

Quality culture in Tanzanian schools: A scoping Review

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Abstract

The present scoping research aimed to investigate how and the degree to which quality culture is embedded in Tanzanian schools. The search engines on quality culture came up with 39 published and unpublished sources. The reviewed sources revealed availability of education infrastructure to be one of key factors on improving quality culture in schools. The research results indicated further that improving the culture of community engagement could facilitate timely construction of classes. Results revealed also that, low commitment of teachers contributed to poor quality in education. Moreover, good teacher-students relationship was revealed as a significant factor on building the learning culture. Regarding the extent to which the linkage between the formal framework and human dynamics adds to building quality culture in schools, research findings indicated that, the community was deprived on engaging in various school activities to promote quality learning. Other research results indicated that majority of teachers lacked competence on integrating ICT in the teaching and learning process. Last but not least, school leadership to a greater degree lacked competence on building strong positive quality culture in their respective schools. It was generally revealed by reviewed studies that numerous elements of quality culture were embedded in Tanzanian schools.

Key words: Quality culture, formal structures, human dynamics, school leadership, systematic review

Introduction

According to Raywid (2001), “culture is the underlining set of norms, values, beliefs, rituals, and traditions that make up the unwritten rules of how to think, feel, and act in an

organisation” (p.108). MacBeath (1999) denotes: “culture is a way of seeing and doing things, a set of attitudes to life and accompanying behaviour” (p. 38. Bush and Anderson as well give alike account about culture as follows:

Culture is an expression that tries to capture the informal, implicit- often unconscious- side of ...any human organisation... culture in everyday usage is typically described as the *way we do things here*. It consists of patterns of thought, behaviour and artefacts that symbolise and give meaning to the workplace. (Bush & Anderson, 1989, p. 87)

Organisational culture is not depicted on the formal structures of organisational charts; nevertheless, the concept of culture is deep-rooted in both formal and informal organizations. Culture influences day-to-day activities of organisations including schools and hospitals also non-governmental organizations. According to Bush and Anderson (1989), organisational culture depends on the context and is dynamic. For instance, what is believed, valued, assumed and celebrated within school **A** might not be the same as those celebrated within school **B**.

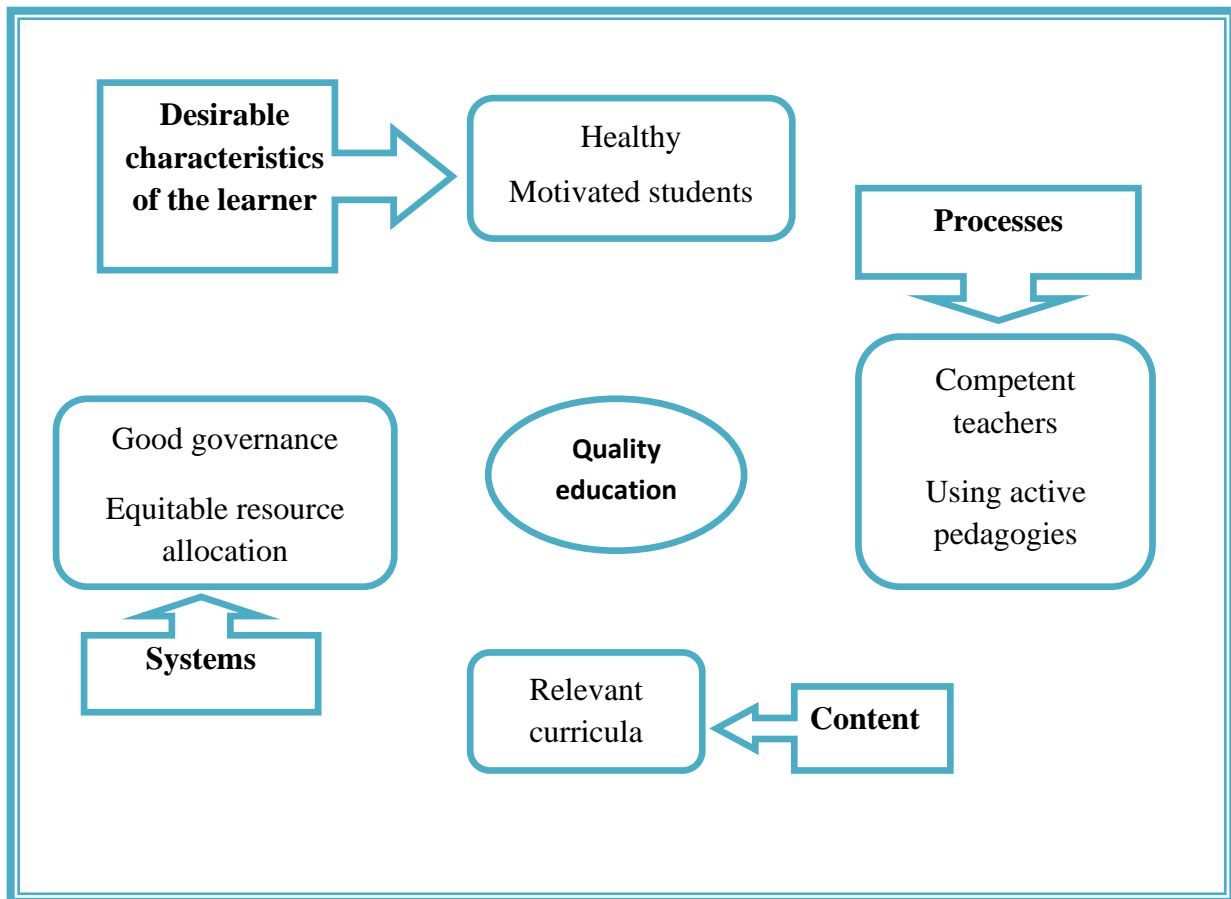
The concept of quality culture according to European University Association [EUA] (2006) refers to:

an organisational culture that intends to enhance quality permanently and is characterized by two distinct elements: On one hand, a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality and, on the other hand, a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts. (EUA, 2006, p. 10)

The concept of quality education is also worthy to be looked at and it has been described by different forums. For instance, the 2000 Dakar Framework for Action described quality education in terms of its four dimensions given in Figure 2.

