INFLUENCE OF SCHOOL OPERATIONS MANAGEMENT ON QUALITY ASSURANCE IN PRIVATE CATHOLIC CHURCH FOUNDED SECONDARY SCHOOLS IN KAMPALA ARCHDIOCESE, UGANDA

Oscar Mugula[1i],
Marcella Momanyi[1],
Anthony Mugagga Muwagga[2]
[1]Department of Postgraduate Studies,
The Catholic University of Eastern Africa,
Nairobi, Kenya
[2]College of Education and External Studies,
Makerere University,
Kampala, Uganda

Abstract:
The study examined the influence of school operations management on quality assurance in Catholic Church founded secondary schools in Kampala Archdiocese in Uganda. The Embedded design guided the design. The school operations were studied in terms of lean operations, monitoring and target management. Self-administered questionnaires (SAQ), an interview guide, a focused group discussion guide, and an observation checklist were used as data collection instruments. Research instruments were subjected to both content and construct validity. Cronbach's alpha was used to measure the internal consistency of items in the questionnaire while credibility and dependability were used to determine reliability of the qualitative instruments. Quantitative data analysis involved descriptive statistics and inferential analysis. Descriptive analysis was done using frequencies, and percentages. Inferential statistics used chi-square test for association to test the hypotheses. Qualitative data analysis was done using thematic and content analyses. Findings revealed that quality assurance in the schools was good as well as implementation of operations management. Pearson Chi-Square analysis revealed that operations management had a positive and significant influence on quality assurance in schools. It was concluded that essential quality assurance elements in schools include teacher quality, teaching quality, curriculum quality and facilities quality. School operations management is imperative for implementation of quality assurance in private Catholic Church founded secondary schools. Therefore, it was recommended that stakeholders involved in the management of private catholic church founded secondary

[i] Correspondence: email moscar@cees.mak.ac.ug

schools such as head teachers, Boards of Governors, the Archdiocese Education Secretariat, District Education Officials and Ministry of Education should ensure that quality assurance is maintained by ensuring that in the schools, there are quality teachers, teaching quality, a curriculum of quality and quality facilities quality. The head teachers and Boards of Governors in the schools should give priority to school operations management.

Keywords: catholic founded schools, school management, lean operations, monitoring, quality assurance, school operations management, target management

1. Introduction

Quality assurance has been a concern of organisations through ages especially in the manufacturing sector (Elassy, 2015). Quality assurance describes a proactive approach seeking to identify problems and deal with them or even better prevent them from happening at all. Quality assurance is a managerial measure aimed to lower costs, improve processes and profitability (De Jonge, Nicolaas, Van Leerdam & Kuipers, 2011). According to Yaro, Arshad and Salleh (2017), in schools, quality assurance includes use of adequate instructional materials, imparting of right knowledge, meeting education yardsticks, creating a conducive learning atmosphere and availability of high-quality teachers. In this study, quality assurance pertains to teacher quality (Yalçın & Ereş, 2018; Yaratan& Muezzin, 2018), teaching quality (Ogbonnaya, Mji & Mogari, 2014), curriculum quality (Onuma & Okpalanze, 2017), and pedagogical and non-school pedagogical facilities (Ahmad, Yahaya, Abdullah, Noh & Adnan, 2015).

Historically, quality assurance has been associated with the manufacturing sector where the outcomes are products. Interest in quality assurance in schools goes a long way in history. For instance, in the United Kingdom, quality assurance was applied to education before the industrial revolution was at its zenith (Doherty, 2012). When in 1833 the UK government offered a grant for elementary education provided to poor children by church and nondenominational bodies, the government in 1837 appointed the first school inspectors to monitor the effectiveness of the grant. This marked the beginning of Her Majesty's Inspectorate (HMI) in the UK (Jeong, 2009). The Foster Education Act in 1870 in the UK set up School Boards and enlarged the inspectorate. Teachers' pay depended on the successful achievement of examination results including tests of reading and mental arithmetic.

In 1976 in the UK the Great Debate about education started with the root concerns being the maintenance of educational standards and the provision of value for money. These concerns motivated and still motivate the UK more and more direct control over education through the use of performance indicators, quality assurance and audit (Doherty, 2012). In 1997 the Quality Assurance Agency (QAA) was set up as an independent not-for-profit company and is responsible for academic standards and quality in England and Northern Ireland and is separately contracted to Scotland and

Wales and accepts advisory roles and take on overseas contracts (Pol, Valeikiene, Hazelkorn& Stan, 2018). Quality assurance concerns of the UK Government have not changed very much since the beginning of the 21st Century. Today, in the UK, the Office for Standards in Education (Ofsted) is now responsible for quality assurance in schools and colleges (Doherty, 2012). Ofsted school inspection system centres on site visits, which are the primary determinant of school ratings (Toner, 2015).

Nevertheless, since school education systems are complex and vary greatly, quality assurance mechanisms are different for different European countries. Within the context of the European and National Quality Frameworks, systems focus on learning outcomes defined as statements of what a learner knows, understands and is able to do at the end of a learning process (European Commission, 2017). Quality assurance systems include external mechanisms and internal mechanisms. External mechanisms include national and regional school evaluations with inspectors evaluating the quality of education in schools. Internal mechanisms include school self-evaluation, staff appraisal and classroom-based student assessments (Nelson, Ehren& Godfrey, 2015). A number of countries have developed quality assurance measures that also involve the wider community. For example, in the Netherlands, there are community-based supervisory and representative advisory boards. Belgium, the Czech Republic, and Portugal have school councils which include community members. In the Czech Republic, Ireland and Poland, community members may provide input for quality assurance through questionnaires (European Commission, 2018).

In the USA, originally quality assurance was done by colleges to establish the quality in high schools such that higher education institutions had the assurance that secondary school graduates met acceptable standards for admission. However, in 1855 the oldest quality assurance organisation, the New England Association of Schools and Colleges, was founded (Brittingham, 2015). Up to 1980 quality assurance for high schools focussed on competency and quality of instruction to ensure systematic accountability of teachers and the quality of classroom instruction (Campbell, 2013). Superintendents assume, plan and implement programs under the direction and watchful eyes of federal and state education departments, local trustee boards, communities that they serve, parents, and students (Przybylski, Chen & Hu, 2018). Superintendents ensure that district schools deliver a set of uniform subjects and courses enhance efforts to assimilate children into the American culture (Björk, Kowalski & Browne-Ferrigno, 2014). Campbell (2013) indicates that school principals and curriculum staff, as instructional leaders, are charged with ensuring the highest level of instructional practice to effect student achievement at high levels.

In Africa, quality assurance mechanisms are different as they are in any other part of the world for different countries. For instance, in Nigeria the National Policy on Education is an instrument par excellence for effective national development. Internal and external educational stakeholders and other government agencies are charged with ensuring quality assurance. Government agencies (ministerial and administrative officers), local education authority, regional and state supervisory bodies, quality

assurance agencies associations, students, alumni, employers of labour, funding organizations ensure quality assurance. Approaches to quality assurance include inspection, evaluation and audit (Onuma & Okpalanze, 2017). In South Africa, the Public Service Commission (PSC) Act, 1997 requires every public institution in South Africa to be inspected upon the demand of the commission for ensuring the performance of the functions. The district education office is responsible for the overall school inspection to enhance the quality of services is mostly carried out in the form of evaluation. However, inspection is also conducted from the central level in a selected number of districts and schools in all provinces (Wiseman & Davidson, 2018).

In Kenya, the Basic Education Act (2013) Cap 211 section 18 gives Quality Assurance and Standards Officers the mandate to enter and inspect any school or place at which it is reasonably suspected that a school is being conducted at any time with or without notice, inspect and audit the accounts of the school or advice the manager of the school on the maintenance of accounting records for the purpose of inspection or audit. Quality Assurance and Standards are related to learner's welfare and participation. These entail to gender, guidance and counselling, clubs and games and special needs education. The purpose of Quality Assurance and Standards is to ascertain whether there is added value on education (Gongera, Muigai & Nyakwara, 2013). In Tanzania, secondary school inspectors are administered from the zonal level, which is an administrative tier after the district. Each school has to be inspected at least once in a year (Hossain, 2017). The Tanzania central inspectorate is a professional wing of the ministry of education and vocational training, whose job is to inspect schools, evaluate teachers and advise the commissioners of education on the best way to implement the national educational policy. The inspectors provide internal quality assurance on the part of the ministry of education and external quality assurance on the part of the school, to provide expertise on the organizational and curriculum issues (Kambuga & Dadi, 2015).

In Uganda, the Directorate of Education Standards (DES) established by the Education Act 2008, Section 46 (GoU, 2008) is responsible for the overall maintenance of quality in secondary schools through inspection. District/ Municipal council inspectors carry out inspection of schools. Board of Governors (BOG) help inspectors inspect schools while head teachers are responsible for implementing the recommendations of inspectors. Inspectors are also supposed to disseminate the good practices in addition to looking at the compliance with standards (Makaaru, Cunningham, Kisaame, Nansozi & Bogere, 2015). Hossain (2017) indicates that inspection carried includes national-full inspection with every school supposed to be inspected at least once in two years, routine/ short inspections to monitor new policy priorities, flying visits is a quick type of inspection, for example, sudden visit of a school because of collapse of a building and follow-up inspection happens to monitor whether recommendations of the regular inspections have been implemented within 18 months or not.

According to Bloom, Lemos, Sadun and Van Reenen (2015), there are major disparities in the quality of education within and between countries and school management may be an important reason for such differences. Nevertheless,

understanding the role of management in schools within and across countries has been held back by lack of good data. Lemos and Scur (2016) operations management include lean operations, monitoring and target management. Lean operations in schools covers practices including whether the school has meaningful processes that allow over time learning, teaching methods that ensure all learners master the learning objectives and assessment of learning outcomes at critical stages. Monitoring management covers practices of continuous improvement, performance tracking, review and dialogue, and consequence management. Target management covers practices in the balance and interconnection of targets, the time-horizon and difficulty of the targets, as well as their clarity and comparability. On their part, Bloom et al. (2015) indicate that school operations involve standardisation of instructional planning processes to meaningful processes that allow pupils to learn over time, personalisation of instruction to cater for all learners and adopting educational best practices. While studies have been carried out on school management and quality assurance (e.g. Asmus, Karl, Mohnen & Reinhart, 2015; Ayeni, 2012; Bazhenov, Bazhenova, Khilchenko & Romanova, 2015; Dinis-Carvalho & Fernandes, 2017; Dugarova, Starostina, Kimova and Kazachek, 2016), limited studies have been carried out in the context of Uganda. This contextual gap calls for this study in the context of Uganda because according to Ahimbisibwe (2019) and Hyuha (2017), today there is a public outcry that the quality of education offered in secondary schools in Uganda is poor.

2. Review of Related Literature

Different scholars examined the relations between operations management and quality assurance. For instance, considering the target management aspect of operations management, Asmus et al. (2015) examined the influence of goal-setting that is target management on employee performance in an industrial production process using 120 staff of a training factory for energy productivity at the Technische Universität München, Munich, Germany. The participants were involved in experiment of gearboxes. Three two-sample t-tests showed that goal setting behaviour improved workers' performance hence quality assurance. Ayeni (2012) sought to identify the nature of principals' supervisory (monitoring) roles for quality assurance in secondary schools in Ondo State, Nigeria with 60 principals and 540 teachers randomly selected from 60 secondary schools as units of analysis.

