

**UNIVERSITY OF BOTSWANA**

**DEPARTMENT OF EDUCATIONAL FOUNDATIONS**



**DISSERTATION: EFA 761**

**TOPIC:**

**THE INFLUENCE OF QUALITY ASSURANCE PRACTICES ON SUPERVISION OF  
TEACHING AND LEARNING IN BOTSWANA PRIMARY SCHOOLS , A CASE OF  
SOUTH - EAST REGION**

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**AUGUST 2019**

## APPROVAL PAGE

This research study has been approved and examined as meeting the required standards for the degree of Master of Education, (Educational Management).

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## STATEMENT OF ORIGINALITY

This research project was completed by the author between July 2018 and July 2019. It is an original piece of work except where due reference is made.

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Signature of student

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Date

## DEDICATION

This work is dedicated to the families of Basele, my beloved mother: Mrs Larona Basele, my late father: Mr Basele Dintwa and all my siblings for their immense support during the unfolding of this project. I would also like to dedicate it to my spouse Tefo McDonald Phiri and my two beloved sons Letlotlo Dominick and Setso Arnold Phiri. To God be the glory.

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I also thank all my family members for their encouragement, special thanks to all members of my family for giving me moral and financial support during my study, my husband Tefo McDonald Phiri, my niece One Basele, Cousin Thabang Dintwa and nephew Thomas Koloji for their immense support in helping with transcriptions. And to all my friends who contributed to my success. May God bless you abundantly.

## ABSTRACT

There has been a decline in academic performance in primary schools and quality assurance practices in primary schools have been in question. The gist of this study was to investigate the influence of quality assurance practices on supervision of teaching and learning in primary schools in Botswana: A Case of the South - East Region, Gaborone, Botswana. The study had four fold objectives: i) To find out what primary school teachers and education officers understand by the concept of quality assurance in teaching and learning, ii) To find out the roles of school leaders and education officers in quality assurance, iii) To establish strategies used to assure quality teaching and learning in primary schools and iv) To find out challenges that are faced by school leaders and education officers in practicing quality assurance in primary schools. The study was informed by the Systems Theory which advocates that schools are open systems and for organizations to be effective they have to interact with the external environment.

The study adopted the qualitative research approach which also employed the interpretive paradigm. The researcher conducted interviews with school heads, HoDs, teachers and education officers. A purposive and convenience sampling method was used and a total of thirteen respondents were used in the study. The study used interview schedules, for education officers, school heads, HoD's and teachers to collect data. Teachers and HoDs used the same interview guide. The major finding was that quality assurance practices are minimal and there is inadequate supervision, monitoring and evaluation of services and processes in primary schools. School leaders are drivers of internal quality assurance practices while education officers are

drivers of external quality assurance practices. Some strategies are in place to ensure quality assurance in schools and these are supervision, monitoring and evaluation as well as inspection. However, there are some challenges faced in practicing quality assurance in schools such as inadequate resources, unconducive environments and incompetency in schools. Several recommendations have been made for example, the Government of Botswana should abolish the dual responsibility between the two Ministries and consider creating an independent Ministry for the entire primary education because of its vastness, on the issue of incompetency in school leadership, educational management and leadership should be a pre requisite for every teacher during formal training.

## LIST OF ABBREVIATIONS

**RNPE**- Revised National Policy on Education

**PSLE**- Primary School Leaving Examination

**BQA**- Botswana Qualifications Authority

**MoBE**- Ministry of Basic Education

**DQAS** – Directorate of Quality Assurance and Standards

**SMT**- School Management Teams

**QASO**- Quality Assurance Standards Officers

**ETSSP**- Education and Training Sector Strategic Plan

**UNESCO**- United Nations Educational Scientific and Cultural Organization

**MLGRD**- Ministry of Local Government and Rural Development

**IQAC**- Internal Quality Assurance Committee

**SACMEQ** – The Southern and Eastern Africa Consortium for Monitoring Educational Quality



CONTENTS	
<b><u>APPROVAL PAGE</u></b>	<b>i</b>
<b><u>STATEMENT OF ORIGINALITY</u></b>	<b>ii</b>
<b><u>DEDICATION</u></b>	<b>iii</b>
<b><u>ACKNOWLEDGEMENTS</u></b>	<b>iv</b>
<b><u>ABSTRACT</u></b>	<b>v</b>
<b><u>LIST OF ABBREVIATIONS</u></b>	<b>vii</b>
<b><u>CHAPTER 1</u></b>	<b>1</b>
<b><u>INTRODUCTION</u></b>	<b>1</b>
<u>1.0 INTRODUCTION</u>	1
<u>1.1 Background of the study</u>	2
<u>1.2 Statement of the problem</u>	4
<u>1.3 Purpose of the study</u>	5
<u>1.4 Research objectives</u>	5
<u>1.5 Research Questions</u>	5
<u>1.6 Rationale of the study</u>	6
<u>1.7 Significance of the study</u>	6
<u>1.8 Limitations of the study</u>	7
<u>1.9 Delimitations of the study</u>	7
<u>1.10 Definition of terms</u>	8
<b><u>CHAPTER 2</u></b>	<b>9</b>
<b><u>LITERATURE REVIEW AND THEORETICAL FRAMEWORK</u></b>	<b>9</b>
<u>2.1 Introduction</u>	9
<u>2.2 Theoretical Framework</u>	9
<u>2.3 Concept of Quality Assurance</u>	12

<a href="#"><u>2.4 Aspects of quality assurance</u></a>	14
<a href="#"><u>2.4.1 Internal quality assurance</u></a>	14
<a href="#"><u>2.4.2 External quality assurance</u></a>	15
<a href="#"><u>2.5 Purpose of Quality Assurance</u></a>	16
<a href="#"><u>2.5.1 Accountability:</u></a>	16
<a href="#"><u>2.5.2 Improvement:</u></a>	17
<a href="#"><u>2.5.3 Quality control</u></a>	18
<a href="#"><u>2.6 Mechanisms for quality assurance</u></a>	19
<a href="#"><u>2.6.1 Quality audit:</u></a>	19
<a href="#"><u>2.6.2 Quality assessment:</u></a>	20
<a href="#"><u>2.6.3 Accreditation for quality assurance</u></a>	20
<a href="#"><u>2.7 Roles of school leaders and education officers in quality assurance</u></a>	21
<a href="#"><u>2.8 Strategies for establishing quality assurance</u></a>	25
<a href="#"><u>2.8.1 Supervision</u></a>	25
<a href="#"><u>2.8.2 Monitoring</u></a>	26
<a href="#"><u>2.8.3 Evaluation:</u></a>	27
<a href="#"><u>2.8.4 Inspection:</u></a>	27
<a href="#"><u>2.8.5 Quality control</u></a>	28
<a href="#"><u>2.9 Challenges faced in quality assurance in primary schools</u></a>	29
<a href="#"><u>2.10 Research from other studies</u></a>	31
<a href="#"><u>2.11 Summary of the Chapter</u></a>	33
<b><u>CHAPTER THREE</u></b>	<b>35</b>
<b><u>RESEARCH METHODOLOGY</u></b>	<b>35</b>
<a href="#"><u>3.1 Introduction</u></a>	35
<a href="#"><u>3.2 Research Design</u></a>	35
<a href="#"><u>3.3 Target Population of the study</u></a>	36
<a href="#"><u>3.4 Sampling</u></a>	37
<a href="#"><u>3.5 Sampling Procedures</u></a>	38
<a href="#"><u>3.6 Data Collection Instruments</u></a>	39
<a href="#"><u>3.6.1 Interviews</u></a>	39
<a href="#"><u>3.6.2 Document analysis</u></a>	41
<a href="#"><u>3.7 Data Analysis</u></a>	41
<a href="#"><u>3.8 Credibility and Trustworthiness</u></a>	42

<a href="#"><u>3.9 Ethical Considerations</u></a>	43
<a href="#"><u>3.10 Conclusion</u></a>	43
<b><a href="#"><u>CHAPTER 4</u></a></b>	<b>45</b>
<b><a href="#"><u>DATA ANALYSIS AND DISCUSSIONS</u></a></b>	<b>45</b>
<a href="#"><u>4.1 Introduction</u></a>	45
<a href="#"><u>4.2 Procedures followed</u></a>	46
<a href="#"><u>4.3 Demographical information of respondents</u></a>	47
<a href="#"><u>4.4 Presentation, Analysis and Discussion of data</u></a>	48
<a href="#"><u>4.5 Document analysis</u></a>	81
<a href="#"><u>4.6 Summary</u></a>	82
<b><a href="#"><u>CHAPTER 5</u></a></b>	<b>84</b>
<b><a href="#"><u>SUMMARY, CONCLUSIONS AND RECOMMENDATIONS</u></a></b>	<b>84</b>
<a href="#"><u>5.1 Introduction</u></a>	84
<a href="#"><u>5.2 Summary of chapters</u></a>	85
<a href="#"><u>5.3 Reflections on the theoretical framework</u></a>	93
<a href="#"><u>5.4 Conclusions</u></a>	94
<a href="#"><u>5.5 Recommendations for practice</u></a>	96
<a href="#"><u>5.6 Recommendations for further research</u></a>	97
<b><a href="#"><u>REFERENCES</u></a></b>	<b>99</b>
<b><a href="#"><u>APPENDICES</u></a></b>	<b>111</b>
<b><a href="#"><u>APPENDIX I : INTERVIEW SCHEDULE FOR TEACHERS AND HODs</u></a></b>	<b>111</b>
<b><a href="#"><u>APPENDIX II : INTERVIEW SCHEDULE FOR SCHOOL HEADS</u></a></b>	<b>113</b>
<b><a href="#"><u>APPENDIX III : INTERVIEW SCHEDULE FOR EDUCATION OFFICERS</u></a></b>	<b>115</b>
<b><a href="#"><u>APPENDIX IV: PERMISSION LETTER TO THE REGIONAL EDUCATION OFFICE</u></a></b>	<b>117</b>
<b><a href="#"><u>APPENDIX V : PERMISSION LETTER TO CONDUCT A RESEARCH</u></a></b>	<b>118</b>
<b><a href="#"><u>APPENDIX VI : PERMISSION LETTER TO SCHOOL HEADS</u></a></b>	<b>119</b>
<b><a href="#"><u>APPENDIX VII : INFORMED CONSENT FORM</u></a></b>	<b>120</b>

## CHAPTER 1

### INTRODUCTION

#### ***1.0 INTRODUCTION***

Education is an important aspect of life and an indicator of a country's development. It is central to the economic and political development of any country. Improvement of quality and maintenance of standards in education have been a major concern in most education systems of countries all over the world. Continued efforts by most governments to provide quality education have all along been ensured through regular supervision of the educational institutions (Grauwe, 2001). Many researchers believe that supervision of instruction has the potential to improve classroom practices and contribute to student success through the professional growth and improvement of teachers (Blasé & Blasé, 1999, Sullivan & Glanz, 1999 and Sergiovanni & Starratt, 2002). The Government of Botswana through the Ministry of Basic Education is responsible for quality assurance and setting of standards in education. It does this through development implementation, monitoring and evaluation of education programmes and standards (Republic of Botswana, 2015).

According to Walklin (1992), quality assurance is the avoidance of non-performance by pre-empting failure through proper planning, execution, monitoring and evaluation. It is a way of managing an organization so that every job, every process, is implemented right first time and always. Kistan (1999) asserts that quality assurance refers to processes, policies, systems and procedures that guarantee that the quality of education is enhanced. Ukeje, Akabogu and Ndu (1992) opine that the responsibility of the management about quality assurance is indicating that quality assurance in a school setting is made possible through proper planning by the management. Wafula (2010) emphasises that quality assurance is an essential activity in the

management of education and therefore part of the school improvement program. The author further outlines what constitutes quality assurance in education and emphasizes instructional supervision, curriculum management, organisational resources, human resource and assessment. Marsh and Lee (2014) state that quality assurance is designed to improve educational effectiveness, it includes external inspections to maintain standards and weed out poor performance.

It is on this basis that this study is carried out to investigate the influence of quality assurance practices on supervision of teaching and learning. The study will look at the introduction of the study, background of the study, statement of the problem, purpose of the study, objectives of the study and the research questions. The research is intended to look at teachers' understanding and practice of quality assurance and how it is carried out in primary schools. It further investigates the roles played by school leaders and education officers as quality assurance officers. In addition, the study seeks to find out strategies used to quality assure teaching and learning. It also investigates challenges faced in the supervision of teaching and learning in primary schools in the South East Region of Botswana. The research will discuss the rationale, significance, limitations and delimitations of the study.

### ***1.1 Background of the study***

The term quality assurance was first used in the context of business and industry (Kistan, 1999). Quality assurance started when the industry became mechanized and humans only played a small role in the assembly line. The workers did not have influence on the final product and as a result, had less interest in the products (Gray, 1987). For owners of businesses to ensure the quality of their products, inspectors were introduced, their main goal was to identify mistakes and

then put mechanisms in place to ensure quality. This process, which was referred to as quality control mechanisms led to assuring that quality products were being produced resulting in the term quality assurance (Allais, 2009). England was the first country to bring educational quality assurance into schools in 1988. After that, the standard of BS 5750 or ISO 9000 was used to specify educational standards in 1992. The specification of the BS 5750 or the ISO 9000 led to practical guidelines for schools to assure the educational quality. In this period, the educational quality assurance spread out to other countries (Murgatroyd & Morgan, 1994).

In Africa, Uganda is one of the countries that has embraced the idea of quality assurance in education. It has participated in a pilot project on quality assurance in basic education in the Nairobi Cluster of five countries supported by UNESCO (Republic of Uganda, 2005). The primary objective of the project was to develop quality assurance mechanisms to ensure relevance of aims, practice and outcomes of basic education in Uganda (Mwinyipembe, 2010). The Directorate of Quality Assurance and Standards (DQAS) establish, maintain and improve education standards and The Directorate checks on the quality of implementation of education policies at various levels of education (OFSTED, 1995). Kenya has the same practice as Uganda, the DQAS under the Ministry of Education is given the mandate by the Education Act Cap 211 of the laws of Kenya to enter and inspect schools. The Kenyan Government through the Ministry of Education has made several efforts to improve this directorate to provide quality education (Republic of Kenya, 2005).

In the case of Botswana, The Botswana Qualifications Authority (BQA) is a body responsible for coordinating education and the quality assurance system from early childhood to tertiary level. The BQA registers and accredits schools and continuously monitors them and

ensures continued compliance and improvement. The Inspectorate Unit of the Ministry of Basic Education also provides quality assurance and support services from early childhood schools to senior secondary schools. It also conducts site visits and makes recommendations to schools for compliance and improvements (BQA Act, 2013). The Republic of Botswana (2014) further emphasizes the issue of educational standards as indicating that the school inspection framework together with other documents such as Education Act and Revised National Policy on Education of 1994 (RNPE) are aimed at guiding education officers in promoting high standards of education for the realization of learners' potential and to promote high standards of education.

## ***1.2 Statement of the problem***

Quality Assurance practices are critical in the management of curriculum and its implementation yet curriculum management in Botswana primary schools faces many challenges. A discussion on supervision of schools by school leaders for effective implementation of curriculum to yield high academic standards has received top priority in most sub-Saharan African countries (Oketch, Ngware, Mutisya, Kassahun, Abuya & Musyoka 2014 & Orodho, 2009). The academic performance at Primary School Leaving Examination (PSLE) in Botswana is very low as compared to other developing countries. (Botswana Government, 2015 & Makwinja, 2017). According to Ratsatsi (2005) a SACMEQ survey revealed there are less inspection visitations and supervision in schools. This implies that there is poor supervision and monitoring of teaching and learning in schools yet the Ministry of Education has charged head teachers with the responsibility of being instructional leaders and administrators of the schools, having the responsibility of supervising instruction, ensuring that there is quality teaching and learning, facilitating and playing an advisory role to teachers (Botswana Government, 2000). One

might allege that the decline in academic results is due to poor implementation of quality assurance practices (inadequate supervision and monitoring of schools) by school leaders and education officers.

### ***1.3 Purpose of the study***

The purpose of this study is to investigate the influence of quality assurance practices in the supervision of teaching and learning in South East Region primary schools, it also seeks to investigate the role of school leaders in quality assurance, investigate strategies used in practicing quality assurance in schools as well as challenges encountered in quality assurance practices in primary schools.

### ***1.4 Research objectives***

- To find out what primary school teachers and education officers understand by the concept of quality assurance in teaching and learning.
- To find out the role of school leaders and education officers in relation to supervision of teaching and learning in primary schools.
- To establish strategies used to assure the quality of teaching and learning in primary schools.
- To find out challenges faced by school leaders and education officers in practising quality assurance in primary schools.

### ***1.5 Research Questions***

Based on the study objectives the study was to answer the following research questions;

- How do school leaders and education officers understand by the concept of quality assurance in teaching and learning in primary schools?



- What roles do school leaders and education officers play in the supervision of teaching and learning in primary schools?
- How do school leaders and education officers assure the quality of teaching and learning in the South East primary schools?
- What challenges are faced by school leaders and education officers in practicing quality assurance in primary schools in the South East region?

### ***1.6 Rationale of the study***

This study seeks to investigate the influence of quality assurance practices on supervision of teaching and learning in primary schools, the role of school leaders in assuring quality teaching and learning and the quality assurance challenges experienced within the primary education sector. I have been in the teaching field for more than twelve years as a teacher and in middle management. I have observed that primary education is doing little regarding supervision of teaching and learning. Little efforts are being done in primary education in terms of quality assurance practices. The Botswana Qualification Authority (BQA) as the body responsible for coordinating education and quality assurance systems in schools is not effectively engaged in primary education but rather it is more focused on higher education. School management Teams and the education officers are also not effectively supervising and monitoring teaching and learning in primary schools. Therefore, my study seeks to investigate the influence of quality assurance practices on teaching and learning and strengthen its practices which in then can lead to the improvement of results at the grassroots, ie. Primary schools.