Figure 1

Quality education



Adapted from Oduro, Dachi and Fertig (2008, p. 4)

Therefore, according to 2000 Dakar Framework for Action, quality education might be realised through combining the four dimensions given in Figure 1: The desirable characteristic of the learners; the process of offering education; content of the curriculum; and the underlying education systems.

2. 0 Specific Objective of the Study

The following specific objectives guided this study

- i. To examine the extent to which formal structures contribute to building quality culture in schools?
- ii. To explore the role of human dynamics in building quality culture in schools?
- iii. To examine the relationship between formal frameworks and human dynamics in building quality school culture

The research question

The present study adopted a scoping approach and it aimed to determine the how and extent to which quality culture is embedded in schools available in Tanzania by employing The subsequent sub-questions:

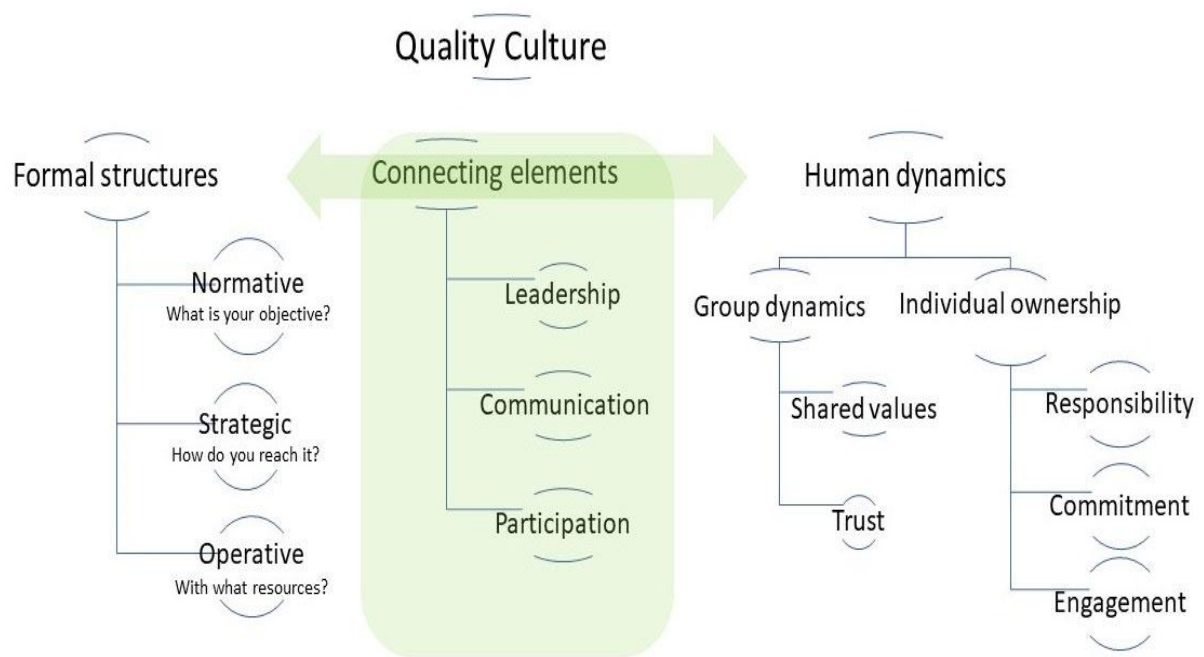
- iv. To what extent formal structures such as policy objectives; organisational processes; formal flows and responsibilities; data management; infrastructure; professionalization; and tools contribute to building quality culture in schools?
- v. How do human dynamics such as ownership; commitment; shared values; and trust contribute to building quality culture in schools?
- vi. To what extent does the linkage between the formal frameworks and human dynamics such leadership, communication and participation add to building quality culture in schools?

Conceptual framework

The above named sub- questions ground in the conceptual map shown in Figure 2 developed by Verschueren, Van Dessel, Verslyppe, Schoensetters and Baelmans (2023, p. 3).

Figure 2

The Concept map of quality culture



Adopted from Verschuere, Van Dessel, Verslyppe, Schoenesters and Baelmans (2023, p. 3).

The concept map given in Figure 2 simply looks at three key dimensions: the formal-structural dimensions, the human dynamic dimensions, and the three connecting dimensions (Verschuere et al, 2023, p. 3).

Methodology

Scoping reviews are exploratory, and they typically address a broad question. Researchers conduct them to assess the extent of the available evidence, to organise it into groups and to highlight gaps. Sometimes scoping reviews are also used to decide whether or not it would be useful to conduct a systematic review. The present scoping review went through the following processes:

- i. Identifying the research question or objectives
- ii. Defining the inclusion and exclusion criteria
- iii. Searching for evidence
- iv. Selecting evidence

- v. Extracting evidence
- vi. Charting evidence
- vii. Present evidence

The succeeding research question which assisted to search for the resources was: How and to what extent quality culture is embedded in schools available in Tanzania? And the subsequent expressions were used for searching of resources: Formal structures (policy objectives, organisational processes, formal flows and responsibilities, data management, infrastructure, professionalization and tools); human dynamics (ownership, commitment, shared values and trust); and linkage between formal frameworks and human dynamics (school leadership, communication and participation); school leadership and culture, communication and school culture and participation and school culture. The search was done in Google Scholar, SSRN, ERIC, and Opendoar.org/Directory of Open-Access Repositories website. The total results were 39 sources on quality culture. The number of published sources was 36. The Unpublished dissertations/thesis and/or researches and other sources found were 3. All were included in the reviewed sources.

