaires that asked them to rate their agreement or disagreement with several statements. Furthermore, an interview with the DSQA and head teachers was carried out. The analysis was conducted using a five-level Likert scale, where 1 denotes "Very Small Extent," 2 "Small Extent," 3 "Moderate," 4 "Large Extent," and 5 "Very Large Extent." Once the frequencies and percentages were determined, the percentages were divided into the following categories: extremely minority ($\leq 20\%$), minority (21–49%), moderate (50–59%), majority (60–69%), very high majority (70–89%), extremely majority (90–99%), and overwhelming majority (100%) (Taherdoost, 2019). Additionally, an item's mean score of more than three indicates that learners' achievement is enhanced by ISQA feedback, whereas an item's mean score of less than three indicates that learners' achievement is not enhanced by ISQA feedback. A mean score of precisely three designates that learners' achievement has either improved by ISQA feedback or not (Chyung & Hutchinson, 2023). Table 1 summarizes the ISQA and teacher responses.

Table 1: Responses from teachers (TRs) and internal school quality assurers (ISQAs) regarding how comprehensive internal school quality assurance feedback is in raising pupil achievement in public primary schools in Rombo district, Tanzania, (n=48 and 60)

S/N	Statement	Resp	VSE		SE		M		LE		VLE		Mean
			F	%	F	%	F	%	f	%	F	%	
1	The feedback provided by ISQA helps teachers at your school plan lessons that support pupils' academic development.	ISQA	1	2.1	1	2.1	5	10.4	25	52.1	16	33.3	4.13
		TRs	3	5.0	1	1.7	2	3.3	30	50.0	24	40.0	4.18
2	Pupils' achievement is fostered by utilizing ISQA feedback to enhance instruction and learning.	ISQA	3	6.3	6	12.5	0	.0	29	60.4	10	20.8	3.77
		TRs	5	8.3	5	8.3	2	3.3	34	56.7	14	23.3	3.78
3	Teachers are empowered to enhance academic success at your school by using resources that are chosen based on feedback from ISQA.	ISQA	0	.0	10	20.8	9	18.8	23	47.9	6	12.5	3.52
		TRs	0	.0	9	15.0	15	25.0	21	35.0	15	25.0	3.70
4	ISQA feedback helps educators in the classroom and encourages pupils to succeed in your institution.	ISQA	0	.0	9	18.8	10	20.8	23	47.9	6	12.5	3.54
		TRs	0	.0	16	26.7	3	5.0	31	51.7	10	16.7	3.58
5	Within your school, ISQA feedback helps teachers develop their ability to solve problems, which raises pupil achievement.	ISQA	2	4.2	9	18.8	6	12.5	19	39.6	12	25.0	3.63
		TRs	0	.0	6	10.0	0	.0	30	50.0	24	40.0	4.20
6	Teachers can improve pupil achievement through regular staff seminars that are backed by ISQA feedback.	ISQA	3	6.3	7	14.6	5	10.4	26	54.2	7	14.6	3.56
		TRs	2	3.3	2	3.3	8	13.3	32	53.3	16	26.7	3.97
7	ISQA feedback encourages extracurricular activities to improve the learning environment for students.	ISQA	2	4.2	5	10.4	8	16.7	16	33.3	17	35.4	3.85
		TRs	2	3.3	5	8.3	1	1.7	23	38.3	29	48.3	4.20
8	ISQAF supports discipline instructors in creating a supportive atmosphere that improves pupil performance in your school.	ISQA	3	6.3	5	10.4	5	10.4	25	52.1	10	20.8	3.71
		TRs	2	3.3	8	13.3	1	1.7	24	40.0	25	41.7	4.03
9	Equal opportunities are guaranteed by ISQAF, which raises pupil achievement at your school.	ISQA	0	.0	14	29.2	5	10.4	19	39.6	10	20.8	3.52
		TRs	1	1.7	12	20.0	3	5.0	24	40.0	20	33.3	3.83
10	ISQAF strengthens critical thinking abilities and fosters innovation. At your school	ISQA	3	6.3	9	18.8	1	2.1	24	50.0	11	22.9	3.65
		TRs	1	1.7	5	8.3	0	.0	32	53.3	22	36.7	4.15
	Grand Mean												3.82

