

Effectiveness of School Quality Assurance Officers' Communication Styles on Improving Teaching and Learning in Arusha City Public secondary schools

Efraim N. M. Kosia

PhD Candidate Mwenge Catholic University
(Tanzania), Nelson Mandela African Institutional of Science
and Technology (Tanzania), Academic Department

Eugene Lyamtane (PhD)

Mwenge Catholic University (Tanzania), Faculty
of Education

Abstract: *This study aimed at investigating the effectiveness of School Quality Assurance Officers' communication styles on improving teaching and learning processes in Arusha City Public secondary schools. This study was guided by the Utilization Focused Evaluation theory which assume that regardless how the evaluation processes and findings are, unless they are implemented to bring improvement, evaluation is wastage of resources. The study employed convergent parallel mixed methods through concurrent approach where Ex-post Facto design and case study designs were employed. The study samples were 1 Chief Zonal Quality Assurance Officer, 1 City Academic Officer, 3 Ward Education Officers, 3 Heads of schools, 6 School Quality Assurance Officers (SQAOs) and 166 teachers. Both probability and non-probability sampling procedures were utilized in selecting participants of the study. The study utilized questionnaires for teachers, interview guide and focused group discussion for data collection. Reliability was estimated using Cronbach alpha among all Likert scale items on a questionnaire. The study found that high performing schools implements more SQAOs' findings schools than both low and treatment schools. However, SQAOs visit does not reflect the true picture in low performing schools as compared to both high performing and Treatment schools because of the unintended effects. The study recommends the true experiment design research that involves more number low and high performing schools.*

Keywords: *Communication Styles, School Self Evaluation, Intended External Evaluation Effects*

I. INTRODUCTION

In Tanzania like other countries, School Quality Assurance Officers (SQAOs) spend days in schools conducting classroom observation where they make assessment of classroom climate, the extent to which teachers' master subject content and teaching methodology. School Quality Assurance Officers are required to identify and discuss with teachers areas of improvement. During the classroom observation, SQAOs focuses on subject content, teaching learning methods, teaching aids and classroom control. In this regard, SQAOs facilitate school improvement in areas of teaching and learning by giving feedback and advice to teachers after classroom observations. However, SQAOs do not get enough time to discuss the findings and

recommendations with classroom teachers (Matete, 2009). On the other side, in Tanzania, it has been observed that teachers in various schools tend to be dissatisfied with the school inspections exercise and its findings and recommendations. This scenario leaves the whole exercise on the cross road as far as the purpose of school inspection is concerned.

The school inspection system which does not create avenue for teachers to accept inspection findings is likely to bring no improvement in teaching and learning in schools. School inspectors need to create relationship with teachers and use sound communication style that would make teachers not only accepting feedback on their teaching but also use the findings to bring improvement in their teaching and learning approaches. Kambuga and Dadi (2015) found that school inspectors' visits to schools in Tanzania were insufficient and

even the inspection findings and recommendations were poorly communicated to schools. Also, in the report of Chief Auditor General of the United Republic of Tanzania it was found that School inspectors do not adequately compile inspection recommendations and even where they compile the findings, the recommendations of inspection feedback rarely have significance impact on school improvement (URT, 2008). Despite these findings, the recommendations given were for inspectorate department to design the system which would maximize the use of inspection findings but they did not stipulate what the design would entail.

Inspection is may be likely to make more sense to schools if the inspectors get enough time to discuss and clarify issues with school community so that at the end, schools can be in the position to own the inspection findings and recommendations. Findings from the project on the impact of school inspections on improvement of schools which aimed at describing assumptions on causal mechanisms in six European countries indicated that self-evaluation capacity of schools would be correlated to schools being willing and able to respond to external inspection by planning, implementing and monitoring improvement strategies (Ehren, Altrichter, McNamara & O'Hara, 2013). The objective of this study is to explore the effectiveness of School Quality Assurance Officers' Communication styles on improving teaching and learning in Arusha City Public secondary schools.

RESEARCH QUESTIONS

- ✓ What are the levels of SQAOs' communication styles in Arusha City Public secondary schools?
- ✓ What is the relationship between SQAOs' communication styles and improvement of teaching and learning in Arusha City Public secondary schools?
- ✓ How do SQAOs' communication styles contribute to improvement of teaching and learning in Arusha City Public secondary schools?

HYPOTHESIS

- ✓ There is significant relationship between SQAOs' communication styles and improvement of teaching and learning in Arusha City Public secondary schools.
- ✓ There is significant contribution of communication styles on improvement of teaching and learning in Arusha City Public secondary schools

II. CONCEPTUAL FRAMEWORK

In Tanzania, SQAOs visit schools with the aim of inspecting, advising and providing support to schools. During the visit SQAOs conduct classroom observation and provide feedback at individual teachers and school level. This conceptual framework on effectiveness of SQAOs' communication styles, communication style is considered as a mechanism through which schools give oral feedback to schools. The framework considers that after inspection, in order for effective implementation to take place, the SQAOs would discussion the inspection findings and

recommendations with individual inspected teachers and then discuss with the whole school. it is assumed that the school would also use the findings and recommendations from the SQAOs as input to the school self-evaluation meetings leading to action plan. The action plan is expected to provide details and clarity on what should be done, who should be involved, what activities are be executed, time framework and the resources needed to bring intended effects in the schools.

