QUALITY ASSURANCE TECHNIQUES AND THE IMPLEMENTATION OF PRIMARY SCHOOL DEVELOPMENT PLANS IN KOBOKO MUNICIPALITY, UGANDA

BY

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A DISSERTATION SUBMITTED TO THE COLLEGE OF EDUCATION, OPEN, DISTANCE AND E-LEARNING IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTERS OF ARTS IN EDUCATION ADMINISTRATION AND MANAGEMENT OF KAMPALA INTERNATIONAL UNIVERSITY

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DECLARATION A

"This dissertation entitled ***Quality Assurance Techniques and the Implementation of Primary School Development Plans in Koboko Municipality*** is my original work and has not been presented for a Degree or any other academic award in any University or Institution of Learning", elsewhere.

Adaku Munduga Kassim

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Date

DECLARATION B

"WE confirm that the work reported in this dissertation was carried out by the candidate under our supervision".

Dr. Yakubu Ibrahim Wunti

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Date

Assoc. Prof. Ijeoma Blessing Anumaka

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Date

DEDICATION

This dissertation is dedicated to my wives Oziru Zainab and Bachia Ayida and my children. May the almighty Lord be our everlasting saviour.

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ABSTRACT

This study is a result of an academic research entitled "Quality Assurance Techniques and implementation of school development plans in Koboko Municipality, Uganda." The purpose was to test the null hypothesis and if there was significant relationship between Quality Assurance Techniques and implementation of school development plans in Koboko municipality. The objectives reviewed the nature of Quality Assurance Techniques and implementation of primary school development plans in Koboko Municipality. On the nature of Quality Assurance Techniques in Koboko municipality, the study found that there were many quality assurance strategies in these schools that helped the management to initiate development programmes at all levels. These Quality Assurance Techniques were documented, meaning that they were to be used by all the management overtime. On level of implementation of school development plans, the study found that that there were many monitoring strategies in these schools, but many of the programmes were never implemented effectively because of management weaknesses. The management does not follow up programmes and at the end; many of these programmes did not succeed at all. Results from the study indicated that the relationship between the Quality Assurance Techniques and implemention of primary school development plans in Koboko municipality was positive. This was demonstrated by the regressional analysis relationship between Quality Assurance Techniques and implementation of primary school development plans in Koboko municipality. The finding meant that increase in valuable policy factors may have led to increase in Implementation of Primary School Development Plans in Koboko Municipality. This finding means that, an improvement of quality assurance may have led to improvement in Implementation of Primary School Development Plans.

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CHAPTER ONE: INTRODUCTION

1:1 Background to the Study

The background of the study comprises the historical perspective, the theoretical perspective, the conceptual perspective and contextual perspective.

1:1:1 Historical Perspective

The 1995 White Paper, Charting our Education Future (1995), reiterated the proposals of the Report on the National Education Convention. It envisaged the publication by the Board of Management of the policy section of the school plan and the production of an annual report on the implementation of the school plan. Managing school change and improvement is one of the most complex tasks for school Head teacher (SHT). The School Head teacher (SHT) needs to understand the change processes in order to monitor and manage change and improvement efforts effectively (Fullan, 1993 and Sparks, 1993).

The challenges of implementation of school development plans (SDP) emanated way back in China in 1999, by the Department for International development (DFID) who mandated the Cambridge Education Consultancy(CEC), to design and implement Gansu Basic Education Project (GBEP) to facilitate development of School Development Plans in Gansu and its influence in China and beyond. In Australia and England, the School Development Plans (SDP) initiatives were partly influenced by the politicians who complained about the nature of education systems and advocated for change of the education system. They realized that the education system was characterized by inadequate funding and too much centralized system of administration that excluded involvement of those involved in schooling tasks directly. They endorsed an increment in Education sector budgets so that schools would receive grants and manage them. These accordingly favored less control of central government over operation of schools, (Caldwell, 1992). Administration and financial responsibility was devolved as far as possible upon the people involved in the task of schooling.

In sub-Saharan Africa, The implementation of School Development Plans (SDP) was introduced through the affirmation of the resolutions of Dakar Framework of Action (DFA), Education for All (EFA), and Millennium Development Goals (MDG) as a result of adoption of the Universal

Primary Education (UPE). The need for governing bodies and school management committee was urgent than before in order, to devolve power as far as possible to the community level at grassroots to manage and monitor the implementation of the UPE.

The implementation of School Development Plan (SDP) is a force behind school improvement that relates to theories for change. Every school is required per policy to develop, refine and get approval of their School Development Plans (SDP). The Implementation is contextually attached to both the quality assurance and change theories, described above.

The evolution of the implementation of School Development Plan (SDP) emerged in late twentieth century in China. The initiative was mandated by the Department for International development (DFID) who gave the Cambridge Education Consultancy (CEC), to execute the Gansu Basic Education Project in China.

The implementation of the project experienced numerous challenges due to lack of understanding of the process by various stakeholders. The implementation requires technical skills for school reviews and planning leave alone its implementation (Mgadlaxaba, 2006).

This was followed sooner by the adoption of universal primary education (UPE), that had emerged from the resolutions of Education for All (EFA) and Dakar Framework of Action (DFA).

In the context of Uganda, the education reforms sprung up soon after the takeover of the government by National Resistance Movement (NRM) in 1986. This was also followed by the adoption of the Universal Primary Education (UPE) policy in 1997, introduction of Universal secondary education (USE) in 2007 and in 2013 endorsing students' loan scheme to higher institutions. This enhanced devolution of power to management of schools. For example the establishment of School Management Committees (SMC) in primary schools and the Board of governors (BOG) in secondary schools, legally to represent the Minister for Education at school level. This was coupled by the formation of Parent Teacher Association (PTA) as voluntary bodies in both Primary and secondary schools that confirmed the devolution of powers to the local people at grass roots level to plan, implement and monitor their School Development Plans.

However, this devolution of powers came along with its unique problems of; inadequate learning spaces, instructional materials, shortage of teachers and late disbursement of grants as well as

challenges in Quality assurance and enhancing quality education due to inadequate capacity of the management bodies established. The implementation of School Development Plans were characterized by cases of budget indiscipline, implementation of activities not on the plan and implementation of too many projects within appropriate time schedule which led to shoddy works and deterioration in education service delivery.

Quality assurance involves ways to ensure that the implementation is on the right track. It is also about the periodic recurring task that begins at the planning stage of a project or program. It also allows results, processes and experiences to be documented and used as a basis to steer decision-making and learning processes. Detert et al., (2001) argues that it is about checking the progress against plans. The data acquired through this process is used for evaluation, (Levinson et al. 1995). These process of Quality assurance is done through the laid out strategies such as; school data systems, performance accountability systems, use of resources and cost control systems and implemented collaboratively with the stakeholders such as the SMC/BOGs, PTA and business community and other relevant stakeholders who had vest interest in quality education. Therefore, for this essence the researcher investigated the effect of Quality Assurance Techniques on Implementation of Primary School Development Plans in Koboko Municipality.

1:1:2 Theoretical Perspectives

Quality Assurance Techniques is concerned with implementing the sound processes that will ultimately be used to produce quality in the education systems. It ultimately focuses on three major areas of concern, namely, input, process and output.

Management needs to be the creator and achiever of organization's quality objectives. Management is a series of actions and tasks relevant to highly well-organized and effectual application of resources within the organization in order to attain organizational objectives.

Formal theory of Educational Management

Structural, systems, bureaucratic, rational and hierarchical models constitute the formal models of educational management (Bush, 2011, p.40-42). These models assume that the structure of the organizations is hierarchical and predefined objectives are pursued based on a rational method. The authority and power of heads is the product of their formal positions and also these

managers are responsible and accountable to sponsoring bodies for the operation and execution of agreed policies in their institutions.

Formal models of educational management are linked with the managerial leadership style (Bush, 2011, p.60). This style of leadership has some assumptions such as concentration on execution of actions, tasks and activities

This is commonly the most important; most difficult and most frustrating task in QA. To have the full benefits of the paradigm shift of the Quality Assurance Techniques theory and the prospects of school development plans in Uganda – this paper groups Quality Assurance Techniques theories into three in line with (Cheng 2000) school development plans initiatives (i) Internal Quality Assurance Techniques Indicators, (ii) Interface Quality Assurance Techniques Indicators, (iii) Future Quality Assurance Techniques Indicators.