Data were collected using a questionnaire survey and an interview guide. Descriptive analysis results showed that most principals accorded desired attention to monitoring of teachers' attendance, preparation of lesson notes and adequacy of diaries of work which led quality assurance in secondary schools. On their part, Bazhenov et al. (2015) analysed the application prospects of monitoring in Russian higher educational institutions with students (216 respondents) and teachers (84 respondents) from various regions (Birobidjan, Vladivostok, Komsomolsk-on-Amur, Khabarovsk, Yuzhno-Sakhalinsk) providing questionnaire and interview data. Their qualitative sociological

methods of analysis indicated that system monitoring of education quality, taking into consideration requirements both of the state and of other social institutions effectively used ensured education quality.

In relation to the above, Dinis-Carvalho and Fernandes (2017) carried out a study seeking to contribute to the development and consolidation of the field of lean education in higher education using 31 engineering students at the University of Minho, Portugal. Data collection was based on online questionnaires to students. Their findings from descriptive analysis suggested that lean principles and concepts were useful and contributed to the improvement of the teaching and learning process, while at the same time promoted continuous reflection of practice by teachers. Dugarova et al. (2016) analysed the monitoring system of national and high school levels to determine the grounds and trends in Russian higher education. The study used the pedagogical qualimetry approach revealing the nature and characteristics of education quality, principles and methods for education monitoring, domestic and international theoretical foundations of independent evaluation of higher education quality. The findings showed that creating a monitoring system led to quality assurance in education. On the other hand, Emiliani (2015) considered the lean aspect of operations management in carried a critical review on engaging faculty in lean teaching. The review revealed that embracing of lean teaching by faculty as front-line workers, improved student learning outcomes and achieved substantial reductions in teaching errors hence quality assurance. With lean teaching, faculty better satisfy students and make their own jobs less complex and more enjoyable. Lean teaching makes the job easy and produced better results.

Relatedly, Nawelwa, Sichinsambwe and Mwanza (2015) explored total quality management practices in secondary schools in Zambia with 120 secondary school teachers providing the data that was used in the study. Questionnaires and structured scheduled interviews were used to collect data for the research. Descriptive analysis revealed that schools employed school lean management in terms of continuous improvement and training. Continuous improvement was achieved through carrying out monthly tests and end of term examinations to measure the excellence in-service delivery. As for the training principle, it was interwoven with the policy of the ministry in programmes aimed at training in-service teachers and anticipated teachers. The study reported that the lean processes of continuous improvement and training affected quality in the schools. Francis (2014) investigated lean management assessing how Canadian post-secondary institutions used it to enhance quality in a review of secondary documents. The study showed lean management in terms of high level of organisational investment including an investment in culture led to quality assurance in the learning organization in higher education.

Mobegi, Ondigi and Oburu (2010) investigated the strategies employed by head teachers and the challenges head teachers faced in their attempts to provide quality education using public secondary schools in Gucha district in Kenya. The study used 120 head teachers as the study sample. Questionnaires, interviews and observations were used to obtain data. Their descriptive statistics analysis disclosed that head teachers'

curriculum supervisory methods were limited to checking of teachers' professional records and gave less emphasize to departmental supervision, self-appraisal and class-visits hindering quality assurance in schools. Senol and Dagli (2016) sought to develop a school self-evaluation scale that could be used to determine the needs and quality perceptions of all education stakeholders towards quality improvement in secondary schools in North Cyprus. Using structural modelling, the findings suggested that school lean operations that were testing and evaluation, school achievement, school administration, school physical environment and school guidance and counselling led to quality improvement.

Teo and Low (2016) sought to find out whether goal setting that is target management had an impact on employee effectiveness and ultimately improving organisation effectiveness with employees of a business company in Singapore as units of analysis. Data were collected from 100 staff of different departments within XYZ including sales and marketing, customer support, applications support, logistics and administration departments using a structured open-ended and closed-ended interview questions. Descriptive analysis results indicated that goal setting had a positive impact on employee effectiveness ensuring quality assurance.

Wanzare (2012) reported findings of a study regarding practices and procedures of internal instructional supervision in public secondary schools in Kenya as part of a large-scale project undertaken in Kenya to determine the perceptions of head teachers, teachers and senior government education officers regarding the practices of internal instructional supervision and staff development in Kenyan public secondary schools. The study used 146 teachers and 56 head teachers as units of analysis. Data were collected using a questionnaire and an interview guide. Descriptive analysis findings confirmed that that instructional supervision was viewed as a process of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities is maintained. The benefits of supervision practices included facilitating students' academic performance and improving the quality of teachers and teaching. Overall, the literature above revealed to a large extent that operations management had a significant relationship with quality assurance. However, the review of related literature led to the identification of gaps at contextual and methodological and empirical levels. At contextual level, the context of the studies was in the Western World. Still, most studies were carried out in higher institutions of learning. Besides, some studies as were not carried out in the education context but in the business sector. At methodological level, some studies were not empirical but critical reviews. These gaps suggested the need for further research on school operations management and quality assurance in the context of developing countries particularly Uganda.

3. Research Design and Methodology

The study adopted the mixed methods research paradigm and specifically the embedded design. The mixed methods research was preferred because it is an emergent methodology of research that advances the systematic integration of qualitative and quantitative data within a single investigation (Wisdom & Creswell 2013). In the embedded design, emphasis was placed on the quantitative methods with the qualitative methods (QUAN+qual) providing a supportive role. For quantitative data, the researcher adopted the cross-sectional research design during which data was collected using a questionnaire survey from a small part of the population to get information about the sampled elements of the population as a whole (Zheng 2015). As for the qualitative supportive data, the researcher used the phenomenological design, in which the lived experiences of individuals about the phenomenon were described by participants through interviews.

Both quantitative and qualitative data was collected concurrently, and integration of results was during data interpretation in accordance with (Creswell, 2014). This helped in making statistical inferences and carrying out in-depth analysis. The embedded design was executed through designing instruments with mixed questions involving quantitative and qualitative responses. The dominant strand was quantitative. To enrich the study, supportive qualitative interview questions were embedded in the study tools. Both quantitative and qualitative data was collected concurrently. The two strands of data were analysed separately but cognizant of the existence of both data categories. Mixing of the data was done during data interpretations where narratives from the qualitative responses were used to describe respondent views. Essentially data analysis was an ongoing process thereafter a synthesis of both quantitative and qualitative data was made.

The study used both probability and non-probability sampling procedures. Probability sampling was used to select teachers because their number was big and produced results necessary for generalisation of the findings. Non-probability sampling was used to select students, head teachers and inspectors because the information required from them was qualitative in nature and did not require large samples. In selecting schools, the study used cluster-cum-proportionate and simple random sampling. First, the schools were clustered according to vicariates of the Archdiocese that are namely Kampala Episcopal, Wakiso, Entebbe and Mitala Maria. In Kampala Episcopal there were 15 schools, Wakiso had 12 schools, Entebbe had six schools and Mitala Maria had 14 schools. Thereafter, the sample from each vicariate was proportionately determined after obtaining the sample size of teachers. Going by the average of teachers in each vicariate, the schools to study were three in Kampala Episcopal, three schools in Wakiso, two schools in Entebbe and three schools in Mitala Maria. In total, 11 secondary schools were studied. Thereafter, from each vicariate the sample for the schools was randomly selected using the lottery method. The sample was

follows: five head teachers, 312 teachers, 120, the Education Diocesan Secretary and 10 inspectors of schools.

The study adopted four data collection instruments that were namely, a questionnaire, interview guide, focus group discussion and documentary review. Details on the data collection instruments follow here under. For the questionnaire, it was a self-administered questionnaire (SAQ) for quantitative data developed basing on instruments used by previous scholars. The interview guide involved open-ended questions for the head teachers. The design of the interview was standardised open-ended interview. The focus group discussion (FGD) guide was a semi-structured that enabled a discussion between the researcher and students. The observation checklist contained key areas for observation that were Student-teacher ratio of schools, laboratory facilities, library facilities, classroom environment, sizes of classrooms, number of teachers in the school and quality of infrastructure facilities.

Content validity of quantitative instruments was established by making sure that the items in the instrument on the main variables (independent and dependent variables) in it conform to the conceptual framework of the study. Content validity was ascertained through face validity to confirm if the items followed the operationalisation of the constructs as indicated in the conceptual framework. This involved reading through the items and deciding whether they were good measures of the study problem. The reliabilities of items in the various constructs were tested using Cronbach Alpha (α) method provided by SPSS version 21. Cronbach's Alpha was considered at the benchmark of 0.7 and above (Hee, 2014). Reliability for the items in the different constructs was attained at the benchmark of α = 0.70 and above (Macgowan, 2008). The respective Cronbach's alphas obtained were teachers' quality α = 0.901, teaching quality α = 0.892, curriculum quality α = 0.849, facilities quality α = 0.883, lean operations α = 0.913, monitoring α = 0.906 and target management α = 0.931. The reliability test results showed the items were reliable measures.

The reliability for the qualitative instruments was achieved considering the methods of credibility and dependability. Credibility involved the researcher carrying out member checking, avoiding personal biases, meticulous record keeping, clear decision trail and ensuring interpretations of data were consistent and transparent during data collection. As advocated by Noble and Smith (2015), clarity in terms of thought processes during data analysis and subsequent interpretations were demonstrated. Dependability involved ensuring that research process was logical, traceable and clearly documented throughout the study such that future users can be able to understand the research process of the study (Nowell, Norris, White & Moules, 2017).

Quantitative data involved descriptive and inferential analyses. Descriptive analysis involved frequencies, percentages and means done. Inferential analysis involved Chi-Square (X^2). Qualitative data analysis involved content analysis through systematic examination of the contents in the texts identifying themes and patterns as a basis for describing the findings. The responses were distilled into less content and presented in a clear and understandable way. Main concepts in the collected responses of the

participants were linked to the data by quotations. The quotations helped to confirm the connection between the results and data as well as the richness of data (Elo et al, 2014). Relationships were identified between categories basing on their concurrence and interpretation of content done. Qualitative data through thematic content analysis helped to provide meaning to quantitative data presented using descriptive statistics.

4. Findings and Discussion of the Study

4.1 Teachers' Views on their Quality

The researcher sought responses from teachers on the level of quality assurance in private secondary schools. The level of quality assurance was studied in terms of teachers' quality, teaching quality, curriculum quality and facilities quality. Teacher participants were requested to rate their teaching. The scores of the scale were 1= Strongly Disagree (SD), 2= Disagree, 3= Undecided (U), 4= Agree (A), and Strongly Agree (SA). Scores of the scale are presented in frequency and percentages.