The PCC model: Inclusion and exclusion criteria

The PCC (Population or participants/Concept/Context) framework was used to identify the main concepts in the present scoping research and its fundamental main question. The framework also informed my search strategy. Additionally, breaking-down into sub-questions allowed checking for any potentially missed inclusion and exclusion criteria in the present research (Pollock et al., 2023). That is, sub-questions were useful in outlining how the evidence was likely to be mapped. According to Pallock and colleagues, "the PCC framework (population, concept, and context) is recommended as a guide to construct clear and meaningful objectives and eligibility criteria for a scoping review" (Pollock et al., 2023).

Table 1

PCC model

PCC elements	Inclusion criteria	Exclusion criteria
Population	Students in secondary schools Pupils in pre and primary schools School leadership in primary and secondary schools Teachers in primary and secondary schools Parents/guardians of pupils/students in those schools Communities where schools are located	Students at higher learning institutions Higher learning institutions leadership Lecturers in Higher learning institutions Tutors in Higher learning institutions Parents/guardians of students in those Higher learning institutions
Concept	Defining the concept of culture, quality culture, and quality education	All concepts not about quality culture, and quality education
Context	Studies carried in Tanzania (both published and unpublished studies)	Studies carried outside of Tanzania both published and unpublished

Results

In the present systematic review the next sub-headings lead to the presentation of findings: formal structures to build quality culture in schools, contribution of human dynamics on building quality culture in schools, and linkage between the formal frameworks and human dynamics on building quality culture in schools.

Formal structures on building quality culture in schools

Formal structures considered in schools include policy objectives; organisational processes; formal flows and responsibilities; data management; infrastructure; professionalization; and tools to mention a few. Specifically, the formal structures attempted to answer the subsequent

key questions as given in Figure 2: First, what is the school's objective? Second, what methods are put in place so that the school reach its strategic objective and third, what resources were needed to realise the set objectives? From a number of articles, thesis and dissertation papers searched, a variety of findings were revealed as regards to the three listed questions.

One research on quality culture on education was carried out by Mгимба; he wanted to investigate the influence of school infrastructure on students' academic performance in rural public secondary schools in Iringa district, Tanzania. The research findings indicated that learners' performance was not good enough due to insufficient school infrastructures, that is, dormitories, instructional materials in the library, laboratories, and there were no enough class rooms to accommodate the number of available students (Mгимба, 2021, p. 83). This research by Mгимба vividly highlights that availability of resources in schools might be one of the key variables on building quality culture, because inadequate of infrastructures limits quality provision of education as a result poor performance of the learners. A different research was carried out by Otieno. The study findings revealed a significant relationship between pre-service training and provision of quality education in public secondary schools (Otieno, 2022, p. 184). These research findings are linked to expression, what methods are put in schools, as one of the key variables of quality culture, since quality preparation of teachers is a key ingredient towards realising objective of attaining quality education in schools.

John and Lekule (2020) likewise carried a research which wanted to establish if the use of Ward Education Officers (WEOs) as supervisors of quality in schools was important factor to increase supervision of schools in order to improve their education quality. The research was carried out in Kaliua district, Tanzania. Results of this research showed that the supervision

process had a little contribution towards quality education in schools given that the WEOs possessed low education supervision skills and experiences and were ill equipped (p. 717). It is most likely that improvement of quality of supervisors' competences is needed to enhance quality culture in schools because the supervisors will be in a position to inculcate quality culture through effectively supervising schools under their jurisdiction, hence influence good academic achievement in those schools.

A similar study as regards to supervision as tool for improving quality of education in schools was carried out by Marwa and Onyango (2022) in Tarime Town Council, Tanzania. The research aimed at establishing the efficiency of head teachers in coordinating curriculum implementation in schools through supervising their teachers. As opposed to John and Lekule (2020) research, research findings in Marwa and Onyango (2022) research, revealed that head teachers supervised efficiently the curriculum implementation process in terms of improving teachers' relationship, setting direction and creating a positive school culture (p. 112). The research by Marwa and Onyango (2022), similar to that of John and Lekule (2020), both instil that the notion that quality culture in schools could be enhanced through proper supervision.

Another research regarding quality culture in education settings was carried out by Burra and Faneul (2020). It was a descriptive study employing mixed method approach. One of the objectives of the study was to look at the usefulness of quality assurance reports as tools for improving quality of education in schools. Research findings revealed that availability of academic documents and reports from the Quality Assurance (QA) organ offered a general picture of the overall curriculum implementation in various schools (p.75). It can be simply concluded that, availability of education tools are key ingredients for improving quality

culture in schools, this is because QA reports expose the schools to various stakeholders about their strengths and weaknesses, consequently invite support from those stakeholders.