(i) Internal Quality Assurance Techniques theories are concerned with signs and activities that indicate quality and improve internal school performance particularly the methods and processes of teaching and learning. Methods of lesson preparation and delivery (pedagogies) are indicators of quality. The structure shows how key internal factors such as teacher factors, curriculum factors, contextual factors, and student factors are related to student learning experiences and educational outcomes. Cheng, (1998); and Medley, (1982) observed that:

- Student learning outcomes are the product of the interaction and relationships etween
- the curriculum, pedagogy, student learning experiences and individual characteristics;
- Student learning experience is affected by teacher performance, pedagogy; curriculum characteristics, and classroom environment.
- Teacher performance is determined by the interaction between teacher competence,
- curriculum characteristics and school organizational environment;
- External teacher education, school-based teacher education, and pre-existing teacher characteristics can contribute to teacher competence; and teaching evaluation based on the information from teacher performance, student learning experience and learning outcomes can be used to facilitate development of teacher competence through staff development activities.

ii. Interface Quality Assurance Techniques theories involves accountability to the public and stakeholders'; expectations in terms of education quality, stakeholders' satisfaction and market competitiveness. Quality in terms of school monitoring and supervision, parental choice, parental and community involvement in governance, and performance-based funding are some typical examples of QA indicators needed to pursue and enhance effectiveness at the interface level between the schools and communities (Cheng & Townsend, 2000). One may wonder why parents prefer private schools that charge exorbitantly over public schools that are free. Is it possible to have free and quality education? Of course YES.-This can be made possible by school principals and teachers. Therefore efforts should be made by school administrators to satisfy stakeholders and ensure they meet attain world class standard. To ensure quality, stakeholders should participate in school administration and school development plans should be well established as a model of QA. Models of school administration that can introduce quality in schools should be adopted. Some models which can be adopted by school administrators to assure quality in schools include, Legitimacy Model; Organizational Learning Model and Total Quality Management Model.

iii. Assurance theory*:* Historically, several efforts have been made by the previous administration in this country to ensure qualitative education but such efforts have not yielded the expected results thereby leading to a serious need for a pragmatic paradigm shift to ensure Total Quality Management (TQM). Due to rapid transformations in this era of globalization and information technology and knowledge-driven economy, information technology is strongly emphasized worldwide. People advocate for a paradigm shift in teaching and learning & demand for transformation and reform in aims, content, practice, and management of education at different levels to ensure their relevance to the future (Cheng, 2000a, b; Daun, 2001; Burbules & Torres, 2000; Stromquist & Monkman, 2002). The future QA indicators in terms of relevance to the new primary school

iv. **Change theory** or change knowledge can be very powerful in informing education reform strategies and, in turn, getting results – but only in the hands (and minds, and hearts) of people who have a deep knowledge of the dynamics of how the factors in question operate to get particular results. Ever since Chris Argyris made the distinction

between ‘espoused theories’ and ‘theories in use’, we have been alert to the problem of identifying what strategies are actually in use (see Argyris, 2000, although he made this distinction much earlier).

- Key features of the approach include;
- a clearly articulated vision and commitment to a system of literacy for all students, which is continually the subject of communication in the district;
- a system-wide comprehensive plan and framework for continuous improvement;
- using data to inform instruction and determine resources;
- building administrator and teacher capacity to teach literacy for all students;
- establishing professional learning communities at all levels of the system and beyond the district.

The focus of the study is based on the interface Quality Assurance Techniques theory because it connects the two variables, Quality Assurance Techniques and school development plans to provide a stronger interface between them and make the research comprehensive and proportionate to the research objectives.

1:1:3 Conceptual Perspective

Quality Assurance Techniques is process of watching carefully for something, over a period of time for specific purpose of giving a level of assurance (contemporary English, Longman dictionary 1995). A strategy is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem. It is an art and science of planning and marshaling resources for their most efficient and effective use. Therefore, Quality Assurance Techniques involve watching or overseeing over something for prescribed period of time. Quality Assurance Techniques is a vital tool in implementation of any program; it is a systematic and routine collection of information from school projects and programs for purposes of learning from experiences to improve practices and activities in the future, having internal and external accountability of the resources used and the results obtained, taking informed decisions on the future of the initiative and promoting empowerment of beneficiaries/stakeholders of the initiative (Levinson et al,1995).

The School Development Plan (SDP) is an improvement plan which is a force behind the theory of change for the school as an institution. Every school is required to develop, refine, and receive approval on a yearly or long term (3-5 years) School Development Plan (SDP) developed by the School management committee (SMC) with input from school staff, Parents and teachers association (PTA) or the families, community members, and District administration.

The purpose of School Development Plan (SDP) is to assist the school to introduce changes successfully, so that the quality of teaching and the standards of learning are improved (Bell, 1998). Similarly to any developing countries such as Uganda, aiming to improve school management and school-community relations through school development planning and implementation process and target poverty reduction as the principle goal, (Hannagan, 2002). Implementation is realization of an application or execution of a plan, idea, model, design, specification, standard or policy. The key components in supporting implementation include; people (human capital), material resources, structure, system and culture that must be in place to activate the plan of action.

The concepts identified regarding Quality Assurance Techniques and the school development plans are relevant in terms of their influence and relationships which explains the factors guiding their importance in the Uganda education sector. Quality Assurance Techniques remains an important pillar in enhancing school development plans and this variable is attached to the usefulness of the SDP in a learning environment in Koboko Municipality.

1:1:4 Contextual Perspective

The introduction of the UPE in Uganda, added more challenges to be addressed. According to Stellah Nambalirwa (2002), opined that Universal Primary Education UPE) in Uganda is faced with challenges of lack of comprehensive institutional framework from national level to schools and communities and the implementation of UPE had problems of communication, coordination and financing.

To this extend the call for involvement of parents and communities to support school program gave rise to formation of the school management committee (SMC) with legal mandate representing the minister of education at school level and the formation of parent and teacher association committees as voluntary body to mobilize and implement school programs.

However, the need to improve schools and enhancing quality education remain high among the elites and had made it practical necessary for schools to have plans for operation from day to day operation up to long term development of the schools. The Education Act for the Republic of Uganda (2008) blessed this thought as in supplement 8, part IV no 2 j, it states that the Head teacher is to draw plans for the school and make budget for approval by the SMC. The budget shall include capital development to be undertaken during specified period.

Therefore, these reforms for school development planning, has become more urgent than before. Schools should develop long term plans and implement them basing on available resources. These resources include the human resource factor, financial resource factor and the material resource factor. To this essence, the researcher found it motivating to investigate the implementation of primary School Development Plan (SDP) in Koboko Municipality.

1:2 Statement of the Problem

There are major critical factors influencing the implementation of School Development Plans (SDPs) in primary schools in Koboko Municipality and this is due to lack of functional school structures, over ambitious objectives, lack of consistency, transparency and lack of being accountable for one's actions on the part of school administration (Roberto Mosse, 1996). The Primary schools have problems of; budget indiscipline, implementing programs not included in the plan or the budget, while neglecting and underfunding or abandoning those in the plan/budget. Implementing too many projects at the same time as a result of lack of proper prioritization, inappropriate timing of UPE budget releases, non-involvement of SMC/PTA and other stakeholders has accounted for failure in implementation of School Development Plans (SDPs). The means by which educational institutions in Koboko Municipality can guarantee with confidence and certainty that the standards and quality of its educational provision are being maintained and enhanced have been demonstrated to be lacking the necessary capacity and operational levels.

The Quality Assurance Techniques and the Implementation of Primary School Development Plans in Koboko Municipality were based on the assumption that the curriculum structures and the underlying Quality Assurance Techniques systems need relevant functional standards. World Bank (2008) posits that much research has demonstrated that retention and the quality of

education depends primarily on the way schools are managed, more than the abundance of available resources, the capacity of schools to improve teaching and learning is strongly influenced by the quality of the leadership provided by the Head teacher. Lack of proper management and supervision to improve school Quality Assurance Techniques is one big hindrance to School Development Plans which would help in creating actions necessary to help improve school operations and thereby better outcomes in primary education in Uganda.

1:3 Purpose of the Study

The study investigated the relationship between Quality Assurance Techniques and the Implementation of Primary School Development Plans, in Koboko Municipality.

1:4 Research Objectives

The study sought to answer the following objectives;

1. To examine Quality Assurance Techniques and the Implementation of the Primary School Development Plans in Koboko Municipality.
2. To assess the nature of Quality Assurance Techniques and the Implementation of Primary School Development Plans in Koboko Municipality.
3. To determine the relationship between Quality Assurance Techniques and the Implementation of Primary School Development Plans in Koboko Municipality.

1:5 Research Questions

The study sought to answer the following questions;

1. What is the relationship between Quality Assurance Techniques and the Implementation of Primary School Development Plans in Koboko Municipality?
2. What is the nature of Quality Assurance Techniques and the Implementation of Primary School Development Plans in Koboko Municipality?
3. What determines the relationship between Quality Assurance Techniques and Primary School Development Plans in Koboko Municipality?

1:6 Hypothesis

H1: There is no relationship between Quality Assurance Techniques and the implementation of the primary School Development Plans in Koboko Municipality.

H2: There is no relationship between the nature of Quality Assurance Techniques and Primary School Development Plans in Koboko Municipality.

1:7 Scope

1:7:1 Geographical scope

The study on Quality Assurance Techniques and implementation of Primary school plans was conducted in Koboko Municipality. There were three divisions in the municipality; North division, South Division and West division. The scope of the study therefore involved 5 schools per division to facilitate the study. The latitude of this geographical area was 3.4168° N, 30.9589° E. The researcher identified schools that had large enrolments and number of teaching staff as samples for the study and essentially facilitated better approach to the analysis. This was because it provided adequate research population for the study.

1:7:2 Content Scope

The researcher focused on the relationship between Quality Assurance Techniques and the School Development Plans in Koboko Municipality. The study provided important approaches to Quality Assurance Techniques and how School Development Plans helped in improving learning outcomes in the municipality. Further, the researcher reflected on management, resource integration and financial inclusion as an effort to ensure that essential strategies such as school data system, performance accountability, use of resource and cost control systems. The implementation of School Development Plan was monitored to ascertain the efforts on the achievement of the stated Vision, mission, objectives, strategies, time schedules and resources in these primary Schools in Koboko Municipality.

1.7.3 Time Scope

The research was done from 1st January to 10th May, totaling 6 months in the current year (2016).

1.7.4 Methodological Scope

The specific method that this research was based on was quantative research method.