Source: Field Data (2024) 1= (VSE) Very Small Extent, 2= (SE) Small Extent, 3=(M) Moderate, 4=(LE) Large Extent, 5=(VLE)Very Large Extent, F=frequencies, P=Percentages

The data presented in Table 1 shows that, among ISQA and teachers, the very high majority (85.4%) and the extreme majority (90%) respectively, rated as much as possible how much they benefit from ISQA feedback when planning lessons that support pupils' academic growth. In contrast, the extremely small minority (4.2% and 6.7%), among ISQA and teachers, respectively, rated as little as possible how much they benefit from ISQA feedback when planning lessons that support pupils' academic growth. For ISQA and teachers, the corresponding mean scores were 4.13 and 4.18. This shows that most ISQAs and teachers believe teachers greatly benefit from ISQA feedback when it comes to creating lessons that support learners' academic development. The high mean scores indicate that most participants think ISQA feedback helps teachers support learners' academic development through their instructional activities. The headteacher (HT1), in face-to-face interviews regarding ISQA feedback in lesson planning that supports pupils' academic growth, made the following arguments in support of the findings:

> The feedback that ISQA provides is incredibly helpful for both teachers' and learners' academic progress. This is explained by the fact that ISQA highlights the advantages and disadvantages of teachers and offers a clear route for development. Consequently, the input provided by ISQA benefits educators and learners alike, ultimately fostering general academic achievement (HT_1, personal communication, 19 April, 2024).

Based on the information from HT_1 regarding the interview, it appears that ISQA feedback is very helpful in raising learners' academic achievement and teachers' efficacy in public primary schools. ISQA feedback assists in enhancing teaching practices by pointing out teachers' areas of strength and weakness and offering precise instructions for improvement. This in turn has a positive impact on the learning outcomes and experiences of pupils. As a result, by addressing important areas for teacher improvement and improving learner performance, ISQA feedback is critical to fostering overall academic success. Another HT_3 had this to say

> By highlighting areas of strength and room for improvement, ISQA's feedback loop gives teachers more power. This focused approach encourages ongoing development, which eventually helps pupils and teachers alike. Teachers can establish a more productive learning environment and help pupils succeed academically by implementing better teaching practices (HT_3, personal communication, 17 April, 2024).

Overall, the data suggests that the ISQA feedback loop fosters teacher empowerment and ongoing learning and teaching improvement. The feedback loop of ISQA has substantial implications for improving education, especially for public primary schools. This focused strategy encourages a culture of ongoing professional development, which results in more efficient teaching strategies. As a result of this, the enhanced teaching strategies foster a more favorable learning environment, which directly helps pupils and helps them succeed academically. Consistent with the findings of Makiya et al. (2022), the study affirms that teachers enhance their pedagogical skills and adopt new methods that better meet the needs of their pupils by getting constructive feedback.

Data in Table 1 reveals that a very small minority (18.8% and 16.6%) of ISQA and teachers, respectively, rated very small extent and small extent ISQA feedback is used to improve teaching and learning, thereby fostering pupil achievement. In contrast, a very high majority (81.2% and 80%) of ISQA and teachers, respectively, rated to a large extent, and very large ISQA feedback is used to improve teaching and learning, thereby fostering pupil achievement at their school. For ISQA and teachers, the mean score was 3.77 and 3.78, respectively. The high mean scores indicate that most respondents contemplate ISQA feedback as important for raising the standard of instruction and learning, which benefits pupils' outcomes. However, it is important to remember that there might be room for improvement if minority viewpoints are taken into account.