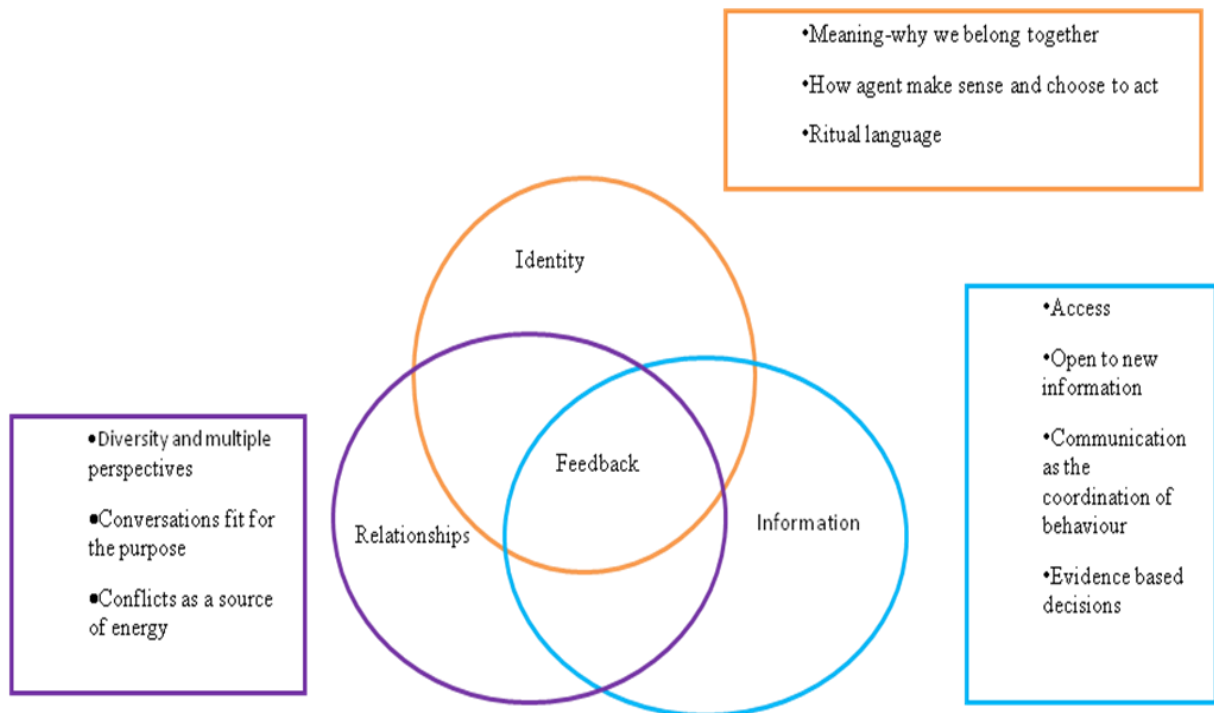
Mohana and Mkulu (2020) also conducted the research which embedded in quality culture in schools. The title of the research is “teacher-students’ relationship and students’ academic performance in public secondary schools in Magu district, Tanzania”. The research employed descriptive survey approach. The relationships looked at in this researched include: classroom climate (sense of togetherness in the classroom and trust with students, students’ sense of ownership of tasks and establishing constructive routines and methods); delivering instruction (monitoring, active listening, re-teaching/remedial class, motivating students, student’s interests and equitability/equal students’ involvement); teacher-students interactions; and classroom structure arrangements (p. 29). Research findings revealed the relationship between teachers and students to be fundamental tool and catalyst to learners’ academic achievement. The reasons behind these research findings about good relationship towards learners’ achievement includes: make students feel cared, helps students have freedom of expression in the classroom and make students participate actively in the classroom (p.34). Therefore, establishing good teacher-students relationship is a significant tool which describes what methods could be on place in building the learning culture, consequently, quality culture in schools. Additionally, teacher-students relationships depict the structural/managerial element which is a defined process that might enhance quality culture in schools.

Figure 3 proposes that school leadership needs not only pay attention to various elements of culture but also it needs to be familiar with how identity, information and relationships shape the way staff members and students understand their context, work together and the way identity, information and relationships their impact their day-to-day practices. Malby (2007)

asserts that: “the leaders’ task... is to question the underlying assumptions that shape decisions interpretations; and do persistently expand the lens through which the organisation interprets and makes sense of its environment and its own activities” (p.7). Furthermore, education system is a complex system (Collins, 2013, p. 663) made up of schools, educational context, and various educational stake holders. All these elements are constantly in interaction. The role of school leaders in this work setting or various practices is to shape individual actions, their ethics, and values consequently its quality culture.

Figure 3

Culture in relation to interactions



Adapted from Malby, 2007

The contribution of human dynamics on building quality culture in schools

The human dynamics discussed under this theme include: Ownership; commitment; and shared values. Figure 1 categorises the concept of human dynamics into two: first, group dynamics, which incorporates shared values and trust, and second, individual ownership

which comprises responsibility, commitment, and engagement. Petersen and Deal (2002) quoting Ott (1989) define values as “the cores of what the school considers important... values are the standards set for what is good, what quality means, what defines excellence-what is valued...” (p. 23).

Various researches done in Tanzania have in implied terms attempted to establish the status of human dynamics as influencers of quality culture in schools exemplified by commitment; shared values; responsibility; and engagement in schools. For instance, Mwakasangula (2023) conducted a research on community engagement in secondary schools’ construction of classes in Changarawe village in Morogoro region. This was a qualitative study using interviews and focus group research tools. Research findings revealed that, the school and village leadership played a huge motivational role on engaging the village community through village meetings, sports and games, social media networks, phone calls and door-to-door visits to meet the planned objectives (p.65). It was generally concluded that, through improving the culture of community engagement, which is principally emphasised by social capital theory, might speed up classes’ construction, therefore, the construction process could be completed on time and in good quality (p. 69).