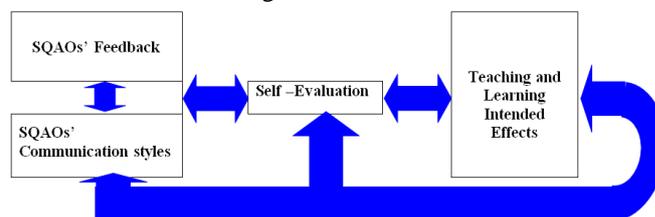


Figure 1: Effects of School Quality Assurance Officers' Communication Styles

According to the model, school community is expected to take improvement actions on the findings and recommendations received from SQAOs after inspection visit. School self-evaluation is intermediate factor that affects effectiveness of communication styles effects on teaching and learning processes. In this perspective, during school self-evaluation, schools scrutinize their weakness and strength for the purposed of coming up with the plan of action that suite their environment. Through involvement of school community, self-evaluations by schools are expected to build their capacity to improve that leads to more effective teaching and learning processes.

III. LITERATURE REVIEW

THE EFFECTS OF COMMUNICATION STYLES ON TEACHING AND LEARNING PROCESSES

Scholars tend to differ on the way they tend to explain communication styles. Some scholars view communication styles as part of personality, others are more concerned with the context or culture, and still a third group has a tendency to depend on the language itself referred as the verbal side of communication (Ibrahim & Mahmoud, 2017). The interest of this study is on how communication style ultimately affects school inspection. School Quality Assurers' relationships with schools are made in communication activities with school staff through informal and formal conversations in which formal communication can be in form of both individual and group meeting.

The study on the effectiveness of school inspection in assuring the quality of education of Primary school education in Shinyanga Tanzania indicated that 84% percent of the respondents pointed out communication style as the hindering factors for effectiveness of school inspectors (John, 2017). However in order to explore the effects of communication style, John (2017) asked respondents to show whether the style used by the school inspectors was friendly, harsh/inhuman or not useful. The findings indicate that the majority of respondents (65.6%) said it was friendly while, 24.6% said it was harsh/inhuman and the rest (9.8%) maintained that it was not useful. Though these results show

that school inspectors were assessed to be friendly, the findings did not provide verbal communication style used and the extent to which the same affected quality improvement in schools.

Another way of approaching communication styles is the extent to which school inspectors express nearness and power to teachers and head teachers in the process of fulfilling their duties as a mechanism through which they negotiate situations involving others to arrive to the mutual agreement about various issues. Ehren and Vischer (2006) identified eight communication styles based on the extent to which the school quality assurers can express nearness and power to teachers and head of schools. First, power dimension which refer to the extent to which the quality assurer gives direction to the interaction process. Second dimension is the nearness which relate to the emotional distance between the quality assurer and other participants in the inspection process. According to Ehren and Vischer (2006), the combination of power and nearness dimensions leads to eight different communication styles which are firm, correcting, dissatisfied, insecure, leading, helping, understanding and giving space; altogether can be used to typify the nature of the communication processes between the quality assurer and school staff. The expression of firm, correcting, dissatisfied and insecure styles to schools indicates that school inspectors bring with them in the school a mandate and an authority whereas styles like leading, helping, understanding and giving space are expression of equal type of relationship between schools and inspectors (MacBeath & McGlynn, 2005).

However, Ibrahim and Mahmoud (2017) identified seven communication styles that can either positively or negatively affect school performance. The seven communication styles reflect preciseness, expressiveness, supportiveness, niceness and reflectiveness are may have relationship whereas, threateningness and Moodiness styles may have negative relationship with school performance. Ibrahim and Mahmoud (2017) studying the effect of communication styles of principals on school performance found that when engaging in individual interaction, school supervisors should be more precise and supportive in the course of executing their responsibility whereas expressiveness or talkativeness should be minimally used in order to get teachers' views. On the other side, quality assurers should understand that they should have to avoid threateningness and moodiness styles as these styles are not likely to lead to improvement of school climate or performance in teaching and learning, and school at large.

School inspection studies revealed that teachers generally are not given enough chances or encouragement by their school principals to participate in decision-making or influence school activities. The school inspectorate in Tanzania is not functioning properly because it does not effectively communicate and follow up on implementation of recommendations (Uwazi, 2009). Studies have showed that there is significant difference in the opinions of school heads and teachers on feedback on inspection in secondary schools. Haule (2012) studies the perceptions of school teachers and leaders toward school inspections in Tanzania secondary schools found that Teachers did not perceive feedback given by inspectors had made improvement in their work performance.

Tanzanian school inspectors were blamed of their unfriendly approach to teachers (URT, 2016), however with recent inspection policy, though no much studies have been done to investigate the current practice, school inspectors who are now called school quality assurers, are expected to build friendly approach during inspection. This friendly approach has connotation of attention to support and enhancing the capacity of schools to improvement.