In the course of gathering data, the researcher discovered that Internal School Quality Assurance Feedback (ISQAF) is widely used to promote enhancements in instruction and learning, which in turn raises pupils' academic performance. As a result of classroom observations, ISQAF provides teachers with comprehensive and helpful insights that highlight their instructional practices' strong points as well as areas that require improvement. This involves how well they manage the classroom environment as a whole, how well they employ instructional strategies, and how they use learning resources. With the help of this focused feedback, educators take an active role in their professional development, modifying and improving their teaching strategies to better suit the changing needs of their pupils. According to Makiya et al.' study from 2022, teachers participate in meaningful reflection and continuous improvement when ISQA processes offer

structured, constructive feedback on instructional practices. These findings are consistent with that study. Furthermore, the opinions of the district quality assurance (DSQA), who expressed their opinions in in-person interviews, are in line with these results.

> By keeping an eye on classroom procedures, ISQAF is essential to guaranteeing high-quality education. They pay special attention to how well a teacher teaches, how well they use teaching resources, and how well the classroom is run. When they pinpoint areas in need of development, ISQA offers helpful criticism and doable recommendations for enhancing instructional strategies (DSQA, personal communication, 29 February, 2024).

Based on data from the DSQA, the district's system for keeping an eye on and upholding the quality of education appears to be centered on three main facets of instruction: the teacher's method of instruction, how they use resources, and how well they manage the classroom. Interestingly, the ISQAF provides helpful advice and suggestions to assist teachers in improving their pedagogical approaches in addition to identifying areas that require improvement. This is in line with the research conducted by Arogundade and Belo (2019), which discovered that efficient implementation of ISQA procedures catalyzes ongoing professional growth and the improvement of instructional strategies. The ISQA enables educators to critically examine themselves and make specific modifications to their teaching strategies by providing them with thorough, actionable feedback.

Data in Table 1 indicates that most ISQAs (64.6%) and the extreme majority (90%) of teachers rated the ability of ISQA feedback to help teachers develop problem-solving skills as very large or very large, respectively, thereby enhancing pupil achievement within schools. In contrast, a minority of ISQAs (23%) and extremely minority (10%) of teachers rated the ability of ISQA feedback to help teachers develop problem-solving skills as very small or small, ultimately enhancing pupil achievement within their schools. This suggests that the ISQA team and the teachers themselves are aware of the beneficial effects of the ISQA feedback in providing teachers with the resources and know-how they need to help their pupils develop their problem-solving skills. A common understanding of the connection between better teaching practices and improved learner outcomes is indicated by the large number of respondents who rated the ISQA feedback as highly effective in this regard.

The arguments made by the head teachers who expressed their opinions in in-person interviews also backed up the findings. When asked in an interview about how ISQA feedback helps teachers develop problem-solving techniques, one of the head teachers responded, saying: "*Our teachers have a clear roadmap for improving their instructional practices when they receive detailed observations and recommendations from the ISQA team.*" (HT$_4$, personal communication, 17 April, 2024). The head teacher's information generally suggests that teachers receive clear and practical guidance for enhancing their instructional practices when they receive comprehensive observations and recommendations from the ISQA team. Teachers use this structured feedback as a road map to pinpoint areas that need improvement and put effective strategies into practice. This leads to higher-quality instruction and higher pupil achievement. Likewise, another head teacher had this to say:

> Precisely, the ISQA feedback identifies areas in which educators improve how they support critical thinking and problem-solving in the classroom. Equipped with this knowledge, our educators modify their courses, experiment with novel ideas, and produce more captivating educational opportunities for the pupils. (HT$_5$, personal communication, 20 April, 2024)

The headteacher's information generally indicates that ISQAF successfully identifies areas in which teachers enhance their methods for encouraging critical thinking and problem-solving abilities in the classroom. Educators use these insights to adapt their lessons, try out new techniques, and give pupils more engaging learning opportunities. By giving teachers focused feedback, they enhance their methods of instruction, which in turn improves learner engagement and performance. This is consistent with a study by Stanley and Mhagama (2022), which highlighted how teachers modify their methods by receiving detailed feedback, creating a more stimulating and productive learning environment, and improving pupil outcomes.