1:8 Significance of the Study

It was anticipated that the findings and recommendations of this study would go a long way to generate the much needed information on Quality Assurance Techniques and the Implementation of Primary School Development Plans.

1:8:1 Government/Ministry of Education, Science, Technology and Sports (MoESTS);

The study will enhance the government/Ministry of Education to enact education policies to make total devolution of power to promote educational plans, improve efficiency and hence quality of learning as a major objective in learning institutions.

1:8:2 Curriculum developers

This study will facilitate the curriculum developers to review the curriculum for teacher education institutions to include aspects of knowledge and skills for school leadership, as success of any school depends mainly on its leadership. Teachers are prepared as, a mean for succession in school leadership.

1:8:3 The Local Community

This study will encourage the community sense of ownership and which will reflect their own values and needs as they will provide expertise to the schools at favorable costs to support school initiatives (Roman and Collie, 2002).

1:8:4 Researchers

The study will provide further opportunity for researchers to investigate on whether the designation of School Head teachers can be taken up by other professionals such as Business Administration, Accountancy, and Public administration among others.

1.8.5 School

The study is more beneficial to the school in particular because it provides the necessary approaches that will mainstream teaching and learning processes.

1.8.6 Students

The study is more beneficial to students because the impact of quality learning is defined by better policies and adequate procedures required to implement school management plans.

CHAPTER TWO: LITERATURE REVIEW

2:0 Introduction

This chapter examines the conceptual and theoretical frameworks, earlier research documents of different research works. It also critically review other resource materials that related with the research topic.

2:1 Theoretical Review

In this research, the formal theory of management is applied. Formal theories are theories which treat organizations as formal systems and focus on the official structure of organizations. According to formal theories, organizations have clearly defined aims, and managerial decisions are made rationally and objectively. A variety of models can be included in a group of formal theories: structural, systemic, bureaucratic, rational, hierarchical, etc. Formal models mostly fit very well in centralized, authoritarian systems, and the previous Soviet system of education could be best explained in terms of formal theories. However, the present formal structure of constantly changing post-communist system of education is not so illustrative in this sense. From the formal point of view, the system of Quality Assurance Techniques in education has not undergone significant changes. In the field of secondary education very few new structures aimed at assuring quality of teaching appeared (Anderson, 2005).

The previous institution of school inspection, whose main function was the evaluation of the work of schools with regard to conditions, processes and objectives defined by national curriculum and legal regulations, mainly remained unchanged. The major structural difference was that the function of school inspection was taken away from local educational authorities and granted to regional or county educational authorities. This reform slightly reduced the overall number of inspectors, but the contents of the work remained essentially the same, with a majority of the former inspectors just changing their working place from local to regional educational offices. The central department of Inspection in the Ministry of Education and Science was formally closed down; however, the new Department of Organization of Secondary Education was opened instead and took over a number of the functions of the former Ministry inspectors. Another novelty in the field of Quality Assurance Techniques of secondary education was the establishment of the National Examination Centre. This organizes national examinations at the

end of basic (8 years) and upper secondary (12 years) education. Until recently these were school-based and therefore aroused lots of discussions about subjectivity of evaluation and lack of the uniformity of standards applied in different schools.

Starting from the year 1999 national exams at the end of upper secondary education was organized by the Centre. Results of the national examination also served as indicators of students' readiness for higher studies and eventually replaced the entrance exams to the institutions of higher education. According to the present regulations, though, the students have a possibility of choice. They can either take the national exams in the Centre, or they can do it locally in their schools, and, if they wish, afterwards they can take the second set of exams for entrance to the university (Darling-Hammond, 1997). The national examination reform is aimed at improving the quality of education in the secondary sector and setting uniform national standards for secondary schools. However, structurally the National Examination Centre is a small unit with a limited number of permanent staff. Design, administration and marking of the examination papers were done by temporary groups of experts, mainly by teachers who hold permanent positions in secondary schools. Educational outcomes in secondary education were also monitored by participating in international comparative studies, such as the Mathematics and Science Studies and the Civic Education Studies. High standards for the teaching profession are supposed to be maintained by introducing qualification requirements for initial teacher training. The Ministry of Education and Science has defined the length of pedagogical studies, the basic areas of the study programmes and the scope of the teaching practice. Institutions of higher education need to observe these requirements in order to give their students the qualification of teacher. Similar requirements for initial teacher training were also present during the Soviet times. Due to the lack of teachers in certain areas qualification requirements are not always observed while recruiting the teaching staff.

The system of teacher appraisal is aimed at maintaining the quality of teaching throughout the working career of the teachers. In order to confirm their qualifications or to get into a higher qualification category, teachers have to undergo the process of appraisal, which consists of taking courses, lesson observations, home tasks, etc (Dalziel et al, 1988). There are five teacher qualification categories in Lithuania, and a higher category gives a specific salary increase. The new system of appraisal was introduced in early 1990s, but a rather similar system existed before the fall of the communist regime. It used to be a rather formal one, and a new system was

supposed to be more effective in this sense. However, critics say that not very much has changed. In order to ensure quality management in education, a system of head teacher appraisal was introduced in 1993. There are three pay-related qualification categories in the appraisal scheme; head teachers and deputies are appraised by groups of experts who make site visits and observations. They also analyze the relevant school documents: yearly accounts, development plans, etc. On the school level two major innovations were introduced in the course of the present educational reforms which deal with the problem of Quality Assurance Techniques. The first one is the already-mentioned system of teacher appraisal (Dalziel et al,1988). Perhaps the main difference between the old and new systems of appraisal is that the first three qualification categories are now in fact granted on the school level.

The appraisal commission is appointed from the representatives of school administration and expert teachers. They analyze lesson plans of the candidates, observe lessons and evaluate other indicators of performance. When the school-based commission decides that candidates meet the requirements of a higher qualification category, relevant documents are sent to the local educational authorities who make the final decision. The participation of local educational authorities is exclusively formal: there were no cases when decisions of school-based appraisal commissions were not approved by LEAs (Darling-Hammond, 1997). The other body of Quality Assurance Techniques on the school level is the school council. According to the present Lithuanian Education Act, all educational institutions must have a self-governing body.

The school council is formed from equal number of representatives of teachers, parents and students. Participation of school councils in the process of Quality Assurance Techniques is manifested in several ways. Firstly, school councils appoint members of commissions of teacher appraisal. They also provide recommendations for principals and deputies who wish to apply for higher qualification category. Secondly, school councils approve school-based curriculum and individual working plans of teachers. The Act also enables school councils to make decisions concerning recruitment and dismissal of the school staff. In this sense school councils can have real influence on the processes of improving the quality of teaching. However, in most cases they still do not use their formal decision-making powers to a full extent. In the field of higher education the new structure of Quality Assurance Techniques is the Lithuanian Centre for Quality Assessment in Higher Education. The Centre was established to co-ordinate the process of self-analysis of institutions of higher education and to organize external assessment of

research and educational institutions by inviting external experts (Cuckle and Broadhead, 2003). The Centre also gives information, consultations and recommendations on the recognition of qualifications concerning higher education. The staff of the Centre participates in international programmes in the field of quality assessment of higher education and recognition of qualifications. The number of permanent staff, though, is only seven persons and as a structural unit the Centre is very small. The projects of the Centre are usually carried out by university teachers and researchers, hired on a temporary basis as external experts. Both the National Examination Centre and the Lithuanian Centre for Quality Assessment in Higher Education are structural units of the Ministry of Education and Science.