### ***1.7 Significance of the study***

The researcher believes that the study will assist educational policy makers, the Ministry of Basic Education at large especially officers responsible for quality assurance and compliance of policies and standards (school inspectors). They will also benefit from the study in the sense that they will acquire information that will guide them to sharpen their skills in providing quality education through both internal and external quality assurance. The Ministry of Basic Education will be able to use the research findings to improve the quality assurance operations to be more effective. The Botswana Qualifications Authority (BQA) will use this research for self-evaluation to strengthen quality assurance in primary school as it does in higher education. School instructional leaders who are mandated to carry out supervision of teaching and learning and teachers will benefit as they will be knowledgeable with the concept of quality assurance practices and what it requires. The Ministry of Local Government will use this study to up its role in providing resources to schools. The study may prompt other researchers to do similar studies as quality assurance is new concepts as there are no local researches on the topic or they may choose to even explore it further.

### ***1.8 Limitations of the study***

The focus of the study was on the influence of quality assurance practices in supervision of teaching and learning in primary schools. The study was only confined to three schools in the South East Region and targeted education officers, school heads, heads of department and teachers without portfolio. The number of sample is small and the study cannot be generalized to all schools in the South East Region. Though the sample is small, the readers of this research are free to use the findings if they find them relevant and be able to improve their own quality assurance practices. During the study, the researcher encountered time constraints as some of the

research participants had tight schedules to make appointments for interviews. Again some schools were not comfortable in providing their documents for analysis.

### ***1.9 Delimitations of the study***

The purpose of this study was to explore the understanding and practice of quality assurance practices, assess the role of school leaders in assuring quality in primary schools in the South East Region. The scope of the study was rather limited and covered three primary schools and the South East regional office. In each school, three people were interviewed and four from the regional office. Therefore, the findings of this study cannot be generalized, and it is not a representation of all primary schools in Botswana. For a more comprehensive report the data should have been collected from a wider coverage which was not possible due to time constraints.

### ***1.10 Definition of terms***

- **Quality assurance:** involves all policies and processes directed to ensure maintenance and enhancement of quality in education, it is the systematic review of organisational capacity, infrastructure and human resources to ensure that agreed and acceptable levels of quality exist in education (Kistan, 1999). In this study quality, assurance refers to review of organisations' infrastructure, resources, policies and compliance set standards to ensure quality education.
- **Senior Management Team:** These are people in the school who have been given the power and authority by the Ministry of Basic Education to manage, supervise and lead schools and these include perform school head, deputy school head, Heads of Departments and senior teachers (Botswana Government, 2000). In this

study, the term is used to refer to the people who are responsible for management, supervision and leadership of school.

- **Curriculum management:** it is a term used to explain teaching and learning, what students are expected to learn, evaluating whether or not it was learned, and seeking ways to improve student learning. It is all about management of the total programme of formal studies offered by the school resulting in an organisational plan for learning (Hogue, 2010). In this case, the SMT is the curriculum manager, spends most of the time observing in classrooms and working with the teachers to improve instruction.

## CHAPTER 2

### LITERATURE REVIEW AND THEORETICAL FRAMEWORK

#### ***2.1 Introduction***

Chapter 2 includes the review of literature on the understanding of the concept of quality assurance. First, the researcher looked into the theoretical framework, which is the theory that informed the study. The literature was reviewed on the following sub-headings: the concept of quality assurance, which included aspects and purpose of quality assurance in schools and were related to research question 1: “How do school leaders and education officers understand by the concept of quality assurance? The role played by school leaders and education officers in quality assurance in primary schools was also reviewed and was related to research question 2 that said: “What role do school leaders and education officers play in supervision of teaching and learning in primary schools? The research literature further reviewed strategies used to assure quality teaching and learning and was covered by research question 3: “How do school leaders and

education officers assure the quality of teaching and learning in schools and finally the challenges faced by quality assurance officers in schools were looked into as covered by research question 4:“What challenges are faced by school leaders and education officers in practicing quality assurance in primary schools?”

## ***2.2 Theoretical Framework***

This study rests on the Systems Theory which was developed within the areas of Sociology by Bertalanffy between 1940 and 1970s. According to Bertalanffy (1973), the term system is pronounced as complexes of elements standing in interaction, expressed in different forms. This is further supported by Flood and Jackson (1991) as they define a system as a complex and highly interconnected parts revealing synergistic characteristics indicating that the whole is greater than the sum of its parts. A system is composed of regularly interacting or interdependent groups of activities/parts that form the whole. This explanation embraces the idea of interdependence and interconnected parts and processes. The systems approach emphasizes the importance of multiple channels of interaction within an organization. It views an organization as a social system consisting of individuals who cooperate within a formal framework. The theory uses the inputs, processes and outputs model, which under inputs it includes the quality of teachers, the resources or materials that are to be provided by schools. Under processes, it includes the activities that are taking place in the school such as the quality of teaching and learning, assessment of learners and involvement of parents in learning. Output refers to the end product of the teaching and learning as influenced by inputs and processes. According to this theorist, for the survival of an organization, it should operate in an open

system. It views the organization as a whole and involves the study of the organization in terms of the relationship between technical and social variables within the system.

The systems approach to organizations is based on fairness, openness and feedback. This theory is based on the view that managers should focus on the role played by each part of an organization; rather than dealing separately with the parts (Hannagan, 2002). The work of Bertalanffy (1973) recognized the need of any organization to interact with its external environment. According to this theorist, for the survival of an organization, it should operate in an open system.

Today organizations are regarded as having open ended processes of coordinating ambitious individuals and organizations which are insensitive to their environment will hardly survive. The Systems Theory also describes individual behaviour and groups within an organization, as it advocates for human relations approaches which emphasize the psychological and social aspects, and the consideration of human needs (Mullin, 2005). Mullin further noted that the attention is focussed on the total work in organizations, the association of structures and behaviour within the organization. This approach is contrary to the view of an organization as separate parts as advanced by the scientific management theorist like Max Weber, who viewed organizations as closed systems. He further revealed that the systems approach encourages organizations to be viewed both as a whole and as part of a larger environment. This implies that any part of an organizational activity affects all other parts.

The theory maintains that an organization such as a school does not only depend on its environment but it is also part of a large system such as the society or the economic system to which it belongs. Plomp and Pelgrum (1993) further note that an educational system is a complex

system comprising of subsystems at different levels. At each of these levels : the state, school, students, classrooms, education decisions are influenced by different actors, for example, at school level, the head teacher, teachers and parents make certain decisions and give opinions about the management of the school. The Ministry of Basic Education, through Education Officers and instructional supervisors within schools are also part of the system that cooperates to make the school system efficient and effective. The Systems Theory emphasizes unity and integrity of the organization and focuses on the interaction between its component parts and the interactions with the environment. Schools are open systems hence they respond to the external influences as they attempt to achieve their objectives. The next subheading looks into the concept of quality assurance and what it entails.

### ***2.3 Concept of Quality Assurance***

For easy understanding of the study, the researcher looked into what quality assurance encompasses and the purpose of conducting it. Every country has the dream of promoting and achieving education of high standards. According to Clemson (2017), Quality assurance involves the systematic review of educational programs and processes to maintain and improve their quality and efficiency. Quality assurance in education entails effective monitoring of curriculum delivery in schools to ensure effectiveness. BQA Act (2013) further supported that quality assurance involves all policies and processes aimed at ensuring maintenance and enhancement of quality in education, it is the systematic review of organizational capacity, infrastructure and

human resources to ensure that agreed and acceptable levels of quality exist in education. Fadokun (2005) finally emphasized that quality assurance refers to the actions and procedures that through their existence and use ensure that appropriate academic standards are being maintained and enhanced. From the definitions given, the researcher concluded that quality assurance is the practice that ensures that systems and structures are established in organizations to ensure achievement and maintenance of agreed standards and is one of the practices of achieving quality education.

Modise (2010) designated that the services and all systems should be adequate so as to improve the quality of education. The author further reinforced this by giving a practical example where competent and well-trained trainees are expected to render quality services to their demoralized customers in a poorly resourced training environment. The author pointed out that quality learning in such an environment and with trainees in such a state is practically impossible until the morale of the trainees has been boosted and the environment has been adequately resourced. Hannagan (2002) advised that in aspiring to world-class standards of quality, the focus should not be on product alone, but on processes too, otherwise it will be difficult to establish what is working or not working in the system. Sanyal (2013) emphasized the purpose of quality assurance in education as indicating that while the design of quality assurance mechanisms (tools, processes and actors) vary across national contexts, their common objective is to improve teaching and learning, with the ultimate goal being to support the best outcomes for learners.

Quality assurance tasks teachers and stakeholders to ensure that schools deliver quality education and account for the performance of learners by maximizing the effectiveness and efficiency of educational systems and services regarding their missions and objectives. Schools



have the primary responsibility for the quality of their teaching and learning and those institutions should be responsible for driving internal quality assurance processes and to establish Internal Quality Assurance Committees (IQAC). Quality assurance is focused on whether learners are taught the recommended curriculum and if the environments are conducive to provide good teaching and learning; the evaluation of the human resource which includes looking at the number of qualified teachers; the evaluation of facilities and infrastructure e.g. whether there are enough instructional resources such as classrooms, computers, teaching and learning resources; whether the classrooms are in good condition. Finally, issues of policies and procedures are also incorporated in quality assurance (Wango, 2009).

Quality assurance in Botswana is achieved through supervision of institutions and reporting to the institutions and to the Ministry of Basic Education (MoBE). It is also achieved through assessing the curriculum through valid and reliable national examinations whose results are used as indicators of quality of education in the country. Quality development is achieved through the work of advisory services, the provision of staff development opportunities and the development of teaching and learning materials (Republic of Botswana, 2015).

#### ***2.4 Aspects of quality assurance***

According to Harvey (2004) quality assurance involves the gathering of policies, procedures, systems and practices internal or external to the organization designed to achieve, maintain and enhance quality. The two are integrated systems; their purposes complement each other and are applicable to the education system. The two are discussed below:

#### 2.4.1 Internal quality assurance

Vlăsceanu, Grünberg & Pârlea, (2007) opined that internal quality assurance mechanisms are departmentally generated and are continuous. The purpose of internal quality assurance is to develop a quality culture within the school and to implement a strategy for the continuous improvement of quality. Some aspects in internal quality assurance include the quality of academic staff with regard to qualifications and continuing professional development as well as teacher competence, the assessment of quality in teaching and learning which covers classroom assessments, students' records or profiles as well as students' performance tracking tools and an assessment of quality in the academic support services. Phenduka (2013) further opined that internal quality assurance includes periodic self- analysis of the institutions performance, which should reveal the strong and the weak sides of the performed activities, foresee the ways to overcome the challenges, discuss how best practice is implemented and compare achievements with similar institutions around the world. It ensures an institution's policies and mechanisms are in place for making sure that it is meeting its own objectives and standards. Sanyal and Martin (2007) also add that it consists of the systematic gathering of administrative data, holding of moderated interviews with teachers and students, resulting in a self-study report. In short, the internal mechanisms are those which the assessment and monitoring of educational programs, policies, procedures stipulated are done within an institution by the school management. It may include school self-evaluation, staff appraisal and classroom-based student assessments.

#### 2.4.2 External quality assurance

Having discussed the internal quality assurance, the researcher also looked into external quality assurance as another aspect. According to Sanyal and Martin, (2007) external quality assurance refers to the actions of an external body, which assesses its operation in order to

determine whether it is meeting the agreed or the predetermined standards. It is a process whereby a specialized agency collects data, information, and evidence about an institution in order to make a statement about its quality. It is carried out by a team of external experts such as inspectors who usually analyze the school, make site visits and later make a report basing on their findings from their inspection. The report normally would also include the strong points, weak points, challenges and recommendations. Matei and Iwinska (2016) allude that depending on the national context, these agencies can be fully autonomous and independent from the state, autonomous but publicly funded, fully private and independent or in contrast operate as designated agencies within the state structures. External quality assurance may include review of staff and students documents, interviews with staff, students, senior management, on site visits to the academic and support units as well as classroom assessment to examine the quality of teaching and learning.

Similarly, the practice of quality assurance in Botswana primary schools is also done internally and externally. Internal quality assurance in Botswana occurs when schools make their own self-evaluation on the quality of teaching and learning, educational policies, and procedures to measure improve education quality. It is carried out by the SMT which in the case of Botswana include the school head, deputy school head, heads of departments (Infant, Middle and Upper ) as well as Senior teachers who are responsible for coordinating various subjects (Republic of Botswana, 2000). The external quality assurance in Botswana is made up of officers from outside schools such as education officers and regional directors who visit schools on inspections to monitor and ensure that schools follow and comply with standards set by the MoBE. The School Inspection Framework aims to guide inspectors in promoting standards of

education for the realization of learners (Republic of Botswana, 2014). The next subheading on quality assurance is the purpose of quality assurance in schools.

## ***2.5 Purpose of Quality Assurance***

The study also investigates the purpose of quality assurance in education. The need for quality assurance in schools is not questionable as it is done to ensure quality of teaching and learning. According to Vroeijerstijn (1995), Quality assurance procedures can serve two major purposes: improvement and accountability. Harvey and Knight (1996) concur with Vroeijerstijn, but add quality control as the third purpose which are discussed below.

### **2.5.1 Accountability:**

One of the reasons for practicing quality assurance in schools is for accountability purposes. It means being accountable to what one is doing in relation to goals that have been set, it is also linked to public information and all schools have to publish their results. The purpose of the publication is to inform the public of the performance of organizations (Middlehurst & Woodhouse, 1995). Normally, reports include clear and published statements of outcomes. It is about organizations taking responsibility for the services they provide and the public money they spend. Schools as organizations have to demonstrate their worth and to account for their use of public resources at the same time account for students, that their curriculum is organized, run properly and delivered well. This accountability is through evidence of results (Billing, 2004).

The Government of Botswana through the Inspectorate Service Unit developed school inspection evaluation and school self-evaluation framework tool kits to help in the inspection process of which one of the functions is to monitor the school performance and to report to the permanent secretary on the extent at which educational standards are met as well as to evaluate

school self-evaluation systems. The inspectorate unit also assesses progress made by individual schools in reaching the set national target (Republic of Botswana, 2014). This indicates that schools account to the inspectorate for academic results and the inspectorate is accountable to the Permanent Secretary.

#### 2.5.2 Improvement:

In addition to accountability as one of the purposes of quality assurance in schools, there is quality assurance for improvement purposes. The improvement purpose is sometimes also referred to as quality enhancement. The improvement function of quality assurance procedures is normally about encouraging institutions make to reflections upon their practices and outcomes with a view to have an enabling learning process of continuous improvement (Harvey & Knight, 1996). Quality procedures for improvement purposes aim at promoting future performance rather than making judgements on past performance. Quality assurance for improvement purposes implies a formative approach as the focus is on improving quality. Where this approach is predominant, the reports are written for an academic audience and the emphasis is on recommendations (Vroeijenstijn, 1995). According to Republic of Botswana, (2014), the inspectorate units conduct inspections to advice teachers on modern teaching pedagogies and skills, provide professional development, support and guidance to teachers for improvement of their teaching hence improvement in quality education.

#### 2.5.3 Quality control

It is the final purpose for practicing quality assurance in schools. It is very important to check on the minimum requirements of schools to protect the interest of the stakeholders. Quality control assures that the provision of teacher education is in line with the minimum requirements of quality in respect of inputs, processes and outcomes. The purpose is to ensure that

organizations follow and comply with the set standards, procedures and processes stated. Compliance means ensuring that institutions adopt procedures, practices and policies that are considered by governments to be desirable for the proper conduct of the sector and to ensure its quality. Compliance with set standards leads to the achievement of policy and organizational objectives. Organizations may seek compliance through quality monitoring to check that their policies are being acknowledged or implemented. Quality control relates to whether the correct curriculum is being implemented and if quality teaching and learning are carried out as required (Vroeijenstijn, 1995). Adegbesan (2010) alludes that the purpose of quality assurance is to serve as an indispensable component of quality control strategy in education, to determine the quality of the teacher input, to determine the number of classrooms needed based on the average class size to ensure quality control of education and to determine the level of adequacy of the facilities available for quality control. It would ensure how the financial resources available could be prudently and judiciously utilized.

In Botswana primary schools, the purpose of practicing quality assurance is to promote accountability, for improvement purpose as well as quality control. The MoBE uses external inspections in helping schools to ensure if educational policies and programs are effectively implemented, and if the Ministry's statutory requirements are met. In this case the school head is accountable to the regional education office for any educational matters such as school performance and compliance of policies. The last subheading under quality assurance is the mechanisms for quality assurance and shall be discussed below.

## ***2.6 Mechanisms for quality assurance***

Still under the concept of quality assurance, the study further investigated the mechanisms for quality assurance. Quality assurance covers a variety of practices among which three mechanisms can be distinguished: quality audit, quality assessment and accreditation. Frequently, quality assurance agencies implement or can adopt one or more mechanisms and apply them according to different educational systems and traditions. (Woodhouse, 1999). The terms shall be discussed below:

#### 2.6.1 Quality audit:

The first mechanism to be discussed is quality audit. A quality audit checks the extent to which the institution is achieving its own explicit or implicit objectives. It is the process by which an external body ensures that the institution has quality assurance procedures or that the overall (internal and external) quality assurance procedures of the system are adequate and are actually being carried out (Woodhouse, 1999). A quality audit can be realized only by persons especially quality auditors who are not directly involved in the areas being audited. Quality audits can be undertaken to meet internal goals or external goals (internal or external audit). The results of the audit must be documented or an audit report be prepared. It looks to the system for achieving good quality (Vlăsceanu, Grünberg, & Pârlea, 2004 & Sanyal, 2013). In Botswana schools, the inspectorate unit is responsible for carrying out the quality audit, during education officers 's visit to schools they focus on some key performance areas such as school leadership, checking the effectiveness and efficiency of managers in undertaking human resource management, , instructional leadership, teaching facilities, finance, quality of teaching, collaboration with stakeholders, availability of assessment policies and procedures to monitor learner achievement standards (Republic of Botswana, 2014).