Table 1: Teachers' Responses on their Quality (n=257)

Teachers' quality	F/%	SD	D	U	A	SA
I have undertaken further studies aimed	F	11	10	14	106	116
at ensuring my professional development	%	4.3	3.9	5.4	41.2	45.1
I make effort to constitute a positive role	F	5	8	6	106	132
model for students	%	1.9	3.1	2.3	41.2	51.4
I am up-to-date with legislation regarding	F	5	14	17	114	107
my duties and responsibilities	%	1.9	5.4	6.6	44.4	41.6
I have developed the pattern of personality	F	3	7	16	125	106
toraise the prestige of the teaching profession	%	1.2	2.7	6.2	48.6	41.2
I am knowledgeable in my professional area	F	8	4	8	88	149
	%	3.1	1.6	3.1	34.2	58.0
I have the professional insight to sense	F	7	8	28	139	75
behavioural problems before they occur	%	2.7	3.1	10.9	54.1	29.2
I know teaching-learning principles and	F	7	7	9	100	134
Methods	%	2.7	2.7	3.5	38.9	52.1
My feelings of self-confidence are developed	F	7	6	10	106	128
	%	2.7	2.3	3.9	41.2	49.8
I have an intense interest to developing	F	10	4	15	87	141
myself as a teacher	%	3.9	1.6	5.8	33.9	54.9
I am an organised teacher	F	5	3	9	98	142
	%	1.9	1.2	3.5	38.1	55.3

The results in Table 1 indicate that teachers had undertaken further studies aimed at ensuring their professional development (86.3%). The teachers revealed that particularly diploma holders enrolled for degree programmes on distance education, graduate teachers had enrolled for master programmes in areas of their specialisation, majority had attended non-credit professional courses in areas like; legal issues in education, guidance and counselling, ethical issues in education child protection and their rights

among others. This meant that teachers participated in various professional activities for their own professional growth. In the interviews, a head teacher revealed;

"*As a school, we encouraged some of our teachers who had grade V diplomas to upgrade their qualifications. We mainly encouraged them to go for in-service training which is conducted when schools get holidays so that we don't disrupt the school programme. This of course they did and the delivery is okay. Other teachers, particularly heads of departments, have also attained mater degrees.*" (Headteacher School 2, 2019)

Another headteacher said;

"*We ensure that our teachers are given professional growth. Every term at least they go for workshops like this term we have so far conducted several workshops. We have heard one for the teaching subjects like geography, history and other science subjects like biology. We also have Kampala Archdiocese Teachers Association, which endeavours to train our teachers in all subjects through various professional workshops so as to uplift their abilities.*" (Headteacher School 4, 2019)

The above results confirmed that teachers undertook professional development. These findings were consistent with the findings by Bicaj and Tresa (2014) who reported that teachers underwent professional advancement to gain new knowledge and improve the quality of teaching. Similarly, Kagoda and Ezati (2014) agreed that professional development opportunities given to teachers comprised of in-service training, workshops and seminars. Timperly, Wilson, Barrar and Fung (2008) indicated that teachers always had positive interest to develop their professional skills and teacher development which resulted into production of valued students. This is attributed to their desire to maintain excellence in their practice, keeping up to date with new knowledge and skills.

The teachers also revealed that they made effort to constitute a positive role model for students (92.6%). The teachers pointed out that they were punctual for their lessons, dressed properly, fulfilled their promises to students, were modest and listened to their students. R64 revealed that: "*Teachers in this school are good, competent, flexible in the teaching methods and resourceful to the learners and most importantly, they are role models for learners.*" This means that teachers acted as role models. This finding was supported by Kennedy (2008) who observed that quality teachers perform an efficient role of being a good role model to students as well as providing clear goals and standards to them. Further, teachers indicated that they were up-to-date with legislation regarding their duties and responsibilities (96.0%). The teachers revealed that awareness pertaining with educational legislation helped the teachers to stick on the right path. The finding is in agreement with Swamy and Harish (2016) who found out that teachers need to adhere to their professional ethics in executing ones' duties and responsibility.

The teachers also revealed that they developed the pattern of personality to raise the prestige of the teaching profession (89.8%). The teachers pointed out that they were hardworking, friendly, effective communicators, good listeners, and exhibited mastery of content, among others. This concurred with Gao and Liu (2013) who indicated that quality teachers were friendly. Haider and Jalal (2018) reported that quality teachers were hard working, listeners, motivators and friendly among others.

The teachers further revealed that they were knowledgeable in their professional area (92.2%). R110 stated that: "*My general assessment of the quality of teachers in this school is that they are self-driven, knowledgeable, do their research before teaching, and they have the love for their profession to get good results*." Teachers being knowledgeable in their professional areas indicated that their quality was commendable and were recruited after exhibiting their masterly of content in verbatim. The study findings are in line with Kaplan and Owings (2015) who found that most teachers were knowledgeable in their content area and this increased students' academic achievements. This is supported by Mart (2013) who revealed that committed teachers are well organized teachers who endeavour to fulfil their job description. Overall, the views above indicate that teachers' quality was high. This means the schools recruited quality teachers.

4.2 Teachers' Views on the Level of quality assurance in terms of teaching quality

The researcher sought responses from teachers on the level of quality assurance in private secondary schools. The level of quality assurance was studied in terms of teaching quality. Teacher participants were requested to rate the teaching quality. The scores of the scale were 1= Strongly Disagree (SD), 2= Disagree, 3= Undecided (U), 4= Agree (A), and Strongly Agree (SA). Scores of the scale are presented in frequency and percentages.

Table 2: Teachers' Responses on Teaching Quality (n=257)

Teaching Quality	F/%	SD	D	U	A	SA
I support lessons with useful classroom discussions	F	8	3	4	126	116
	%	3.1	1.2	1.6	49.0	45.1
I give individual support to learners when needed	F	5	5	7	126	113
	%	2.0	2.0	2.7	49.2	44.1
I adjust the lessons when learners experience difficultiesin learning	F	7	7	12	123	108
	%	2.7	2.7	4.7	47.9	42.0
I make use of different teaching techniques	F	9	4	11	121	112
	%	3.5	1.6	4.3	47.1	43.6
I take extra steps to help all learners learn and achieve success in my subject	F	6	5	9	111	126
	%	2.3	1.9	3.5	43.2	49.0
I explain some things in different ways to help learnersunderstand	F	2	4	6	89	156
	%	0.8	1.6	2.3	34.6	60.7
I summarize the main points by the end of Lesson	F	4	12	15	138	88
	%	1.6	4.7	5.8	53.7	34.2
I simplify the subject matter to learners	F	6	6	4	112	129
	%	2.3	2.3	1.6	43.6	50.2
I start lessons by connecting to previous lessons	F	6	4	7	109	131
	%	2.3	1.6	2.7	42.4	51.0

I end lessons by connecting to future lessons	F	13	19	27	122	76
	%	5.1	7.4	10.5	47.5	29.6
I make lessons relevant and meaningful to Learners	F	3	3	7	120	124
	%	1.2	1.2	2.7	46.7	48.2
I use assessment results to provide extra help to learners	F	3	11	13	125	105
	%	1.2	4.3	5.1	48.6	40.9
I always teach with all necessary materials for teaching every topic	F	7	27	31	126	66
	%	2.7	10.5	12.1	49.0	25.7

The results in Table 2 showed that teachers supported lessons with useful classroom discussions (94.1%). These findings were confirmed during observations made in the in the schools. In the schools visited, it was observed that "*learners in their small classroom engaged in discussions in small groups in collective tasks with students participating actively.*" The importance of classroom discussions is supported by Murphy et al (2010) who revealed that several discussion approaches used by teachers produced strong increases in the amount of student talk and concomitant reductions in teacher talk.

On their part, Diego and David (2018) reported that classroom discussions when utilized properly in class not only increase students' enjoyment of the class but also reinforced students' comprehension of ideas. On the other hand, teachers revealed that they gave individual support to learners when needed (93.3%). The Education Secretary Kampala Archdiocese revealed that as a secretariat they advised head teachers to have classes of at least less than 70 students for "A" level and less than 60 students for "O" per stream such that teachers could be able to attend to most of the students. While this was on the upper end compared to the government directive which recommends a ratio of 1 teacher to 43 students in class (GoU 2008), there was effort to enable teachers to be able to support students. The importance of teacher support to students was confirmed by Paolini (2015) who observed that for teachers to improve teaching practices to better meet the needs, expectations and goals of the students there was need to give individual support to them.

The teachers also revealed that they adjusted the lessons to learners experiencing difficulties in learning (89.9%). The teachers indicated this was done through remedial classes, regular homework activities, weekend activities and encouraging learners with learning difficulties to keep close to the teachers for assistance. These findings concur with Khandaghi and Farasat (2011) who indicated that the teachers adjust to different teaching methods depending on the nature of the students to either take an active teaching style or an inactive teaching style. These findings were also in line with Maruli (2014) who found out that good teaching related to the effectiveness of the different teaching methodologies and behaviour, thus it becomes a foundation for development of an expert teacher. Also, Costa and Lowery (2016) indicated that teachers must show mastery of the abilities to prepare for teaching and be able to impart knowledge and skills. Furthermore, teachers indicated that they took extra steps to help all learners learn and achieve success in their subjects (92.2%). These findings were confirmed during interviews. For instance, one head teacher observed;

"Students are given extra work in remedial teaching. This is teaching that takes place outside normal class teaching time in the evening from 4:40 – 6:00 pm and in the morning from 5:00-6:40 a.m. This is done to maintain good performance of students in national examinations." (Head Teacher School 5, 2019).

The above findings concurred with Kober (2015) who revealed that teachers ought to understand the background of the students' internalisation of the concept, and trying to find out what the teacher can do to specifically address such a challenge. The study is an example of how effective learning can be under the hands of teachers who take extra miles in instructing classes for better results. On the other hand, the teachers revealed that they explained some things in different ways to help learners understand (91.1%). These findings were in line with Donovan and Bransford (2005) who observed that instructors can help students learn to build conceptual frameworks that are deeply interconnected, transferable, and rooted in a solid memory and skill foundation.

Also, teachers indicated that they summarised the main points by the end of lesson (87.9%). During FGDs, one student said, *"after teaching a teacher gives 5 minutes and picks on anyone student to summarize what has been taught. This makes us to be attentive because I may be the next to give the summary."* The study findings are in line with Nesari and Schlangen (2014) who found out that English teachers indicated that lesson plans helped them to summarize the main points of an active lesson. These results showed that it was very important for teachers to highlight key information during a recap of the lesson.

Teachers revealed that they simplified the subject matter to learners (93.8%). This finding was supported by utterances from members of a FGD. It was revealed that teachers taught in a way that every student understood and excelled in academics. Accordingly, most teachers made sure that all students understood the subject matter by allowing them to ask questions during lessons. The students also indicated that teachers provided them with enough examples. Indeed, a closer look at the methodological intervention used by the teachers during the process of conducting lessons indicated efforts of the classroom teachers breaking down the subject matter among the learners. The study findings concur with Doyle (1988) who found that teachers redefining or simplifying the task demands appeared to simplify substantially the problems for students. Also, Rosenshine (2012) emphasises that effective teachers in their efforts to make leaning simple for their learners, teach using short presentations with various examples and the application of examples, displays actual learning and clarification that is desired by leaners.

The teachers indicated that they started lessons by connecting to previous lessons (93.4%). This practice is supported by pervious scholars. For instance, Cakmak and Akkutay (2016) reported that effective teaching involved revising some points of the previous lesson because it awakened the student's mind on previous issues. Relatedly, the teachers reported that they end lessons by connecting to future lessons (77.1%). This is as pointed out by Hailikari, Katajavuori and Lindblom-Ylanne (2008) that prior knowledge from previous lessons significantly influenced student achievement in the

next lesson. Likewise, Tkachenok and Tumskiy (2019) indicated that prior knowledge about a particular topic increases students' engagement in such particular lesson to come. It was also reported that teachers made lessons relevant and meaningful to learners (86.0%). This is in line with the Institute of Education Sciences (2017) which explains that work analysis assists teachers to plan a logical structure of teaching, which may help students to learn when study materials are clearly presented and in a logical sequence. The teachers further indicated that they used assessment results to provide extra help to learners (89.5%). These findings are in conformity with Nusche (2003) who contends that student assessment is essential to measure the progress and performance of individual performance, to plan further steps for improvement of teaching and learning.