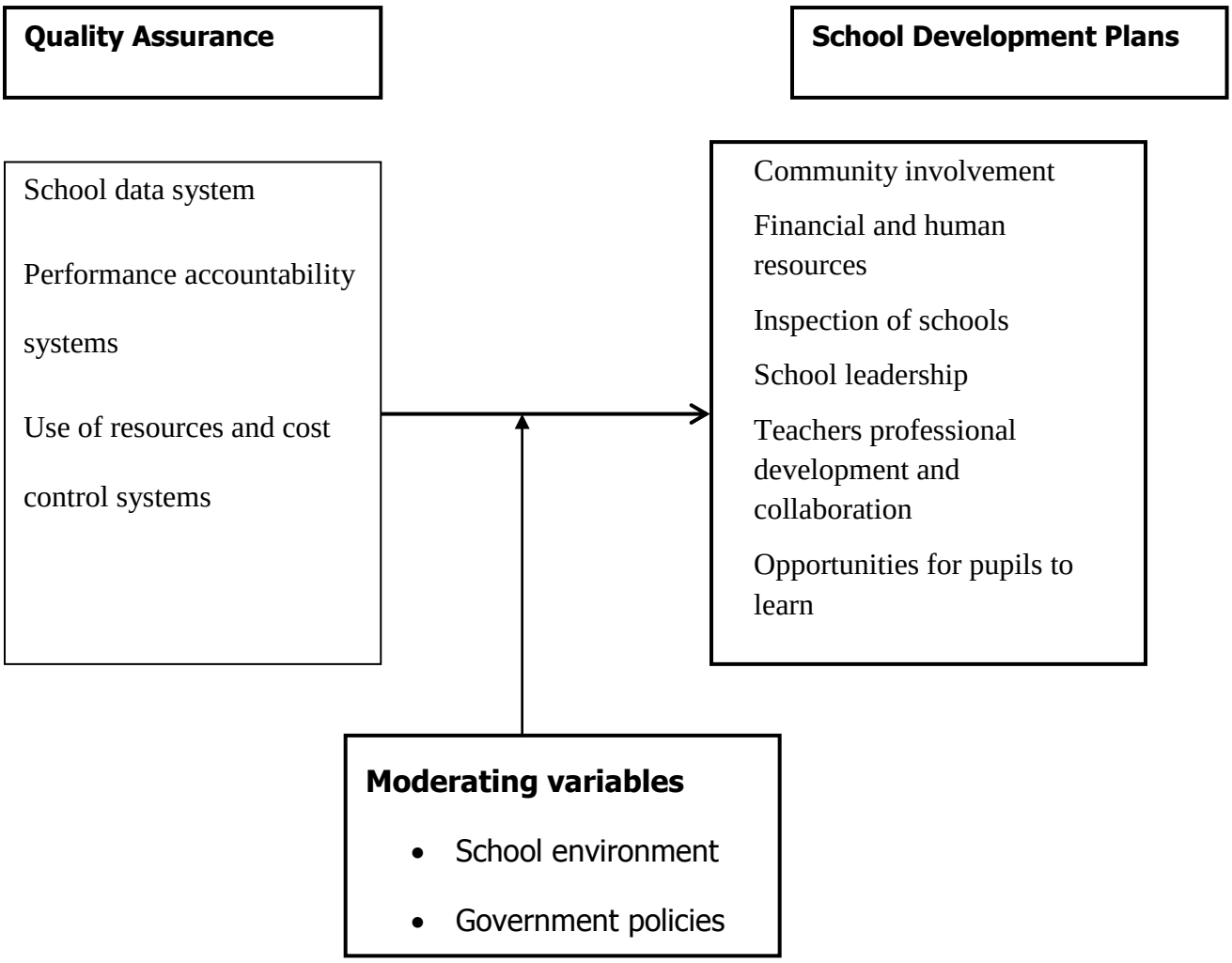
Universities and other institutions of higher education have established commissions or councils which are responsible for quality of academic programmes. They have no permanent staff and include representatives from the faculties as well as from the central administration of the institution. The process of Quality Assurance Techniques is mainly based on the internal expertise and self-analysis of programme leaders.

The short overview of structural changes in the field of Quality Assurance Techniques leads as to the conclusion that the increase of formal structures is minimal and the implementation of new functions is limited. The old structures still operate the way they used to. New institutions of Quality Assurance Techniques have started to pursue their aims. However, it is evident that due to the limited size and range of responsibilities their overall influence on education is moderate. Commissions, councils and expert groups are created on a temporary basis and their functions are mainly consultative (Cibulka and Nakayama, 2000). The formal theories have been attached to this research based on its relationship with Quality Assuarance Techniques and the implementation of SDP. This attachment is attributed to a stronger relationship which has been fully explored and critically reflected in the process of completing the research.

2.2 Conceptual framework

The researcher's conceptual framework of the relationship between Quality Assurance Techniques as independent variable and primary school development plans as dependent variable. It assumed that the relationship between the independent variable and dependent variables is linear.

Figure 2.1: Conceptual framework of the study variables



Source: Clegg & billington, 1994

The conceptual framework in Figure 2.1 demonstrates that Quality Assurance Techniques strategies such as the school data systems, performance accountability systems and the use of resources and cost control systems. However, the negative influence of these strategies can be controlled if government policies and school environment are aimed at controlling of wrong elements resulting from the essential levels of management. The effect of school development plans depend on community involvement, financial human resources, inspection of schools, school leadership, teachers professional collaborations and the opportunities for pupils to learn.

2:3:0 Related Studies

This section reviews literature related to the respective specific objectives in this research.

2:3:1 Quality Assurance Techniques and implementation of school development plans

2.3.1.1 School data system

Student performance in Uganda is the result of a wide range of influences from both within and outside the education system. It is impossible to give a comprehensive account of all of these factors to explain exactly how well a country is doing. However, one common factor in relatively high-performing countries is strong efforts by authorities to improve the education system, rather than taking its quality and contemporary relevance for granted. In the appropriate approaches in this study, education enjoys – largely independent of the political orientation of the current government – high political priority. This is reflected in considerable efforts to reform the education system over the past two decades. Therefore, understanding school data systems encompasses the following factors;

In Uganda, reforms introduced in the 1980s and early 1990s by the government revolved around the introduction of a national curriculum, standardised performance tests, greater autonomy for schools in management and funding, incentives to compete with other schools for students and financial support for lower-income students to attend private schools. The ideal model for established school data systems is critical to changing operations indicators and hence:

- *Resources* to state education have been increased, partly by making education a top funding priority and partly by diverting the subsidy for private schools into state education particularly to improve resourcing of early-years education.

- *Standards* have been emphasized, for both learning outcomes and teaching quality, through a central Standards and Effectiveness Unit and other mechanisms.
- *Best practice* is disseminated from successful schools, teachers and educational concepts.
- *Weak schools* are given support, but also sanctions up to and including closure if they continue to under-perform.
- *"Diversity"* is being promoted in tandem with improvement. By allowing schools to take on special characteristics and encouraging links with outside bodies including churches, companies and community organizations, the government aims to strengthen schools as organizations and allow them to thrive as places of learning.
- A new emphasis on *early-years* education, and in particular in extending access to quality pre-school experiences to less advantaged three- and four-year-olds.

Underlying this approach is a determined focus on performance of both schools and individual teachers with student testing giving comparative information that informs this strategy. Schools are given specific action plans to improve their performance in relation to similar schools. Recognition of successful teachers and improvement in in-service teacher training aim to raise standards in the teaching profession. These reforms accord with national and international research findings that emphasize the value of performance review in working towards agreed objectives and encouraging teachers and schools to take responsibility for performance.

2.3.1.2 Performance Accountability Systems

The thresholds will be determined to a significant extent by the system data available. Our system will continue to define our concept of what a world-leading learning community looks like and how we will know when we've achieved success. As our understanding grows we will develop other measures and include them in the thresholds. They are likely to include measures of achievement beyond literacy and numeracy, measures of within-school variance, equity and inclusion, wellbeing and students' engagement in learning beyond school. Everybody agrees that policy reforms should seek in the first place to improve the quality and the pertinence of higher education systems. Relevance concerns, for example, the role of higher education within societies, and deals with matters linked to democratization, to the world of work and to the responsibilities of higher education in relation to the entire

system of education. These are questions arising from within and outside of the system of higher education. Quality mainly concerns matters aimed at improving the efficiency of higher education in order to reach its objectives: innovation and reforms, the planning and management of resources, organisation of programmes, qualification of teachers, etc. Quality has been a primary concern in African higher education since its inception. Initially the approach to this was simply that of achieving equivalence with European qualifications. However, as the focus shifts to the relevance of higher education to changing African needs, universities and higher education policy makers in Africa will need to evolve methods of Quality Assurance Techniques that are based on fundamental principles of quality in relation to African needs rather than on comparisons with programmes which are intended to serve other needs elsewhere. Furthermore, for a higher institution to be relevant in the academic world or in society, it must have quality standards and must be well assessed and accredited. Accreditation is an instrument used to guarantee the quality threshold (Westerheijden & Empel 2010). It is a special form of quality assessment process, in which higher education institutions, degree types and programmes are systematically evaluated according to previously formulated standards by an authorised agency. The institutions or programmes will then get formal approval to exist within the higher education system after the accreditation process is successfully completed.

2.3.1.3 Use of resources and cost control systems

Cost control and reduction refers to the efforts business managers make to monitor, evaluate, and trim expenditures. These efforts might be part of a formal, company-wide program or might be informal in nature and limited to a single individual or department. In either case, however, cost control is a particularly important area of focus for small businesses, which often have limited amounts of time and money. In a small business the focus is often on selling and servicing the customer.

This leaves the task of purchasing slightly sidetracked. Even seemingly insignificant expenditures—for items like office supplies, telephone bills, or overnight delivery services—can add up for small businesses. On the plus side, these minor expenditures can often provide sources of cost savings. Cost control refers to management's effort to influence the actions of individuals who are responsible for performing tasks, incurring costs, and generating revenues.

First managers plan the way they want people to perform, then they implement procedures to determine whether actual performance complies with these plans. Cost control is a continuous process that begins with the annual budget. As the fiscal year progresses, management compares actual results to those projected in the budget and incorporates into the new plan the lessons learned from its evaluation of current operations. Through the budget process and accounting controls, management establishes overall company objectives, defines the centers of responsibility, determine specific objectives for each responsibility center, and designs procedures and standards for reporting and evaluation.

A budget segments the business into its components, or centers, where the responsible party initiates and controls action. *Responsibility centers* represent applicable organizational units, functions, departments, and divisions. Generally a single individual heads the responsibility center exercising substantial, if not complete, control over the activities of people or processes within the center, as well as the results of their activity. *Cost centers* are accountable only for expenses. *Revenue centers* primarily generate revenues. *Profit centers* accept responsibility for both revenues and expenses. The use of responsibility centers allows management to design control reports and pinpoint accountability. A budget also sets standards to indicate the level of activity expected from each responsible person or decision unit, and the amount of resources that a responsible party should use in achieving that level of activity.