Kuboja (2019) also earlier conducted a descriptive survey design type of research on parents’ engagement. The research focused at parents’ involvement as one of the significant factors towards learners’ academic achievement. The research was done in urban primary schools available in Arusha. Research findings revealed some factors leading to poor culture about involvement of parents in day-to-day learning process of their children namely: low level of education of parents, and parents feared to go to schools where their children were studying (p. 67-68). The study recommended to schools to improve the culture of engaging parents

through developing effective ways of communication so as to boost quality learning of their children (p. 69).

A similar research to that of Mwakasangula (2023) was earlier carried out by Lema and Mwira (2019) in Hai district Kilimanjaro region. The research wanted to establish the effectiveness of community involvement in school activities in promoting the quality of learning. Research findings suggested that community members were engaged in various school activities to promote quality learning, although, findings revealed that the community members were minimally engaged in learning process of their children (p. 619).

Otieno (2021) likewise did a study on school culture, and his study aimed to establish socio-cultural values and their implication to educational policy implementation so as to address issues in educational equity, consequently to social justice (p.85). The study used qualitative methods involving a thematic analysis and it grounded in social justice and feminist theories (p.88). Research findings revealed that short of government's full participation in financing education lead to many negative implications, hence innumerable inequities for girls' education in Tanzania. In addition, negative implications and inequities lead to culturally driven subjective decisions on who should or should not have better educational experiences (p.89). It was recommended to sensitise both parents and female teachers to advocate for adequate resources that could support girl-learning, for instance, financial resources that could cater the demand of sanitation problems. Besides, girl students needed environmental as well as emotional support from the community to catalyse their learning.

One interesting research on improving the loving culture and performance in mathematics was conducted by Ndume, Songoro and Kisanga (2020) in Ilala district-Dar es Salaam, Tanzania. The research aimed to explore the extent to which use of mobile devices could improve performance in Mathematics in secondary schools. Participants in this research were

teachers and students (p. 228). Findings revealed that use of technology had good impact on the culture of learning Mathematics; nevertheless, controlled use of technology in lower schools was necessary for good discipline purposes of learners (p. 232).

One more aspect of the human dynamics and quality culture is commitment. Several researches have been carried out regarding teachers as well as students' commitment in various schools in Tanzania. For example, a qualitative research was carried out by Mkumbo (2012), and aimed at establishing teachers' commitment versus experiences. Research results showed that the teachers' commitment to the teaching profession was incredibly low, due to the deprived working environment and poor government and/or community attitudes towards the teaching profession (p. 226). For that reason, research results indicated that low commitment of teachers was one of the contributing factors to poor quality in education in various schools visited for the research.

Another research on teachers' commitment as linked to learning was done by Mwesigwa and Malusu (2020) in Kagera region, Tanzania. They investigated effectiveness of school headship as to how is linked to teachers' commitment. Research results showed that the teaching commitment was limited by: insufficient training and infrequent seminars; ineffective involvement in school decision making; ineffective communication; several incompetent heads of schools; lack of motivations; and unappealing working environment. In addition, there was poor relationship between heads of schools and teachers in terms of support and motivation (p. 57). Depressed relationship between head of schools against teachers most likely de-motivated teachers in their day-to-day performances.

It goes without saying that motivation is one of the factors which can contribute to teachers' commitment towards job. Dergisi (2019) did a study in two districts (one urban and one rural) in Dodoma region. The research aimed to establish the role of timely promotion as a

motivational factor among pre-primary school teachers. It was a mixed research and used open-ended questionnaires, documentary reviews, and interviews as tools during data collection. Findings revealed that the primary responsibility of the teachers was to ensure children's holistic development. However, the achievement of this role depended on timely promotion and on motivational factors including good working conditions, involvement of teachers in decision making and appreciation from educational officers (p. 454). Therefore, timely promotion of teachers; well-timely payment of their salary arrears and their adjusted salaries; reviewing teachers' welfare packages; and taking into consideration of their conditions of services might encouraged them to work hard hence improved learners' performance.

The last but not least reviewed research on commitment was that of Mwamatandala and Muneja (2020) in Arusha, Tanzania. This research aimed to investigate the relationship between effectiveness of school leadership and teachers' commitment and it used quantitative research approach as a research design. The study findings revealed a significant connection between school management effectiveness and teacher's commitment which lead to improved learning (p.93). The research generally concluded that improved teachers' commitment was vital for quality academic performance and achievement of school objectives (p. 93).