### 2.6.2 Quality assessment:

Furthermore, quality assessment is one of the mechanisms of quality assurance. Quality assessment is focused on how good the outputs are. The output of an assessment is a quantitative evaluation, which is normally a grade (Woodhouse, 1999). Quality assessment consists of carrying out the evaluation, making reviews, measuring, and judging the quality of teacher education processes, practices, programs and services through appropriate techniques, mechanisms and activities. In the process of quality assessment, one has to take into account the context whether it is at the national, regional or institutional level. Areas of assessment may be academic and managerial (Sanyal, 2013, Vlăsceanu, et al, 2004). During school visits in Botswana schools, the inspectorate unit is responsible for carrying out quality assessment which is focused on the performance areas such as school leadership, management of resources, quality of teaching and learning, learner achievement standards, health and safety standards, parents and community involvement and these areas are assessed and rated using a four scale rating such as highly effective, effective, ineffective and highly ineffective (Republic of Botswana, 2014).

### 2.6.3 Accreditation for quality assurance

Finally, under mechanisms of quality assurance, there is accreditation. Accreditation is concerned with improving the quality of teacher education. Accreditation is the outcome of a process by which a governmental, parastatal or private body evaluates the quality of an institution as a whole, in order to formally recognize it as having met certain predetermined criteria or standards. The consequence is a label for the quality. The impact of accreditation will be to ensure a specific level of quality according to the institutions' mission, the objectives of the programs, and the expectations of different stakeholders including the students, and the employers. The result of this is usually the award of a status of recognition or a license to operate



(Vlăsceanu et al, 2004 & Sanyal, 2013). As indicated earlier that institutions may or may not adopt all mechanisms, accreditation in public primary schools is not done but covered in higher institutions of learning. The study was intended to investigate what school leaders understood by the concept of quality assurance and what quality assurance entails and this was covered by Research Question 1: what do school leaders and education officers understand by the concept of quality assurance? The next subheading will focus on the roles of school leaders and education officers in quality assurance.

### ***2.7 Roles of school leaders and education officers in quality assurance***

The study also investigated on the roles of school leaders and education officers. In this case the study looked at the SMT which includes school head, deputy school head, and heads of department. Under the SMT, there is also the school middle management which is made up of senior teachers. The school head in collaboration with the other SMT members are responsible for the management, supervision and leadership of the school. The school middle management is responsible for the school professional performance as well as day to day management of the school as they are expected to demonstrate high quality skills in school management, program design and instructional leadership (Republic of Botswana, 2000).

In primary education there is dual responsibility between Ministry of Basic Education (MoBE) and the Ministry of Local Government (MLG). The MoBE is responsible for curriculum development and delivery (teaching and learning), learner assessment, teacher education, recruitment and management; while the MLG through councils is focused on infrastructure development, learning resources and feeding programmes. The School

Management has to liaise with the local District Council which houses the MLG department responsible for the provision of resources in schools (Republic of Botswana, 2015).

The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2007) points out that, the supervision service is supposed to offer regular advice and support to teachers and schools. The Organization goes on further to note that, most countries have very similar supervision structures, with education officers playing a key role in supervision and monitoring of schools. In many African countries for example, school inspectorates have been renamed as quality assurance divisions (Allias, 2018), this is the case for Botswana primary schools which are monitored by inspectorate divisions composed of education officers and regional directors. SMT's are internal quality assurance officers and education officers are external quality assurance officers for schools.

The education officers are school inspectors found in inspectorate units or regional education offices. Education officers are responsible for monitoring and evaluation of schools in Botswana. In Kenya, maintenance of quality assurance and standards substantially depend on the Quality Assurance and Standards Officers (QASO), which in Botswana is the responsibility of education officers and school management. Some roles of school leaders and education officers regarding quality assurance are described below:

One other role of school leaders and education officers is their commitment to the realisation of quality assurance. School leaders are persons appointed by the Ministry of Education to supervise curriculum implementation in schools. The supervision can be done internally by school leaders or as part of Senior Management Team (SMT) or externally by education officers during inspections. They ensure that policies and provisions laid down in the

acts and statutes such as Education Act, the RNPE as well as other guiding documents and provisions of the Ministry are adhered to. Their focus is on promoting, supporting and monitoring the implementation of national policies and strategies in schools. The education officers act as administrative inspectors with the purpose of ensuring that there is policy planning and implementation systems, information management, supervision and monitoring. They ensure that educational systems work efficiently and there is maintenance of standards (Republic of Botswana, 2014).

In addition to these roles, quality assurance and standard officers as referred to in Kenya monitor schools, find out whether activities are being implemented as planned and whether schools are producing desired results. All activities in the school are monitored to ensure proper implementation and monitoring of performance for both staff and learners. In Botswana, school inspectors are in charge of curriculum development, teacher training and examinations. They visit schools and collect information relevant to pedagogical improvement (Grauwe, 2001). They observe how teachers carry out instructions in the classroom so as to offer guidance where possible (Nyakwara, 2009). Olempo and Cameru (1992) further state that the school inspectors' function is to see what is going on in the school as a whole and the classrooms in particular. According to a Republic of Kenya (2000) report, regional inspectorates organize workshops and seminars for teachers to enlighten them on curriculum changes as well as education policies and advice teachers on how to use modern teaching methodologies towards effective and efficient curriculum implementation. Similarly, education officers in Botswana are responsible for developing teachers professionally through developmental workshops. The major roles of school inspectors (Education Officers) is to establish, maintain and improve education standards in the

country. They are also mandated to coordinate, monitor and give advice on curriculum delivery in schools. The Ministry of Basic Education (MoBE) has charged them with specific roles such as, conducting assessments in schools, overseeing examinations, syllabus coverage, curriculum monitoring and implementation (Republic of Botswana, 2015).

Moreover, the role of education officers is to ascertain whether there is an added value in education (MoEST, 2000) in this respect they seek to determine whether there is improvement in teaching and learning as well as policies and programmes implementation. Education officers are concerned with quality development. Advisory services are given for school management, curriculum implementation, teaching and learning as well as examinations. According to Kamindo (2008), supervision is about what school personnel have to do in maintaining or changing the school operation in a way that directly influences the teaching processes employed to promote learning. The teaching is directed towards maintaining and improving the teaching and learning process of the school. A study by Glickman, Gordon, Ross and Gordon (2001) shows that instructional supervision in a school by the school's administration is about observing and evaluating lessons in a classroom, taking comments on the teacher's performance and sharing suggestions for improvement.

In a nutshell, education officers play a role of conducting external reviews in schools, they look into the key performance areas such as quality of learning and teaching, learner achievement standards, management of resources, health and safety standards, parents and community involvement as well as the school leadership of selected schools. This is done by reviewing relevant documentations, conducting class observations, interviewing staff, learners and parents. This is followed by a detailed report which highlights the findings composing

strengths, weaknesses, areas of improvement and recommendations. The school is rated basing on the inspection tool. They evaluate and ensure the quality and standards of educational leadership and management, teaching and learning as well as ensuring school ethos are functional and effective. The study sought to investigate what role school leaders and education officers play in quality assurance of schools and this was covered by Research Question 2 which asked, “What role do school leaders and education officers play in supervision of teaching and learning in primary schools? The next subheading which addressed Research Question 3 was focused on the strategies for establishing quality assurance in schools.

## ***2.8 Strategies for establishing quality assurance***

In this research study, quality assurance practices or strategies for establishing quality assurance in schools were discussed and these included monitoring, evaluation, supervision and inspection. These quality assurance strategies were covered by Research Question 3 which looked at strategies used to assure quality teaching and learning in primary schools and are discussed below.

### **2.8.1 Supervision**

Supervision is used as quality assurance strategy in schools. Supervision is a term used to identify the work duties of administrative workers in education such as making sure the educational institution operates efficiently and within the legal requirements and rules. The purpose is to make sure teachers are doing what they're supposed to be doing and that students are receiving the best education possible. Okumbe (1999) defines supervision as the activities which educational administration may execute in leadership for the improvement of learning such as classroom observation. It involves staff as an essential part of the process and attempts at

bringing about improvement in the quality of instruction. Okumbe (1999), concurs with Olembo, Wanga and Karagu (1992), that supervision is providing instructional effectiveness through guiding and influencing teachers to enhance their performance in order to achieve educational goals. They further noted that in order for a school to perform effectively and efficiently, it should have a foresighted educational leadership based on sound management principles and techniques. According to Maicibi (2005), without proper supervision effective performance cannot be realized in schools.

### 2.8.2 Monitoring

Another strategy for establishing quality assurance is monitoring. Schools use monitoring as a tool to track the performance of teachers and programs so as to make corrections, amendments or improvements if things are not going as planned. A school must have policies for effective handling of its work. Ehindero (2001) alludes that monitoring refers to the process of collecting data at intervals about ongoing projects or programs within the school system. Cotton (1996) further alluded that it is the process of keeping track of teachers teaching and assessing for the purpose of making developmental decisions by providing feedback to teachers on their teaching progress. The aim is to constantly assess the level of performance with a view of finding out how far set objectives are being met. Wilcox and Gray (1994) further emphasized monitoring is intended to improve standards and quality of education and should therefore be incorporated in the school improvement program. The authors continued to outline some aspects that can be monitored e.g. how well pupils are taught, quality of teaching and learning, the extent to which pupils are challenged and engaged in learning, opportunities that are offered to pupils including provision for pupils' spiritual, moral, social and cultural development and extra-curricular

provision such as study support. It may also cover issues of ensuring pupils' welfare, health and safety.

### 2.8.3 Evaluation:

In addition to monitoring as a quality assurance practice, there is also evaluation. Seif (2008) states that evaluation is a process for gathering and analysis of data which is used to determine whether the educational goals are fulfilled or they are in the process of fulfillment, and to what extent. Educational evaluation is applied to find out learners' achievements and educational outcomes, and plays a vital role in improving the education quality. Evaluation can be done in schools to ensure the quality and standards of educational leadership and management, teaching and learning and to be able to provide effective feedback to facilitate school improvement. The reason for this is that it determines to what extent the educational procedure is in line with students' capabilities, how practical it is and how successful it has been at achieving educational goals. According to Ijaiya (2001) this is a formal process carried out within a school setting based on available data which are used to form conclusions. The aim of evaluation is to see how the system can be assisted to improve on the present level of performance (formative). The author also states that it is a quality assurance strategy and that could be formative or summative. The school may decide the evaluation of a program to check if it should be continued or stopped or even apply corrective measures. Evaluation pays close attention to learning goals and what should be achieved through education procedures and

making decisions about them, and improving the human resources, paving way for improving the system, atmosphere and expanding human resources.

#### 2.8.4 Inspection:

Moreover, quality assurance can be established through inspection. Inspection usually involves an assessment of available facilities and resources in an institution with a view to establishing how far a particular institution has met prescribed standards, it is more of an assessment (WestBurham, 1994). It is intended to improve standards and quality of education and should therefore be incorporated in the school improvement program. Wilcox and Gray, (1994) note that inspectors have an opportunity to observe classrooms and thereby form a better basis for discussing the development of the school with the school head. Webster (2008) shows the importance of monitoring by inspection, it should not be considered a fault finding exercise but rather as a way of developing teachers to execute their tasks confidently. This is followed by a detailed report which highlights the school's strengths and indicating areas which need improvement. Schools are provided with information before the actual visits. The main aim is to encourage transparency so that teachers should consider school inspectors as their co-workers and not people who go about in school for criticisms (Grauwe, 2001; 2007). Today's inspection approach is cooperative. It concerns itself with the improvement of the total teaching and learning situation. It enlists the cooperative efforts of all the school staff in the study of educational problems in the school. Much attention is directed to the function and operation of the processes and the contribution of all members of the group, is deliberately sought. Leadership for all members is provided for and encouraged (Clark, 1975).



### 2.8.5 Quality control

In conclusion on the strategies for quality assurance, the issue of quality control cannot be over-emphasized. It is one of the strategies for establishing quality assurance in the inferior education system at all levels. According to ISO, quality control is the process involved within the system to ensure job management, competence and performance during the manufacturing of the product or service to ensure it meets the quality plan as designed. It is the physical verification that the product conforms to these planned arrangements by inspection and measurement. It refers to the activities or techniques used to achieve and maintain the product quality, process and service by eliminating causes of quality problems through tools and equipment so that customer's requirements are continually met. Quality control measures and determines the quality level of products or services. For this to be successfully carried out, there is need to examine the qualification of teachers, the adequacy of the curriculum and availability of resources. The study investigates the strategies that are used in school to have strong quality assurance systems and this is affirmed by Research Question 3 which states, "What are the strategies that are used to quality assure teaching and learning in schools.

## ***2.9 Challenges faced in quality assurance in primary schools***

The proposed study finally looks at the challenges faced by primary schools in conducting quality assurance. Though quality assurance in Basic education in Botswana has not yet been covered in research, the researcher used literature from African countries such as Kenya, Nigeria, Uganda and South Africa to discuss the challenges.

Inadequate leadership knowledge and skills has been identified as one of the challenges in practicing quality assurance in schools as some teachers possess low qualifications yet they are in

leadership positions. In a study conducted by Etindi (2000), in Kenyan primary schools, it was found out that (Quality Assurance and Standard officers) inspectorate officers who are appointed have themselves only been trained in teacher training colleges therefore lacked supervisory skills. Wasanga (2004) also noted that the work of the Department of Quality Assurance and standards is hampered by inadequacies in requisite skills which is mainly due to lack of a specific policy on recruitment and deployment of inspectors.

Another problem is that of unannounced visits or short term notices to schools which present inspectors as fault finders (Maranga, 1981). UNESCO (2005), states that in a study conducted in Kenya and Uganda teachers had a lot to say on the role of QASO and other education officers. Teachers indicated that QASO never announce their coming and they were more of fault finders than professional advisors. A study by Horsolman (2002), in South Africa also found out that quality assurance faces a lot of challenges which include short time, frames and notices, unavailability of transport and a shortage of assessment tools. The ineffectiveness of the inspectors hampers the achievement of quality education, this might be due to inadequate budgetary allocations and transport (Wasanga, 2004). However, external quality assurance, which is known as inspection in Botswana can be announced a day before the start of the inspection by telephone and a letter may follow the announcement. The inspectors also have the right to inspect the school without prior notice (Republic of Botswana, 2014).

Furthermore, schools are faced with a challenge of irregular school assessment both internally and externally as some schools can stay a long time without being assessed, (Kipkoeh & Kyalo, 2010). Chetalam (2010), in his study on the factors affecting performance in the Kenya Certificate of Primary Education Kabarnet Division of Baringo District noted that there was lack

of enough supervision by QASOs. However, a Republic of Botswana (2014) guidelines indicates that inspectors (external quality assurance) are to inspect each school at least once in two years but there are certain circumstances where schools are visited more frequently because of circumstances observed.

Finally Chetalam (2010), further indicates that in the study conducted, it was found out that the inspection reports take long to arrive at the school while teachers have already forgotten about the inspection. In Botswana, inspection reports are drawn within two weeks from the last day of inspection ((Republic of Botswana, 2014). Having discussed the challenges faced in quality assurance of teaching and learning in schools, it will be covered by Research Question 4 which states, “What are some of the challenges faced in practicing quality assurance in primary school?”

### ***2.10 Research from other studies***

There was a study conducted by Ruga (2017) in Maasai Mara University, the study sought to find out teachers’ perceptions on the influence of quality assurance and standards officers’ supervisory role on pupils’ academic improvement. This was a quantitative study involving 341 teachers and 154 head teachers and two types of questionnaires were used to collect data; head teachers and teachers. The study adopted descriptive survey research design. The main findings showed that in Kiambu County, QASO’s roles influenced both curriculum implementation and academic improvement. However, in another study conducted by Ndiso (2013) in the University of Nairobi on the influence of quality assurance and standard officers instructional supervision practices on curriculum implementation in public primary schools in

Central Division, Machakos District, Kenya, the study found out that QASO had much to do to play their roles since QASO's only manage to visit schools once per term and they were not able to visit all schools since one Educational officer was assigned a very large geographical area. The relationship between the QASO and teachers showed that the supervisors were out to intimidate teachers and were unfriendly as they carry out their supervision practices. The provision of teaching/learning resources from the QASO was reported to be very low but did not happen regularly because they lacked funds to facilitate even their travelling expenses throughout their allocated area of duty let alone provision of teaching/learning resource.

Adegbesan (2010) also conducted a study on "Establishing quality assurance in the Nigerian education system: Implication for educational managers" and found out that teachers were not employed on a quality basis, but rather on a political basis. The study further indicated that even though the responsibility for quality assurance rests with the schools' managers, heads of schools were not concerned with the set-objectives of the school any longer. Evaluations were not carried out by school managers in the State Ministries of Education, (SMOE), State Universal Basic Education Board (SUBEB) and Local Government Universal Basic Educational Authority (LGUBE), even enthusiasm in the community as to eradicate illiteracy was not there again and under these conditions, quality could never be assured. Adegbesan noted further that the education system in Nigeria is in shambles.

Oladipo, Adeosun and Oni also conducted a study on quality assurance and sustainable university education in Nigeria adding that education in Nigeria seemed to lack dedicated and high quality teachers from lower to higher education. As a result, they were unable to teach effectively which had an impact on the quality of the education imparted. The study further

alluded that there were situations where students with bright academic performance failed to actualize their life ambitions because of the incompetent and ineffective teachers within the system. The Monitoring of Learning Achievement (MLA) project gave considerable insight into the quality of outputs especially at the lower level of education in Nigeria and indicated that an average public primary school child in Nigeria can neither read, write nor calculate properly. The reasons given included lack of textbooks and writing materials and the poor quality of instruction among others. Generally, it is believed that poor quality education exists at all levels of education in the country because similar problems exist at all levels.