Finally, teachers pointed out that they always taught with all necessary materials for teaching every topic (74.7%). Use of teaching materials was supported by various teacher qualitative responses as being in place in catholic founded secondary schools. One of the teachers R251 stated that; "*In my department, the library provides us with all the necessary materials to assist in the teaching – learning process. All the teachers have the necessary material for the teaching and learning process.*" The study findings are in line with Rubio (2010) who found out that an effective teacher does not only involve having a deep content knowledge but also having all the necessary instructional materials needed for teaching and learning to take place.

4.3 Teachers' Views on the Level of Quality Assurance in Terms of Curriculum Quality

The researcher sought responses from teacherson the level of quality assurance in private secondary schools. The level of quality assurance was studied in terms of curriculum quality. The scores of the scale were 1= Strongly Disagree (SD), 2= Disagree, 3= Undecided (U), 4= Agree (A), and Strongly Agree (SA). Scores of the scale are presented in frequency and percentages. The results on curriculum quality follow as indicated in Table 3.

Table 3: Teachers' Responses on Curriculum Quality (n=257)

Curriculum Quality	F/%	SD	D	U	A	SA
The curriculum is broad and caters for the differences	F	16	47	33	107	54
in talents, opportunities and future roles	%	6.2	18.3	12.8	41.6	21.0
The curriculum provides knowledge and skill	F	13	36	26	126	56
necessary for the students	%	5.1	14.0	10.1	49.0	21.8
The curriculum is designed to broaden learners'	F	11	33	34	122	57
knowledge and out-look	%	4.3	12.8	13.2	47.5	22.2
The curriculum provides the learners with the	F	10	16	21	125	85
opportunity for education of a higher level	%	3.9	6.2	8.2	48.6	33.1
The school curriculum facilitates learning of	F	10	16	23	128	80
students	%	3.9	6.2	8.9	49.8	31.1

The results in Table 4 indicate that teachers agreed that the curriculum was broad and catered for the differences in talents, opportunities and future roles (62.6%). This finding was consistent with Andrew and Vincent (2016) who revealed that a broad curriculum is important for developing students' talents. The teachers also indicated that the

curriculum provided knowledge and skills necessary for the students (60.8%). These findings were reflected in the open responses of the teachers. For instance, R130 revealed that: "*The quality of the curriculum implemented by the school tries to give children/ learners the necessary knowledge, skills and values that a learner needs to progress with his studies and to live a progressive life.*" The study findings were in line with Kinyaduka (2013) who agreed that the curriculum provided knowledge and skills necessary for the students.

The teachers further indicated that the curriculum was designed to broaden learners' knowledge and out-look (69.7%). These findings agreed with Mottaghi and Talkhabi (2019) who proposed that in the Iranian educational system, detailed learning objectives in its curriculum were needed to develop thinking as well as reflective practices which play a vital role in upgrading the educational system. Also, teachers reported that the curriculum provided the learners with the opportunity for education of a higher level (81.7%). These findings agreed with Stevenson, Schiller and Schneider (1994) who indicated that students' opportunities for learning subjects can be organised into sequence that span grades and schools. Such opportunity sequences are a form of stratification that links students' future opportunities for learning with their earlier opportunities. Finally, the teachers revealed that the school curriculum facilitated learning of students (80.9%). These findings were supported by the all head teachers who hinted that the curriculum that was being implemented was good though with some challenges. One head teacher observed that;

> "*The curriculum we implement is from National Curriculum Development Centre but has its bad and good sides. The bad side is that it is largely theoretical, but the good thing is that it has vocational aspects. For example, learners are taught bakery and soap making among others. If in the implementation of the curriculum there is balancing of its theoretical and practical aspects, it can be interesting. Our agriculture teachers teach students animal husbandry like milking cows and delivering them which is good. My belief is that the curriculum that we implement is not bad as long as we strike the balance between providing students with skills so that children have hands on.*" (Headteacher School 1, 2019).

In all, the views expressed by the head teachers revealed despite the problems in the curriculum, there were some aspects of it that equipped students with lifelong learning skills that could enable them to survive on their own in the future.

4.4 Teachers' Views on the Level of Quality Assurance in Terms of Facilities Quality

The researcher sought responses from teacherson the level of quality assurance in private secondary schools. The level of quality assurance was studied in terms of facilities quality. The scores of the scale were 1= Strongly Disagree (SD), 2= Disagree, 3= Undecided (U), 4= Agree (A), and Strongly Agree (SA). Scores of the scale are presented in frequency and percentages. The results on facilities quality follow in Table 4.

Table 4: Teachers responses on Facilities Quality (n=257)

Facilities Quality	F/%	SD	D	U	A	SA
Classrooms are of appropriate size in accordance	F	19	43	17	116	62
with the number of students	%	7.4	16.7	6.6	45.1	24.1
Classroom spacefacilitates movements of teachers	F	12	40	15	118	72
and students during learning activities	%	4.7	15.6	5.8	45.9	28.0
The classes are properly illuminated	F	12	33	22	126	64
	%	4.7	12.8	8.6	49.0	24.9
The classrooms are well ventilated	F	10	17	14	133	83
	%	3.9	6.6	5.4	51.8	32.3
Black boards in the classrooms are of the	F	13	13	13	114	104
appropriate size	%	5.1	5.1	5.1	44.4	40.5
Appropriate furniture is available is sufficient	F	16	39	13	107	82
for both teachers and students	%	6.2	15.2	5.1	41.6	31.9
The furnishing of classrooms is suitable	F	14	29	24	114	76
to facilitate learning of students	%	5.4	11.3	9.3	44.4	29.6

The results in Table 4 show that teachers agreed that the learning space in the classrooms was of appropriate size in accordance with the number of students (69.2%). This finding emphasises the importance of class size. In agreement, in the open responses, one teacher (R64) stated: "*The school has enough facilities and are of good quality that can facilitate learning and teaching process.*" This was confirmed during observations as the researcher established that availability of sufficient facilities which included laboratories for physics, chemistry, biology and computer technologies. The importance of space is supported by scholars such as Akomolafe & Adesua (2016) who revealed that there was a significant relationship between school facilities such as classroom size and teachers' job performance in the schools. Kariippanon, Cliff, Lancaster, Okely and Parrish (2018) agreed that flexible learning spaces facilitated student-centred pedagogy and self-regulation, collaboration, and student autonomy and engagement.

The teachers also indicated that learning space in the classrooms facilitated movements of teachers and students during learning activities (73.9%). During visits to the schools, it was observed that learning was accentuated with constant movements within the learning space. This means that the schools gave importance to learning space consistent with previous scholars such as Byers, Imms and Hartnell-Young (2014) who found out that there is a positive effect of learning space on teaching and learning.

Teachers reported that classes were properly illuminated (73.9%). This means that schools considered the importance of good illumination which is also supported by pervious scholars such as Samani and Soodeh (2015) who revealed that good lighting in classrooms motivated students learning and increased their attention and their performance. In the same vein, Samani (2012) indicated that it is essential to improve lighting in learning environments in order to enhance students' learning performance and also motivate them to learn more. Further, teachers agreed that classrooms were well ventilated (84.1%). In interviews, interviewees recognised the importance of good ventilation. One head teacher said;

"The fact is that our school buildings are well ventilated. We have ensured that that we follow the ministerial guidelines on construction of class room blocks to the letter. This is mainly to ensure that both the teacher and the learners in these classes have a constant flow of fresh air during any time of the day and also to guarantee that they don't feel extremely tired and doze around during the afternoons when it is hot. This may affect their learning ability tremendously." (Headteacher 7, 2019)

The results above suggested that schools gave prominence to proper ventilation in classrooms. This is consistent with Shaughnessy and Shaughssy (2015) who found out that maintaining adequate ventilation and thermal comfort in classrooms could significantly improve academic achievement of students.

The teachers reported that blackboards in the classrooms were of the appropriate size to suit the needs of teaching and learning (84.9%). This implied schools recognised that appropriate blackboards were essential. This finding agrees with Anderson (2004) who found out that the blackboard was a very powerful tool for instruction which allowed information to be displayed in a persistent manner and give the audience a consistent view. Furthermore, teachers indicated that there was appropriate furniture available and was sufficient for both teachers and students. During visits to the schools it was confirmed that majority schools had good furniture in terms chairs, desks, tables, and benches among others. In their open responses teachers also confirmed that furniture available was appropriate. One teacher (R4) stated, *"We have high quality facilities available in the school like chairs, tables and projectors which have facilitated learning activities."* Therefore, scholars valued the role of good furniture which is also recognised by pervious scholars. For example, Thapa (2011) reported that basic requirements such as educational material in terms of furniture and multimedia are important.

Further, the teachers indicated that the furnishing of classrooms was suitable to facilitate learning of students (74.0%). During the visits to the schools, it was observed that furnishing of the classrooms in most of the schools was well done. All students' desks in respective schools were positioned in rows. This meant that schools recognised the importance of properly furnished classrooms. This agrees with Nepal and Maharjan (2015) who revealed that well-furnished classrooms facilitated learning of students. Overall, the results revealed that there was quality assurance in the schools. All the responses pointed to the fact that teaching quality, teacher's quality, curriculum quality and facilities quality in the schools were good.

4.5 Teachers' Views on School Operations Management and Quality Assurance
The researcher sought responses from teacherson the level of quality assurance in private secondary schools. The level of quality assurance was studied in terms of lean operations. The scores of the scale were 1= Strongly Disagree (SD), 2= Disagree, 3= Undecided (U), 4= Agree (A), and Strongly Agree (SA). Scores of the scale are presented in frequency and percentages. The results on lean operations follow in.

Table 5: Teachers' Responses on Lean Operations (n=257)

Lean Operations	F/%	SD	D	U	A	SA
I use different methods while teaching	F	4	4	7	131	110
	%	1.6	1.6	2.7	51.2	43.0
In teaching I cater for every student according to his/ her abilities	F	4	20	20	150	63
	%	1.6	7.8	7.8	58.4	24.5
I come well prepared for teaching in class	F	2	4	11	126	110
	%	0.8	1.6	4.3	49.8	43.5
I prepare to make difficult lessons easy for students	F	3	5	13	146	88
	%	1.2	2.0	5.1	57.3	34.5
I carry out appropriate assessment of students work	F	2	5	11	151	87
	%	0.8	2.0	4.3	59.0	34.0
I plan well to ensure that my teaching time is not interfered with by other activities and compensate for the interferences	F	3	15	17	149	72
	%	1.2	5.9	6.6	58.2	28.1
I continuously try my level best to improve my performance in this school	F	2	3	7	124	118
	%	0.8	1.2	2.8	48.8	46.5
I make effort to be punctual for classes	F	3	4	7	118	122
	%	1.2	1.6	2.8	46.5	48.0
I complete my school activities in the stipulated time	F	2	10	18	143	83
	%	0.8	3.9	7.0	55.9	32.4
I work with colleagues to accomplish my work activities effectively	F	5	6	9	131	105
	%	2.0	2.3	3.5	51.2	41.0
I motivate my students to take part in all the different activities that take place in the school	F	4	5	12	121	115
	%	1.6	1.9	4.7	47.1	44.7

The results in Table 5 show that teachers agreed that they used different methods while teaching (94.2%). The teachers revealed that they used different methods such as experiential learning, discussion methods, chalk and talk, question and answer, brainstorming, and role plays among other methods. For example, R227 reported that 'teaching in this school is good because teachers use all good methods of teaching and teaching materials are available. The importance of using different teaching methods is also recognised by scholars such Dinis-Carvalho and Fernandes (2017) who found out that lean teaching principles and concepts were useful and contributed to the improvement of the teaching and learning process, while at the same time promoted continuous reflection of practice by teachers. Also, teachers revealed that in their teaching they catered for every student according to his/her ability (82.9%). Relatedly, R80 stated; *"I do my best to assist my learners with all the various challenges irrespective of who they are, I do counselling both in class and a one to one talk. I prepare adequately and also use the available material profitably."* These findings are consistent with Emiliani (2015) who found out that with lean teaching, faculty better satisfies the needs of every student and makes their own jobs less complex and more enjoyable.