Despite studies that have been conducted on effectiveness of communication style, there is inadequate evidence on how communication styles of SQAOs contribute to the improvement in teaching and learning processes as a result of school inspection. This study has employed the positive and negative communication styles to explore the extent to which SQAOs' communication styles contributes to improvement in teaching and learning processes in low performing, high performing and school with externally supported school self-evaluations.

IV. METHODOLOGY

The study on the effectiveness of SQAOs' communication styles employed utilized convergent parallel mixed methods design through concurrent approach where both qualitative and quantitative data collection approaches were employed to address the research questions and hypotheses. Data were collected from classroom teachers, Heads of schools, Ward Education Officers and North-West zone SQAOs. Arusha City was selected as a target area because it had a school under pilot study of the Ministry of Education, Science and Technology for implementation of school quality assurance where school inspectors had gave support to a school to establish school self-evaluation as a way of shifting their role from school inspectors to school quality assurance officers' role. The other 8, of which 3 low performing and 5 high performing schools were sampled using probability sampling procedures for the purpose of comparing with the school under the pilot study in the Arusha City. Questionnaires, interview guide and focused group discussion guide were used for data collection.

V. RESULTS

The aim of this research question was to explore whether there was relationship between SQAOs' communication styles and the improvement on teaching and learning processes resulting from the recommendations received from SQAOs during school inspection. In order to gain the understanding of the relationship, twenty four items were constituted to form seven communication styles; each communication style had 3 to 4 items. School Quality Assurance Officers' communication styles were split in two components. The first five were positive communication styles of SQAOs, namely; expressiveness, preciseness, niceness, supportiveness and reflectiveness and the second two were negative Communication styles which were threateningness and moodiness.

The Relationships between SQAOs' communication styles and implementation of findings and recommendations on teaching and learning processes were established from teachers' questionnaire where means, Correlation coefficients and then regression analysis was computed. Likert scale were used to make all computation ranging from 5 scale as always, 4 as often, 3 as sometimes, 2 as rarely and 1 as communication style which is never used.

In addressing the relationship, this section has been sub-divided in three sub sections. First, are means value showing the most communication styles practiced by the SQAOs during inspection process. Second is the correlation coefficient of the relationship between communication styles and improvement in teaching and learning processes. Finally, the regression analysis of communication styles as predictors of improvement on teaching and learning where models for all schools nested together, low performing, high performing and Treatment school are established from the teachers' questionnaire data.

LEVELS OF SCHOOL QUALITY ASSURANCE OFFICERS' COMMUNICATION STYLES

To describe the SQAOs' most and least practiced communication styles, the means for each style were calculated. To establish the mean of each communication style, values were computed from the respective items. Means were rank in order to identify the communications styles most used by SQAOs in schools during execution of their school evaluation duties. The descriptive statistics results on positive and negative communication styles of SQAOs as established from teacher's questionnaire are presented in Table 1.

SQAOs' Communication Styles	Schools categories							
	All Schools (N = 166)		Low Performing Schools (n=48)		High Performing Schools (n = 98)		Treatment School (n=20)	
	M	Rank	M	Rank	M	Rank	M	Rank
1. Expressiveness	3.12	1	3.25	1	3.08	1	2.95	4
2. Preciseness	3.06	2	3.06	3	3.06	2	3.07	2
3. Niceness	2.87	5	3.03	4	2.80	5	2.85	5
4. Supportiveness	2.98	3	3.07	2	2.84	3	3.43	1
5. Reflectiveness	2.90	4	2.99	5	2.83	4	3.02	3
Positive Communication Styles	2.99		3.09		2.93		3.08	
6. Threateningness	2.78	7	2.67	7	2.90	6	2.45	7
7. Moodiness	2.92	6	2.98	6	2.90	6	2.87	6
Negative Communication Styles	2.84		2.80		2.90		2.63	

NOTE: The frequency of using the communication style is Never when $1 \leq M < 2$, Rarely used when $2 \leq M < 3$, Sometimes used when $M = 3$, often used when $3 < M \leq 4$ and Always when $4 < M \leq 5$

Table 1: Means and Ranks of Communication Styles of School Quality Assurance Officers

LEVELS OF POSITIVE COMMUNICATION STYLES OF SCHOOL QUALITY ASSURANCE OFFICERS

Results in Table 1 show that expressiveness, despite that it was often used ($M=3.12$), it was also the most practiced (Rank 1) communication style when all schools were nested together. Another communication style often ($M=3.05$) used

was preciseness. This reveals when considering all schools in general, teachers perceive that SQAOs often talk with teachers freely, clarify their ideas fluently, they are certain and passionate to evaluation tasks. These results show that niceness ($M=2.87$) was found to be the least (Rank 5) practiced positive communication style by SQAOs. In this study, communication style of average mean above 3 is often used whereas the average mean less than 3 reflected rarely used communication styles. However, overall, results show that teachers perceived that SQAOs rarely ($M=2.99$) used positive communication styles.