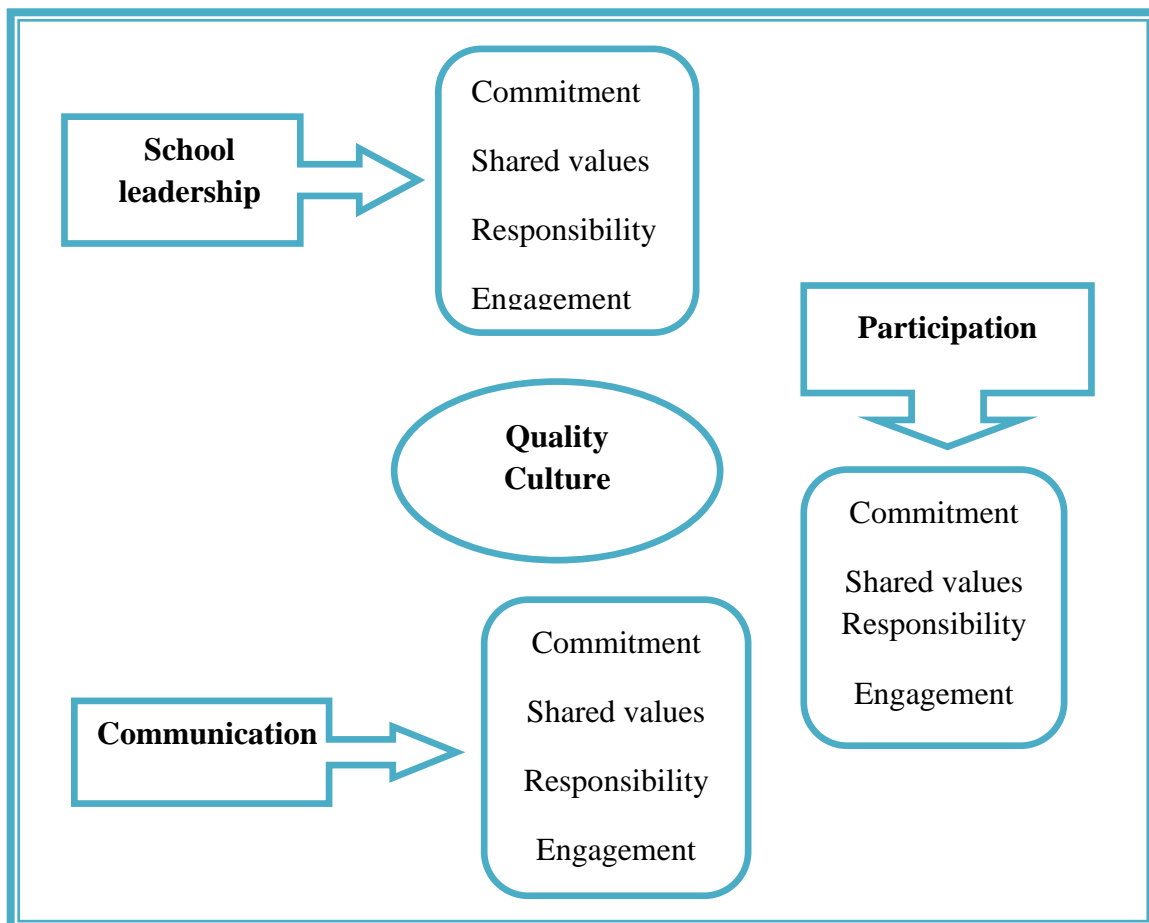
Therefore, it can be concluded that, by school leadership elevating the culture of communication among teachers, facilitating the promotion of their teachers' career and professional growth, and promoting teachers' involvement in decision making might enrich their commitment towards job and consequently improve the quality culture in Tanzanian schools.

Linkages between the formal frameworks and human dynamics on building quality culture in schools

Factors creating the connection between formal frameworks and human dynamics are given in Figure 2, these include, leadership, communication and participation. These factors: leadership, communication and participation were re-examined in relation to commitment; shared values; responsibility; and engagement versus the extent to which they influence quality culture in schools (see Figure 4).

Figure 4

Linkage between formal frameworks and human dynamics



Adapted from Verschueren, Van Dessel, Verslyppe, Schoensetters and Baelmans (2023)

By examining various researches conducted in Tanzanian schools, we are able to comprehend how school leadership, communication and participation are directly linked to quality culture in those schools. For instance, Mollel and Tshabangu (2014) carried out a research on gendered perceptions in Tanzanian schools. Twenty (20) female head of schools and six (6) teachers participated in the study, and the semi-structured questionnaires were used as a tool for data collection. Findings revealed that “women leadership in schools faced opposition from paternalistic cultures as this type of leadership was still seen in masculine terms...” (p.51), this means, less women were engaged in school leadership in schools visited during the research. The researchers recommended an inclusive type of leadership, that is, engaging men and women in school leadership, so as to achieve quality learning and education in general (p.52).

Preparation and development of school leaders on how to develop a positive school culture on inclusivity could be one of the ways to school effectiveness in Tanzania. Revelian and Tibategeza (2022) carried out a research in Karagwe district, Tanzania. The study aimed to find out the extent to which inclusive education (those with special needs are put together with other learners) so as to enhance quality learning of both type of learners. It was a mixed type of research grounding in behaviourism theory. Research results revealed that school culture had a major role to play in implementation of inclusive education in public owned schools so as to achieve effectiveness. However, many school heads in schools visited for research, lacked training on how to establish strong school culture (p.198). School leaders’ lack of training on how to enforce positive school culture among school community might be one of the hindering factors for them to take into account the whole issue of shared values on inclusivity.

The research findings from a dated research by Kapinga (2004) stressed the significance of culture, school background and personal relations in effecting the ways school leaders lead. The research findings further shaded much light about the role played by the head teachers in developing a school culture which is supportive of quality education in primary schools. The study by Kapinga re-emphasised the significance of the convergent synergy between reform values and local cultural attitude as stated publicly by Jreisat (2004). Furthermore, the research by Kapinga puts much significance of the decentralisation agenda which underpins much attention of the Tanzania educational policy. Nevertheless, as Revelian and Tibategeza (2022) made observation about training of the school leaders, the research by Kapinga (2004), likewise poses questions if the act of decentralisation decision-making to the school level made sense without offering the head teachers with the necessary skills for implementing the expected changes. The other query raised was if decentralisation could work in uplifting the quality of education in Tanzanian primary schools if heads lacked knowledge and competences on implementing decentralisation policy.