Further, it was indicated that teachers went to class well prepared for teaching (93.3%). The importance of teacher preparedness is recognised by scholars such as Nawelwa, Sichinsambwe and Mwanza (2015) who revealed that schools employed school lean management in terms of continuous improvement and training in terms of

overall classroom management. Furthermore, teachers agreed that they prepared to make learning difficult lessons easy for the students (91.8%). This means that the teachers recognised the importance of being prepared for lessons. This finding is recognised by Margaret (2008) who found that teachers needed to know and understand the content determined by the grade they planned to teach. Similarly, Shulman (1986) indicted that effective teachers need an integrated knowledge base that relies on an integration of multiple domains of knowledge in order to translate the content in ways that students are able to grasp. Also, teachers agreed that they had carried out appropriate assessments of students (93.0%). During interviews, all head teachers confirmed that various assessments were conducted in their schools at different intervals of the term. One head teacher revealed that;

"In this school, we do different assessments for different classes. We have beginning of term examinations which students do upon returning from their holidays. We ensure that they go for their holidays with timetables so that they revise accordingly. The students are also given weekend tests, mid-term exams and end of term examinations such that they are comprehensively examined on the syllabus and also to keep them busy reading their work such that they do not relax and forget what they are taught." (Headteacher School 1, 2019)

The above finding suggests that the schools recognised the importance of giving students various assessments. These findings are supported by Guskey (2003) who found out that teachers carry out assessment that best suits the learner. Accordingly, the assessments included quizzes, tests, writing assignments, and other assessments that teachers administer on a regular basis in their classrooms.

The teachers revealed that they planned well to ensure that their teaching time was not interfered with by other activities and compensated for the interferences (86.3%). The teachers further revealed that in a case a lesson was missed they compensated the lessons during early morning or evening preps for boarding schools. The importance of proper planning is supported by Sieberer-Nagler (2015) who found out that teachers plan well for positive teaching and learning to be explored as well as improvising innovative methods for transforming common classroom management. Qualified teachers demonstrate professional attributes that go beyond a formal qualification towards improving their performance in school.

Teachers indicated that they made effort to be punctual for classes (94.5%). This enabled them not only to complete the syllabus in time but also give them adequate opportunity to revise and engage in other school activities. This finding concurs with that of Zafarullah et al. (2016) who reported that time management of teachers impacted positively on the performance of the students. Further still, the teachers agreed that they completed their school activities in the stipulated time (88.3%). The importance of completing activities in time is recognised by other scholars. Lualhati (2019) reported that academic staff practiced scheduling, goal setting, and prioritizing tasks to enable them

deliver on time as required by their faculty. Also, Chioma et al. (2018) revealed that performance was a function of successful time management. Accordingly, time management provided timely accomplishment of tasks, jobs, and encourages quality work which increases employees' performance and productivity in private secondary schools.

The teachers also revealed that they worked with colleagues to accomplish their work activities effectively (92.2%). To this item, R 60 stated, "*In this school team work has been influential for every accomplishment we have achieved and has helped us to carry out our work effectively.*" Similarly, R72 remarked, "*every staff member is involved in students' activities. This aspect of team work makes us strong as a school.*" This finding is in agreement with Berry, Daughtrey and Wieder (2009) who found that teacher effectiveness has less to do with individual attributes, and far more to do with the extent to which teachers work with each other and provide collective leadership for their schools and communities. Finally, the teachers indicated that they motivated their students to take part in all the different activities that took place in the school (91.8%). This finding is in line with Kirondo (2014) who found that teachers used various approaches to create, and maintain student motivation in classroom settings. Among these approaches included; providing room for open exchange of ideas, accepting mistakes as normal part of learning and, creating an encouraging and supporting environment for students to learn and grow.

4.6 Teachers' Views on School Operations Management and Monitoring

The researcher sought responses from teacherson the level of quality assurance in private secondary schools. The level of quality assurance was studied in terms of monitoring. The scores of the scale were 1= Strongly Disagree (SD), 2= Disagree, 3= Undecided (U), 4= Agree (A), and Strongly Agree (SA). Scores of the scale are presented in frequency and percentages. The results on monitoring follow in Table 6.

Table 6: Teachers' Responses on Monitoring (n=257)

Monitoring	F/%	SD	D	UN	A	SA
Supervisors regularly monitor the teachers	F	4	32	29	128	64
as they perform their work in this school	%	1.6	12.5	11.3	49.8	24.9
Monitoring activities in this school are	F	6	25	24	133	69
decentralized for easy supervision of teachers	%	2.3	9.7	9.3	51.8	26.8
Inspectors carry out abrupt visits to the school	F	16	44	32	119	46
to monitor activities of teaching and learning	%	6.2	17.1	12.5	46.3	17.9
Those who carry out evaluation are objective	F	7	32	42	138	38
in their supervision activities	%	2.7	12.5	16.3	53.7	14.8
I receive feedback on my performance from	F	12	30	26	132	57
the supervisors	%	4.7	11.7	10.1	51.4	22.2
Supervision is focused on performance	F	8	27	28	135	59
	%	3.1	10.5	10.9	52.5	23.0
The supervisors are interested in my personal	F	17	24	40	123	53
development in the teaching career	%	6.6	9.3	15.6	47.9	20.6

The supervisors pay attention to the process of	F	12	27	36	126	56
Supervision	%	4.7	10.5	14.0	49.0	21.8
I have learnt a lot from the guidance given	F	14	22	25	136	59
to me by supervisors during supervision	%	5.5	8.6	9.8	53.1	23.0
The supervisors are knowledgeable in the areas	F	12	25	34	121	65
in which they supervise me	%	4.7	9.7	13.2	47.1	25.3

The findings in Table 6 revealed that teachers agreed that supervisors regularly monitored them as they performed their work in the schools (74.7%).The teachers attested to regular supervision in their open responses.R1 remarked that, "*the teachers were expected to sign arrival and departure books, hand in continuous assessment records, lesson plans, schemes and proof of classroom teaching.*"In a related response, R239 also remarked, "*Teachers are highly monitored in the school by the Director of Studies and the Principal plus the students themselves by using the lesson attendance forms.*" The importance of supervision is supported by previous scholars. For example, Locke, Qin and Brause (2007) reported that monitoring of teachers at regular intervals enabled managers to better schedule their work as well as improve teaching quality and efficiency. Similarly, Abubakar (2015) reported that supervision was very vital in school to make sure that minimum standards are adhered too and not only the instructional goals but also the national goals. Also, Teachers reported that monitoring activities in the school were decentralised for easy supervision of teachers (78.6%). Decentralisation of monitoring activities was confirmed during FGDs. One group of students during an FGD explained that;

> "*In this school there is close supervision of teachers with class captains filling lists indicating the time the teacher came to class to teach and left. Every lesson is accounted for. If a lesson does not take place, the students report this such that the teacher can compensate. The head teacher normally moves around the school to ensure that lessons are being taught.*" (FGD School 9, 2019)

In relation to the above, teachers indicated that inspectors carried out abrupt visits to schools to monitor activities of teaching and learning (64.2%). The importance of effective monitoring is also supported by previous scholars. For instance, Ekundayo, Oyerinde and Adenike (2013) examined the meaning of supervision, instructional supervision and the role of the supervisor found out that supervision is done abruptly with serious motives.

Teachers pointed out that those who carried out evaluations were objective in their supervision activities (90.7%). This means that schools gave significance to objectivity in supervision of teachers. This is in agreement with Obaob and Moneva (2014) who revealed that objective evaluations were important and tailor-made to teacher performance. The teachers also revealed that teachers received feedback on their performance from the supervisors (73.6%). This finding was collaborated by all head teachers during interviews when asked their assessment of the level of monitoring of teachers in the schools. One head teacher expounded that:

"We have what we call lesson monitoring kits that help us to track teachers. Students make comments on each teacher after every lesson reporting whether the lesson was interesting or not. When data has been compiled, feedback is given to the teachers about their performance to take appropriate action in the way of teaching." (Headteacher School 10, 2019).

The feedback provided by the head teacher means that supervision was taken seriously by the teachers. This finding is supported by Bret, Young, Hvidston (2013) who reported that overall, respondents valued the post observation conference more than the pre observation conference, and identified trusting relationships, constructive feedback, reflection and areas of improvement as important principal responsibilities.

The teachers indicated that supervision was focused on performance (75.5%). This finding agreed with Alimi, Olatunji, Akinfolarin (2012), who revealed supervision included checking of students' notes, class visitations, checking on teachers' punctuality and attendance. Teachers also agreed that supervisors were interested in their personal development in the teaching career (68.5%). The teachers revealed that their supervisors provided them career guidance with regards to academic growth. This finding agrees with Ghavifek and Ibrahim (2014) who revealed that the supervisors were interested in teachers' personal development in the teaching career. Further, teachers agreed that supervisors paid attention to the process of supervision (70.8%). The importance of supervisors paying attention to supervision is consistent with Wanzare (2012) who revealed that supervisors paid attention to the entire process of supervision including improving the quality of teachers and teaching.

Teachers indicated that they learnt a lot from the guidance given to them by supervisors during supervision (76.1%). This means that teachers considered guidance of supervisors as important. These finding concur with Wabuko (2016) who revealed that teachers attributed their performance to the principals' supervision practices of classroom observation, provision of instructional resources, checking teachers' professional records, teachers' professional development and reward motivation. Lastly, teachers agreed that supervisors were knowledgeable in the areas in which they supervised (77.1%). These findings suggest that supervisors have to be knowledgeable people. These findings are supported by Grant, Schofield and Crawford (2013) who reported that supervisors have to be knowledgeable in different aspects needed of the supervisee such as ethical behaviours, supervisee competence, supervisee characteristics and supervisee countertransference. On the whole, the results above suggest that monitoring in the schools was good.

4.8 Teachers' Views on School Operations Management and Target Management

The researcher sought responses from teacherson the level of quality assurance in private secondary schools. The level of quality assurance was studied in terms of target management. The scores of the scale were 1= Strongly Disagree (SD), 2= Disagree, 3=

Undecided (U), 4= Agree (A), and Strongly Agree (SA). Scores of the scale are presented in frequency and percentages. The results on target management follow in Table 7.