Like in all schools, expressiveness had the highest mean ($M = 3.25$) in low performing schools which show that it was the most practiced communication style by SQAOs in low performing schools. All other communication styles, except reflectiveness style ($M=2.99$), were slightly above than three showing that they were often used by SQAOs during their interaction with teachers which shows that SQAOs often ($M=3.08$) use positive communication style in low performing schools. These findings may imply that those teachers in low performing schools are not engaged mentally to analyze and reflect the findings and recommendations from SQAOs to come up with strategies bring improvement in their schools. Similarly, SQAOs were nice in their communication as it was also explained by teachers in one of the schools:

"During the school quality assurance visit, SQAOs use friendly language in advising us and they tend to sympathize with us because they understand that students admitted in our school come from poor background. They avoid discouraging us regarding our efforts on teaching our students" (Focus Group Discussion: 16th April 2018).

In the same vein, expressiveness style had the highest mean in the high performing schools with mean above average, preciseness was the only other communication style which had above an average ($M=3.06$). The niceness, supportiveness and reflectiveness styles were rarely used by SQAOs in high performing schools. Rare use of niceness style, suggest that teachers perceive that SQAOs had not built friendly relationship with teachers in a way that they had no humble interaction with teachers. On the other had rare use of supportiveness communication style may be an indication of inadequate support to help teachers to implementation school inspection findings as well as inadequate appreciation of teachers work. On overall, high performing schools perceived that SQAOs rarely ($M=2.93$) used positive communication style in their schools. During FGD, teachers indicated that they were not given enough time to discuss findings and recommendations with the SQAOs during the schools visits even where views of SQAOs were different from their views. Teachers in another school indicated that they were not satisfied with the communication style of SQAOs. During FGD teachers' stated that:

"...they just communicate with us in a manner of directing. What I mean is that we don't have discussion with them for all of us to come up with the conclusion. They dictate saying...this should be done like this and this like this They sometimes come with some conflicting ideas because we (teachers) differ in the universities where we studied. For example some of us differ in a way we prepare lesson plan. They need to sit with us if they what us to change, they have to

tell us why we should change our practices” (Focus Group Discussion: 16th April 2018).

Regarding Treatment school, supportiveness communication style had the highest mean ($M=3.43$), which suggest that supportiveness to be the style mostly practiced by SQAOs in a Treatment school. Other communication styles which were often used in treatment school were preciseness and reflectiveness. This might be to the reason that in the treatment school the SQAOs visited to support the school to implement school self-evaluation activities and a school had form the school quality assurance team that was coordinating self-evaluation activities. Results on the extent to which teachers perceived that SQAOs use the communication styles of threateningness and moodiness are presented in Table 1.

NEGATIVE COMMUNICATION STYLES OF SCHOOL QUALITY ASSURANCE OFFICERS

Results in Table 1 show that moodiness had highest values in the treatment school, low performing schools as well as overall schools compared to threateningness. This suggest that SQAOs may easy express their anger or create tension in the schools compare to using deceptive and offensive language, threaten treat teachers to achieve goal or behaving violently. However, results in Table 1 further show that the mean values of threateningness and moodiness in treatment school, low schools and high performing schools were less than 3. This suggests that moodiness and threateningness communication styles were rarely used in all school categories. Similarly, during the interview with one of the heads of school it was observed that schools do not threatening styles though were uncommon, teachers who had inadequate preparation felt threatened by SQAOs. Teachers who attended focus group discussion in one the schools stated that:

“Sometime they are threatening. Being threatening to an adult is not using force but using harsh language. But, sometimes they are friendly they compromise with our environment. ...when they come, they come with many things to check, where for those teach who do not have documents do feel threatened by SQAOs” (Focus Group Discussion: 23th April 2018).

These results show that some teachers feel threatened by SQAOs during school inspection. Results further reveal that though SQAOs do display different styles of communication during inspection processes, teachers who do not have documents are more likely to feel threatened than those who are well prepared with teaching and learning documents. This was also explained during the interviewee with one of the Head of school:

During the SQAOs’ visit, those teachers who had not prepared lesson plan were threatened, some got stomach arch and others got even diarrhea. Those teachers heard about the visit of school inspector and got sick. Actually, they were threatened by themselves, they were threatened by their own problem. If you are always not prepared or if you only prepare for some circumstances, you always feel threatened ... (Interview: 20th April 2018)”.

Ibrahim and Mahmoud (2017) studying communication styles used by principals in the schools considered that

threatening and moodiness communication style had negative impact on schools’ performance, which might imply that if SQAOs would ensure minimal level of threatening and moodiness communication style there would be likelihood for schools to implement findings and recommendations on teaching and learning. Therefore, correlation analysis was performed to find out whether there is relationship between communication styles and improvement in teaching and learning processes.

TESTING HYPOTHESIS

Testing hypothesis was established using correlation and multiple regression analysis to establish the relationship between SQAOs’ communication styles and teaching and learning processes.

The Correlation between SQAOs’ Communication Styles and Implementation of Teaching and Learning Findings and Recommendations in all Schools and School Categories

The correlation between communication styles and implementation of teaching and learning findings and recommendations were computed at two levels. First, the correlation was computed in all schools and then based on schools’ categories in order to find whether the school inspection model being tested fits well in all schools’ category. The Null hypothesis was tested:

Null hypothesis 1 (H₀): There is no Significant Relationship between SQAOs’ Communication Styles and Improvement of Teaching and Learning Processes in different School Categories.