The notion of relationship between school leadership and teachers as regards to teachers' commitment has also been looked at by various researchers. For example, Mwamatandala and Muneja (2020) did a study in Arusha city which aimed to find out the effect of school management on teachers' commitment. The research was a quantitative one using close-ended questionnaire as tools for data collection. Research findings revealed that school leadership in schools visited for research was effective to the extent that teachers were committed toward fulfilling their day-to-day activity schedules (Mwamatandala & Muneja, 2020, p. 93). Good school leadership and teachers' commitment could have been significant factors which influenced quality learning as shown in this study (Mwamatandala & Muneja, 2020, p. 93).

One more study about connection between the formal frameworks and human dynamics was carried out by Ndibalema (2014) and it aimed to investigate secondary school teachers' attitudes towards the use of Communication (ICT) as a pedagogical tool. This research used questionnaires and interviews as means of data collection. Research results showed that teachers possessed positive attitudes towards the use of ICT as pedagogical tool; nevertheless, majority of teachers lacked competence on integrating ICT in the teaching and learning process (p.7). It was concluded that incompetence on the use of ICT hindered quality improvement in the teaching and learning process despite the fact that teachers had good attitudes towards the use of ICT, this is because, in addition to effecting quality teaching, ICT also improves the communication process within the school.

A different research about the use of ICT in teaching and learning process to improve the quality of education in schools was carried out by Ngeze (2017). The study focused at the readiness of secondary school teachers to effectively integrate ICT in the teaching and learning processes (p. 424). Both closed-ended and open-ended questionnaires were used to gather data from 202 secondary school teachers who came from 32 Tanzanian secondary schools being categorised in educational zones (p. 425). Research results revealed that teachers were ready to use ICT in teaching and learning processes, nevertheless, many schools did not have ICT infrastructures, and, this hindered integration of ICT in the teaching and learning process (p. 427). Shortage of ICT facilities in those schools consequently hindered effective teaching and learning processes and effective communication in general.

It should be further understood that, integration of Information and Communication Technology (ICT) in the teaching and learning process enhances the teaching and learning in secondary schools, for this reason creating a positive quality culture in schools. The main reason is that, ICT improves communication among other things. Moreover, computer skills

are essential for furnishing learners with skills which enable them to adapt to the world of technology (see Mwikali, 2015) for further reference. One more research similar to that of Ndibalema (2014) on the importance of ICT on quality learning was done by Daud and Nzilano (2019). This research focused at the perceptions and practices of secondary school learners resulting from use of ICT in the teaching-learning process. This was a mixed research using surveys and Focus Group discussion in data collection. Results revealed positive students' perceptions towards ICT integration in teaching and learning process (p.48). Yet, research findings further revealed that, learners were limited to their growth about the culture to use of ICT exclusively on the use of computers (p.46).

Effective communication and mastery of sign language facilitates quality learning in inclusive classes, particularly for the deaf learners. One more study on communication as a means to quality learning and culture was done by Philip (2022). This was a study on teaching models as means of communication in inclusive classes teaching deaf students in Tanzania. Questionnaires and interviews were employed in data gathering. Several research results revealed a majority of teachers' lacking knowledge and mastery of the Tanzania sign language for hearing impairment, consequently failing to engage effectively their learners with hearing impairment in classrooms (p.134). It can be generally concluded that ignorance of sign language among teachers hugely limited learning for students with hearing impairment in those schools, possibly limited quality cultures in those schools.

The last factor about creating the linkage between formal frameworks and human dynamics given in Figure 4 is with reference to participation. Several researches have been done in Tanzanian schools to substantiate the linkage. For instance, Ngussa and Gabriel (2017) carried out a research in secondary schools available in Arush city. The research aimed to find out the relationship between teachers' participation in decision making and their level of

commitment. This research employed descriptive comparative research design and a total of 159 teachers as participants were involved. Research findings revealed a significant link between teachers' participation in decision-making and their level of commitment (p.803).

Last but not least, Masabo, Muchopa and Kuoth (2017) did a mixed type of research in Kibondo district, Tanzania. The research aimed to investigate parental involvement in school activities. The research sample was 120 students, 16 teachers and 40 parents. Surveys, interview guides and documentary schedules were tools used for data gathering (p. 92). Research results revealed that majority of parents faced a variety of challenges which negatively affected their level of participation in school activities, consequently to a certain degree affected learners' achievement in those schools (p. 94).

As various research findings have revealed, it can be generally concluded that school leadership, communication and participation influence positively and negatively the growth of quality culture in Tanzanian schools.

Synthesis of Evidence

Reviewed researches and other articles from various academic bases: Opendoar.org/Directory of Open-Access Repositories website; Google Scholar; SSRN; and ERIC about quality culture clearly shown revealed how and the extent to which quality culture is embedded in schools available in Tanzania (see Mohana & Mkulu 2020; Mgimba, 2021, Marwa & Onyango, 2022; Mwakasangula, 2023; Mwesigwa & Malusu, 2020; Dergisi, 2019; Mwamatandala & Muneja, 2020; Masabo, Muchopa & Kuoth, 2017; Ngussa and Gabriel, 2017) to mention a few as some of the reviewed resources.

Formal structures versus quality culture

Regarding to the extent to which formal structures namely: policy objectives; organisational processes; formal flows and responsibilities; data management; infrastructure

professionalization; and tools contribute to building quality culture in schools, from majority of reviewed researches, findings supported to large extent to which formal structures in schools lead to growth of quality culture as further explained below:

First, availability of resources in schools revealed to be one of the key variables on enhancing the building of quality culture, because inadequate of infrastructures limited quality provision of education as a result poor performance of the learners.

Second, improvement of quality of supervisors' competences was shown to be highly needed so as to enhance quality culture in schools. the supervision process had a little contribution towards quality education in schools because the WEOs possessed low supervision skills and experiences and were ill equipped. Thus, competent supervisors could be a key to inspire quality culture through effectively supervising their schools, consequently, induce good academic achievement in those schools if and only if they possess the needed skills and competences.