Table 7: Teachers' responses on Target Management n= (256)

Target Management	F/%	SD	D	U	A	SA
Performance goals are linked to the strategic or	F	5	14	31	145	61
operational goals of the school	%	2.0	5.5	12.1	56.6	23.8
Performance goals in schools are set	F	8	25	39	144	41
through every individual's participation	%	3.1	9.7	15.2	56.0	16.0
This school has specific and measurable	F	7	12	27	152	59
performance objectives	%	2.7	4.7	10.5	59.1	23.0
This school is run basing on challenging yet	F	3	13	38	149	50
attainable goals	%	1.2	5.1	15.0	58.9	19.8
Gives others timely feedback about their	F	6	24	34	138	52
Performance	%	2.4	9.4	13.4	54.3	20.5
Management of this school gives teachers specific feedback	F	4	23	25	144	60
about what is good and bad about their performance	%	1.6	8.9	9.7	56.0	23.3
Management explains how ones' behaviour affects	F	5	26	30	138	57
him/ her and the work group	%	1.9	10.2	11.7	53.9	22.3
Management of this school provides the resources	F	7	25	22	140	61
needed to get the job done	%	2.7	9.8	8.6	54.9	23.9
The management of this school provides direction	F	7	15	14	143	73
when it is needed	%	2.8	6.0	5.6	56.7	29.0
In this school management gives special	F	12	15	21	138	67
recognition for exceptional performance	%	4.7	5.9	8.3	54.5	26.5

The results in Table 7 show that teachers indicated that performance goals were linked to the strategic goals of the school (80.4%). This means that in the schools' performance goals were given importance. This finding is supported by Schlebusch and Mokhatte (2016) who found out that strategic planning ensures that the school is in line with the changing internal and external environment. Also, the teachers revealed that performance goals in the schools were set through every individual's participation (72.0%). This finding was confirmed by head teachers who indicated that performance goals were linked to strategic goals of schools. For instance, one head teacher said:

> "*Before the beginning of the new term every year, together with all administrators in the school we sit and draw a plan for the year. The plan is made after reviewing what has been achieved in the previous year. Also, the school has a five-year strategic plan drawn with the School Board of Governors. The plans set targets which have to be implemented and this is what management and teachers make effort to implement in each year. Still, at the beginning of each new term, a staff meeting is held to make targets for the year. If it is a first term we target for the new term and if it a continuous term we do the same. At the end of each term, reviews are made by all staff in the staff meeting and more targets set or old ones revised. This helps to set targets that every individual staff works to attain.*"
> (Headteacher School 1, 2019).

The results above reveal that schools gave importance to performance goals and they related to school goals.

Teachers agreed that the schools had specific and measurable performance objectives (82.3%). In this regard, R248 remarked; "*Management of the school keeps on setting targets which teachers must attain. This has made it easy for the school to achieve its objectives*." The study finding is in line with Teo and Low (2016) who reported that goal setting had a positive impact on employee effectiveness and quality assurance. Further, teachers revealed that schools were run basing on challenging but attainable goals (78.7%). This finding was confirmed by head teachers' interviews. For example, one head teacher observed:

"The objective of the school we would like to achieve at the end of the year is already communicated to the candidate classes, to staff, and rewards are offered to high achievers thereafter. For example, the target for this year in national examinations for "O" level is at least 80 first grades. This has thus increased the monitoring, administration and teachers carry out. Each department has been allocated targets and members have to deliver. For instance, the target for the Arts departments is to score between distinction one and credit four in each subject. For the science departments, the target is to score between distinction one and credit six in each subject. This was agreed upon with members of the departments and students and everybody is expected to be working towards fulfilling this." (Headteacher School 3, 2019).

The importance of schools having specific and measurable performance objectives agrees with the findings of other scholars. For example, Duke, Tucker, and Salmonowicz (2007) reported that principals newly assigned to low performing middle schools were tasked with setting up school programs, organization and school systems.

Teachers revealed that management of schools gave them timely feedback about their performance (74.8%). This means that management of schools valued timely feedback about teachers' performance. This finding concurs with Villaganas, Villaganas, Villaganas and Inocian (2017) whose results showed that setting goals or task orientation was positively related to the overall indictors of quality learning including lesson preparation. Further, teachers indicated that management of the school gave them specific feedback about what is good and bad about their performance (79.3%). This finding is in line with Askew and Lodge (2004) who reported that feedback is a crucial feature of teaching and learning process and one element in a repertoire of connected strategies to support learning. Furthermore, teachers reported that management of the schools explained how someone's behaviour affected him/her and the work group when providing feedback (76.2%). This finding is in line with the OECD (2010) report which revealed that teachers who received feedback testified that it increased their job satisfaction and, to some degree, their job security, and that it significantly increased their development as teachers.

Teachers indicated that management of the schools provided them with the resources to get the job done (78.8%). Teachers revealed that they were provided with resources including financial and teaching materials like chalk, textbooks, and illustrative materials among others. This finding was during visits to schools as it was observed that most materials were in place. R83 said, "*We have most of what we need to get work done. That is; computers, printers, photocopiers, well-stocked library and laboratories are all well-equipped.*" However, this finding was inconsistent with Mupa and Chinooneka (2015) who reported that teachers' instructional materials were limited to textbooks and syllabuses and do not go beyond that. Teachers also revealed that management gave special recognition to exceptional performance (81.0%). In an interview with the Education Secretary of Kampala Archdiocese on rewarding exceptional performance of teachers, he said that;

"Targets have been set for teachers, for instance if in national examinations students perform well, teachers are awarded. For example, if a teacher gets many distinctions, he is well rewarded because different schools have tagged a price to such grades. I have seen some of those internal mechanism enabling teachers to meet their targets. So, there is this kind of bargain going on which makes teachers work hard to meet targets." (Education Secretary, 2019).

The results above to the effect that management gave special recognition to exceptional performance were consistent with Tessema, Kathryn and Embaye (2013) who revealed that employee recognition, pay, and benefits had a significant impact on employee performance. Generally, the results above mean that in the schools, there was target management.

4.9 Chi-square test Results on School Operations Management and Quality Assurance in Schools

To establish whether there was a relationship between school operations management and quality assurance, a Pearson Chi-Square test to determine the relationship between operations management and quality assurance was carried out. Thus, the null hypothesis (H_o) to the effect that there is no significance was tested. The results obtained are summed up in Table 8.

Table 8: Chi-square test for Association between People Management and Quality Assurance

	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5087.889[a]	4331	0.000
Likelihood Ratio	1134.199	4331	1.000
Linear-by-Linear Association	75.034	1	0.000

The results in Table 8 show that the Pearson Chi-Square test statistic (chi-square = 5087.89), p=0.000, was less than the alpha level of significance of (0.05). Therefore, based on these findings, the study rejected the null hypothesis to the effect that operations management has no significant influence on quality assurance. As a result, the study

accepted and retained the research hypothesis that conjectures that operations management has a positive and significant influence on quality assurance in schools. Therefore, the study indicated there was a statistically significant relationship between operations management and quality assurance. These findings are consistent with the findings of previous scholars. For instance, Asmus et al. (2015) reported that the goal setting behaviour or operations management improved workers' performance hence quality assurance.

Similarly, Ayeni (2012) found out that the operations management aspect of monitoring led to quality assurance in secondary schools. Also, Bazhenov et al. (2015) indicated that system monitoring an aspect of operations management ensured education quality. Likewise, Dinis-Carvalho and Fernandes (2017) reported that lean principles which are an aspect of operations management were useful and contributed to the improvement of the teaching and learning process, while at the same time promoted continuous reflection of practice by teachers. Also, Dugarova et al. (2016) revealed that creating a monitoring system led to quality assurance in education. Relatedly, Emiliani (2015) revealed that lean teaching makes the job easy and produces better results. In the same vein, Nawelwa et al. (2015) reported that lean processes of continuous improvement and training affected quality in the schools.

Further still, Francis (2014) agrees with the findings of the study that lean management in terms of high level of organisational investment including an investment in culture led to quality assurance in the learning organization in higher education. Also, Malunda et al. (2016) reported that both classroom observation and portfolio supervision had statistically significant effect on the pedagogical practices of teachers. Similarly, Senol and Dagli (2016) revealed that school lean operations led to quality improvement. Still, Teo and Low (2016) indicated that goal setting had a positive impact on employee effectiveness ensuring quality assurance. Furthermore, Wanzare (2012) confirmed that that instructional supervision (monitoring) facilitated students' academic performance and improving the quality of teachers and teaching. However, the positive finding was inconsistent with the finding by Mobegi et al. (2010) that disclosed that head teachers' curriculum supervisory (monitoring) methods were limited to checking of teachers' professional records and gave less emphasise to departmental supervision, self-appraisal and class-visits hindering quality assurance in schools. However, with the findings of the study consistent with the findings of previous scholars, this means that operations management in terms of lean operations, monitoring and target management led to quality assurance in private schools.

6. Conclusion

The findings above led to the conclusion that essential quality assurance elements in schools include teacher quality, teaching quality, curriculum quality and facilities quality. Indeed, the schools made effort to effectively ensure that there was quality assurance in the schools. It was also concluded that school operations management are imperative for

implementation of quality assurance in private secondary schools. The imperative aspects of school's operations management are lean operations, monitoring and target management. Operations management resulted in quality assurance in schools.

7. Recommendations

The researcher made various recommendations to stakeholders in the education sector who are responsible for ensuring quality assurance in secondary schools. First, it was recommended that Ministry of Education should ensure that quality assurance is maintained in schools by ensuring that there are quality teachers, teaching quality, curriculum quality and facilities quality. This will enable schools to provide holistic education that will greatly impact on the future citizenly of Uganda. This can only be realised if the ministry of education increase and facilitates schools' inspectors to do their job adequately rather than being desk officers.

It was also recommended that headteachers and Boards of Governors should also ensure that in the management of schools, people management is given significance because it accounts for efficient teaching and handling students in schools which ensures quality teaching in the schools. People management should give precedence to effective implementation of performance appraisal and recognising performers. There should also be improvement in rewarding performers, promoting performers, retention of performers and implementing of distinctive employee value proposition. All these variables when well attended to in a school setting may drive the schools.

Teachers also need to invest in their own continuous professional development because the profession they embraced is characterised with lifelong learning. This will help them constantly to improve on their pedagogical development and abilities. Their yearning for academic polishing should be seen in their involvement in various seminars, workshops, and short course trainings that equip them with skills development, organised by Kampala Archdiocese Teachers Association. Teachers should willingly and openly participate in performance appraisals organised by the schools annually in accordance with the Ministry of Education guidelines. These exercises help teachers to identify their weaknesses, which need to be worked on and also, celebrate their strengths that make them great teachers. This can be attained through collaborative efforts of teacher and their supervisors in the school.

District Inspectors of Schools should endeavour to always visit the catholic founded secondary schools in Kampala Archdiocese as mandated. They should not just rely on reports provided by the head teachers. They should go on ground and witness for themselves what is happening in the schools. This will enable the schools to ensure that quality education is constantly provided because ensuring provision of quality education in the secondary schools, is the mandate of the school inspectorate.

The Education Secretariat at Kampala Archdiocese should also beef up its inspectorate department by recruiting experienced personnel like former head teachers of secondary schools to act as its inspectors of schools. These should be stationed at the

various vicariates in order to bring the inspection services closer to the schools. These will greatly help in ensuring that internal quality assurance systems are effectively implemented in the catholic founded secondary schools of the Archdiocese of Kampala.