The planning process, then, provides for two types of control mechanisms: feed-forward, which provides a basis for control at the point of action (the decision point); and feedback, which provides a basis for measuring the effectiveness of control after implementation. Management's role is to feedforward a futuristic vision of where the company is going and how it is to get there, and to make clear decisions coordinating and directing employee activities. Management also oversees the development of procedures to collect, record, and evaluate feedback. For cost control purposes, a budget provides standard costs. As management constructs budgets, it lays out a road map to guide its efforts. It states a number of assumptions about the relationships and interaction among the economy, market dynamics, the abilities of its sales force, and its capacity to provide the proper quantity and quality of products demanded. An examination of the details of the budget calculations and assumptions reveals that management expects operations to produce the required amount of units within a certain cost range. Management bases its

expectations and projections on the best historical and current information, as well as its best business judgment.

2:3:2 Impact of inspection on Implementation of Primary School Development Plans.

The case study conducted by Zachariah Wamzare, O. in 1999 in Kenya, entitled "Rethinking school inspection in the third world" suggests the following strengths and weaknesses. The strengths found were that inspection was an impactive and cost-impactive method for Quality Assurance Techniques for improving schools. The inspection process can lead to a set of recommendations which describe the main areas requiring improvement in schools. The recommendation can be gauged to the extent to which it can be implemented or rectified and the inspectors understand the objectives and goals for inspection of schools (Clegg &billington, 1994).

The weaknesses observed were, there was a poor relation between inspectors and teachers, teachers mistrust inspectors, education policies were compromised as teachers were not given opportunities for disapproving or criticize the policies for its appropriateness, there was lack of sufficient teacher support, and there was lack of professional commitment from the part of the teachers (Boele, 2007).

The implication to this case study is that; inspection is a strategy for Quality Assurance Techniques and it is an impactive method that can lead to school improvement. It can also provide recommendations for adjustments in the education system and reviews of policies. The aims and objectives of inspection should be understood by all involved.

However, there is need to improve on poor relations of inspectors and teachers, teachers to develop trust and be given opportunity to commend on some inspection policies for their appropriateness and ensuring that there is sufficient professional support for teachers through workshops, dialogues and encouraging networking to boost their professional commitment towards inspection as a positive intention to improve their performance and professional development (Caldwell, 1992).

2.3.3.1 Community Participation

As the community-initiated schools, they are responsible for their management as well. The community managed schools were introduced successfully at that time. The modality of the

community managed school was simple in the sense that community did things such as establishing the school in a location as agreed by the people, building a house for classroom purpose as per their financial situation, hiring and firing teacher and getting their salaries and other benefits. Most of the educationist all over the world argued that the community participation plays vital role in promoting education in terms of quality and quantity; and it is assumed that community participation and empowerment has the potential to make major contribution in educating people and enriching their quality of life.

Policy makers, educators and other stakeholders involved in education are seeking ways to utilize limited resources effectively in order to identify and solve problems in the education sector and to provide quality education for children. Their efforts have contributed to realizing the significance and benefits of community participation in education and have recognized community participation as one of the strategies to improve educational access and quality. In preparing and implanting any efforts to promote community involvement in education, it is important to understand the whole picture of community participation how it works, what forms are used, what benefits it can yield, and what we should expect in the process of carrying out the efforts.

Financial and human resources

The demand for high-quality education, which can translate into higher costs per student, must be balanced against other demands on public expenditure and the overall burden of taxation. Policy makers must also balance the importance of improving the quality of educational services with the desirability of expanding access to educational opportunities, notably at the tertiary level. A comparative review of trends in expenditure per student by educational institutions showed that, in many countries, the expansion of enrolments, particularly in tertiary education, has not always gone hand-in-hand with increased investment. Expenditure by educational institutions largely reflected changes in the size of the school-age population and in teachers' salaries. These tend to rise over time in real terms, as teachers' salaries, the main component of costs, increase in line with other workers' salaries. The size of the school-age population influences both enrolment levels and the amount of resources and organisational effort a country must invest in its education system. The larger the population, the greater the potential demand for educational services.

School Leadership

Leadership is a high priority issue for many people concerned with education these days.

Reformers depend on it. The public believes that it is what schools need more. It is not surprising that so many people are trying to make a living peddling their latest insights about effective educational leadership. Indeed leadership by adjective is a growth industry. We have instructional leadership, transformational leadership, moral leadership, constructivist leadership, servant leadership, cultural leadership, and primal leadership (Goleman, Boyatzis & McKee, 2002). A few of these qualify as leadership theories and several are actually tested leadership theories. First, it asserts an empirical claim – that much leadership is better. So far this claim has received no support from the small amount of relevant empirical research that has been reported, assuming "better" has some reference to pupil learning. One recent study, for example, examined the effects of many different sources of leadership on pupil engagement in school and found that "total leadership" – is the sum of the leadership provided from all sources which was unrelated to such engagement, whereas the leadership of the principal was significantly related (Leithwood & Jantzi, 2000).

2.3.3.2 Teacher Professional Development and Collaboration

Professional educators are charged with the weighty responsibility of preparing country's children for the world beyond primary school, be it the world of work, military service, post-secondary education, or other vocational pursuits without the benefit of a succinct, collaborative professional development system. In working to meet the enormity of this charge, teachers seek effective, meaningful modes of professional development through which they gain instructional expertise and build upon their breadth of professional knowledge. Professional development opportunities can be expensive and are often delivered in disconnected sessions, which limit their impact on professional practice or professional knowledge. However, sustained instructional collaboration that allows teachers to enter into focused examination of instructional development is scarce in Ugandan schools, particularly at the secondary levels. At a time when legislation has mandated proficiency levels for student achievement, Ugandan schools struggle to train teachers in the pedagogical methods that supported them in their instructional endeavors.

The need for a transformed model of professional development for educators has never been greater. The world we live in is one of instant accessibility through texts, email, cell phones, web

cams and a myriad of other means. It follows that teaching also looks different as it was a generation ago, though professional development opportunities have not changed at the same pace. Schools are centers of learning both for students and adults. For educators, the process of professional learning is one that is traditionally unfocused and based upon the choices individual educators make for themselves. Fullan (2006) establishes that the sustainability of school reform lies with leaders who initiate system change and is accomplished by school leaders who bridge relations between schools and communities (ctd. in Sui, 2008). Fullan (2006) believes "schools are complex adaptive systems that undergo selforganization during educational change" (Sui, 2008, p. 154). As members of the adaptive organization, teachers adapt their behaviors to conform to institutional pressures. Schools need leaders who are willing to initiate reforms in school management structures, changes in communication patterns, and school culture. This is more likely to happen to school administrators who practice distributed leadership that lead to those changes. Student achievement lies in the hands of independent teacher choices and the instructional leadership skills of school administrators. Unfortunately, neither group is practiced in collaborative learning models, their importance, or how to construct them in schools. Faced with these challenges and the day-to-day weight of operational responsibilities, professional development models remain disjointed.

2.3.3.3 Opportunity for Pupils to Learn

Many schools in England and Wales identify the development of pupils' independent learning skills as an aim in their school development plan. But it is not always clear what is meant by 'independent learning', how it works in practice, or how teachers might best foster it. Questions also surround the issues of the benefits and challenges of independent learning and how it can be made inclusive. An understanding of how learners learn, both in terms of theories of cognition and their practical application, is crucial to developing strategies aimed at improving the capacity for independent learning. This contention is supported by a large body of literature - for instance, the US-based Bransford et al. (2000) and Schunk (2005) and the UK-based Reynolds et al. (2002), Huddleston and Unwin (2002) and Higgins et al. (2007). Qualitative outcomes - those to do with motivation and morale for instance were also claimed as benefits of independent learning (Griffith, 1998; Williams, 2003). These outcomes may be important in themselves in terms of enabling pupils to function adequately as members of society both as children and in the future as adults. They are also a prerequisite and an accompaniment to the strictly educational outcomes

(Zimmerman, 2002). Promoting independent learning requires a new role for teachers, one based not on the traditional transmission of information, but on process-oriented teaching, which ensures that pupils are actively involved in the learning process (Bolhuis and Voeten, 2001).

Given the importance of motivation for independent learning, several UK and international authors stress the importance of teachers motivating pupils (Van Grinsven and Tillema, 2006; Malone and Smith, 1996; Corno, 1992; Birenbaum, 2002). According to the British writers Malone and Smith (1996) motivation within the classroom is based on pupils developing interest and involvement. Teachers can foster motivation by ensuring that success is recognised and praised. It is important for teachers to allow all pupils to be successful at times, by making sure that some tasks are easy. Malone and Smith also suggest that teachers should foster motivation by sharing the purpose of lessons with pupils and stating the long-term goals. However, Malone and Smith suggest that while it is important for teachers to share the long-term goals with pupils, it is also important for teachers to recognise if pupils cannot immediately achieve goals. If this is the case, teachers should set immediate targets for pupils so that their interest is sustained.

The appropriate use and evaluation of learning technologies is now widely recognised as being an integral part of the development and delivery of learning and teaching materials. Much of the time-consuming examination of documentation has been eliminated and a much greater proportion of inspectors' time in the school is spent on the observation of practice and in the provision of feedback to teachers. Moreover, the proportion of inspectors' total time spent on school inspection activities has increased while time spent on writing and reporting has declined. The Ugandan school system has considerable work to do to improve the information that we have available to us regarding the effectiveness of individual schools and the system more generally. The most effective educational systems have good levels of quantitative and qualitative data to monitor student progression and achievement and to monitor the effectiveness of schools (Anderson, et al, 1988).