Results on the relationship between of school communication styles regarded by Ibrahim and Mahmoud (2017) as positive communication styles, and implementation of SQAOs’ findings and recommendations are presented in Table 2.

SQAOs’ Communication Styles	Improvement in Teaching and Learning process (N = 166)			
	All Schools (N = 166)	Low School (n=20)	High Performing Schools (n=48)	Treatment Performing Schools (n = 98)
Expressiveness	0.197*	0.185	0.188	0.413
Preciseness	0.282**	0.404**	0.177	0.440
Niceness	0.253**	0.250	0.193	0.698**
Supportiveness	0.196*	0.197	0.251*	0.191
Reflectiveness	0.157*	0.121	0.191	0.234
Positive Communication Styles	0.347**	0.285*	0.347**	0.634**
Threateningness	0.019	-0.211	0.198*	0.096
Moodiness	0.130	0.039	0.077	0.551*
Negative Communication Styles	-0.044	0.194	-0.138	0.243

*. Correlation is significant at the 0.05 level (2-tailed)

***. Correlation is significant at the 0.01 level (2-tailed).

Table 2: Correlation Coefficient between SQAOs’ Communication Styles and Improvement in Teaching and Learning process in Treatment, Low and High Performing Schools

SCHOOL QUALITY ASSURANCE OFFICERS' POSITIVE COMMUNICATIONS STYLES

Results in Table 2 show that when schools were nested together, expressiveness, preciseness, niceness, supportiveness and reflectiveness had significant positive correlation coefficient ranging from [$r(166) = 0.157, p(0.044) < 0.05$] to [$r(166) = 0.253, p(0.001) < 0.01$], of which, only preciseness and niceness were significant at $p < 0.01$. This correlations coefficient observed in all school as a unit of measure suggest that there is weak relationship between expressiveness, preciseness, niceness, supportiveness and reflectiveness communication styles of SQAOs and the levels of which schools implement the findings and recommendations on teaching and learning processes. However, when all communication styles were accumulated to make one variable on positive communication styles, there was positive significant correlation coefficient [$r(166) = 0.347, p(0.000) < 0.01$], which is an indication of moderate relationship between positive communications style and the extent to which schools implement the findings and recommendations on teaching and learning processes. As a rule of thumb, a correlation coefficient between 0 – 0.3 is regarded a weak, correlation coefficient higher than 0.3 – 0.6 is regarded as moderate whereas correlation coefficient above 0.6 is regarded as strong (Connolly, 2007).

Results in Table 2 on low performing schools show that correlations coefficient ranged from weak to moderate. There was moderate relationship [$r(48) = 0.404, p(0.004) < 0.01$] between preciseness communication style and the levels of which schools implement the findings and recommendations on teaching and learning processes. No significant relationship was found among other variables. Among other communication styles, there was non-significant weak positive relationship with implementation levels. This suggest that clarity and conciseness of SQAOs during evaluation is associated with the increased levels of implement the findings and recommendations on teaching and learning processes in schools. Contrary to the findings observed when data were accumulated in all schools, moderate positive relationship [$r(48) = 0.285, p = 0.05$] between positive communications style and the levels to which schools implement the findings and recommendations on teaching and learning processes was found.

Regarding high performing schools, significant positive correlation coefficient ($r(98) = 0.251, p < 0.05$) was found between supportiveness and levels to which schools implement the findings and recommendations on teaching and learning processes. The findings reveal that there was weak association between supportiveness and levels of implementation of findings and recommendations. Non-significant weak relationship was found among other SQAOs' communications styles and levels of implementations.

In treatment School, there was positive correlation coefficient between expressiveness, preciseness, niceness, supportiveness and reflectiveness communication styles of SQAOs and the levels of which schools implement the findings and recommendations on teaching and learning processes ranging from weak ($r(20) = 0.191, p > 0.05$) for supportiveness communication style up to strong for niceness

communication style ($r(20) = 0.698, p < 0.001$) relationship. Though these results show that only niceness communication style showed significant relationship with levels of implementations, correlation coefficient of expressiveness and preciseness were at moderate values (Connolly, 2007).

Overall results in Table 2 show that differences were found on relationships between positive communication styles and levels of which schools implement the findings and recommendations on teaching and learning processes among low, high and treatment schools. Expressiveness, preciseness and niceness varied on the strength of their relationship with levels of implements whereas both Supportiveness and reflectiveness consistently, had weak relationship with levels of implementations across schools. Similarly, when all positive communication styles were combined together, positive correlations coefficient were found to be weak in low performing schools, moderate in high performing schools and strong in treatment schools. This suggests that the strength of relationship of communication styles and levels of implementation of teaching and learning processes as recommended by SQAOs might vary among schools. In practice, positive communication styles are likely to bring improvement in teaching and learning more in schools that have self-evaluation practices, like Treatment school in this case, compared to other schools categories.