Conflict of Interest

None of the authors of this paper has a financial or personal relation with the other people or organisations that could inappropriately influence or bias the content of the paper.

About the Authors

Oscar Mugula is Assistant lecturer, Department of Adult and Community Education, College of Education, Makerere University, Uganda.

Prof. **Marcella Momanyi,** is the HOD Educational Administration and Planning at the Catholic University of Eastern Africa, Nairobi, Kenya.

Prof. **Anthony Muwagga Mugagga (PhD)** is a Professor of Educational Foundations and Management in the Department of Educational Foundations and Curriculum Studies at the College of Education and External Studies, Makerere University, Uganda. He is the Ag. Director Makerere University Institute of Education Research.

References

Abubakar, A. (2015). The role of educational supervisors towards improving teachers' performance. Presentation to the annual meeting of the American Educational Research Association, Washington DC.

Ahimbisibwe, P. (2019, February 5). Uganda's education poor - World Bank Report. Daily Monitor. Available at: https://allafrica.com/stories/201902050177.html

Ahmad, C. N. C., Yahaya, A., Abdullah, M. F. N. L., Noh, N. M., & Adnan, M. (2015). Aninstrument toassess physical aspects of classroom environment in Malaysia. *International Journal of Arts & Sciences, 08*(02), 1-12.

Akomolafe C. O., & Adesua V. O. (2016). The Impact of Physical Facilities on Students' Level of Motivation and Academic Performance in Senior Secondary Schools in South West Nigeria. Journal of Education and Practice. Vol.7, No.4, 2016 38. ISSN 2222-1735

Alimi, P., Olatunji, S., & Akinfolarin, C. A. (2012). Impact of selected modes of instructional Supervision activities on students' academic performance in senior secondary schools in Ondo state, Nigeria. Education Research Journal, 2(1), 1-6

Anderson, R. (2004). Beyond PowerPoint: Building a new classroom presenter. Syllabus-Sunnyvale Then Chatsworth, 17, 31-33.

Andrew L., & Vincent N. A. (2016). Rethinking the role of co-curricular activities indeveloping students' talents in secondary schools in Tanzania. *Journal of Emerging Trends in Educational Research and Policy Studies*, Volume 7, Issue 2, p. 152 -166.

Askew, S., & Lodge, C. (2004). Gifts, ping-pong and loops–linking feedback and learning. In Feedback for learning (pp. 13-30). Routledge.

Asmus, S., Karl, F., Mohnen, A., & Reinhart, G. (2015). The impact of goal-setting on worker performance-empirical evidence from a real-effort production experiment. *Procedia CIRP, 26*, 127-132.

Ayeni, A. J. (2012). Assessment of principals' supervisory roles for quality assurance in secondary schools in Ondo State, Nigeria. *World Journal of Education, 2*(1), 62-69.

Bazhenov, R., Bazhenova, N., Khilchenko, L., & Romanova, M. (2015). Components of education quality monitoring: Problems and prospects. *Procedia-Social and Behavioral Sciences,* 214, 103-111.

Berry, B., Daughtrey, A., and Wieder A. (2009). Collaboration: Closing the Effective Teaching Gap. Centre for teaching quality.

Bicaj, A, & Treska, T. (2014). The Effect of Teacher Professional Development in Raising the Quality of Teaching. Academic Journal of Interdisciplinary Studies MCSER Publishing, Rome-Italy Vol 3 No 6 E-ISSN 2281-4612 ISSN 2281-3993

Bjork, L. G., Kowalski, T. J., & Browne-Ferrigno, T. (2014). The school district superintendent in the United States of America. *Educational Leadership Faculty Publications*. Available at: http://ecommons.udayton.edu/eda_fac_pub/13

Bloom, N., Lemos, R., Sadun, R., & Van Reenen, J. (2015). Does management matter in

schools? *The Economic Journal, 125*(584), 647-674.

Bret, G. R., Young, S., & Hvidston, D. (2013). Teacher perceptions about observation conferences: what do teachers think about their formative supervision in one US school district? School Leadership & Management, 33:1, 6177, DOI: 10.1080/13632434.2012.724670

Brittingham, B. (2015). *Issues and trends in quality assurance in the US*. Available at: www.enqa.eu/wp

Byers, T., Imms, W. & Hartnell, Y. (2014). Making the case for space: The effect of learning spaces on teaching and learning. Curriculum and Teaching 29(1) 5-19. DOI:10.7459/ct/29.1.02

Cakmak, M., & Akkutay, U. (2016). Effective Teaching in the Eye of Teacher Educators: A Case Study in a Higher Education. The Qualitative Report 2016 Volume 21, Number 12, Article 10, 2349-2364 This article is available in The Qualitative Report: https://nsuworks.nova.edu/tqr/vol21/iss12/11

Campbell E. (2013). Judgement in Teaching. *Curriculum Inquiry*. https://doi.org/10.1111.curi.12008

Chioma E. C., et al. (2018). Impact of Time Management on Productivity of Private Secondary Schools in Education District V, Lagos State. International Journal of Applied Engineering Research ISSN 0973-4562 Volume 13, Number 21 (2018) pp. 15431-15438 © Research India Publications.

Costa, A., & Lowery, L. F. (2016). *Techniques for teaching thinking*. Routledge.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative and mixed methods approaches* (4th ed.). London, UK: Sage Publications Ltd.

De Jonge, V., Nicolaas, J., Van Leerdam, M., & Kuipers E., (2011). Overview of The Quality Assurance Movement in Health Care. *Best Practice & Research. Clinical Gastroenterology* 25(3):337-47 DOI: 10.1016/j.bpg.2011.05.001

Dinis-Carvalho, J., & Fernandes, S. (2017). Applying lean concepts to teaching and learning in higher education: Findings from a pilot study. *International Journal of Engineering Education*, 1-14.

Doherty, G. (2012). Quality assurance in education, quality assurance and management. *In Tech*, Available from: http://www.intechopen.com/books/quality-assurance-and-management/quality-assurance-in-education

Donovan, M. S., & Bransford, J. D. (2005). How Students Learn: History, Mathematics, and Science in the Classroom. A Targeted Report for Teachers National Research Council.

Doyle, W. (1988). Work in mathematics classes: The context of students' thinking during instruction. Educational psychologist, 23(2), 167-180.

Dugarova, D. T., Starostina, S. E., Kimova, S. Z., & Kazachek, N. A. (2016). The system of monitoring education quality and quality assurance at the higher educational establishment in accordance with the criteria and standards of the Russian association for engineering education. *Indian Journal of Science and Technology, 9*(27), 1-13.

Duke, D. L., Tucker, P. D., Salmonowicz, M. J., & Levy, M. K., (2007). How comparable are the perceived challenges facing principals of low-performing schools?. International Studies in Educational Administration (Commonwealth Council for Educational Administration & Management (CCEAM)), 35(1).

Ekundayo, H. T., Oyerinde, D. O., & Adenike, O. (2013). Effective Supervision of Instruction in Nigerian Secondary Schools: Issues, Challenges and the Way Forward. *Journal of Education and Practice, 4*, 185-190.

Elassy, N. (2015). The concepts of quality, quality assurance and quality enhancement. *Quality Assurance in Education, 23*(3), 250-261.

Elo et al. (2014). Qualitative Content Analysis: A Focus on Trustworthiness. SAGE Open. DOI: 10.1177/2158244014522633

Emiliani, M. L. (2015). Engaging faculty in lean teaching. International Journal of Lean Six Sigma, 6(1). https://doi.org/10.1108/IJLSS-06-2014-0015. *International Journal of Learning and Development, 2*(3), 164-173.

European Commission (2018). Change from European Commission, (2017). Qualityassurance for school development Guiding principles for policy development on quality assurance in school education. Downloaded from: https://www.schooleducationgateway.eu/downloads/Governance/2018-wgs6-Full-Final-Output.pdf

Francis, D. E. (2014). Lean and the learning organization in higher education. *Canadian Journal of Educational Administration and Policy*, 157, 1-23.

Gao, M., & Liu, Q. (2013). Personality traits of effective teachers represented in the narratives of American and Chinese preservice teachers: A cross-cultural comparison. *International Journal of Humanities and Social Science*, 3(2), 84-95.

Ghavifekr, S., & Ibrahim, M. S. (2014). Head of Departments' Instructional Supervisory Role and Teachers' Job Performance: Teacher's Perception. *Asian Journal of Social Sciences and Management Studies,* Asian Online Journal Publishing Group, vol. 1(2), pages 45-56.

Godfrey, D., Ehren, M. C. M., Nelson, R. (2015). Literature review: Impact of inspections on the improvement of schools and of networks of schools Downloaded from: http://www.schoolinspections.eu/wp-content/uploads/downloads/2015/07/Search-strategy-and-Literature-review-School-Inspections_final.pdf

Gongera, E. G., & Muigai, W. J., & Nyakwara, S. (2013). Quality assurance standards in the management of school curriculum: Case of schools for the deaf in Coast Counties, Kenya. *Quality Assurance, 3*(3), 106-112.

GoU (2008). *The Education (Pre-primary, primary and post-primary) Act*. Kampala: Government of Uganda.

Grant, J., Schofield, M. J., & Crawford, S. (2012). Managing Difficulties in Supervision: Supervisors' Perspectives. Journal of Counseling Psychology, 59 (4), 528–541.

Guskey, T. R. (2003). How Classroom Assessments Improve Learning. Educational Leadership, 60 (5), 6-11.

Haider, A., & Jalal, S. (2018). Good teacher and teaching through the lens of students. *International Journal of Research, 5*(7), 1395- 1409.

Hailikari, T., Katajavuori, N., & Lindblom, Y. S. (2008). The Relevance of Prior Knowledgein Learning and Instructional Design. American Journal of Pharmaceutical Education 2008; 72 (5) Article 113.

Haverinen-Shaughnessy, U., & Shaughnessy, R. J. (2015). Effects of Classroom VentilationRate and Temperature on Students' Test Scores. *PloS one*, *10*(8), e0136165. https://doi.org/10.1371/journal.pone.0136165

Hee, O. C. (2014). Validity and reliability of the customer-oriented behaviour scale in the health tourism hospitals in Malaysia. *International Journal of Caring Sciences, 7*(3), 771-775.

Hossain, M. (2017). School inspection challenges: Evidence from six countries.*Background paper prepared for the 2017/8 Global Education Monitoring Report*.

Hyuha, M. (2017). December 20). On Uganda's decaying education system. Uganda Radio Network. Available at: https://ugandaradionetwork.com/story/on-ugandas-decaying-education-system

Institute of Education Sciences (2017). Teaching Secondary Students to Write Effectively. Educator's Guide. Downloaded From: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_secondary_writing_110116.pdf

Jeong, U. (2009). Teacher Policy in England: An Historical Study of Responses to Changing Ideological and Socio-Economic Contexts. A thesis submitted for the degree of Doctor of Philosophy University of Bath. Department of Education. Downloaded from: https://purehost.bath.ac.uk/ws/portalfiles/portal/187946374/TEACHER_POLICY_IN_ENGLAND_%28UN_YONG_JEONG%29.pdf

Kagoda, A. M., & Ezati, B. A. (2014). Secondary School Teachers' Perception of "Teacher Professional Development": A Case Study of Teachers from Five Districts of Uganda. Journal of Teacher Education and Educators, Volume 3, Number 2, 2014, pp. 185-206(22)

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.