2:4 Summary of Gaps Identified

The contextual gaps from the studies conducted in Kenya, Pakistan and the global school Quality Assurance Techniques systems, there was no mention on issues of the impact of Quality Assurance Techniques namely; school data system, performance accountability system, use of

resources and cost control systems on Implementation of Primary School Development Plans regarding the human, financial and timeframe or schedule element of School Development Plan. The aspects of team working that included; team capacity, cohesion and impactiveness, which are vital in implementation of School Development Plan initiatives, were not investigated (Moswela, 2009). It is due to this essence that the researcher investigated the impact of supervision, inspection and performance appraisal on implementation of primary School Development Plan. These are the gaps the researcher is attempting to bridge.

CHAPTER THREE: METHODOLOGY

3:0 Introduction

This chapter presents the research design, sampling procedure, the research population, the sampling approach, sample size, data collection, the validity and reliability of the instruments, data gathering procedure, data analysis, the ethical consideration and limitations of the study.

3:1 Research Design

The researcher employed descriptive survey design specifically quantitative research design. According to Amin (2005), descriptive comparative compares responses from the respondents and descriptive correlation establish significant relationship between the Independent and Dependent variables. The questionnaire was named "Quality Assurance Techniques and Primary School Development Plan to collect data. The research design provided systematic empirical investigation, ideal for completing the research work.

3:2 Research Population

There were 400 primary school teachers from 15 primary schools in 3 divisions of Koboko Municipality. The category of teachers included; School Head teachers (SHT), Deputy School Head teacher (DSHT), Quality Assurance Techniques Staff, Teachers in charge of departments, Teachers in charge of Subjects, and Teachers in charge of classes. The category of teachers selected was those who had additional responsibility, apart from teaching subjects in the schools and was involved in Quality Assurance Techniques the school standards and performances. The target population was 400 respondents. The choice of the respondents was based on their knowledge about quality assurance and the School Development Plans in Koboko municipality. Additionally, these respondents are at the forefront in promoting academic performance in Koboko municipality.

3:2:2 Sampling Approach

Simple random sampling is a basic type of sampling, since it can be a component of other more complex sampling methods. The principle of simple random sampling is that every object has the same probability of being chosen. For example, suppose N college students want to get a ticket

for a basketball game, but there are only X < N tickets for them, so they decide to have a fair way to see who gets to go. Then, everybody is given a number in the range from 0 to N-1, and random numbers are generated, either electronically or from a table of random numbers. Numbers outside the range from 0 to N-1 are ignored. The first X numbers would identify the lucky ticket winners. It was used to determine the numbers of respondents according to the following categories; School Head teachers (SHT),Deputy School Head teacher (DSHT), Head of subjects (HOS), Head of Departments(HOD), and Class master/Mistress (CM). These respondents were part of the middle management in the schools and were involved in planning for school improvement initiatives as well as the day-to-day teaching and learning in the schools. For this purpose, they were the main subjects for the study. The selection process was carried out by using random sampling method.

3:2:3 Sample Size

The sample size for the target research subjects included 200 teachers (School administrators and teachers). According to Slovene's formula the sample size is calculated from the following formula. The complete calculation for the sample size is found in Appendix IV in the Appendices Section.

3:3 Data collection

This study aimed at attaining the research objectives through use of quantitative techniques of questionnaire guide for data collection. The questionnaires were distributed among the respondents who then filled in by ticking on available options and making short notes on structured questionnaire parts. Apart from questionnaire use, observation and respondent discussions were also used to collect data. To investigate the impact of the Quality Assurance Techniques on Implementation of Primary School Development Plans, questionnaires were given to the category of respondents (School administrators and Teachers) in selected schools for the study that include the school heads and their deputies. The heads of departments, subject teachers as well as class teachers were also included in the study.

This study employed the use of closed ended questionnaires.

3:4 Validity of the Instrument

Moser and Kalton (1971) opined that validity is the success of a scale in measuring what it was set to measure so that differences in individual scores can be taken as representing true differences in characteristics under study. The researcher ensured the relevance and suitability of the content available in the secondary and primary data as facts that provided coverage of the objectives of the study. The validity of the study was checked by the researcher after carrying out adequate research and acquiring the required information for the review. This was then contained in the validity index of the research as acquired. Validity is the degree to which an instrument consistently measures a construct - both across items (e.g., internal consistency, split-half reliability) and time points (e.g., test-retest reliability). One of the most common assessments of reliability is Cronbach's Alpha, a statistical index of internal consistency that also provides an estimate of the ratio of true score to error in Classical Test Theory. A general rule of thumb is that solid scientific instruments should have a Cronbach's Alpha of at least .7. There are exceptions to this rule in the case of brief measurements when breadth of content is of primary interest in recapturing a longer scale. Testing the validity of the instrument was done by implementing the rules and methods above in compliance with the procedural establishment of research and in compliance with the attributes of correlation and coefficients.

– Concurrent Validity

Concurrent validity compares scores on an instrument with current performance on some other measure. Unlike predictive validity, where the second measurement occurs later, concurrent validity requires a second measure at about the same time. Concurrent validity for a science test could be investigated by correlating scores for the test with scores from another established science test taken about the same time. Another way is to administer the instrument to two groups who are known to differ on the trait being measured by the instrument. One would have support for concurrent validity if the scores for the two groups were very different. The validity of secondary data was affected by key mainstreams and in connection with;

i. The progressive index of secondary data is not permitted and hence will provide a limited coverage of information.
ii. The aspect of data quality was based on the available sources as evidenced by records, journals and other vital sources of data references.

iii. The acquisition of suitable information in view of schools privacy was adequately measured on how well the schools are prepared to share the information.

iv. Validity is obtained by testing the correlation between variables in the study and therefore the standard index for this study was 0.7 as per the Cronbach's Alpha general rule. The formula is a standard scientifically proven used in statistical research.

3.4.1 Reliability of the Instrument

Reliability is a measure of degree to which a research instrument yields consistent results with the available data to be obtained from secondary and primary sources. According to Christensen & Kasten (1988), reliability refers to consistency and stability in measurements. To establish the reliability of the data to be obtained, the researcher used the methods of expert judgment basing on the available information in order to test and improve the reliability of information to be provided.

Reliability is one of the most important elements of test quality. It has to do with the consistency, or reproducibility, or an examinee's performance on the test. For example, if you were to administer a test with high reliability to an examinee on two occasions, you would be very likely to reach the same conclusions about the examinee's performance both times. A test with poor reliability, on the other hand, might result in very different scores for the examinee across the two test administrations. If a test yields inconsistent scores, it may be unethical to take any substantive actions on the basis of the test. There are several methods for computing test reliability including test-retest reliability, parallel forms reliability, decision consistency, internal consistency, and interrater reliability. For many criterion-referenced tests decision consistency is often an appropriate choice. It measures how consistently participants respond to one set of items. You can think of it as a sort of average of the correlations between items. Cronbach's alpha rule is 0.7 (as per the rule is positive in standard measurement). Testing the validity of the instrument was done by implementing the rules and methods above in compliance with the procedural establishment of research and in compliance with the attributes of correlation and coefficients.

3:5 Data Gathering Procedures

The researcher appointed three research assistants and briefed them on data collection procedures and techniques in using the questionnaire for the category of teachers. The researcher briefed the respondents about the intention for the study and asked them to sign the form for informed consent, and requested them to fill in all the questions in the questionnaire within duration of five days. After the collection of questionnaires, the researcher and research assistants checked the completeness of all answers which was arranged for data analysis.

3:6 Data Analysis

The researcher analyzed the data using the following techniques and tools by objectives:

- **Objective one (1):**

To determine the biodata of respondents according to; age, gender, qualification and years of experience in field of education. The researcher used frequency counts and percentages to analyze data on biodata of respondents according to gender, age, qualification and years of experience. This study was analyzed by using a statistical package called Statistical Package for Social Sciences (SPSS) by running relevant test data to obtain results on the respondent responses.

- **Objective one, two and three (1 to 3)**

To determine Quality Assurance Techniques and Implementation of Primary School Development Plans. The researcher used "means and standard Deviation" to determine the relationship between Quality Assurance Techniques and the Implementation of Primary School Development Plans in Koboko Municipality.

The item analysis demonstrated the strength and weakness of responses on Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko Municipality. The following Likert's Scale was used to interpret the respondents based on the mean scores of each item or question.

Mean Range:	Response Mode:	Interpretation:	Value;
3.26 - 4.00	Strongly Agree	Very High.	4
2.51 - 3.25	Agree	High	3
1.76 - 2.50	Disagree	Low	2
1.00 - 1.75	Strongly disagree	Very Low	1

Range = $\frac{\text{High} - \text{Low}}{} = \frac{4 - 1}{} = ¾ = 0.75$

High 4

In this analysis, the researcher used the "Pearson's Linear correlation co-efficient" (PLCC) to determine if there is impact of school data systems, performance accountability, use of resources and cost control systems on Implementation of Primary School Development Plans" at 0.05 level of significance as per the case evaluation.

3:7 Ethical Considerations

There were ethical factors to be considered for this study. The researcher sought the consent of respondents before involving them in the study; gave them to sign the form for "informed consent". The researcher acknowledged all authors whose ideas were used in the study and they were fully recognized and quoted as reference for the study. The researcher sought for clearance, from the Ethic committee and legitimately attached the copy of the clearance form in appendices for the proposal.