SCHOOL QUALITY ASSURANCE OFFICERS' NEGATIVE COMMUNICATIONS STYLES

Correlation coefficient results on the relationship between negative communication styles and implementation of teaching and learning processes findings and recommendations are presented in Table 2. Results in Table 2 indicate that when schools were nested together, positive non-significant weak relationship was observed between improvement in teaching and learning and threateningness, as did moodiness. Similar no significant relationship was found in low performing schools, but in this case there was negative relationship between threateningness and improvement in teaching and learning ($r(48) = -0.211, p > 0.05$). The negative correlation coefficient suggests that maybe, when there is more decreased use of threatening communication styles; there is likelihood for the implementation to increase and vice versa. Moreover, results of correlation analysis in high performing and treatment schools indicated significant weak relationship between threateningness [$r(98) = 0.198, p < 0.05$] and improvement in teaching and learning processes whereas, moodiness [$r(20) = 0.551, p(0.012) < 0.05$] showed moderate significant relationship in Treatment school.

Similarly, when items were combined together to form a single variable on negative communication styles, non-significant weak relationship was found between the relationship between negative communication styles and improvement of teaching and learning processes when schools were nested together ($r(166) = -0.044, p > 0.05$). Similar observation was found in high performing schools ($r(98) = -0.138, p > 0.05$). However, none significant positive weak correlation coefficient were observed between the SQAOs' communication styles and the extent to which teachers implement the teaching and learning recommendations

findings and recommendations among other schools categories.

These results are consistent with the FGD results where teachers in low performing school explained that always SQAOs had friendly communication to teachers. Teachers thought that the SQAOs knew about other factors that probably were affecting students' performance to the extent that they were agonizing with schools rather than using harsh words. Teachers in one of the low performing school stated their experience on communication styles of SQAOs as follows:

"During the school quality assurance visit, SQAOs used friendly language in advising us and they tended to sympathize with us because they understood that students admitted in our school come from poor background. They avoided discouraging us regarding our teaching efforts" (Focus Group Discussion: 16th April 2018).

These results indicate that teachers from different schools differ on their perception on the communication style of SQAOs' communication styles. However, the response of schools to school inspection process and feedback depends on communication style used by school inspectors.

REGRESSION ANALYSIS OF EFFECTIVENESS OF SQAOS' COMMUNICATION STYLES ON IMPLEMENTATION OF TEACHING AND LEARNING FINDINGS AND RECOMMENDATIONS

Multiple linear regressions were used to investigate whether there was significant contribution of the SQAOs communication styles on teaching and learning. The findings on multiple regression analysis of communication styles on improvement of teaching and learning are presented based on the beta values, t-values, R, R² and ANOVA at all schools nested together and based on school categories as units of measure to display four models. The following null hypothesis was tested:

Null hypothesis 2 (H₀): There is no significant contribution of SQAOs' Communication Styles on Improvement of Teaching and Learning Processes in Arusha City Schools.

A result in Table 3 represents four (4) Models on the relationship between effectiveness of SQAOs' Communication Styles on implementation of findings and recommendations on teaching and learning processes.

Moodiness	-.140	-1.316	-.121	-.614	.165	.972	-.660	-3.662**
s								
R	.371 ^a		.484 ^c		.418		.920 ^d	
R ²	.137		.234		.175		.846	
Durbin-Watson	1.551		1.666		1.528		2.402	
ANOVA	F (7, 158) =3.595, p=.001		F (7, 40) =1.750, p=.125		F (7, 90) =2.729, p=.013		F (7, 12) =9.440, p=.000	

* Significant at the 0.05 level

** Significant at the 0.01 level

Table 3: Regression Models of Communication Styles as Predictors of Implementation of Teaching and Learning Recommendations

Durbin-Watson Test results presented in Table 3 ranged from 1.528 to 2.402 which is within the acceptable range between 1 and 3 (Field, 2013) which justify that independent errors assumption was met. Table 3 indicate that results of the regression analysis when schools were nested together in Model 1, the seven predictors explained 13.7% of the variations (R²=0.137, F (7, 158) =3.595, p<.001) in the Model. Field (2013) classified that the effect is small, medium and large when the coefficient of determination is 0.10 (1%), 0.30 (9%) and 0.50 (25%); respectively. Therefore, these results suggest that the school evaluation model when schools were nested together had moderate effect on improvement of teaching and learning processes. Though none of the predictors indicated significant prediction on improvement of teaching and learning processes, models had negative effect on moodiness (β=-.140, p<0.190) as a predictor of improvement of teaching and learning processes. The final predictive model of communication styles:

$$\text{Improvement in Teaching and Learning Processes} = 2.259 + 0.079*\text{Expressiveness} + 0.173*\text{Preciseness} + 0.129*\text{Niceness} + 0.008*\text{Supportiveness} + 0.092*\text{Reflectiveness} + 0.085*\text{Threateningness} - 0.140*\text{Moodiness}.$$