Regarding the quality of content the study revealed that the curriculum content of Nigerian educational system had been criticized as being overloaded, and does not sufficiently attend to the needs of the Nigerian learner. The data from the MLA project had also shown that there is a wide gap between the intended curriculum and the achieved curriculum, therefore the government needs a re-ordering of the curriculum content.

### ***2.11 Summary of the Chapter***

Quality assurance covers all policies, processes, procedures and actions through which the quality of education is developed, maintained and attained. Quality assurance is focused on reviewing teaching and learning processes, evaluation of human resource, evaluation of facilities and infrastructure issues of policies and procedures set by the Ministry are also incorporated in quality assurance. Quality assurance of an organization can be done internally or externally and the two are integrated systems whose purpose complements each other. Quality assurance

procedures can serve three major purposes: the first being improvement which is focused on promoting future performance and improving quality. The second is quality control which ensures that institutions adopt procedures, practices and policies that are considered by governments to be desirable for the proper conduct of the sector and to ensure its quality. Finally, there is accountability which is focused on efficiency, effectiveness and evidence of results. Quality assurance practices involve a quality audit which should be a planned sustained activity which checks the extent to which the institution is achieving its own explicit or implicit objectives.

There is also quality assessment which is focused on the quality of the outcome, making reviews or evaluation in an organisation. Accreditation is the outcome of a process by which a governmental, parastatal or private body evaluates the quality of an institution as a whole, in order to formally recognize it as having met certain predetermined criteria or standards. School leaders have some roles to play in the quality assurance process and these include commitment to the realisation of quality assurance, ensuring measures are in place, continuous monitoring and ensuring the availability and functionality of its human resource base. Some strategies in quality assurance include monitoring, evaluation, supervision, inspection and quality control. There are some challenges facing quality assurance in primary schools some of them include lack of supervisory skills, irregular assessment in schools both internally and externally as well as the delay in providing assessment feedback to supervisees and schools.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### ***3.1 Introduction***

This chapter describes the methodology of the study. It covers the research design, target population of the study, sampling, sampling procedures, data collection instruments, data collection procedures, data analysis, credibility and worthiness as well as ethical considerations.

### ***3.2 Research Design***

According to Flick (2014) research design is a plan for collecting and analysing data making it possible for the researcher to answer questions the study has presented. This is the section where the researcher had to identify and explain the approach which was used to scrutinize the phenomenon. Therefore, it depicts how data was gathered, processed and interpreted with a view to partake in and deal with the research problem.

The study used a qualitative research approach which employed the interpretive paradigm and was considered the most appropriate for this study because it provides a detailed description of actual activities in their natural environment. An interpretive research paradigm concedes that human beings construct meanings and interpret their meanings in relation to the social context of their environment (Grant, Gardner, Kajee, Moodley & Somaroo, 2010). Johnson and Christensen, (2012), opined that it is attributed by close interaction between the researcher and research participants during data collection.

The study sought to investigate the influence of quality assurance practices in supervision of teaching and learning in primary schools as the researcher alleged that the decline in schools results might be due to poor quality assurance practices. The researcher conducted interviews with school heads, heads of departments, teachers together with education officers with regard to the case. The case study design was chosen to assist the researcher to gather an in-depth and extensive data on the understanding of practice of quality assurance in primary schools, the role



of school leaders and education officers in quality assurance, find out quality assurance strategies and challenges experienced in practising quality assurance (Cohen & Morrison, 2012).

Cohen, Marion, & Morrison, (2011) also added that a case study design provides a descriptive, exploratory and explanatory perspective of the study. It is most likely to produce rich information with real people under real situations about the phenomenon under study. The researcher therefore aimed to gain a prolific descriptive data on the influence of quality assurance practices in primary schools (Briggs, Coleman & Morrison, 2012). Case studies are focused on small units involving people who are rich in information for a particular phenomenon (McMillan & Schumacher, 2011). The interpretive paradigm assisted the researcher to understand the views and experiences of the respondents with regard to the practice of quality assurance in primary schools. Knowledge was socially constructed, and the researcher interacted and joined forces with participants at their workplace to collect data from a natural setting (Creswell and Creswell, 2017). An exploratory case study approach was adopted since the research topic was unprecedented in the primary school context in Botswana.

### ***3.3 Target Population of the study***

Orodho, (2005) described population as the entire number of people living in an area bearing similar qualities which qualify them to be selected for a study. All people under consideration in any field of inquiry represent a targeted population. Best and Khan (2006) added that those common features held by the population are of interest to the researcher. This hints that the researcher must be considerate in choosing the population for the study. The researcher therefore, targeted school heads, HoDs, class-teachers and education officers in the South-East region as population of this study. The school heads as heads of organisations and

accounting persons were important to be selected; the heads of departments (HoDs) who are class teachers and also act as instructional supervisors were also very important as they supervise and coordinate their departments and class teachers are being supervised and are the recipients of quality assurance. These participants were chosen because they were the most important figures in dealing with quality assurance in schools, therefore are very relevant to providing the needed information to address the phenomenon under study. Education officers also as external quality assurance officers were targeted and used in the study.

### ***3.4 Sampling***

A sample is a small portion of the population selected on behalf of the entire population. Wiersma and Jurs (2000) perceived a sample as the smaller entity of the population to which the researcher will study and come up with some conclusions to be generalized to the population they have been chosen from. In this study, both purposive and convenience sampling methods were used. Purposive and convenience sampling are non-probability methods of sampling usually used in interviews. Non-probability sampling gives the researcher the opportunity to determine the subjects of the study (Cohen et al., 2011). According to Daniel (2012), purposive sampling is a non-probability procedure in which elements are chosen from the targeted population because they fit the study. Convenience sampling is a non-probability sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical

proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Dörnyei, 2007).

The enable the researcher to identify research participants who possess characteristics and attributes most appropriate for this study. The convenience sampling was used to select the South East Region, as it was accessible to the researcher. Four Education officers in the South East region, three school heads, three HoDs and three teachers without portfolio from three schools were chosen for the study because they were key members involved and affected by quality assurance activities (Daniel & Sam, 2011). The total sample was thus made up of thirteen respondents. The knowledge, understanding and participation in quality assurance activities were important factors to consider for identifying research participants (Creswell & Creswell, 2017).

### ***3.5 Sampling Procedures***

Sampling procedures are ways and means which the researcher used to select the people involved in the study. It has been explained what a sample is, and it suggested to the researcher that from a large group of people, only few could be selected. The issue of concern was how the researcher was going to select the subset of the population. Some researchers caution that sampling must not be done haphazardly, instead must have a plan and should be done in an orderly manner (Best & Khan, 2006).

Out of the many sampling procedures, the researcher picked out purposive sampling. Wiersma and Jurs (2009) pointed out that the subjects are chosen because of the characteristics they possess and relative to the problem under study. The participants were selected by virtue of their legitimate positions which the researcher was of the feeling that their mandate was in line with the study. Two school senior management officers (school head and HoDs) were selected

for the study as school leaders are overall accounting officers in ensuring that established measures of quality assurance are in place and quality assurance activities are effectively carried out within schools and one teacher without portfolio from each school. The heads of department were also important for the study since they were responsible for the implementation of quality assurance practices and accountable for academic performance in their respective departments. Four education officers were also selected to provide their views and experiences on the implementation of external quality assurance. Names of education officers were selected and sorted by the Training department within the Regional Office. The researcher identified three primary schools and interviewed three participants (school head, head of department and teacher) in each school. For heads of department, since they were about three in a school, the simple random sampling was used. A 'Yes or No' toss was used to determine the choice of HoDs and teachers without portfolio. Everyone who chose a 'yes' was used as a research participant. Purposive sampling provided the researcher with the option to hand-pick participants most likely to possess in-depth knowledge about the phenomena (Cohen et al., 2011). The choice of schools where the study was conducted was based on the convenience of the researcher; proximity to the researcher.

### ***3.6 Data Collection Instruments***

Data collection instruments are those instruments that the researcher employed to gather all the relevant information to address the problem under study. A qualitative research approach emphasises the importance of collecting data from multiple sources to corroborate data. Data collection in the study was done through interviews and document analysis and the researcher kept a research journal (Briggs et al, 2012).

### 3.6.1 Interviews

The interview guide was deemed appropriate because the responses from the interviewees were thick and rich and consequently allowed respondents to intricate their points more through follow up questions. According to Orodho (2009), the interview is ideal in obtaining a deeper insight of a phenomenon. Further, Gay (1992) maintained that interviews give respondents freedom to express their opinions and also make suggestions. Therefore, semi-structured interviews were used in the study to convene data and this allowed the researcher to collect data face to face from the research participants. Semi-structured interviews are mostly carried out in qualitative case studies due to their ability to extricate data from research participants through probing. They are adaptable and can therefore be adjusted to suit circumstances during the time of the interview. The data collection methods involved interviews with school heads, HoDs, , teachers and education officers and document analysis of quality assurance related activities such teaching and learning policies and quality assurance records were looked into (Cohen et al., 2011). The research journal was also used to capture information such as the sites of interviews and body language expressions to corroborate other data collection methods (Lodico Spaulding, & Voegtle, 2010). Participants' different perspectives were captured through verbal interaction between the researcher and research participants (Galletta, 2013). There were three interview schedules, one for teachers and HoDs (see appendix I, p.111), school heads (see appendix ii, p.113) and education officers (see appendix iii, p.115). The interview schedule had three types of questions, demographic, experience and opinion questions (Briggs et al, 2012). Demographic questions revealed the background of participants, name, age, and gender, the information is important as it will help to determine the perspective of the respondents. Experience questions included qualification level, and length of stay in the position

and duty station. Opinion questions were important in soliciting the views of participants with regard to their experiences in the implementation of quality assurance activities while experience questions elicit information on participant experiences on the implementation of quality assurance (Galletta, 2013).

All interviews were recorded on an electronic voice recorder with permission from the research participants, thus enabling the researcher to repeatedly listen later and to make transcriptions of data. The researcher listened to each interview and wrote down every sentence verbatim. Silverman (2008) acknowledged the importance of the modern electronic voice recorder in allowing the interviews to be played back in the original form as often as the researcher requires and this helped the researcher to access the responses anytime.

### 3.6.2 Document analysis

Document analysis is a form of qualitative research in which documents are interpreted by the researcher to give voice and meaning to the topic under study (Bowen, 2009). They formed part of data collection to corroborate data collected from interviews and documents were considered very important source of data in many research studies (Best & Khan, 2006 & Briggs et al., 2012). Cohen et al., (2011) further asserted that documents are permanent records which can be studied by different people and may only be found in such institutions alone. Official documents from different schools and the regional office such as policies regarding teaching and learning, assessment reports and inspection reports were viewed as well as documents regarding responsibilities of different officers. The work plans for different participants and how they were implemented were also viewed. Access to documents was negotiated with the schools and the regional office in advance. The idea behind the use of documents was to focus on different written communication that could shed light on the practice of quality assurance in primary

schools. Most of the documents were school inspection reports which revealed education officers as external quality assurance officers, the classroom assessment reports also revealed school leaders as instructional supervisors. The researcher requested for documents related to teaching and learning, such as policies, minute books and assessment/ inspection records. Some schools and the regional office availed them. They were analysed looking at the research questions and the interview guide. A lot of information from the documents corresponded with the responses from the interview.

### ***3.7 Data Analysis***

Patton (1990) was of the opinion that data analysis is a process of categorising, synthesising and seeking for patterns in the collected data. Wiersman and Jurs, (2000) further opined that data is organized, synthesized and summarized to provide the necessary information and conclusions which relate to the research problem. The logic behind analysis was to have the collected data well-organised and summarised. After collection of data, the researcher transcribed it into text, data was colour coded and grouped into different sub-headings which formed some emerging themes. The data analysis resulted in the development of themes obtained from research participants on their views and experiences on the practice of quality assurance in primary schools. Transcriptions were taken back to the research participants for member checking. With assistance from family members, the researcher replayed and went through the recordings whilst listening to check for significant errors. The researcher used the emerging themes to summarise and draw conclusions on what the researcher extracted from interviews and documents (McMillian & Schumacher, 2010).

### ***3.8 Credibility and Trustworthiness***

The credibility of research conclusions is dependent on trustworthiness of data collected. The credibility and trustworthiness of data is highly dependent of data collection methods (Cohen et al., 2011). In order to ensure credibility and trustworthiness, the researcher used a variety of data sources and these included interviews, document analysis and keeping a research journal. The researcher also used teachers without portfolio to corroborate data from the school senior management (triangulation). Data was transcribed into text and shared with the research participants in order to determine whether the data was a true representation of what they had stated during data collection (Creswell & Creswell, 2017). Member checking was considered by Lincoln (1995) as the most important form of ensuring the credibility of data collected. Keeping of a research journal assisted the researcher to reflect on any aspects of research issues that might have been overlooked and could be reviewed. The researcher also had constant debriefing with the supervisor and research colleagues as a way of maintaining credibility and trustworthiness (Cohen et al., 2011).

### ***3.9 Ethical Considerations***

The research study undertaken concerned human beings, it was therefore indispensable to address issues of ethics. The intention of ethical considerations was to ensure the protection and privacy of research participants. It ultimately aimed at taking cognisance of participants' integrity in order to take any preventative measures where necessary (Cohen et al., 2011). In ensuring that participants' rights were safe guarded, permission was sought from the Regional Education Office to conduct research in schools as well as in the regional office, (see appendix iv, p.117, appendix v, p.118 and appendix vi, p.119). Informed consents were given to participants informing them about their rights and the purpose of this study (See appendix vii, p.120). The



participation of research participants was on a voluntary basis and no participant was coerced into taking part in the study. The research participants were also informed that they had the option to withdraw from the study, at any time, if they wished to do so (McMillan & Schumacher, 2010). The researcher emphasised to the participants in the written letter of consent that information collected from them would be treated confidentially and that the participants' identity would not be revealed and no data would be linked to the participants (McMillan & Schumacher, 2010).

### ***3.10 Conclusion***

This chapter is focused on the methods used for collecting and analysing data. The researcher opted for the qualitative research approach which employed the interpretive paradigm since it provided a detailed description of actual activities in their natural environment. The case study design was also chosen to assist the researcher to gather an in-depth and comprehensive data on the practice of quality assurance in primary schools. The researcher targeted school heads, HoDs, class-teachers and Education officers in the South-East region as population of this study. The purposive sampling was chosen because of their legitimate positions. The interview guide, documents analysis and the researcher's journal were used as research instruments and semi-structured interviews were chosen due to their ability to extract data from research participants through probing. Data was analysed by transcribing data, colour coding and developing some common themes and member checking was used for credibility reasons. To ensure ethics, ethical aspects were followed, permission was sought from the Regional Education Office to conduct research in schools as well as in the regional office. Informed consent were

obtained from participants by informing them about their rights, the purpose of this study and choice of participation.

## CHAPTER 4

### DATA ANALYSIS AND DISCUSSIONS

#### ***4.1 Introduction***

This chapter presents the findings and discussions derived from the data that was collected from the study which was conducted in the South East Region, in selected primary schools in Gaborone. The data was gathered through the use of semi-structured interviews. Three

schools were sampled and three people were interviewed from each school, School heads, Heads of departments and class teachers and four Principal Education officers that oversee those schools. Therefore, a total number of thirteen people were interviewed. The study aimed to investigate the influence of quality assurance practices in supervision of teaching and learning in South East primary schools. The study was guided by the following research questions:

- How do school leaders and education officers understand the concept of quality assurance in primary schools?
- What roles do school leaders and education officers play in supervision of teaching and learning in public primary schools?
- How do school leaders and education officers assure the quality of teaching and learning in the South East primary schools?
- What challenges are faced by school leaders and education officers practising quality assurance in primary schools?

Presentation of this chapter is organized in the following manner: Section 4.2 provides a summary of the procedure followed, Section 4.3 discusses the demographical information pertaining to the respondents. Section 4.4 provides the presentation, analysis and discussion of data obtained from the respondents through the semi-structured interviews, 4.5 is the document analysis. Finally, Section 4.6 presents a summary of the chapter.

## ***4.2 Procedures followed***

The researcher conducted individual interviews to gather data for this study. Three interview guides were constructed with a varying number of questions for the groups of the

respondents (see appendix i, p.108, appendix ii, p.110 and appendix iii, p.112). These interview schedules were useful in ensuring that the researcher focused on relevant questions for the study. Prior to the start of the interviews, the respondents were asked about their willingness to participate in the interview and their intention to contribute time and input in the study. Each respondent then received a consent form which they read and understood, (see appendix vii, p.117). All the participants were willing to take part in the interview. The interviews lasted between thirty and forty five minutes depending on the response from each participant. With permission from the respondents, the interviews were tape recorded to ensure verbatim, and transcribed verbatim. After preparing the transcriptions, they were taken back to the respondents for validation of data. The data from the interviews had some emerging themes which were identified. Letters were used for coding the name of the institution and participant to protect the anonymity of respondents as stated in the ethical considerations of the study. The following table showed the demographical information of the respondents.