3:8 Limitations of the Study

There were a number of limitations in the study. The limitation of this study included the emotional biased School Head teachers', Deputy School Head teachers' and other teachers' failure to give accurate information for fear of revealing failures in school data systems, performance accountability, use of resources and cost control systems as strategies on implementation of Primary school development plan processes. Understanding the concept of the holistic management system requires a culture in which everyone in an organizational

hierarchy from bottom-top takes responsibility for her/his contribution to the whole and in this study, getting the relevant information was a difficult task.

The Quality assurance management analysis consideration was also hindered by lack of records relevant to primary school development plans and long term goals. It was observed in the context of these plans that resource handling and related consideration would proof to be a difficult undertaking in the study area.

The non- return of some questionnaires not completed may affect the data for rational analysis, the researcher and research assistants made prompt collection of questionnaires and enhanced timely return of the completed forms and the response totals was 75% of the distributed questionnaires.

There were also methodological weakness and this was based on the research design and the role of respondents. It was observed in the study that while the questionnaires were direct, some of the respondents didn't understand the merits of answering answers in accordance with their feelings or understanding of the subject area.

CHAPTER FOUR:

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4:0 Introduction

Chapter four presents the findings of the research, data analysis and interpretation. In this perspective, support such as tables and figures were used to illustrate the meaning of the data presented. The findings presented in the tables and figures were further explained to equip the reader with clear picture and understanding of the phenomenon under analysis. The presentation was done according to the objectives of the study.

4:1 Summary of Respondents Bio Data

This research targeted 400 respondents in total. However, based on the standard sampling techniques, 50% were selected, with a response rate of 75% (being the acceptable study parameters). This was presented in the table below;

Demographics can be defined as the physical characteristics of a population such as age, gender, marital status, education, geographical location and occupation. The socio–demographic characteristics measured in this research are gender, age, level of education, and experience in working in schools.

Table 4.1 Demographic Information of the respondents

Background information	Category	Frequency	Percentage
Gender	Male	130	65
	Female	70	35
	Total	200	100
Age	20-29	34	18
	30-39	32	16
	40-49	70	36
	Above 50	64	30
	Total	200	100
Education level	Certificate	64	32
	Diploma	62	31
	Bachelor	60	30
	Masters	14	7
	Total	200	100
Working Experience	Less than a year	26	13
	1-2	56	28
	3-4	58	29
	5-6	60	30
	7 years and above	10	5
	Total	200	100

Source: Primary Data, 2017

In the analysis above, the data in Table 4.1 indicate that from the total respondents of 200 depicted from the study, 130 of them were male (representing 65%) and 70 were female (representing 35%). From the table therefore, there was fair gender representation from the institutions, despite the fact that male respondents had better representations as compared to the female counterparts. Table 4.1 also indicates that the ages of the respondents were divided into four categories; (20-29, 30-39, 40-49, and 50 above years of age. The groups were indicated as follows; 34 of the respondents were aged between 20-29 years (representing 17%), 32 respondents were between 30-39 years (indicating 16%). The majority 70) of the respondents were aged between 40-49 years (indicating 35%), and the remaining 64 of the respondents were between 50 above years (representing 32%). These figures show that all the working age groups were considered when employing human resource in the three types of schools (urban, semi urban and rural schools) where the study was conducted. The respondents were asked of their academic qualifications. The results from Table 4.1 were indicated as follows; 64 were certificate holders (representing 32%), 62 were diploma holders (representing 31%). The results further showed that (60) of the respondents were bachelor's degree holders (representing 30%), and 14 were Master's degree holders (representing 7%). In the analysis, Table 4.1 also considered working experience of the respondents; that is to say the numbers of years worked in the present positions of the respondents. The results showed that 26 of the respondents had worked for less than a year (representing 13%), 56 of the respondents (representing 28%) have at least 1-2 years working experience, 58 (representing 29%) have worked for 3-4 years, 60 have worked for 5-6 (representing 30%), 10 of the respondents have worked for more than 7 years (representing 5%). These results showed that majority at least worked for 5-6 years. From this analysis it is evident therefore that the distribution pattern was weighed on the total review levels of all the respondents.

4:2 Examining Quality Assurance Techniques and Primary School Development Plans in Koboko Municipality

In this study, research objective 1 sought to examine Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality. From the analysis, it was hypothesized that there is no relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans.

Table 4.2: Examining Quality Assurance Techniques and Implementation of Primary School Development Plans (n is 200).

Category	Average mean	Interpretation	Rank	Position
COMMUNITY INVOLVEMENT				
There is presence of functional SMC committee in the school.	3.47	Very High	4	1
There is presence of functional PTA committee in the school.	3.44	Very High	4	2
The school development plan is established jointly with SMC/PTA and staff.	3.42	Very High	4	3
SM/PTA is involved in monitoring teaching & learning.	3.25	Very High	4	4
There is prompt contribution of PTA funds in the school	3.23	High	3	5
The SMC/PTA has support to staff & pupils' welfare.	3.23	High	3	6
FINANCIAL AND HUMAN RESOURCES				
There is adequate number of teachers in the school.	3.12	High	3	7
The pupils to teacher ratio is normal according policy.	3.00	High	3	8
The pupil to classroom is average of 60 pupils per class.	3.00	High	3	9
Teachers have average work load of 28 periods per week.	2.92	High	3	10
The pupils to textbook ratio are 3 pupils to 1 textbook.	2.91	High	3	11

INSPECTION OF SCHOOLS				
The municipal has policy standards for school achievement.	2.90	High	3	12
The municipal inspectors follow up schools in their individual performances.	2.51	High	3	13
The inspectors reports achievements to the district authorities	2.35	Low	2	14
SCHOOL LEADERSHIP				
Implements an action plan in which is mandatory to all.	2.22	low	2	15
Supports and monitor the correction of unsound teaching and learning practices.	2.14	Low	2	16
Celebrates with teachers' success in pupils results.	2.00	Low	2	17
Provides incentives for teachers and pupils successes.	1.33	Very low	1	18
Engage parents and community in improving school performance.	1.23	Very low	1	19
Teachers and school administration feel responsible for success and failure of pupils in the school.	1.21	Very low	1	20
Implements an action plan in which is mandatory to all.	1.20	Very low	1	21
TEACHERS PROFESSIONAL DEVELOPMENT AND COLLABORATION				
The leadership holds tightly to the school vision to achieve.	1.13	Very low	1	22
The leadership ensures that all staff have access to training.	1.10	Very low	1	23
Average mean	2.614	High	3	

Source: Field data, 2017

To attain this research objective, by using the SPSS progam, the mean ranges were used to interpret the research findings. Mean ranges from 1.00-1.75 indicated that respondents strongly disagreed with the items used to determine the relationship between Quality Assurance Techniques And Implementation of Primary School Development Plans in Koboko Municipality thus, the relationship between Quality Assurance Techniques and Implementation

of Primary School Development Plans in Koboko municipality was generally very low; mean ranges from 1.76-2.50 showed that majority of the respondents administered by questionnaire disagreed with the statements on the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko Municipality therefore, this objective in accordance with the study in Koboko Municipality was generally low; mean ranges from 2.51-3.25 indicated that the majority of the respondents agreed with the items on the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality thus, the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality was generally high; and lastly; mean ranges from 3.26-4.00 portrayed that majority of respondents strongly agreed with items on the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality thus, the relationship between Quality Assurance Techniques on Implementation of Primary School Development Plans in Koboko municipality was generally very high. The findings regarding the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality is in Table 4.2.

Table 4.2 above, showed the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality and the findings showed the responses as given by the respondents. On the presence of functional SMC committee in the school, many respondent agreed and strongly agreed with statement provided (mean 3.47); There was presence of functional PTA committee in the school (mean 3.12); The school development plan was established jointly with SMC/PTA and staff (mean 2.51); SMC/PTA were involved in monitoring teaching & learning (mean 3.42); There was prompt contribution of PTA funds in the school (mean 3.23); The SMC/PTA had support to staff & pupils' welfare (mean 3.44); There was adequate number of teachers in the school (mean 3.25); The pupils to teacher ratio was normal according to policy (mean 3.47); The ratio of pupil to classroom was average of 60 pupils per class (mean 3.23); Teachers had average work load of 28 periods per week (mean 3.00); Pupils to textbook ratio were 3 pupils to 1 textbook (mean 2.92); The municipality had policy standards for school achievement (mean 2.91) and the inspectors of the Municipality followed up schools in their individual performances (mean 2.90). The respondents disagreed and strongly disagreed with statements for example the

respondents disagreed that: offering useful suggestions to improve practice (mean 2.14); The inspectors reported achievements to the municipality authorities (mean 1.33);ensured that teachers had adequate teaching and learning materials (mean 1.23); provided teachers with articles on research finding about instructional practices (mean 1.20);demonstrating teaching techniques (mean 2.00); making informal visits for Quality Assurance Techniques (mean 1.21); formally observe teaching and learning (mean 2.35);provide opportunities for teachers to observe lessons for other teachers (mean 1.10); providing opportunities for teachers to meet and share ideas about instructional practices (mean 2.22); and The leadership holds tightly to the school vision to achieve (mean 1.13). From the analysis, these agreement and disagreement of respondents revealed a fair relationship between Quality Assurance Techniques and implementation of school development plans (average mean 2.614) in Koboko municipality. The hypothesis that there is no relationship between Quality Assurance Techniques on Implementation of Primary School Development Plans is **rejected.**

4:3 The nature of Quality Assurance Techniques and Primary School Development Plans in Koboko Municipality

In this study, research objective 2 sought to access the nature of Quality Assurance Techniques and Implementation of Primary School Development Plans. It was hypothesized that there is positive relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans. To attain this research objective, mean ranges were used to interpret the research findings. Mean ranges from 1.00-1.75 indicated that respondents strongly disagreed with the items used to determine the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans thus, the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans was generally very low; mean ranges from 1.76-2.50 showed that majority of the respondents administered by questionnaire disagreed with the statements on the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans therefore, the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality was generally low; mean ranges from 2.51-3.25 indicated that the majority of the respondents agreed with the items on the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality thus, the relationship between Quality Assurance

Techniques and Implementation of Primary School Development Plans in Koboko municipality was generally high; and lastly; mean ranges from 3.26-4.00 portrayed that majority of respondents strongly agreed with items on the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality thus, the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans were generally very high. The findings regarding the relationship between Quality Assurance Techniques and implementation of primary development plant plans in Koboko is in Table 4.3.