In the face-to-face interviews, Headteacher HT4 said: "*Teachers use a range of instructional strategies to help pupils learn. The application of learner-centered approaches is emphasized, with a focus on the problem-solving approach in particular. This method gets them ready for everyday circumstances*" (HT$_4$, personal communication, 17 April, 2024).

The information indicates that to improve the educational experience, teachers should give priority to using a variety of teaching and learning strategies. Teachers seek to actively involve pupils in the learning process by focusing on learner-centered approaches and adapting instruction to meet each pupil's needs and preferences. Participants' critical thinking, creativity, and adaptability are fostered by the emphasis on problem-solving techniques, which demonstrates a commitment to equipping them with real-world skills.

In terms of problem-solving abilities, HT6 stated: "*With problem-solving activities in particular, teachers are moving away from traditional methods towards pupil-centered learning. The objective is to provide pupils with the abilities they need to deal with problems in the real world, not just for exams* (HT$_6$, personal communication, 15 April, 2024). With a strong emphasis on problem-solving exercises, the information emphasizes a shift toward learner-centered learning. Instructors are turning more and more toward helping pupils become critical thinkers and problem solvers rather than depending solely on traditional teaching techniques. This move reflects a larger educational objective of equipping pupils with transferable skills for modern challenges, which extends beyond the purview of exams. The results are consistent with those of Makiya et al. (2022), who noted that prompt ISQA feedback and teacher participation in ISQA procedures enhance learning outcomes.

Data in Table 1 shows that a very large majority of ISQA and teachers (72.9% and 81.7%), respectively, rated that ISQA feedback supports discipline teachers, ensures conducive learning environments, and contributes to overall pupil achievement. In contrast, a very small minority of ISQA and teachers (16.7% and 16.6%), respectively, rated that ISQA feedback supports discipline teachers, ensures conducive learning environments, and contributes to overall learner achievement. The average score for instructors and ISQAs was 4.03 and 3.71, respectively, indicating that the majority of instructors and ISQAs think that ISQA input is crucial for assisting disciplinary teachers in creating environments that support learning and increase pupils' overall success. The fact that the majority of instructors strongly believe that ISQA feedback offers substantial support in these areas is indicated by the high mean score for teachers. It is noteworthy, therefore, that a minority opinion exists about the effectiveness of ISQAF's help in disciplining instructors in creating conditions that are favorable to learning and raising pupil accomplishment overall. During the face-to-face interview, DSQA said:

> It is anticipated that the ISQA's feedback would improve the teaching and learning environment as a whole. This is accomplished by putting into practice a learner-centered strategy and encouraging motivational behaviors that will eventually help pupils attain academic success (DSQA, personal communication, 29 February, 2024).

Information supplied suggests that the district's teaching and learning environment is anticipated to benefit from the ISQA's feedback. Teachers who incorporate the recommendations and insights provided by the ISQA are likely to embrace a learner-centered approach, which places a premium on customizing instruction to learners' needs and preferences in surroundings that are conducive to learning. HT7 had this to say:

> An improved learning environment is achieved by following the guidance provided by ISQA. Teachers establish learner-centered classrooms and include motivational techniques by putting their suggestions into practice. Ultimately, this results in increased pupil achievement (HT$_7$, personal communication, 22 April, 2024)

The data suggests that educators view ISQA comments as a helpful resource for creating more engaging lesson plans. Instructors modify their classrooms to better suit the needs of their pupils and incorporate motivational techniques by implementing ISQAF recommendations. Higher learner engagement and more conducive classroom environments are anticipated outcomes of this strategy. An additional indication that ISQAF provides strong support in these areas is the high mean score for teachers. The study's conclusions are consistent with those of Chilangilo (2022), who stated that the benefits of inspections in primary schools include raising teachers' accountability for their professional work, improving pupil-teacher rapport, resolving issues with relationships between teachers and pupils, and enhancing learner discipline.