### ***4.3 Demographical information of respondents***

Designation	Respondents	Gender	Qualification	Work experience (years)
A	A1	M	Post Graduate Diploma in Education	20

A	A2	M	Bachelor's Degree in Educational Management	32
A	A3	F	Bachelor's Degree in Home Economics	27
A	A4	F	Bachelor's Degree in Primary Education	26
B	B1	M	Bachelor's Degree in Primary Education	30
B	B2	F	Diploma in Primary Education	40
B	B3	F	Bachelor's Degree in Educational Management	15
C	C1	M	Bachelor's Degree in Primary Education	22
C	C2	M	Bachelor's Degree in Educational Management	13
C	C3	F	Diploma in Primary Education, pursuing degree in Educational Management	17
D	D1	F	Bachelor's Degree in Primary Education	21
D	D2	F	Bachelor's Degree in Special Education	31
D	D3	M	Bed Primary, pursuing Masters in Research and Evaluation	6

**Key:**

**A = Education Officers**

**B = School Heads**

**C = Heads of Departments**

**D = Teachers without portfolio**

From the table, generally the respondents were experienced and qualified as the majority of them are educated to degree level and one is pursuing a Master's degree. They are therefore expected to possess relevant knowledge on issues of quality assurance. They are also quite

experienced as they have been in the teaching field for a length of time ranging between six and thirty two years. . All education officers are qualified with a Bachelor's degree in different areas of specialization, two school heads and two heads of department have degrees while one school head and one head of department have a diploma in primary education. As for the teachers they all possess a degree in in different specializations while one was completing a Master's program. The lowest qualification of respondents is a Diploma in Primary Education though one person is currently pursuing a Bachelor's Degree in Educational Management but several staff/respondents have a Bachelor's degree in Primary Education and in other areas of specialization. Letters were used to code respondents and Letter A represents Principal Education Officers and most of them hold a Bachelor's Degree in different fields of Education, letter B represents school heads in three schools, two of them holding a degree while one holds a diploma. Letter C also represents Heads of Department in three different schools and D represents teachers without portfolio.

#### ***4.4 Presentation, Analysis and Discussion of data***

This section presents the findings emerging from the presentation, analysis and the discussion of data collected from the respondents in the study. In order to understand quality assurance practices in primary schools, the following research questions were asked. The discussion for every research question shall be discussed at the end of the findings of every research question.

#### **Findings for Research question 1:**

***How do school leaders and education officers understand the concept of quality assurance in primary schools?***

The research question was divided into two themes, the meaning of quality assurance and what constitutes quality assurance in primary schools were derived from the emerging data. The respondents were four Principal Education Officers, three School Heads of Departments (HoDs) and three class teachers. The responses from the respondents were dealt with separately according to their positions of how they understood quality assurance.

**Theme 1: The meaning of Quality Assurance**

From the findings, **education officers** were able to explain concept of quality assurance as a practice of ensuring compliance and improvement of the processes, procedures, services and standards set by the MoBE to produce quality education. All these respondents emphasized the issue of compliance and standards set by the Ministry. One of the respondents mentioned that, *it means supervising and monitoring the services that we should provide to our children. Those that are set by the Ministry of Basic Education and ensuring that their standards are met, (A1).*

As for **school heads**, their understanding of quality assurance was a bit limited as compared to education officers but some were able to explain the concept in terms of following all the processes and policies laid down by the Ministry of Basic Education to improve the education system. The ones with higher qualifications were offered better explanation and could explain the concept similarly to the education officers, the other school heads could not clearly explain the concept of quality assurance as one indicated that the concept was new to her and stated, *I can't say I understand anything but from my view I think I can get the meaning from*

*its name, which I think deals with the outcome or output of the service or whatever one will be dealing with to come out with the results, (B2).*

From the findings, all **heads of departments** interviewed were qualified with degrees except for one who was still pursuing her degree. They were also asked to explain the concept of quality assurance and some of them emphasized the issue of complying with the standards set by MoBE and fulfilling its mandate, *Quality assurance means the way in which the processes in the school are done perfectly or according to the standards set by the Ministry of Basic Education, (C1).* The other respondent stated: *I understand that quality assurance in education are the objectives or what education is intended for and being fulfilled by educational institutions and can it be measured C3).*

Three teachers were asked the same question and one of the teachers who was pursuing his Master's degree, was aware of the concept and explained it by emphasizing the compliance of standards within every activity in the school. The other two teachers were not familiar with the concept as they could not give a clear meaning. *From my side I would define it from its definition like ensuring quality within the school, ensuring quality within the administration, the daily processes of the school, how the school is run, ensuring quality and that the activities within the school are within the stipulated standards and the stipulated quality, (D1).*

## **Theme 2: Components of quality assurance**

For this theme, all respondents, education officers, school heads, HoDs and teachers were asked to explain the components or what constitutes quality assurance in schools. Although the respondents did not have the same level of understanding on the concept of quality assurance



they were able to explain what constituted quality assurance in schools. They noted that quality assurance includes resources, both material and human and school leadership, quality teaching and learning, and the use of appropriate methodologies. They stated that it involves issues of human resources, i.e. whether teachers are well trained to deliver the right content to learners or not. The findings indicate that the region has quality human resources with the majority of them qualified with diplomas and degrees at maximum while very few are qualified with a Master's degree. One of the HoDs mentioned that, *first you consider resources; if we have human and material resources, are there any teaching and learning resources for both teachers and learners? Do you have quality human resource and have you capacitated them from the areas they are weak in?* (C1). Another HoD emphasized the importance of having quality human resources as it is needed for the implementation of policies and meeting the vision of the organization. She then gave the current status of the South East Region in terms of the human resource and noted: *human resource means that there are qualified people to implement the policies and that the vision and mission of the ministry and the organization are met. Currently most of our teachers are qualified, even temporary teachers are qualified teachers.* (C3).

In addition to what constitutes quality assurance, respondents stated that conducive learning environments brought up by adequate resources are very crucial for learning to take place, they understood conducive learning environments as those areas that make learning occur in the best way, including well-furnished classrooms, child friendly environments etc. One of the teachers said: *Ummhh... to me I would say that instructional resources constitute to that, should there be adequate resources within the school, we are going to have quality teaching and learning, not only resources, when teachers are equipped and well versed with policies and*

*educational reforms it will also constitute to quality assurance practices because teachers will be able to move with time and seasons of the teaching fraternity (D3).*

Contrary to this, the findings reveal that the environments are not conducive for learning due to high teacher pupil ratios, leading to congestion in the classroom and teachers not attending to every child's needs. Currently the MoBE is implementing the teacher - pupil ratio policy of 1:40 in Primary schools and some schools are exceeding that stipulated ratio. It is clear that education officers are powerless in some decisions taken in the ministry. One of the education officers emphasized how the issue of teacher - pupil ratio has impacted on the quality of teaching and learning and adds that, *the issue of teacher pupil ratio is a serious challenge in both primary and secondary schools. To be honest with you Mrs Phiri, it impacts negatively on the processes of teaching and learning, imagine a teacher assisting forty seven pupils in forty minutes which is a lesson. This is too much for the teacher because the teacher cannot assist these pupils effectively, and we have declining results every year, this might be one of the reasons we have the poor results in schools (A2).* Adding on the non-conducive environments, one of the teachers commented on the shortage of classes and the bad classroom conditions and laments that *the learning environments are not conducive, there are some classes which are combined because of shortage of classrooms, it's a rainy season children cannot be taught outside and we are forced to combine classes and they crowd there. We have leakages in the classrooms and there is electricity as you can see. It poses a lot of danger in terms of electrical shock, (D3).*

Teachers also cited good leadership as one of the things that make up quality assurance. They indicated that school leadership is one crucial aspect and the backbone of all the school processes. A knowledgeable and competent leader who can guide and direct the school processes

is needed to coordinate and oversee teaching and learning as well as show concern of the staff welfare. They indicated that sometimes teaching and learning is not a priority due to poor decision making by leaders as revealed by one of the respondents: *So our leaders are still going to bring down the education system in the mud. Right now when it comes to sporting activities, teachers are told to use teaching hours to conduct sporting activities, and teachers will be forced to finish the syllabus at the end, the teachers' ends up rushing through the syllabus to finish it yet learners have not mastered the content, (D3).*

Teachers continued to question the leadership skills of their leaders and advocated for change of leadership as the Ministry was planning to transform the education system. One of them said: *These supervisors only care about the results not considering the welfare of teachers. Its pity because nowadays we are in the 21st Century, and most teachers currently are the 21st Century teachers and the youth are populating the teaching fraternity and yet again we still have supervisors who are traditional and using the traditional methods of teaching, supervision and leadership of the 20th Century, (D3).*

### **Discussion for Research Question 1**

In summing up, the first research question wanted all the respondents to speak out their views on what they understood by the concept of quality assurance and what it entails in primary schools. Generally, education officers had more light on explaining quality assurance as compared to the respondents in schools. Some school heads even though they practice quality assurance in schools were not able to explain the concept as they gave limited explanations. HoDs also with higher qualifications were better placed to explain the concept of quality

assurance as compared to teachers and school heads with lower qualifications. Generally, respondents had a fairly good understanding of the concept of quality assurance especially for education officers probably because they were more knowledgeable and experienced in terms of the nature of the job they do.

Quality assurance is understood differently by teachers, school heads and Principal Education officers as varied explanations were given. They defined it as a practice of ensuring that the processes and the standards of the Ministry are met. Most of the respondents understood quality assurance as the practice of ensuring improvement and compliance of standards as laid by MoBE. Fadokun (2005) asserts that quality assurance is all these attitudes, objectives, actions and procedures that through their existence and use, and together with quality control activities, ensure that appropriate academic standards are being maintained and enhanced. Furthermore, BQA Act (2013) supports that quality assurance involves all policies and processes aimed at ensuring maintenance and enhancement of quality in education, it is the systematic review of organizational capacity, infrastructure and human resources to ensure that agreed and acceptable levels of quality exist in education. The two definitions are in agreement with what the respondents were saying that quality assurance is all about compliance of set standards for the purpose of improvement and compliance in schools. The researcher concluded that there are quality assurance practices in schools but school heads are not aware they are quality assurance officers, the term was new to the respondents.

Still under the concept of quality assurance, all the respondents were able to clearly explain what constitutes quality assurance in schools as they cited human and material resources, good school leadership and conducive learning environments. It is clear that all these aspects of

quality assurance should be in place to produce quality results in the education system. Even though quality assurance practices are very important in schools, there are still some components of it which are still lacking. The South East Region prides itself with the quality of human resources it has especially its teaching personnel. However there are more components which the region has to work on, for instance, the issue of non-conducive environments in regard to high teacher pupil ratios, poor conditions of classrooms, outside classroom teaching, shortage of material resources, poor school governance and poor school leadership. These components should all be availed to complement one another. Wango (2009) asserted that quality assurance is focused on teaching and learning processes, if the following are in place: learners are taught the recommended curriculum, if the environments are conducive to provide good teaching and learning; a sustained evaluation of human resources, there has to be the required number of teachers qualified to provide quality teaching and learning; there has to be an evaluation of facilities and infrastructure,; there should be enough instructional resources such as classrooms, computers, teaching and learning resources, the classrooms should be in good condition,; issues of policies and procedures should also be incorporated in quality assurance. Wafula (2010) further emphasized that quality assurance is a fundamental activity in the management of education and therefore part and parcel of the school improvement program. In education it focuses on instructional supervision, curriculum management, organizational resources, human resource and assessment. Modise (2010) reinforced this by giving a practical example where competent and well-trained trainees are expected to render quality services to their demoralized customers in a poorly resourced training environment. The author stated that quality learning in such an environment and with trainees in such a state is practically impossible until the morale of

the trainees was boosted and the environment adequately resourced.

## **Findings for Research Question 2:**

### ***What roles do school leaders and education officers play in supervision of teaching and learning in primary schools?***

The research question was divided into two themes, the roles of school leaders and that of education officers, the first theme that emerged was focused on the roles of school leaders and education officers and the other one was the areas of focus during school visits. This research question targeted education officers, HoDs and school heads. The findings revealed that the SMT is responsible for the daily processes in the school while education officers are in charge of visiting schools on inspections.

### **Theme 1: Supervise, monitor and evaluate teaching and learning**

When school heads were interviewed on their roles in regard to supervision of teaching and learning in schools, they said that the SMT is responsible for ensuring internal quality assurance practices in schools which includes supervising the daily processes of teaching and learning. The school head is the overseer of the school, the deputy school head is the Head of Academics, there are HoDs who coordinate all teaching and learning activities in their departments, there are also Senior Teachers with portfolios who are subject coordinators and are responsible for ensuring that their subjects are well taught and there is quality teaching and learning in those subjects. They supervise, monitor and evaluate the performance in their departments and the entire school. One of the school heads said, *actually, according to the school hierarchy the man in charge is the deputy school head because the performance of the school is*

*placed on his head but the school head is accountable for everything. We also have senior teachers as subject coordinators; they supervise and monitor their subject areas. We also have the HoDs who coordinate their departments, (B1).*

One of the school heads affirmed the supervision done by the SMT and revealed that as school leaders they supervise how teaching and learning are conducted and provide guidance to teachers, and are also in charge of in-service training for teachers. This is done to improve the results and helps the teachers identify their strengths and weaknesses and helps them grow professionally. Another school head praised the way in which they conducted supervision in their school, *in this school every Tuesday the SMT takes our lesson preparation books and checks if lessons are well prepared and guide us when there is a need. The school head also moves around classes every morning making spot checks, (B2).* This is further affirmed by one of the respondents who emphasized the importance of supervision of teaching and learning, *Supervision is good because it helps us give feedback on how we are performing, it helps us identify and close the gaps because no man is an island of information, it helps identify my strengths and weaknesses and this helps me grow as a teacher, provided that feedback is given accordingly, (B3).*

All these are achieved through intensified supervision through conducting class visits, drawing, implementing and reviewing strategies that help achieve the best outcome. One of the school heads also indicated that they monitor the daily processes of teaching and learning and also evaluate performance every term through result analysis forums. Evaluation is important as it acts as a yard stick, one can measure how far they have achieved the goals. It also acts as a correction measure. *We conduct assessment in the form of termly and monthly tests, we supervise*

*teachers through classroom observations and evaluate performance known as results analysis; we also give teachers feedback on classroom observations so that they can reflect on their teaching, (B2).*

## **Theme 2: Inspection of schools**

The findings revealed that education officers who play the role of external quality assurance officers visit schools periodically as inspectors to ensure that schools implement policies and processes as stipulated by the Ministry. It was also revealed in the study that education officers visit schools for various reasons. It could be on inspection, on spot checks or for result analysis. And it was shown that they do not have a specific time to visit schools. *We have different kinds of visits, we can visit schools for inspections, spot checks, results analysis, we do not have a specific time to visit school, and it depends on the purpose of the visit. Sometimes we identify a school and visit it early in the morning to check on the atmosphere and culture of the school without notice, this is to check if these people are on track, (A1).*

The purpose of school visits is to inspect advice, guide schools on curriculum delivery, good teaching methodologies and make recommendations after conducting the inspection to improve the quality of teaching and learning and to ensure compliance of policies and set standards of the MoBE. *We do that through inspections, we visit schools and inspect from there we sit teachers down and advise them on the methods of teaching and classroom management. We supervise the school heads in their daily processes in schools and we visit schools periodically because school heads have been given the power to supervise and monitor teaching and learning, (A1).*

## **Theme 3: Areas of focus in supervision**



School heads and education officers were asked to explain the areas they looked into when they carry out supervision of teaching and learning in schools. The school heads supervise certain activities in schools: the quality of teaching and learning,; checking if the curriculum is being properly implemented,; they have to also check if the set standards are met such as reaching academic targets,; they check for learner discipline; if teachers prepare their lessons before classes or not; if learner achievement is attained, the methodologies that teachers use and if they are appropriate to the level of pupils,

For inspections education officers have outlined a number of key areas such as the quality of teaching and learning, they also check if teachers have quality planning and deliver quality content to the learners and if learners receive and master the content and most importantly if they are evaluating pupils' performance. They also look at the management of resources in schools, if schools have the relevant resources and if they are able to use the resources effectively to improve the quality of teaching and learning. The other area of focus is the school leadership where education officers have to check if everyone with supervisory roles is performing duties as required by the Ministry. This includes checking of records and how those records impact on the improvement of results. The inspection also covers areas of health and safety, i.e. what schools put in place to ensure good health and safety practices.

Finally education officers look into how the school works with the community, to check if there is a partnership between the school and the community and they would normally have some interviews teachers, students and parents to gather the required evidence. The school is graded looking at those areas. One of the education officers mentioned that *There are six areas called key performance areas, firstly we normally look at the leadership of the school, looking at*

*supervision and everyone who is responsible for supervision, from the school head to senior teachers; the second one is quality of planning, teaching and learning, the third one is the student attainment standards, the management of resources, health and safety; and the last one is parents and community involvement. , We even interview parents to check if there is a good relationship between the school and the community. Sometimes we do partial inspection which includes school leadership, learners' attainment standards as well as quality of teaching and learning (A3).*

## **Discussion for Research Question 2**

For this research question, the findings revealed that school heads are the internal quality assurance officers and the education officers are the external quality assurance officers. School heads carry out the daily supervision, of teaching and learning, advise teachers in their teaching, they also monitor the daily processes of the school and even evaluate the processes to establish a good school culture hence improve the quality of the results in the school. Vlăsceanu, Grünberg and Pârlea, (2004) opine that internal quality assurance mechanisms are departmentally generated and are continuous. The purpose of internal quality assurance is to develop a quality culture within the school and to implement a strategy for the continuous improvement of quality. In addition a Report of the Republic of Botswana (1994) further opines that the school head, deputy school head and senior teachers are responsible for in-service training of teachers in their schools. This can be through regular observation of the teacher, organizing workshops to help address weaknesses where teachers are lacking.

Education officers are responsible for external quality assurance in the regions they are assigned. They visit schools in their regions to ensure that schools implement what the Ministry wants. They give advice to schools and mount workshops for teachers in the region for professional growth and improvement of results, at the same time they check if schools comply with the standards set by the Ministry, they also make school heads account for the performance of their schools. This is further alluded to by a Report of on the Republic of Botswana (2014) which indicated that the inspectorate units conduct inspections to advise on modern teaching pedagogies and skills, provide professional development, support and guidance to teachers for the improvement of their teaching hence improvement in quality education. According to the Republic of Botswana, (2015) the regional directorates are focused on policy implementation and coordination of education services. Schools and institutions are responsible for the delivery of teaching and learning as well as coordination at institutional level. The United Nations Educational, Scientific and Cultural Organization (UNESCO, 2007) also points out that, the supervision service is supposed to offer regular advice and support to teachers and schools. The Organization goes on further to note that, most countries have very similar supervision structures, with education officers playing a key role in supervision and monitoring of schools.