Kaplan, L. S., & Owings, W. A. (2015). Teacher Quality and Student Achievement: Recommendations for Principals. Downloaded from: https://www.researchgate.net/publication/249794839

Kariippanon, K. E., Cliff, D. P., Lancaster, S. L., Okely, A. D., & Parrish, A. M. (2018). Perceived interplay between flexible learning spaces and teaching, learning and student wellbeing. *Learning Environments Research*, *21*(3), 301-320.

Kennedy, M. M. (2008). Sorting Out Teacher Quality. Phi Delta Kappan, 90(1), 59-63. Downloaded from:

https://msu.edu/user/mkennedy/publications/docs/Teacher%20Quality/PDK/Kennedy%2008%20PDK.pdf

Khandaghi, M. A., & Farasat, M. (2011). The effect of teacher's teaching style on students' adjustment. Procedia Social and Behavioral Sciences 15 (2011) 1391–1394. WCES-2011.

Kinyaduka, B. D. (2013). Tanzania Secondary Schools Curriculum and the World of Work: Dodoma Municipality Students and Teachers Perceptions. Journal of Educational Policy and Entrepreneurial Research (JEPER). ISSN: 2408-6231 Vol.1, N0.3, Pp 1-8 http://www.iiste.org/Journals/index.php/JEPER

Kirondo, Y. A. (2014). Strategies Employed by Teachers to Motivate Students in Kinondoni Municipality. A Dissertation Submitted in Partial Fulfillment of the Requirements for The Degree of Master of Education in Administration, Planning and Policy Studies (Med-Apps) of the Open University of Tanzania. Unpublished Dissertation.

Kober, N. (2015). Reaching students: What research says about effective instruction in undergraduate science and engineering. National Academies Press.

Lemos, R., & Scur, D. (2016). *Developing management: An expanded evaluation tool for developing countries.* RISE Working Paper 16/007.

Locke, R. M., Qin, F., and Brause, A., (2007). Does monitoring improve labor standards? Lessons from Nike. *Industrial and Labor Relations Review*, 61 (1). pp. 1-31. ISSN 0019-7939. Downloaded from: http://eprints.lse.ac.uk/59405/1/Qin_etal_Does-monitoring-improve-labor-standards_2007.pdf

Lualhati, G. P. (2019). Time Management Practices of Educators in a State University. PUPIL: International Journal of Teaching, Education and Learning, 3(1), 281-289.

Macgowan, M. J. (2008). *A guide to evidence-based group work. Oxford University Press.* New York, USA: Oxford University Press.

Makaaru, J., Cunningham, K., Kisaame, K., Nansozi, S., and Bogere, G. (2015). *Public expenditure governance in Uganda's education sector: Application of an innovative assessment framework, Kampala.* ACODE Policy Research Series, No. 67.

Malunda, P., Onen, D., & Musaazi, J. (2016a). Instructional Supervision and the Pedagogical Practices of Secondary School Teachers in Uganda. Journal of Education and Practice, 7(30), 177-187.

Mart, C. T. (2013). A Passionate Teacher: Teacher Commitment and Dedication to Student Learning. International Journal of Academic Research in Progressive Education and Development January 2013, Vol. 2, No. 1 ISSN: 2226-6348 437

Maruli, S. (2014). Quality in Teaching: A review of literature International Journal of Education and Research Vol. 2 No. 12

Mobegi, F. O., Ondigi, A. B., & Oburu, P. O. (2010). Secondary school head teachers quality assurance strategies and challenges in Gucha district, Kenya. *Educational Research and Reviews, 5*(7), 408-414.

Mottaghi, N. R., & Talkhabi, M. (2019). Comparative Study of Iran and the UK national curriculum based on the principles of Mind, Brain and Education. Journal of

Curriculum and Teaching Vol. 8, No. 1; 2019. Published by Sciedu Press 46 ISSN 1927-2677 E-ISSN 1927-2685

Mupa, P. & Chinooneka, T. I. (2015). Factors Contributing to Ineffective Teaching and Learning in Primary Schools: Why Are Schools in Decadence? *Journal of Education and Practice*, v6 n19 p125-132

Murphy, P. K., Wilkinson, A. G., Soter, A. O., Hennessey, M. N., & Alexander, J. F. (2010). Examining the Effects of Classroom Discussion on Students' Comprehension of Text: A Meta-Analysis. Journal of Educational Psychology © 2009 American Psychological Association 2009, Vol. 101, No. 3, 740 –764.

Nawelwa, J., Sichinsambwe, C., & Mwanza, B. G. (2015). An analysis of total quality management (TQM) practices in Zambian secondary schools: A survey of Lusaka district. *The TQM Journal, 27*(6), 716-731.

Nepal, B., & Maharjan, R. (2015). Effect of School's Physical Facilities on Learning and Outcomes of Students in Nepal. Journal for Studies in Management and Planning Available at http://internationaljournalofresearch.org/index.php/JSMaP e-ISSN: 2395-0463 Volume 01 Issue 06.

Nesari, A. N. & Heidari, M. (2014). The important role of lesson plans on educational achievement of Iranian EFL teachers' attitudes. International Journal of Foreign Language Teaching & Research 3(5), 25-22.

Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International journal of qualitative methods, 16*(1), 1-13. doi: 10.1177/1609406917733847

Nusche, R. (2013). Student assessment: Putting the learner at the centre. Synergies for Better Learning: An International Perspective on Evaluation. Chapter 4, 139-270. Reviews of Evaluation and Assessment in Education and Assessment. OECD Publishing, Paris.

Obaob, G. S., & Moneva, J. C. (2014). Performance Assessment and Evaluation: Measuring Success and Achievement. *European Scientific Journal*, ESJ, 10.

OECD (2010). Creating Effective Teaching and Learning Environments: Chapter Five: School. Evaluation, Teacher Appraisal and Feedback and the Impact on Schools and Teachers. ISBN 978-92-64-05605-3 downloaded from: https://www.oecd.org/berlin/43541664.pdf

Onuma, N., & Okpalanze, N. K. (2017). Assessment of quality assurance practices in secondary schools in Enugu State Nigeria. *Middle-East Journal of Scientific Research 25*(8), 1695-1714.

Paolini, A. (2015). Enhancing Teaching Effectiveness and Student Learning Outcomes. The Journal of Effective Teaching, Vol. 15, No.1, 2015, 20-33

Pol, M., Valeikiene A., Hazelkorn E., & Stan A. (2018). ENQA Agency Review: Quality Assurance Agency for Higher Education (QAA). Brussels: ENQA, 96 s.

Przybylski, R., Chen, X., & Hu, L., (2018) Leadership Challenges and Roles of School Superintendents: A Comparative Study on China and the United States. *Journal of*

International Education and Leadership. Volume 8 Issue 1. http://www.jielusa.org/
ISSN: 2161-7252

Rosenshine B. (2012). Principles of Instruction: Research Based Strategies that All TeachersShould Know. Downloaded from: https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf

Rubio, M. C. (2010). Effective teachers –Professional and personal skills, en *ENSAYOS, Revista de la Facultad de Educación de Albacete,* Nº 24, 2009.

Samani, S. A., & Soodeh A. S. (2015). The Impact of Indoor Lighting on Students'Learning Performance in Learning Environments: A knowledge internalization perspective. International Journal of Business and Social Science Vol. 3 No. 24 https://www.researchgate.net/publication/281146405

Senol, H., & Dagli, G. (2016). Quality Improvement in Secondary Schools: Developing a School Self-evaluation Scale. *International Journal of Educational Sciences, 15*(1-2), 53-65.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. Educational researcher, 15(2), 4-14.

Sieberer-Nagler, K. (2015). Effective Classroom-Management & Positive Teaching. English Language Teaching, 9(1), 163. doi:10.5539/elt.v9n1p163 URL: http://dx.doi.org/10.5539/elt.v9n1p163

Stevenson, D. L., Schiller, K. S., & Schneider, B. (1994). Sequences of opportunities for learning. Sociology of Education, 184-198.

Swamy, S. K., and Harish, R. (2016). Professional code of ethics for teacher International Journal of Applied Research 2016; 2(7): 06-10

Teo, T. C., & Low, K. C. P. (2016). The impact of goal setting on employee effectiveness to improve organisation effectiveness: Empirical study of a high-tech company in Singapore. *Journal of Business & Economic Policy, 3*(1), 82-97.

Tessema, M. T., Ready, K. J., & Embaye, A. B. (2013). The Effects of Employee Recognition, Pay, and Benefits on Job Satisfaction: Cross Country Evidence Journal of Business and Economics, 4 (1), 1-12.

Thapa, T. (2011). Total Quality Management in Education. *Academic Voices: A Multidisciplinary Journal*, *1*, 80-83. https://doi.org/10.3126/av.v1i0.531

Timperley, H., Wilson, A., Barrar, H., & Fung, I., (2008). Teacher professional learning and development.

Tkachenok, K., & Tumskiy, S. (2019). Critical Thinking in the Context of ELT Classroom: Defining the Notion and Developing the Skill. Available at SSRN 3502057.

Toner, M. (2015). Developing School Leaders: What the U.S. Can Learn from England's Model. Thomas B. Fordham Institute.

Villaganas, V. D., Villaganas, A. A., Villaganas, M. A. C., & Inocian, R. B. (2017). Performance appraisal to ensure quality management system (QMS). *International Journal of Research - Granthaalayah, 5*(5), 255-269

Wabuko, Z. O. (2016). Influence of Headteachers' Instructional Supervision Practices On Teachers' Job Performance in Public Primary Schools in Lang'ata Sub-County,

Nairobi Kenya Unpublished M.Ed. Thesis Submitted to University of Nairobi, Kenya.

Wanzare, Z. (2012). Instructional supervision in public secondary schools in Kenya. *Educational Management Administration & Leadership, 40*(2), 188-216.

Wisdom, J., & Creswell, J. W. (2013, February). *Mixed methods: Integrating quantitative and qualitative data collection and analysis while studying patient-centred medical home models* (AHRQ Publication No. 13-0028-EF). Rockville, MD: Agency for Healthcare Research and Quality

Wiseman, A. W., & Davidson, P. M. (2018). The Rhythmic Application of Evidence-Based Policy in National Educational Systems Worldwide. In *Cross-nationally Comparative, Evidence-based Educational Policymaking and Reform*. Emerald Publishing Limited.

Yalçın, M. T., & Ereş, F. (2018). A study of validity and reliability on the instructional capacity scale. *Universal Journal of Educational Research, 6*(1), 57-67.

Yaratan, H., & Muezzin, E. (2016). Developing a teacher characteristics scale. *Turkish Online Journal of Educational Technology-TOJET. Special Issue for INTE*, 623-630.

Yaro, I., Arshad, R., & Salleh, D. (2017). Stakeholder perceptions of secondary education quality in Sokoto State, Nigeria. *Quality Assurance in Education, 25*(2), 248-267.

Zafarullah et al (2016). Teachers' Time Management and the Performance of Students: A Comparison of Government and Private Schools of Hyderabad, Sindh, Pakistan. *World Journal of Education* Vol. 6, No. 6; 2016 doi:10.5430/wje.v6n6p42 URL: http://dx.doi.org/10.5430/wje.v6n6p42.

Zheng, M. (2015). Conceptualization of cross-sectional mixed methods studies in health science: A methodological review. *International Journal of Quantitative and Qualitative Research Methods, 3*(2), 66-87.