Results of the regression analysis in low performing schools (Model 2), indicated that the seven predictors accounted for 23.4% of the variations (R²=0.234, F (7, 40) =1.750, p<.125). Though, the coefficient of determination (R²) value show an indication that school evaluation model had moderate effect (23.4%) on improvement of teaching and learning processes, in low performing schools, the p-values (p>.125) reveal that the SQAOS Model used does not significantly fit in low performing schools. In this case, though none of the predictors indicated significant prediction of improvement of teaching and learning processes, the model had negative effect on expressiveness (β=-.177, p<0.469), reflectiveness (β=-0.288, p>0.336) and moodiness (β=-0.121, p>0.543) as a predictor of improvement of teaching and learning processes. The final predictive model generated was:

$$\text{Improvement in Teaching and Learning Processes} = 2.022 - 0.177*\text{Expressiveness} + 0.327*\text{Preciseness} + 0.295*\text{Niceness} + 0.087*\text{Supportiveness} - 0.288*\text{Reflectiveness} + 0.392*\text{Threateningness} - 0.121*\text{Moodiness}$$

Regression analysis results in high performing schools (Model 3), indicated that the seven communication styles explained 17.5% of the variations (R²=0.175, F (7, 90) =2.729, p<.05). In this case, it was found that though none of the predictors indicated significant prediction, the model had negative effect on niceness (β=-.101, p<0.600) and threateningness (β=-0.317, p<0.060) as a predictor of

Item	School Categories							
	All Schools Model 1		Low performing Model 2		High Performing Model 3		Treatment Model 4	
	Beta	t-value	Beta	t-value	Beta	t-value	Beta	t-value
Constant	2.259	4.681**	2.022	2.414	2.341	3.506	2.165	2.837
Expressiveness	.079	.591	-.177	-.731	.182	1.030	-.358	-1.024
Preciseness	.173	1.300	.327	1.405	.046	.233	.295	.955
Niceness	.129	1.033	.295	1.157	-.101	-.527	.442	1.863
Supportiveness	.008	.053	.087	.346	.260	1.087	.252	1.104
Reflectiveness	.092	.692	-.288	-.973	.196	1.092	.150	.590
Threateningness	.085	.734	.392	1.749	-.317	-1.906	.245	1.046

improvement of teaching and learning processes. The final predictive model in high performing schools was:

$$\text{Improvement in Teaching and Learning Processes} = 2.341 + 0.182 * \text{Expressiveness} + 0.046 * \text{Preciseness} - 0.101 * \text{Niceness} + 0.260 * \text{Supportiveness} + 0.196 * \text{Reflectiveness} - 0.317 * \text{Threateningness} + 0.165 * \text{Moodiness}$$

Regarding regression analysis in Treatment school (Model 4), results indicated that communication styles explained 84.6% of the variations ($R^2=0.846$, $F(7, 12)=9.440$, $p<.001$) in improvement of teaching and learning processes. It was found that the Model had negative significant effect on moodiness communication style ($\beta=-0.660$, $p<0.01$) as a predictors of improvement in teaching and learning processes, as did expressiveness ($\beta=-0.358$, $p>0.05$), though not significant in this case. Other communication styles did not show significantly prediction as indicated in Table 3. The final predictive model for Treatment school was as follows:

$$\text{Improvement in Teaching and Learning Processes} = 2.165 - 0.358 * \text{Expressiveness} + 0.295 * \text{Preciseness} + 0.442 * \text{Niceness} + 0.252 * \text{Supportiveness} + 0.150 * \text{Reflectiveness} - 0.245 * \text{Threateningness} + 0.660 * \text{Moodiness}$$

In conclusion, ANOVA outputs generated from regression analysis indicated that the regression models statistically significantly predicts the observed levels of implementation of teaching and learning recommendation in both treatment and high performing schools, as did when all schools were nested together. However, the model did not statistically fit in low performing schools. These findings suggest that generalized findings which does not consider schools category might lead to wrong conclusion because it might fail to address conditions that prevails in the context of low performing schools.

The values of Beta and t-value in low performing schools were negative in expressiveness, niceness and reflectiveness communication styles. These findings may suggest that the SQAOs' expressiveness, reflectiveness and moodiness communication styles are likely to have negative effect on improvement of teaching and learning processes in low performing schools. Yet, expressiveness was found to be the most practiced communication style in the low performing schools (Table 3). These findings suggest that SQAOs should use expressiveness style with caution regarding its consequences on teaching and learning processes. In the same vein, Beta and t-values were negative in niceness and threatening communication styles in high performing schools suggesting that these communication styles might have had negative effects in the implementation of teaching and learning recommendations in high performing schools.

Previous findings reported on communication styles revealed that friendly approach of SQAOs make teachers to feel working with professionals and this require evaluators of schools to with teachers in the evaluation process (Macnad, 2004; Ehren & Visscher, 2008). Teachers prefer approachable and friendly school inspectors (Russell, 1996). School inspectors with friendly approach make teachers to feel working with professionals who can find out issues. According to Macnab (2004), for school inspectors to play

positive role, they have to become more symbiotic with schools than audit; working with and not working across schools. In fact, teachers are more likely to accept challenges and support from the school inspectors when they are in positive relationship (Ehren & Visscher, 2008). Russell (1996) found that professional dialogue between school inspectors and teachers, stimulate teacher's readiness to take seriously the findings and recommendations school inspectors. This means that teachers should be given opportunity to discussion school inspection findings and recommendations if at all the improvement in teaching and learning is anticipated. Therefore, reflective communication style might engage teachers in critical analysis on what happen in their schools and further enhance creativity in solving their challenges.