### **Findings for Research Question 3:**

#### ***How do school leaders and education officers assure the quality of teaching and learning in primary schools?***

This research question wanted to find out what strategies are put in place to assure the quality of teaching and learning in primary schools. This question targeted all the three school heads, three teachers and four education officers. The research question comprised of two themes

which included supervision, monitoring and evaluation which are done on a daily basis in schools by the school leaders whereas there is inspection which is carried out periodically by education officers in schools. There are also some subthemes under the first theme, school heads indicated that as they supervise they are some quality assurance committees which are supervised by SMTs and under monitoring they indicated that they monitor some policies to check compliance. One question was asked to find out the relationship between the Regional Office and BQA and that led to the formation of the third theme (all discussed below).

### **Theme 1: Supervision, Monitoring, Evaluation, and Inspection**

#### **a) Supervision**

In responding to the strategies used to assure quality of teaching and learning in schools, the school heads revealed that they intensify supervision of teaching and learning as supervision is focused on the amount and quality of work given to learners and how teachers deliver the content in terms of the methodologies they use. This is normally done through classroom observations, where supervisors observe lessons while the teacher is teaching, they even guide teachers where they are lacking. Supervisors ensure learners are given the right content. In this case school heads are in charge of daily supervision of all the activities in schools and education officers who periodically visit schools supervise school heads to ensure that school heads perform their duties as expected by the Ministry. One of the school heads asserted: *We supervise teachers through classroom observations and evaluate performance known as results analysis we also give teachers feedback on classroom observations so that they can reflect on their teaching.* To emphasize the supervision strategy by school heads, one of education officers commented that: *At the school level we have school heads to supervise daily processes in*

*schools and we as education officers visit schools periodically because school heads have been given the power to supervise and monitor teaching and learning.*

### **Quality Assurance Committees**

This was a sub theme that emerged from the supervision theme. When HoDs were discussing supervision of teaching and learning in schools, they indicated that there are some school based quality assurance committees within the school which coordinate different areas and they strive to improve the results in the schools though the committees are ineffective. All schools stated that they had subject panels coordinated by senior teachers who are responsible for ensuring that teachers comply with the requirements of the subjects and improve performance in those subjects. There is the Criterion Reference Testing Committee (CRT) which is responsible for assessment within schools. Respondents mentioned the Staff Development Committee and indicated that it is not effective at all. The committee is mandated to conduct a needs assessment from the staff and mount workshops basing on those needs to develop staff personally and professionally. One of the Heads of Department confirmed the presence of committees and alluded that *one committee is the Criterion Reference Testing which ensures that learners are taught and tested on objectives according to the scheme of work, and if learners are tested on a monthly basis. It should ensure that the tests given to learners are valid and reliable. There are subject panels; they also ensure that there is quality teaching and learning in different panels* (C3). However, one of the HoDs in a different school highlighted the ineffectiveness of the committees in the school and states, *As far as I know they are dormant. There is the Criterion Reference Testing committee or examination committee which is not effective, the examination is controlled by the deputy school head; its mandate is to be in charge of the examinations,*

*receiving and corrections of the exam papers, designing the invigilating rota, ensuring the adherence of the duration of the papers, ensuring the validity and reliability of the examinations. The Staff Development Committee is not there, but is very important in identifying and developing teachers professionally and to improve the school performance, (C1).*

## **b) Monitoring**

When school heads were asked about the strategy used to ensure quality assurance in school they mentioned that they monitor the different activities such as performance of both teachers and pupils, also monitor how teaching and learning are done and make recommendations where teachers are lacking. All the schools have different monitoring tools which school leaders and education officers use to monitor and evaluate teaching and learning and these tools vary according to schools. The lesson observation tool is used when conducting class visits to see the quality of teaching and learning. The exercise book observation tool indicates the quality and volume of work given to learners. The Remedial Assessment tool measures the quality and amount of remedial work given to pupils with learning difficulties, Schools also have the performance tracking tool which monitors the performance of every class and teacher in the school. *From the documents you viewed, I take it that you have seen that we have various monitoring tools based on key areas we have, such as the breakthrough one, the composition, the remedial we have the syllabus coverage and homework policy and others, (B1).*

Education officers were asked to discuss the strategies used to ensure quality assurance in schools and they also mentioned monitoring of schools. The findings indicate that they visit schools periodically to monitor compliance and improvement of schools. They indicated that the region uses a checklist crafted from the Inspectorate Manual to use during school inspection as

an inspection tool and it contains all the key performance areas. The region also visits every school at the end of every year targeting completing classes which are the Standard Four and Standard Seven ones to check on their readiness. The purpose is to provide support where schools are lacking. *We have picked some aspects from the Inspection Manual and we'll be saying as we go to schools, that we will target completing classes, Standard 4's and 7's to check their readiness, the syllabus coverage and advice on what can be done in case schools are lagging behind, (A3).*

### **Monitoring policy compliance**

Monitoring and compliance of policies was a sub theme which emerged from the theme monitoring. From the findings, schools are dependent on and directed by policies from the Ministry of Basic Education, although the schools have crafted and developed some of their own policies that guide them in achieving their mandate. For instance, there is a Composition and letter writing Policy which is aimed at improving self-expression and writing skills; a Remedial Policy, a Guidance and Counselling Policy and Homework Policy. These policies vary from one school to another. The Homework Policy is aimed at instilling the spirit of partnership with parents and it helps promote independent learning. There is no compliance of these policies in schools especially the Composition policy as the policy is not practical. The policy states that on a weekly basis pupils should write one composition and one letter, which should be marked and feedback should be given and corrections made thereafter. To emphasize the non-compliance of policies one of the teachers remarked and said: *Even the writing of compositions, we are doing it to satisfy them because their policy is just not practical, the remedial policy is not working because we have limited time, we teach nine subjects and are expected to mark pupils' books,*

*and it's tedious. This is because we don't have competent leaders who can be firm enough to make good decisions relating to quality results in schools, (D3).*

It is apparent that the policies are not so clear in themselves for example the Homework policy should really be guiding a teacher as to how much homework is permissible' or what action can a teacher take if a student does not hand in his/her homework. What they have appears so open for interpretation and this calls schools to review their policies and follow all the necessary steps needed to formulate policies.

The South East Region as all other regions, relies on the policies from the Ministry and schools to carry out their inspections. Currently the region is in the process of crafting the Academic Standard Policy which will be used to measure the academic standards across schools in the region. One of the education officers indicated that: *We do not keep policies at our regional office but we use policies at schools, we encourage schools to develop and use departmental policies to promote quality teaching and learning. As a region we have resolved to craft a regional academic policy to guide schools on the targets and standards they should meet.*

### **c.) Evaluation**

A few of the respondents mentioned evaluation as a quality assurance strategy in schools. They have indicated that they conduct school self-evaluation for the purpose of school



improvement. They often have staff and top management meetings to evaluate the processes of teaching and learning, analyze the school results whereas some teachers indicated that they do not use self-evaluation in their schools. Although they note that it is a very important practice because through school self-evaluation, schools reflect on and review their day-to-day practices and policies. *Of course we do that, it is something we do, I would say on a termly basis. Beginning of the year we review our strategies to see which ones are workable, which ones need to be reviewed , we sit down as the management and look at those things and involve staff, give them feedback and interrogate our results and see where we went wrong and adopt best practices, (B1).*

One of the HoDs held a different view on evaluation and indicated that they evaluate results only while other schools evaluate different activities or processes in the school. *I can't say we do self-evaluation as the school to tell the truth, but it is very important for any organization, even as individuals we have to assess ourselves to see if we are moving in the right direction, if we are carrying out our mandate accordingly and the reason for our being. May be because you have come here and we are discussing it that is the time the school will start doing it and thank you for coming here. (B3).*

#### **d.) Inspection**

As for the external quality assurance, education officers have indicated that their strategy is to inspect schools and make inspection plans every year. They inspect schools, guide and advise teachers where possible, give them the inspection feedback verbally and later submit an inspection report which is sent to schools in not more than two weeks. The feedback given comprises the strengths, areas of improvement and recommendations. After sometimes the follow up inspection is done by the Principal Education Officer I to check if the recommendations have been implemented as per the inspection report. *To assure that there is quality teaching and learning in schools, we in fact do inspections, whereby we check teaching and learning, how teachers conduct lessons, how pupils receive what they get from teachers, we do that through inspections, assisting teachers through workshops where they are lacking, by so doing we support teachers so that there is quality teaching and learning, (A1).*

Another respondent noted that inspection varies depending on what the inspectors have targeted in schools and stated, *: As inspectors, we schedule our inspection every term, either for a full inspection or partial inspection, usually we give the feedback to the management who cascade it to the staff, and from there we give our findings stating the good areas, areas of improvement and make recommendations. From there we make a written report and make a follow up to check if the recommendations were implemented, (A4).*

## **Theme 2: BQA's role**

The study wanted to know if there was a relationship between the Ministry of Basic Education and the Botswana Qualifications Authority. This question was directed to the Education Officers who indicated that the Region Office was not aware of the roles of the

Botswana Qualifications Authority and that there was no relationship between the Regional Office and BQA. The BQA is a quality assurance body for all educational institutions in Botswana from pre-primary up to higher institutions of learning. According to the respondents this body has not started its operations in Basic Education but has only focused on higher institutions despite its establishment in 2013. In answering the relationship between BQA and MoBE, one of the Education Officers remarked: *Actually, with this new thing of Outcome Based Education (OBE) and ETSSP that is now they will be on board and the other thing to be augmented is a Teaching Council; this is how these two can work harmoniously. The BQA will be looking at infrastructure, teachers' qualifications, learning material available, even the teacher e.g. is the teacher qualified to teach? But for now there is no such relationship, the implementation is not there, but it's on paper, (A3.)*

### **Discussion for Research Question 3**

From the findings, it was evident that the South East Region employs some strategies to assure the quality of teaching and learning in schools. School leaders use supervision, monitoring and evaluation strategies while education officers use an inspection strategy to assure the quality of teaching and learning in schools. School leaders supervise all the activities geared towards teaching and learning, they monitor the programs and policies at school level and evaluate the effectiveness of the activities or initiatives. Olembo, Wanga and Karagu (1992) opined that supervision is providing instructional effectiveness through guiding and influencing teachers and to learning behavior in order to achieve educational goals. They further noted that in order for a school to perform effectively and efficiently, it should have a foresighted educational leadership based on sound management principles and techniques. It was also revealed that there are some

school based quality assurance committees which are geared towards improving the quality of teaching and learning and these committees are supervised by the SMT to achieve desired results, they are monitored to ensure their effectiveness. The issue of committees is supported by Wango (2009) who indicated that schools have the primary responsibility for the quality of their teaching and learning as well as their assurance and that institution should be responsible for driving internal quality assurance processes and to establish Internal Quality Assurance Committees (IQAC). It was further revealed that there was non-compliance of some policies and ineffective committees in some schools. This revealed that despite the strategies known by SMT the researcher is of the feeling that the strategies are not intensified, in other words supervision, monitoring and evaluation are very minimal hence less quality in schools, according to the study incompetent leadership has also contributed to that scenario. Seif (2008) opined that evaluation can be done in schools to ensure the quality and standards of educational leadership and management, teaching and learning and to be able to provide effective feedback to facilitate school improvement. The reason for this is that it determines to what extent the educational procedure is in line with students' capabilities, how practical it is and how successful it has been at achieving educational goals. Maicibi (2005) emphasizes that without proper supervision effective performance cannot be realized in schools. Therefore, the SMT should see to it that they perform their duties diligently and supervisors should intensify their supervision on SMTs.

The study findings further revealed that education officers use the inspection strategy to assure the quality of teaching and learning in schools. Inspection can be announced or unannounced although teachers regard inspection as a witch hunting exercise. The purpose of inspection is to guide and assist schools where they are lacking, to ensure compliance of

standards set by the Ministry and improvement of schools. Webster (2008) opines that it should not be considered a fault finding exercise but rather as a way of developing teachers to execute their tasks confidently and should be followed by a detailed report which highlights the school's strengths and indicating areas which need improvement. Grauwe, (2001) is of the same opinion with Webster and indicates that schools should be provided with information before the actual visits. The main aim is to encourage transparency so that teachers should consider school inspectors as their co-workers and not people who go about in school finding faults. Grauwe further explains that today's inspection approach is collaborative and is concerned with the improvement of the total teaching and learning situation.

Some of the activities under inspection include classroom observations, checking of management records etc. and feedback can be both orally or as a written report indicating the schools strengths, areas of improvement and recommendations. After inspection a follow up inspection is done to confirm if the recommendations stated in the inspection report were implemented. This is also supported by a Report by the Republic of Botswana, (2014) stating that the Government of Botswana through the Inspectorate Service Unit has developed school inspection evaluation tools and a school self-evaluation frame work tool kit to help in the inspection process of which one of the functions is to monitor the school performance and to report to the permanent secretary on the extent to which educational standards are met as well as to evaluate the school self-evaluation systems. The inspectorate unit also assesses the progress made by individual schools in reaching the set national target. In regard to the roles of BQA in educational institutions, it was evident that there was no relationship between the Regional Office and the BQA. The BQA has indicated in its Act that it is responsible for the quality

assurance in all institutions of learning from Basic Education until higher institutions of learning. The study revealed that there was no such relationship and the education officers were not in a position to outline its role.

#### **Findings for Research Question 4:**

*What challenges are faced by school leaders and education officers in practicing quality assurance in primary schools in the South East Region?*

##### **Theme 1: Quality Assurance challenges**

For this research question, four education officers, three school heads three HoDs and three teachers were asked to discuss the challenges they face in practicing quality assurance. Some education officers revealed incompetency in leadership in schools as the school management cannot do intensive supervision leading to ineffectiveness of schools. One of the education officers indicated: *There are challenges, and there is no developmental and strategic supervision. Some leaders are not competent and their line of supervision has deficiencies, (A3).* One of the education officers emphasized the issue of incompetency and added that: *the challenges we face is when you get to schools and things are not done accordingly, e.g the management not supporting teachers, we still have teachers who are not doing their lesson preparation notes and school heads cannot address that amicably (A2).* This clearly indicates that some SMTs do not intensify the revision and because some teachers know that their leaders are not competent in performing their duties, these teachers neglect their duties of making lesson notes.

Education officers who were interviewed also indicated that they do not have transport to conduct inspections and sometimes fail because of this challenge, adding that the issue of funds

for feeding and lodging during inspections was also a challenge *We have a challenge of transport to reach schools, we had a plan of visiting one of the least performing schools in the region but we could not do that because of transport .We don't have our own school car that we can use during these visits, which could just drop us off and fetch us so we could come back to perform other duties, (A4). There is also a challenge of funds for feeding and lodging (A4)*

The respondent indicated that there are seventy five schools in the region including both primary and secondary schools but they (education officers) are less than ten in number and are expected to perform their duties diligently. The respondents indicated that they have the responsibility of inspecting schools, administrative work, mounting workshops for teachers, and placement of learners. *The nature of the job is not only visiting schools, there is also a lot of administrative work in the office. In some instances, we fail because of this multi roles that we have and we are very thin on the ground (A2).*

The other challenge raised by education officers was non-compliance of policies such as the composition policy and remedial policy. They indicated that teachers complain about the load of work and too much paper work in primary schools. *The biggest challenge is implementation of the policies, procedures and recommendations after inspection. Some school heads after inspection would take the inspection report and put it away and act as normal. These are schools which always produce poor academic results. Some leaders are incompetent to lead schools and this affects all the processes in the school, teaching, learning, administration and others. (A1).*

When school heads were interviewed on the challenges faced in quality assurance, one of the school heads in one institution indicated lack of professionalism displayed by some education officers during school visits. The respondent indicated that some of the education officers need some training on management as some of them cannot make constructive criticism, they intimidate the staff and their communication is not professional. One of the school heads lamented: *The other challenge is that some of them lack professionalism, the attitude displayed to schools at times is not good, (B1)*. Another school head indicated that there are no frequent interactions with education officers and when they visit schools they are more of strangers who have come to judge and find faults and one of the school heads said: *we run around trying to cover their eyes to portray a nice picture or try to please them but when they are not around we feel relaxed, we have fear because we know they have to judge us. They do intimidate us a lot, we do panic a lot and we have to run after them.*

One of the school heads revealed that primary schools are run by two ministries, the Ministry of Basic Education which is responsible for the academic side including policy implementation and the Ministry Of Local Government through Councils which takes care of resources such as infrastructure i.e. building and maintaining the school and provision of stationery. She reported this as a challenge of dual responsibility by the two Ministries and said: *the other ministry does not supervise us, we cannot effectively run our daily processes in the school, the manpower that we have in schools, cleaners and cooks are under the Council. In some cases they (the workers) will be informed of their meeting without knowledge of the school leadership and they will all attend the meeting and pupils will be here the whole day with*



*nothing to eat and sometimes pupils use un-cleaned classrooms because they are all attending the meeting or it could be Wellness Day when they are again not working?, (B2).*

Teachers were also asked the same research question to discuss the challenges they face in practicing quality assurance and they reported shortage of transport; as primary schools are not provided with vehicles to run their daily activities as is the case in secondary schools, teachers end up using their cars to run school activities such as attending workshops or meetings which may be held outside the schools and they are given a little amount of money for fuel if they were to use their cars or else they use public transport if the teacher does not own a car. One of the teachers responded: *We don't have vehicles for our primary schools. Teachers use their own vehicles and the funds are not there to effectively run school processes such as attending meetings and workshops, when teachers go for meetings they use their cars or walk or they have to use public transport and the funds given are very little. (D3).*