Third, availability of education tools were revealed as key ingredients for improving quality culture in schools, this is because, QA reports depicted to education stakeholders about schools' strengths and weaknesses, could invite to support financial and physical support from those stakeholders.

Fourth, building good teacher-students relationship was shown as a significant factor in building the learning culture, consequently quality culture in schools. Also, positive teacher-students relationships were depicted as the structural/managerial element which could improve the quality culture in schools.

Human dynamics versus quality culture

A different dimension looked at as regards to quality culture was human dynamics which include ownership; commitment; shared values; and trust and how these contributed to

building quality culture in Tanzanian schools. Research from reviewed revealed a variety of research findings as discussed below:

One research showed that, through improving community engagement, mainly emphasised by social capital theory, could speed up classes' construction, as a result, the construction process could be completed on time and in good quality. Also, improvement in engaging parents by developing effective ways of communication boosted quality learning of students.

The other research showed that shortage of government's full participation in financing education lead to many negative implications, hence innumerable inequities for girls' education in Tanzania. Additionally, negative implications and inequities lead to culturally driven subjective decisions on who should or should not have better educational experiences in the country.

Furthermore, other studies were reviewed about teachers' commitment alongside their experiences. Research results showed that teachers' commitment to the teaching profession was incredibly low due to poor working environment and poor government and/or community attitudes towards the teaching profession. Insufficient training and rare seminars; ineffective involvement of teachers in school decision making; ineffective communication; several incompetent heads of schools; lack of motivations; and unattractive working environment were other factors lead to poor commitment of teachers. Generally, low commitment of teachers contributed to poor quality in education in various schools reviewed in the present research.

Furthermore, motivation of teachers was another key factor towards teachers' commitment. Nevertheless, research results revealed that factors behind motivation of teachers depended on timely promotion and on motivational factors including good working conditions, involvement of teachers in decision making and receiving appreciation from educational officers. Therefore, timely promotion of teachers, well-timely payment of their salary arrears

and their adjusted salaries, reviewing teachers' welfare packages, and taking into consideration of their conditions of services were factors shown to be behind encouraging them to work hard.

The last but not least factor reviewed was school management versus teachers' effectiveness. Research results revealed an important connection between school management effectiveness and teacher's commitment, that is, teachers' effectiveness lead to improved learning and quality culture in those schools.

Formal frameworks versus human dynamics

The linkage between the formal frameworks and human dynamics such leadership, communication and participation on how they add to the building of quality culture in schools was as well reviewed. These factors are: leadership, communication and participation were re-examined in relation to commitment; shared values; responsibility; and engagement versus the extent to which influence quality culture in Tanzanian schools. Research from reviewed revealed a variety of research findings as discussed underneath:

Fewer women were engaged in school leadership: The researchers recommended an inclusive type of leadership, so as to achieve quality learning and education in general. The question of inclusivity was likewise shown to be a challenge in many schools, that is, majority of school leaders lacked training on how to put into effect positive school culture among school community about inclusivity. Along with this, incompetence of school heads on the whole issue of inclusivity was seen as a hindering factor to take into account the whole issue of shared values, particularly on including different categories of learners.

Teachers' attitudes towards the use of ICT as pedagogical tool: Research findings revealed that teachers possessed positive attitudes towards the use of ICT as pedagogical tool; however, majority of teachers lacked competence on integrating ICT in the teaching and

learning process. It was concluded that lack of skill on the use of ICT limited quality improvement in the teaching and learning process.

Communication and mastery of sign language as a tool to teach the deaf learners: Some research results revealed a majority of teachers lacking knowledge and mastery of the Tanzania sign language for hearing impairment, consequently failing to engage effectively their learners with hearing impairment in classrooms.

Teachers' participation in decision-making in Tanzanian schools was also reviewed. Several research findings revealed that there was a significant link between teachers' participation in decision-making and their level of commitment. But, on the side of parents/guardians, research results revealed that majority of parents did not effectively participate in school activities, and to a certain extent affected learners' academic achievement.

Parents/guardians involvement in school activities versus their level of commitment: Findings revealed that majority of parents faced assortment of challenges which negatively affected their level of participation in school activities, as a result to a certain degree affected their children's academic achievement.

8.0 Recommendations

To ensure quality culture in school that will eventually promote students' academic performance, the school leaders should maintain good leadership, effective and strategic communication as well as participation of both students and teachers in decision making. Formal structures and human dynamics that support the building of quality culture in schools should not only be revised, but also restructured to suit the context and needs of Tanzanian schools. The government through various levels of authority such as WEO, DEO, REO and MOEST Minister should revisit the micro and macro policies that support the implementation of the set formal structure and human dynamics functioning at national level.

9.0 Conclusions

The present scoping research aimed at investigating how and the degree to which quality culture is embedded in schools available in Tanzania by looking at the subsequent factors: First, the degree to which formal structures contribute to building quality culture in schools; second, how human dynamics contribute to building quality culture in schools, and third, the degree to which linkages between the formal frameworks and human dynamics add to building quality culture in schools. Research findings from majority of the reviewed researches indicated existence some elements of quality culture in Tanzanian schools. Nevertheless, school leadership to a great extent lacked skills and competence on building strong positive quality culture in their respective schools. Additionally, parents were minimally involved in building quality cultures in schools where their children attended to acquire education. Thus, it was generally concluded that a good number of the reviewed studies showed an existence of fundamentals of quality culture in Tanzanian schools.

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