As demonstrated by the data presented in Table 1, a small minority of ISQA members (25.1%) and an even smaller minority (10%) of teachers rated how much their schools foster innovation through ISQA feedback, which enhances pupils' critical thinking abilities and overall academic performance. Conversely, a very large majority (72.9%) of ISQA members and an extreme majority (90%) of teachers rated how much their schools foster innovation through ISQAF. The mean score for instructors and ISQA was 4.15 and 3.65, respectively. The information above indicates that most ISQAs and teachers consider that ISQAF is essential to encouraging creativity, developing critical thinking abilities, and raising pupil achievement in general.

Given the high mean score for instructors, it is probable that a sizable percentage of educators firmly believe that ISQAF encourages creativity, strengthens critical thinking skills, and generally increases pupil achievement. Though there is a minority view, it is crucial to take it into account when creating interventions or enhancements to promote innovation through ISQAF. The study's conclusions are consistent with the total quality management theory, which emphasizes that instruction must always be improved for pupils to achieve their goals.

The data in Table 1 displays that the mean score for ISQAs is 3.52 and for teachers is 3.70 on the statement "ISQAF guides resource selection, empowering teachers to boost academic success at their school." Additionally, the mean score for ISQA is 3.54 and for teachers is 3.58 on the statement "ISQAF supports teachers in academic matters, promoting pupils' achievement in their school. Furthermore, the data indicate that the mean score for the responses of ISQAs is 3.56 and for teachers is 3.97 on the statement "Regular staff seminars are supported by ISQAF, aiding teachers in enhancing learner achievement. On the statement "Extracurricular activities are encouraged by ISQAF at their school, enhancing pupil experience," the mean score for ISQAs was 3.85, and the mean score for teachers was 4.20. In addition, the mean score on the statement "ISQAF ensures equal opportunities for all pupils, including those with special needs, enhancing achievement at their school" is 3.82 for teachers and 3.52 for ISQAs. Table 1 shows that the mean score of 3.82 is the grand average of all ten statements. This implies that internal school quality assurance feedback greatly raises learners' achievement, as indicated by the ISQA and teachers' responses, which indicate a significant amount of ratings.

The data presented in Table 1, which has a mean score of 3.82, suggests that the internal school quality assurance (ISQA) feedback has improved pupil achievement in the public primary schools located in the Rombo district. The ISQA's all-encompassing strategy for helping instructors with academic challenges and fostering learners' accomplishment is primarily to blame for this improvement. Through the provision of constructive feedback and recommendations to enhance their teaching methods, the ISQA process has enabled educators and promoted a culture of continuous professional development. While the ISQA has addressed issues of equity and inclusion within the school system, its focus on promoting extracurricular activities has also enhanced the overall learner experience. This is in addition to its efforts to ensure equal opportunities for all pupils, regardless of their needs. The implementation of a comprehensive quality assurance strategy has yielded quantifiable enhancements in pupil learning outcomes, indicating the transformative power of ISQA feedback in raising educational standards and developing the problem-solving skills of Rombo district primary school students.

9. Conclusion

Based on the data, the study concluded that, learner achievement in public primary schools in Rombo district to a large extent improved by internal school quality assurance feedback. This improvement is credited to ensuring equal opportunities for all pupils, encouraging extracurricular activities, supporting teachersacademically, and promoting learner achievement.

10. Recommendation

The study advised that: the educational authorities should invest in ongoing professional development initiatives to increase teachers' ability to incorporate the ISQA feedback. By consistently funding educators' professional growth, educational authorities should enable the teaching staff to optimize the advantages of internal school quality assurance feedback mechanisms. This ought to bolster the beneficial impact of ISQA on raising overall pupil achievement in the public primary schools in the Rombo district.

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