The issue of resources was cited by teachers in the findings, indicating that most schools do not have adequate resources for both teachers and learners. These inadequate resources include the shortage of classrooms as some teachers conduct teaching and learning outside the classroom; there are no laboratories for practicals and experiments, there are no libraries and the learning environments are not conducive in terms of the teacher pupil ratio; most buildings are dilapidated and in some instances learners are being crowded in small classrooms. One of the teachers stated: *It is heart breaking nowadays to see some classes being taught outside the normal classroom settings or infrastructural classroom settings so that thing on its own contributes to poor academic performance because learners of today are in the 21<sup>st</sup> Century*

*mode and they also need the 21<sup>st</sup> Century tools of learning. So if those tools are not provided, it is very difficult for the anticipated results to come out no matter how much the government cries, they need to rectify these issues. They need to change with the times, (D3).*

Teachers when interviewed raised another issue of the Ministry compromising the quality of education as it does not want to pay overtime allowances to teachers for sporting activities. Currently teachers are instructed by the ministry to conduct sporting activities within the eight hours of work despite the packed syllabi in primary schools. Teachers are of the feeling that the Ministry is contributing to the decline of results in this country. One of the teachers indicated: *So our leaders are still going to bring down the education system in the mud. Overtime pay is needed so that the internal processes can be improved as well as quality teaching and learning. Right now when it comes to sporting activities, teachers are told to use teaching hours to conduct sporting activities, leaders cannot propose overtime for teachers, rather they think teachers need overtime to improve their salaries. Teaching in Botswana is boring and tedious, quality is not a priority, (D3).*

Another theme which emerged in discussing Research Question 3 was incompetency in schools, indicating that teachers are promoted based on the recommendation by the school head, not competency in a certain area whereby you will find a teacher being promoted to the area he/she is not competent in and is expected to supervise that area. *The other thing is, that the teachers also need to give relevant and current skills as we are now talking about the 21<sup>st</sup> Century skills and we are teaching the 21<sup>st</sup> Century learner. As teachers we need to be at the pulse of what is trending, (C3).*

From the he findings, teachers also indicated that the Ministry is contributing in the decline in academic performance as it takes long time to fill in the vacant posts and takes long to employ temporary teachers and this affects teaching and learning as children stay long without teachers. *There are many factors, teachers are transferred and the Ministry takes long to fill in the vacant post, (C1).*

In responding to the challenges during the interview, some teachers revealed their workloads and noted the multiple roles they are expected to play in primary schools. For instance, the deputy school head is the acting school head, head of academics and the school bursar at the same time has a class to teach. HoDs are class teachers, quality assurance officers and administrators in their departments. Senior teachers with portfolios are the same as HoDs, more especially the Senior Teacher Guidance and Counseling who additionally plays a parenting role and in this era where the society is experiencing some social ills and there are emerging issues such as alcohol and drug abuse, poor parenting at home, orphan hood, and HIV/ AIDS, this can be very demanding. One of the teachers in the interview lamented : *In primary schools, it is high time the primary school HODs are exempted from classrooms, you will find that I do my managerial work during my own time, after eight hours, I don't have social life at all. The same applies to guidance teachers, but guidance and counseling teachers are the worst. I think the Ministry should adopt the same style adopted in secondary school where guidance teachers at least teach only guidance and counseling (C2).*

Finally, teachers during interviews indicated some discomfort caused by education officers during inspections. The majority of the teachers indicated that inspectors come to schools unannounced, their presence brings a lot of tension and intimidation to the school. They

also reveal that since inspectors take long to reach schools, they are not used to them and most of the time they are fault finders. However when inspectors were interviewed, they revealed that they have a good relationship with schools. One of the teachers commented: *It's only that sometimes we are not free when they come to supervise us especially the external ones. When they come here we are not free because we know that they have come to see our weaknesses and they go. We don't consider them as our colleagues. They need to visit us regularly, (D1).*

One of the teacher respondents supported this and emphasized that they do not show their true picture, they disguise themselves to satisfy the education officers during their inspections, *it is normally tense as we don't want to give them a wrong impression about the school, so we are normally in our best behavior, (C3).*

#### **Discussions for Research Question 4**

The study findings revealed that certain challenges prevail in schools and these challenges have an impact on teaching and learning. All respondents; education officers, school heads and teachers have similar or related challenges. Some common problems identified in the study include incompetency in schools, it could be incompetency in school leadership as some SMT members are not knowledgeable in carrying out their duties. This incompetency results in poor supervision, for instance, most of the deputy school heads in primary schools have a Diploma in Primary Education holders and are in charge of school funds and are expected to produce outstanding financial records even though they are not trained on issues of finances, this becomes

a challenge when conducting financial audits. It was also found out from the study that in primary schools, teachers are promoted on the recommendations of the school head which sometimes does not match the competency of the teacher being promoted. These teachers end up supervising the areas they are not competent in as they did not specialize in those areas. This incompetency in leadership might be due to that some of them did not receive proper and relevant training when they were appointed to the position and therefore, cannot cope with the current trends. This calls for the Ministry to review the way teachers in primary schools are promoted and to emphasize and implement subject specialization in primary schools like is the case in secondary schools. In a study conducted by Etindi (2000), in Kenyan primary schools, it was found out that Quality Assurance and Standards Officers were only trained in teacher training colleges and therefore lacked supervisory skills.

The study findings also reveal transport as a challenge. Both education officers and teachers in schools indicated that they had a challenge of transport and funds, education officers had shown that they are unable to visit schools sometimes because the region does not have its own transport, it relies on other departments for transport and also does not have funds for feeding and the lodging of staff during inspections. Teachers in schools also revealed that primary schools are not provided with transport unlike in secondary schools therefore, they are forced to use their own vehicles to run school activities such as attending workshops, meetings, preparations for prize giving celebrations etc. and the money given for fuel for the vehicles is too little. The researcher is of the feeling that the government does not consider primary education which is the foundation of education a priority. The government should consider creating a Ministry responsible for primary education only because of its vastness. Horsolman

(2002) conducted a study in South Africa also on quality assurance in primary schools and found out that schools face a lot of challenges which include unavailability of transport in schools. One might allege that the government is doing very little in terms of primary education in Botswana.

One other challenge experienced in practicing quality assurance according to the study was multiple roles by both education officers and the school management. Education officers have indicated in the study that they covered a large area of the South East Region during inspections; they do student placements, conduct workshops for teachers, make inspection reports but they are thin on the ground. Teachers indicated also that in primary schools the SMTs had a lot of responsibilities such as class teaching, being administrators, coordinating departments and this makes teaching and learning tedious and ineffective, as they have to divide their time according to the assigned duties. For instance, in primary schools the deputy school head is in charge of all the school finances, class teaching, administration and acts on behalf of be the school head (Republic of Botswana, 2000). All these duties cannot be performed effectively at the same time. One of the duties has to suffer.

The other challenge found out in the study was that of dual responsibility, primary education in Botswana falls under two ministries, viz the Ministry of Local Government for provision of resources and the Ministry of Basic Education for curriculum implementation and delivery. The two ministries work in isolation and this causes a lot of challenges to schools. The Ministry of Local Government through Councils should ensure the provision of resources and maintenance of buildings which is a challenge at the moment. The classroom conditions are not conducive for learning, there are shortage of books for learners, feeding of pupils is also a challenge as they can stay for weeks without food in the school (Republic of Botswana, 2015).

Even the non-teaching staff, cleaners and cooks in the school belong to the District Council and sometimes it is a challenge of miscommunication where they would attend the Council activities without knowledge of the school management. At the same time MoBE expects good results from teachers despite the challenges brought by the other Ministry. It is with observation that even during meetings where schools are to account for the academic results, the Council personnel are not be invited to these meetings to discuss issues of results together as they contribute to the results. Unfortunately, this is not the case and it is quite apparent that these workers do not want to be part of the school community.

The research findings revealed that sometimes schools experience some delays in hiring teachers on a temporary basis or to replace a teacher because of various reasons such as transfers, deaths, retirement or resignation. The study finds this as a challenge as pupils can stay long without a teacher and that can lead to poor results at the end. This is partly due to the bureaucratic processes involved in the recruitment of teachers. The Ministry should at least try to decentralize powers to the Regional Education Offices for the recruitment, hiring and training of teachers.

The study findings also suggest that inspectors bring some discomfort to schools since they take long to visit schools and the interactions between schools and education officers are very minimal. Education officers are viewed as visitors who have come on a fault finding mission. When they carry out inspections according to the teachers, the education officers' presence brings a lot of tension and intimidation to the teaching staff including school heads. It was also noted in the study that some education officers display unprofessional behavior during inspections. This might be due to that some of them have not undergone training in management

and leadership. UNESCO (2005), stated that in a study conducted in Kenya and Uganda teachers indicated that QASO never announce their coming and they were more of fault finders than professional advisors. The researcher also feels the inspection should be reviewed so that it serves its purpose of clinical supervision. Maranga, (1981) alluded that the unannounced visits or short term notices to schools present inspectors as fault finders.

Finally, the study findings revealed that there is non-compliance of policies in schools, both education officers and school leaders confirmed that, it is evident that some school heads do not comply with some policies and procedures set by the Ministry. The education officers indicated that some school heads after inspections do not implement the recommendations made by the inspectors and some do not even share the inspection report with the staff. Regarding school based policies, the study confirmed non-compliance; teachers fail to comply with the policies such as compositions giving reasons that there is too much work load from the syllabus, multiple roles and that some policies which were set by the region such as composition and letter writing is not practical as the set standard is high.

#### ***4.5 Document analysis***

The researcher also used the document analysis to corroborate data collected from interviews. Access to documents was negotiated with school leaders and education officers and not all of them were comfortable in releasing them. Several documents in schools were viewed, school minute books which contained records of meetings held with staff and were related to



issues of teaching and learning. Some schools also availed SMT minute books for top management records and it indicated that they conducted self-evaluations. Some schools had policies that promote teaching and learning, and had those policy documents indicating how they are implemented while others did not have such. Schools need to look more into policy formulation and follow the required aspects of formulating policies so that they are more sound and communicative. The monitoring tools were also evident and they vary across the schools. The researcher is of the feeling that the monitoring tools should be the same across all schools in the region for easy monitoring and evaluation and checking if standards are the same or if they have been maintained. Teachers with supervisory roles had their action plans even though the format differed within the school, the researcher viewed that as lack of supervision in the school. The researcher also had an opportunity to go over the inspection reports at the regional office, these reports if and when embraced by schools could yield good results as they depicted the findings, strengths, areas of improvement for the schools as well as recommendations as per the inspection. In some schools, there were some performance tracking records for the whole year and some academic records for the completing classes were still available on the office walls and files. Schools are not implementing the recommendations as some do not share the inspection reports with the rest of the staff and they have a load of work. Education officers are unable to make follow up inspection as they are very thin on the ground.

#### ***4.6 Summary***

In conclusion, there were four research questions, the first Research Question asked the respondents what they understood by the concept of quality assurance. It had two themes: the first theme was the meaning of quality assurance and the second theme was what constitutes

quality assurance in schools. From the discussions of the findings of this study, it is evident that quality assurance is a new concept in schools, education officers were better placed to explain the concept of quality assurance as well as some school heads and some teachers with higher qualifications. Generally, the respondents had a fairly good understanding of the concept of quality assurance. The second theme was on what constitutes quality assurance in schools and all the respondents were in a position to explain the components as human and material resources, conducive learning environments, quality teaching and learning and others. Research Question Two investigated the roles of school leaders and education officers in supervision of teaching and learning in schools, this Research Question had three themes: the first theme was based on the roles of school leaders as drivers of internal quality assurance activities (supervising, monitoring and evaluating teaching and learning processes as well as other activities or programs). The second theme was based on the roles of education officers which is to drive external quality assurance through inspections. The third theme for Research Question Two was focused on the area of inspections which included the quality of teaching and learning, learners' achievement and others. Research Question Three investigated the strategies employed to assure the quality of teaching and learning and these included supervision, monitoring, evaluation which are done by the SMT and the inspection conducted by education officers who periodically visit schools. The second theme for this research question was on the relationship between the regional office and BQA which revealed there was no relationship and the role of BQA was not known by education officers. The last research question which was Research Question Four asked the respondents on the challenges faced by school leaders and education officers in practicing quality assurance. Challenges raised were common at regional and school level and they included incompetency by

quality assurance officers, lack of supervision, inadequate resources, non-conducive learning environments, issues of transport and funds to run the internal processes in a better way.

## CHAPTER 5

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### ***5.1 Introduction***

This chapter indicates the significance of the research and summarizes the main findings emanating from the research by drawing together the results reported in previous chapters and provide recommendations relating to further research themes to be investigated. It provides a summary of significant findings, with particular reference to the interpretation of results emanating from the research questions, literature review and responses from interviews, and to discuss the significance of the results and recommendations.

This chapter reflects the summary of the whole research under review, from Chapter 1 up to Chapter 5. The summarized findings will be used to draw conclusions on the influence of quality assurance practices in primary schools in the South East Region. It further aims to demonstrate whether the research aims and objectives have been achieved; to draw conclusions and make recommendations; and to suggest possible further research opportunities based on the findings. The findings of the research were derived through the analysis of the data which was collected from three primary schools in the South East Region and the Regional Education office in Gaborone. The respondents from each school were the school head, HoD and a teacher without portfolio and four education officers from the regional office and that made a total number of thirteen respondents.

## ***5.2 Summary of chapters***

### **Chapter 1**

The considerations prompting the research were presented in chapter 1, which therefore included the introduction, background and the statement of the problem. The chapter further looked at the purpose of the study, research objectives as well as the research questions. In addition, the rationale, significance, limitations and delimitations of the study were discussed. Finally definitions of terms as well as abbreviations used in the research report were provided as an aid to understanding the content of the study report. Underpinning this study were the research questions which this study had aimed to answer, and they were as follows:

- How do school leaders and education officers understand by the concept of quality assurance in teaching and learning in primary schools?
- What roles do school leaders and education officers play in the supervision of teaching and learning in primary schools?
- How do school leaders and education officers assure the quality of teaching and learning in the South East primary schools?
- What challenges are faced by school leaders and education officers in practicing quality assurance in primary schools in the South East region?

### **Chapter 2**

This chapter presented a discussion of pertinent literature studied and analyzed by the researcher. The purpose of this chapter was to discuss different ideas, thoughts and debates with regard to the concept of quality assurance in primary schools and the influence of quality

assurance practices in the supervision of teaching and learning in primary schools. More particularly, the four objectives of the chapter were to: to find out what primary school teachers and education officers understand by the concept of quality assurance, to find out the roles of school leaders and education officers in relation to quality assurance, to establish strategies used to assure quality teaching and learning as well as to find out challenges faced by school leaders and education officers in practicing quality assurance in primary schools. The RQs are clearly embedded in the literature for instance one of the research questions investigated the role of school leaders and education officers in quality assurance and literature indicated that school leaders are internal quality assurance officers, they drive quality assurance in schools while education officers are external quality assurance officers as they inspect schools and ensure improvement of schools and compliance in schools.

### **Chapter 3**

This chapter provided information about the methodology of the study which adopted the qualitative research approach and also employed the interpretive paradigm. The researcher conducted interviews with a few members of the senior management, teachers and Education Officers based in the Regional Office. Both purposive and convenience sampling methods were used and a total of thirteen respondents were used as the target population. The choice of schools where the study was conducted was based on the convenience of the researcher; proximity to the researcher Four Education Officers in the South East Region, three school heads, three HoDs and three teachers without portfolio from the three schools were chosen for the study because they were the key members involved and affected by quality assurance activities. The participants were selected by virtue of their legitimate positions which the researcher was of the feeling that

their mandate was in line with the study. Data collection was done through semi structured interviews and document analysis and the researcher also kept a research journal.

## **Chapter 4**

This chapter covered the data analysis. Data was analyzed after interviews were transcribed and member checking was done. The purpose of the chapter was to provide a detailed analysis of the responses to interviews regarding the understanding and influence of quality assurance in supervision of teaching and learning in primary schools. The essence of this chapter was to describe the main trends and patterns in the data with reference to the research questions and to interpret the main findings and highlight the main results.

**Research Question 1** sought to investigate what school leaders and education officers understood by quality assurance in primary schools. The respondents were education officers, school heads, HoDs and teachers. Two themes emerged from the first research question: the meaning and components of quality assurance. The study revealed that all education officers understood the concept better than other respondents, some school heads, HoDs and teachers understood the concept the same way as education officers depending on their qualifications, those with degrees explained it better than those with diplomas. The concept seemed new to some respondents. Generally, respondents had a fairly good understanding of the concept of quality assurance. Quality assurance was defined as a practice of ensuring that processes, policies, procedures and the standards set by the Ministry are met. The also indicated that the purpose is for improvement of the education system and compliance with policies and procedures

of the MoBE. There are quality assurance practices in schools but school heads are not aware they are quality assurance officers, the term was new to the respondents.

Another theme emerged as what constitutes quality assurance in schools. The respondents were in a position to explain what constituted quality assurance in schools as they cited that qualified teachers are needed to deliver the right content to learners and the region confirmed that it had quality human resources in place. One other thing that makes up quality assurance was cited as the provision of teaching and learning material resources which were a big challenge as these were not always available. Good school leadership was another challenge as leaders cannot do intensive supervision because of incompetency. Finally conducive learning environments were cited indicating that the learning environments are not conducive for learning in terms of bad classroom conditions, shortage of classrooms as well as a high teacher pupil ratio.