The findings on relationship between the communication styles of SQAOs and the findings and recommendations implementation on teaching and learning suggests that communication models should consider specific requirements of schools in order to bring improvement in teaching and learning processes.

VI. CONCLUSION AND RECOMMENDATIONS OF THE STUDY

From the research result and findings, the most positive communication style practiced by SQAOs during inspection visit is expressiveness whereas, the least practices communication style is niceness. The SQAOs rarely used positive communication styles like niceness, supportiveness and reflectiveness.

Similarly, the SQAOs rarely use negative communication styles like threateningness and moodiness. Though all positive communication styles have positive significant relationship with improvement in teaching and learning; preciseness, niceness and supportiveness have significant relationship in low, high and Treatment schools, respectively. Regarding negative communication styles, threateningness and moodiness have positive significant communication styles in high and treatment schools, respectively.

While the results conclude that the Model is significant predictor of teaching and learning processes in high performing schools and the Treatment school which has established school self-evaluation, the Model has no significant prediction of teaching and learning processes in low performing schools. The model explain large effects (84.6%) in a treatment school whereas, it explain medium effects both in high performing schools school (17.5%) and when schools are nested together (13.7%) as a unit of measure.

School Quality Assurance department should train external evaluation experts to use appropriate communication approaches that meet the requirements of specific schools based on the evidence obtain from low performing schools and high performing schools. This approach will contribute to the positive effects on improvement on teaching and learning processes.

REFERENCES

- [1] Ehren, M. C. M., & Visscher, A. J. (2006). Towards on a Theory on the Impact of School Inspections. *British Journal of Education Studies*, 1, 51-72.
- [2] Ehren, M. C. M., Altrichter, H., McNamara, G., & O'Hara, J. (2013). Impact of school inspections on improvement of schools—describing assumptions on causal mechanisms in six European countries. *Educational Assessment, Evaluation and Accountability*, 25:3–43.
- [3] Ehren, M.C.M. & Visscher, A.J. (2008). The relationship between School Inspections, School Characteristics and school improvement. *British Journal of Education Studies*, 2, 205-227. DOI: 10.1111/j.1467-8527.2008.00400.x
- [4] Ehren, M.C.M., Gustafsson, J.E., Altrichter, H., Skedsmo, G., Kemethofer, D. and Huber, S.G. (2015). Comparing effects and side effects of different school inspection systems across Europe. *Comparative Education*, 51:3, 375-400, DOI: 10.1080/03050068.2015.1045769
- [5] Ibrahim, A., & Mahmoud, S. (2017). Principals' Communication Styles and School Performance in Al Ain Government schools, UAE. *International Journal of Research Studies in Education*, 6 (1), 29-46.
- [6] John, K. (2017). The Effectiveness of School Inspectors in Assuring the Quality of Primary Education in Shinyanga District. A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Masters of Education in Administration, Planning, Policy Studies of the Open University of Tanzania, Tanzania
- [7] Kambuga, Y., & Dadi, H. (2015). School inspection in Tanzania as a motor for education quality: Challenges and possible way forward. *Review of Knowledge Economy*, 2 (1), 1-13.
- [8] MacBeath, J., & McGlynn, A. (2005). *Self-evaluation: What's in it for Schools*. Taylor & Francis e-Library, London & New York
- [9] Macnab, D. (2004). Hearts, Minds and External Supervision of Schools: Direction and development. *Educational Review*, 56, 1, 53 – 60. DOI: 10.1080/0013191032000152273
- [10] Matete, R.E. (2009). The Impact of Primary School Inspection on Teaching and Learning in Tanzania: A Study of Mbeya City District. A Thesis submitted as partial fulfillment of the requirement for the award of a degree of Master of Philosophy in Comparative and International Education, Institute for Educational Research Faculty of Education, University of OSLO.
- [11] Nayir, K. F., & McNamara, G. (2013). The Increasingly Central Role of School Self-Evaluation in Inspection Systems across Europe: The Case of Ireland. *Turkish Journal of Education*, 3 (1), 48 -59.
- [12] Russell, S. (1996). School's experience of inspection. In (Ouston, J., Earley, P. & Fidler, B., 1996) *OFSTED Inspections: The Early Experience*. London.
- [13] URT. (2008). A Performance Audit Report on Inspection Programme for Secondary Schools in Tanzania: A report of The Controller and Auditor General of the United Republic of Tanzania. National Audit Office, Dar es Salaam. <http://www.nao.go.tz>.
- [14] URT. (2016). Utendaji wa Kazi wa Idara katika Kutekeleza Majukumu ya Uthibiti Ubora wa Shule: Mada iliyowakilishwa katika mafunzo ya KKK kwa wathibiti Ubora wa shule Tanzania Bara katika vituo vya Morogoro, Kleruu, Patandi, Butimba na Mtwara, Aprili, 2016. Idara ya Uthibiti Ubora wa shule, Dar Es Salaam.
- [15] Uwazi. (2009). When School Inspection doesn't Deliver. Retrieved from <http://www.uwazi.org> on 24/7/2014.