**Research Question 2** was aimed at finding out the roles of school leaders and education officers in quality assurance. The respondents were school heads and education officers and three themes emerged from this research question, the first theme was on the role of school heads as revealed that they supervise, monitor and evaluate teaching and learning processes in the school; they are internal quality assurance officers which is aimed at developing the quality culture within the school and to implement a strategy for continuous improvement of quality. The other theme was based on the roles of education officers which were revealed as inspecting schools, supporting schools by advising teachers on good teaching and learning methodologies, providing professional development for improvement in teaching and they also ensure compliance of processes, procedures, policies and standards. Education officers are external quality assurance officers who periodically visit schools. The final theme for this research question was based on



areas of focus during supervision and inspection. It was revealed that as school leaders conduct supervision of teaching and learning, they focus on certain areas such as ensuring correct curriculum delivery, good teaching and learning methods, learner achievement and attainment of both regional and national academic targets. Education officers are guided by the inspection manual when visiting schools for inspections and are focused on the six key performance areas which are learner attainment standards, health and safety in schools, involvement of community, quality of teaching and learning, management of resources as well as school leadership. These two groups have almost similar roles except that school heads do the supervision on a daily basis for improvement while education officers periodically visit schools for improvement and compliance of what the ministry has set.

**Research Question 3** investigated the strategies put in place to assure quality of teaching and learning in schools, the research question was directed to school heads and education officers and three themes emerged from this research question. The first theme was strategies from school heads which included supervision, monitoring and evaluation of teaching and learning activities and processes. SMTs supervise all the activities geared towards improvement of teaching and learning, monitor the programs and policies at school level and evaluate the effectiveness of the activities or initiatives. For schools to perform effectively and efficiently, they need visionary leadership with sound management principles and techniques. From the study findings, schools have quality assurance committees which are geared towards improving the quality of teaching and learning and these committees are supervised and monitored by the SMTs to achieve desired results. It was further revealed that there were some schools with ineffective committees and no compliance of some policies. This points fingers to the school leaders that there is less

supervision in schools. Proper supervision and monitoring are needed for the realization of effective performance and it is imperative to conduct evaluation to ensure the quality and standards of educational leadership and management, teaching and learning and to be able to provide effective feedback to facilitate school improvement.

The other theme was focused on the inspection strategy used by education officers to assure the quality of teaching and learning in schools. The purpose of inspection is to guide, assist, develop teachers to execute their tasks confidently and ensure compliance of standards set by the Ministry and also ensure there is improvement in the schools. After inspection, a detailed report which highlights the school's strengths, areas of improvement and recommendations based on the findings should be given to schools to see how best they can implement the recommendations. Teachers feel that inspection is a fault finding exercise and feel that it should really be done in a transparent manner to encourage collaboration so that teachers would consider school inspectors as co-workers and not fault finders who cause fear, tension and intimidation to them. After inspection a follow up inspection is done to confirm if the recommendations stated in the inspection report were implemented. The third and last theme on this research question was to investigate the relationship between the regional education office and the BQA as a quality assurance body to all educational institutions in Botswana. The study findings revealed no relationship exists between these two despite the mandate of the BQA is to oversee quality assurance in all institutions of learning from Early Childhood Education to higher institutions of learning. Therefore, the study revealed there was no such relationship and the education officers were not in a position to outline its role.

**Research Question 4** finally investigated the challenges experienced by schools and education officers in practicing quality assurance. The study findings revealed that certain challenges prevail in schools and these challenges have an impact on teaching and learning. Both respondents, education officers, school heads, teachers had related challenges. Some of the challenges raised in the study included incompetency in schools, as some SMT members are not knowledgeable in carrying out their duties leading to poor supervision. It was also found out that in primary schools, school heads recommend teachers for promotions basing on the advertised posts and there are skills mismatches as teachers can be promoted to areas they are not trained or competent in. After promotions these teachers become incompetent in their line of supervision as they do not possess adequate knowledge and skills in the area.

The study findings also revealed transport as a challenge. Both education officers and teachers in schools indicated that they have a challenge of transport and funds, education officers had mentioned that they are sometimes unable to visit schools because the region does not have its own transport and may experience challenges of funds for meals and lodging during inspections. Teachers in schools also revealed that primary schools are not provided with transport as is the case in secondary schools and therefore, are forced to use their own vehicles to run school activities and the money given for fuel for their vehicles is also too little. The researcher is of the feeling that the government does not give priority to primary education even though is the foundation of education.

One other challenge experienced in practicing quality assurance according to the study was multiple roles by both education officers and the school management. Education officers indicated in the study that they had a lot of duties whereas they were in charge of many schools

in the region at the same time they are very thin on the ground. Teachers too indicated that in primary schools SMT and teachers have a lot of responsibilities and this makes teaching and learning tedious and ineffective.

The other challenge found out in the study was that of dual responsibility, primary education in Botswana falls under two ministries: The Ministry of Local Government which is responsible for the provision of resources and manpower in primary schools i.e. the support staff while the Ministry of Basic Education is responsible ensuring there is quality education in schools. The Council is partly in control of its workers even though they are based in schools. The two ministries work in isolation and this causes a lot of challenges to schools. The research findings revealed that sometimes schools experience some delays in hiring teachers on a temporary basis or to replace a teacher for various reasons such as transfers, deaths, retirement or resignation. The study finds this as a challenge as pupils can stay long without a teacher and that can lead to poor results at the end. This delay is due to the bureaucracy. The Ministry should at least try to decentralise powers to the regions for the recruitment, hiring and training of teachers.

The study findings also suggest that school inspectors can bring some discomforts to schools since they take long to visit schools and the interactions between schools and education officers are very minimal. Education officers are viewed as visitors who visit schools on a fault finding mission and that some education officers display unprofessional behavior during inspections. The researcher feels that this situation might be so because some inspectors are promoted to management and leadership positions while they have not undergone some formal management and leadership training.

Finally, the study findings revealed that there is non-compliance of policies in schools, both education officers and school leaders confirmed that, it is evident that some school heads do not comply with some policies and procedures set by the Ministry. For example some education officers indicated that some school heads after inspections do not implement the recommendations made by them and some do not even share the inspection report with the staff. Regarding school based policies, the study confirmed the non-compliance, because teachers fail to comply with the policies such as the composition policy giving reasons that there is too much work load from the syllabi, multiple roles and that some policies which were set by the region such as composition and letter writing are not practical as the set standard is high. The ineffectiveness of committees also indicates poor supervision by school leaders.

### ***5.3 Reflections on the theoretical framework***

As indicated in chapter two in the theoretical framework, the systems theory is used to guide this study. The work of Bertalanffy (1973) recognized the need of any organization to interact with its external environment. It suggests that organizations must be studied as a whole taking into consideration the interrelationships among its parts and its relationship with the external environment. This theory is based on the view that managers should focus on the role played by each part of an organization; rather than dealing separately with the parts (Hannagan, 2002). As also indicated, theory uses the inputs, processes and outputs model which under inputs it includes the quality of teachers, the resources or materials that are to be provided by schools. The research was based on the influence of quality assurance practices in primary schools of which some of the components of quality assurance involve human resources such as qualified teachers

and good school leadership. It also includes the material resources such as classroom buildings, teaching and learning resources, stationery etc. Under processes, it includes the activities that are taking place in the school such as the quality of teaching and learning processes, assessment of learners and compliance of policies in school. Output refers to the product of the teaching and learning as influenced by inputs and processes. The output or products of the educational system are students in the form of educated people now better equipped to serve themselves and society, their values and attitudes, motivation and social responsibility. Therefore, the theory is relevant to the study because the inputs, processes and output are interrelated, no system is independent. It is vital for the ministry to ensure that all the systems are in place and school leaders should fully exercise their roles of supervising, monitoring and evaluating the teaching and learning processes so that pupils perform academically well at primary school and are able to move to secondary schools with good grades.

#### ***5.4 Conclusions***

From the study the researcher can conclude by revealing that quality assurance is a new concept in primary education in Botswana. It has been noted that though the BQA is responsible for quality assurance in the whole education sector, it has not reached the primary schools. The understanding of the concept of quality assurance from the respondents was fairly good as respondents explained the concept in terms of ensuring the achievement, maintenance and meeting of standards set by the Ministry and they also emphasized compliance of policies and procedures. It is also evident that the respondents could explain what constituted quality assurance and revealed that it included conducive learning environments, human resources,

material resources, good leadership etc. It was further revealed that the roles of education officers and school heads are related as they are aimed at school improvement and compliance of policies and processes. School leaders and regional education officers are quality assurance officers in schools they are assigned to.

As indicated in Chapter 2, school leaders are internal quality assurance officers, they drive quality assurance practices within schools which oversees the supervision, monitoring and evaluation strategies for the improvement of teaching and learning. Through these strategies schools have established some quality assurance committees to try to improve the quality of academic results even though some committees are not effective in performing their duties. Through the monitoring strategy, it was evident that even though schools have developed policies within their schools, there is no compliance in those policies, which goes back to the issue of poor supervision by the management. It was also revealed that policies, committees and monitoring tools vary according to schools and some policy documents such as the Homework Policy and Composition Policy need to be reviewed as they are not informative enough. Education officers are external quality assurance officers who ensure schools are in compliance with MoBE statutes and ensure improvement in academic standards through providing guidance and advice to schools through the inspection strategy. Schools and the regional office are reliant on some policies from the Ministry and education officers use school based policies to measure academic standards and the inspection tool to assess schools during inspections.

The study also focused on the challenges faced by school leaders and education officers in practicing quality assurance in primary schools. They were reported to be incompetent in schools, the staff they often promote do not seem to have the required skills needed at that level.

The study also pointed out the issue of shortages in resources such as books, classrooms etc. The learning environments are uncondusive due to high teacher pupil ratios and outside classroom teaching. The challenge of primary education being the responsibility of two Ministries creates some obstacles in the daily running of primary schools. The Department of Primary Education in Botswana is not provided with transport to run its activities as teachers use their own vehicles to run government errands. The same challenge is also experienced by education officers based at the Region Office as they too do not have transport to perform their daily duties. Multiple roles by both the Regional Office and schools have been revealed as challenges and the researcher feels that the incompetency of teachers might be linked to multiple roles. The researcher is of the feeling that the Government of Botswana through the MoBE should review and raise the status of primary education and have competent leaders who can make good decisions to raise the standard and quality of primary education.

### ***5.5 Recommendations for practice***

It is evident from the empirical investigation that there is poor implementation of quality assurance practices in primary schools. Drawing from the findings of this research it is recommended that:

- The Government of Botswana should abolish the dual responsibility between the two Ministries and consider creating an independent Ministry for the entire primary education because of its vastness.



- The MoBE should also review the criteria used for the appointment of teachers for higher positions and to consider matching teachers with the skills and training they have. The MoBE is a large ministry and requires good leaders who can make sound decisions that can improve good decisions about the education system of this country.
- On the issue of school leadership, educational management and leadership skills should be a pre- requisite for every teacher during formal training.
- The MoBE should also review the process of inspection and rather encourage clinical supervision than inspection so that it serves its purpose.
- The Ministry should employ more education officers who can regularly visit schools, to advice and guide schools, as this may help close the gap between teachers and education officers as they would view each other as colleagues.
- The MoBE should also provide for additional support staff in schools including secretaries or typists to perform clerical duties, school bursars for school finances, grounds men etc as is the case in secondary schools to reduce multiple roles that teachers are carrying out in primary schools. Alternatively the Ministry should review different job descriptions in the primary schools.
- The South East regional Education Office should ensure that its schools have the same policies, committees and monitoring tools so that it becomes easier to measure and evaluate the academic standards of the region.
- Schools should be encouraged to conduct regular self-evaluation as a strategy in all the processes, services and programmes within schools.

- On the issue of transport, the Government should provide transport to schools or introduce car allowances in schools.
- To address the issue of delays by the Ministry to hire temporary teachers, there should be decentralisation of powers to the Regional Offices to recruit and appoint staff at the regional level.
- The Regional Education Office and the BQA should have good interactions, the Regional Education Office should seek clarity on the roles of BQA and BQA also has to effectively play their role of ensuring quality assurance in schools as mandated by the BQA Act.

### ***5.6 Recommendations for further research***

The researcher proposes further research in the following areas:

- i. This study needs to be replicated in other regions throughout the country so as to compare the results.
- ii. A study of this nature should also be carried out in the private primary schools in Botswana.
- iii. A further study should also be carried out on quality assurance within the Ministry Headquarters.
- iv. A study should be carried out to investigate the relationship between BQA as a regulatory and quality assurance body with MoBE.

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## APPENDICES

### APPENDIX I : INTERVIEW SCHEDULE FOR TEACHERS AND HODs

#### Part A: Demographic data

Name \_\_\_\_\_ (optional)

- What is your gender? Male ----- Female -----
- What is your age bracket?

30 years and below    30 -40 years    40-50 years    50 years plus

#### Part B: Experience data

- How long have you been teaching \_\_\_\_\_?
- For how long have you served in the current school \_\_\_\_\_?
- What is your highest qualification \_\_\_\_\_?

#### Part C: Opinion data

1. What do you understand by the concept of quality **assurance**?
2. What do you think constitutes quality teaching and learning in schools? Which areas are being focused on in order to ensure quality assurance in schools?
  - 3a) In your own words what are the causes of poor performance in your area?
  - b). Do you mind supervisors conducting regular class visits and why?

- c) What is your view towards supervision of teaching and learning processes? How do teachers in general here in your school feel about the supervision of teaching and learning?
- d) What are your perceptions on internal and external quality assurance?
4. a) Who is responsible for supervision of teaching and learning in the school?
- b) Do you think this person or persons are managing this well? If not why not?
5. Do you have quality assurance committees in the school to drive internal quality assurance processes? Can you name them? What do they do specifically?
6. What are your views on the following areas and how do they impact on the quality of teaching and learning: supervision of teaching and learning, human resources, instructional resources and the learning environment?
- 7) If the school does not have these Internal or External Quality Assurance Teams or processes, do you think the school should implement/introduce them? Who should oversee them? Why?
- 8). What are the challenges you encounter when internal and external quality assurance activities are being carried out? *(On the assumption that these are being done)*
- 9.) What do you think can be done to address the above challenges?
- 10.) What else would you like to add to this interview?

*Thank you for your participation in this study.*

## APPENDIX II : INTERVIEW SCHEDULE FOR SCHOOL HEADS

### Part A: Demographic data

Name \_\_\_\_\_ (optional)

- What is your gender? Male ----- Female -----
- What is your age bracket?

30 years and below    30 -40 years    40-50 years    50 years plus

### Part B: Experience data

- How long have you been teaching \_\_\_\_\_?
- For how long have you served in the current school? \_\_\_\_\_?
- What is your highest qualifications \_\_\_\_\_?
- How long have you been the school head \_\_\_\_\_?

### Part C: Opinion data

1. What do you understand by the concept of quality assurance and instructional supervision?

2. What do you think constitutes quality teaching and learning in schools? Which areas are being focused on in order to ensure quality assurance in schools?
3. How do you assure that there is quality teaching and learning in schools?
4. Do you conduct self-assessment? If yes how often is it done and when was the last time it was conducted?
5. Do the Education Officers visit the school on a regular basis? How often do they come here?
6. What are some of the areas that education officers focus on when they visit schools?
7. Do you feel good about their visits? (do you benefit? Would you like to elaborate on this?)
8.
  - a) What teaching and learning policies do you have in your school?
  - b) Is there a compliance of policies?
  - c) What challenges are faced?
9.
  - a) Which monitoring tools do you use?
  - b) What activities are being monitored?
10. Explain briefly how you perceive education officers supervisory roles regarding quality assurance in school? What kind of support do you get from education officers?
11. What challenges do you encounter from education officers during class visits? In your opinion how can the challenges be addressed?
12. Who does the school account to in terms of school funds and academic performance?

13. When the last time your school was audited and what were the areas, who conducts quality audits, how often is it conducted, is there any audit report?

14. What else would you like to add to this interview?

*Thank you for your participation in this study*

## APPENDIX III : INTERVIEW SCHEDULE FOR EDUCATION OFFICERS

### **Part A: Demographic data**

These interview questions are meant for this study only and the information will be held in Confidence.

Please answer the questions as honestly as possible.

- What is your gender? Male ----- Female -----

- What is your age bracket?

30 years and below    30 -40 years    40-50 years    50 years plus

### **Part B: Experience data**

- Position of the education officer \_\_\_\_\_

- Length of experience \_\_\_\_\_
- Length of stay in the region \_\_\_\_\_
- What is your highest academic qualifications? \_\_\_\_\_

**Part C: Opinion data**

1. How many schools are you in-charge of?
2. How many times do you visit schools per term?
3. What do you understand by the concept of quality and quality assurance?
4. What do you think constitutes quality teaching and learning in schools? Which areas are being focused on in order to ensure quality assurance in schools?
5. What do you understand by conducive learning environments that provide quality teaching and learning?
6. How do you assure that there is quality teaching and learning in schools?
7. What areas are you focused on when you visit schools?
  - b) Do you make follow ups after a school visit?
  - c) When are the feedback report given to schools?
8. How do you ensure the environments are conducive for learning in terms of teacher pupil ratio, resources, and qualified teaching personnel?
9. There are some teachers with multiple tasks, they are classroom teachers and have departments to coordinate (senior teachers and HODs). What is your view towards their class and departmental performance?

10. Do you have quality assurance structures/committees to specifically carry out quality assurance matters for efficiency purposes? If yes, where are they and what do they do specifically?

11. Is there any link between BQA and MoBE regarding quality assurance? How does BQA fit in with the MoBE? How you are as a school then brought in? Do you have a role to play in this relationship (or is it top down?) Do you think you have a role to play? If yes please elaborate.

12. What criteria do you use to appoint teachers to higher positions?

13. Are there any challenges you face when practicing quality assurance in schools and how can the problems be addressed?

14. Is there anything you would like to add to this study?

*Thank you for your participation in this study*

## APPENDIX IV: PERMISSION LETTER TO THE REGIONAL EDUCATION OFFICE

APPENDIX V : PERMISSION LETTER TO CONDUCT A RESEARCH



## APPENDIX VI : PERMISSION LETTER TO SCHOOL HEADS

## APPENDIX VII : INFORMED CONSENT FORM