Table 4.3: The nature of Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality (n is 200).

Category	Mean	Interpretation	Rank	Position
PERFORMANCE ACCOUNTABILITY SYSTEMS				
School prefects' conduct meeting and super vises activities and gives report to deputy head teacher.	2.92	High	3	1
The deputy head teacher monitors support staff, conduct meeting and reports to head teacher.	2.61	High	3	2
Heads of department conduct meeting and reports.	2.57	High	3	3
Heads of subject plans activities, conduct meeting, supervise teachers and write reports.	2.53	High	3	4
Class master/mistress supervises subject teachers & reports.	2.35	Low	2	5
Subject teachers assess pupils and reports to class masters.	2.33	Low	2	6
Class masters analyze progress/examination results and submit reports to head of department/head teacher.	2.30	Low	2	7
Head teacher/SMC conducts monitoring and writes reports.	2.23	Low	2	8
Functional school disciplinary committee (SDC).	2.00	Low	2	9
The District inspector of school conduct	2.00	Low	2	10

supervision and meeting and gives copy of report to the school.				
USE OF RESOURCES AND COST CONTROL SYSTEM				
Offices for school administration and teachers.	1.91	Low	2	11
Adequate classrooms for all pupils.	1.79	Low	2	12
Enough desks with ratio of a desk to three pupils.	1.72	Very low	1	13
School computers and computer lab for data management.	1.22	Very low	1	14

Source: Field data, 2017

In the analysis above, table 4.3 showed the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality and findings showed the responses as given by the respondents. The respondents strongly agreed and agreed with the statement for example; Heads of subject planned the activities, conducted meeting, supervised teachers and wrote reports. (mean 2.53); School prefects' conducted meeting and supervised activities and gave report to deputy head teacher (2.92), and Heads of department conducted meeting and reported, (mean 2.57). The respondents strongly disagreed and disagreed with most statements for example; Subject teachers assessed pupils and reported to class masters use (mean 2.33); Functional school disciplinary committee (SDC). (mean 2.00); Class master/mistress supervised subject teachers & reported (mean 2.35); Class masters analyzed progress/examination results and submitted the reports to head of department/head teacher (mean 2.30); checks the health of pupils and other protection for children in the school (mean 2.61); School computers and computer lab for data management (mean 1.22); encouraged high level of school and community relations (mean 1.13); Enough desks with ratio of a desk to three pupils (mean 1.72); Offices for school administration and teachers (mean 1.91); Adequate classrooms for all pupils (mean 1.79);. The hypothesis that there is no relationship between Quality Assurance Techniques and the Implementation of Primary School Development Plans is accepted.

4:4 The Relationship between Quality Assurance Techniques and Primary School Development Plans

In the research objective 3, the study sought to determine the relationship between Quality Assurance Techniques and implementation of Primary school development plans. It was hypothesized that there is no relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans. The findings regarding the relationship between policy on Primary school development plans in Koboko municipality is in Table 4.4 and provided in accordance with the underlined metrics below.

Table 4.4: The relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality(n is 200).

Category	Mean	Interpretation	Rank	Position
SCHOOL DATA SYSTEM				
There is school policy on teacher capacity building program	3.47	Very High	4	1
Teachers are always informed about the time for policy	3.25	Very High	4	2
Policy evaluation is conducted yearly	3.23	High	3	3
Responsibilities are allocated according to teachers expertise	3.12	High	3	4
Teachers are given remedial training after the results of policy	1.89	low	2	5
Teachers are recommended for further studies after the results for the policy	1.78	low	2	6
Teachers are recommended for promotion after policy administration	1.54	Very low	1	7
Teachers are aware of the method for policy	1.44	Very low	1	8
Teachers are given opportunity to appraise their fellow teachers	1.31	Very low	1	9
Teachers are given feedback on policy	1.24	Very low	1	10
Average mean	2.32	low		

Source: Field data, 2017

To attain this research objective, mean ranges were used to interpret the research findings. Mean ranges from 1.00-1.75 indicated that respondents strongly disagreed with the items used to determine the relationship between Quality Assurance Techniques and the Implementation of Primary School Development Plans thus, the relationship between Quality Assurance Techniques and Quality Assurance Techniques on Implementation of Primary School Development Plans was generally very low; mean ranges from 1.76-2.50 showed that majority

of the respondents administered by questionnaire disagreed with the statements on the relationship between policy on Implementation of Primary School Development Plans therefore, the relationship between policy on Implementation of Primary School Development Plans in Koboko municipality was generally low; mean ranges from 2.51-3.25 indicated that the majority of the respondents agreed with the items on the relationship between policy on Implementation of Primary School Development Plans in Koboko municipality thus, the impact of policy on Implementation of Primary School Development Plans in Koboko municipality was generally high; and lastly; mean ranges from 3.26-4.00 portrayed that majority of respondents strongly agreed with items on the relationship between policy on Implementation of Primary School Development Plans in Koboko municipality thus, the relationship between policy on Implementation of Primary School Development Plans in Koboko municipality was generally very high.

Table 4.4, showed the relationship between policy on Implementation of Primary School Development Plans in Koboko municipality and findings as confirmed by the responses of the respondents. The study found out that policy evaluation was conducted yearly in Koboko municipality, represented by mean 3.23 and rated high. This was confirmed by a case study conducted on evaluation of the policy system and its impact on employee performance in selected high school in Koboko Municipality, noted that policy evaluation should be constructively administered yearly. The study furthermore found out that teachers were always informed about the time for policy, represented by mean value of 3.25). This finding was opposed to the findings of Patrict Adofo (2011), who stated that there were inadequate communication about standards and time for policy administration. There was school policy on teacher capacity building program (mean 3.47); responsibilities were allocated to teachers according to their expertise (mean 3.12). The study found out that teachers were not given remedial training after the results of policy in Koboko municipality and was rated low, with mean value of 1.89. This finding was confirmed by Cleaverland, Murphy and Williams (1989), they noted that for the worker, policy administration serves as a means of reinforcement, career advancement, information about goal attainment and some feedback to improve performances. The study further found out that teachers in Koboko municipality were not aware of the method for policy implementation. This was evidently with respondents response rated very

low with mean of 1.44. This was noted by UKESSAY.com (1995) and confirmed by adofo (2011)that employees do not know the methods of policy administration used for their appraisal and there was use of varying methods of policy administration for different employees in the same organization. The study found out that policy feedback is not given to schools and teachers in Koboko municipality and schools have no records of teachers Policy assessments. This was obtained from the responses of the respondents using the slovens scale and rated very low with mean value of 1.23. This finding was supported by Longenecker (1997), who noted that employees want an ongoing performance feedback to reinforce appropriate actions and to be in a position to make adjustments when their performance needs improvement. This was further reflected in UKESSAY.com (1995) findings that, the employees were not aware of how specific policy assessments are defined in line with Quality Assurance Techniques considerations no feedback and levels which were undertaken to review various policy enactments by the Ministry of Education in view of the dynamics about teaching and assessments. This therefore implied that the relationship between policy on Implementation of Primary School Development Plans in Koboko municipality was generally low according to responses represented by an average mean of 2.32. The hypothesis that there is no relationship between Quality Assurance Techniques on Implementation of Primary School Development Plans is **accepted.**

However, in the event that the procedure for determining the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans, multiple regression analysis was used. The finding regarding this is presented in regression model summary and Coefficient of regression Analysis. This is provided as such in the context of the need analysis and how well expected valuable construct is defined in this approach.

4.5 Relationship between Quality Assurance Techniques and implementation of primary School Development Plans

Table 4.5 Correlation Analysis

		Quality Assurance Techniques	Implementation of Primary SDP
Quality Assurance Techniques	Pearson Correlation	1	.766*
	Sig. (2-tailed)		.027
	N	200	8
Implementation of Primary SDP	Pearson Correlation	.766*	1
	Sig. (2-tailed)	.027	
	N	200	8

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

Table 4.5 *Correlation between independent variable and dependent variable*

According to the tabulated data presented above there is a positive strong correlation (P>0.05, Sig=0.050) between the level of Quality Assurance Techniques and Implementation of Primary School Development Plans. This was in partial attribution of the fact of the most part of respondents in the preceding tabulated information on Quality Assurance Techniques and Implementation of Primary SDP being in positive agreement on the variables within the study. These findings were in line with those strong positive correlation (P>0.05, Sig=0.050) between Quality Assurance Techniques and Implementation of Primary School Development Plans.

Table 4.6 Regression between independent variable and dependent variable

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.766[a]	.587	.519	.23666	.587	8.544	1	6	.027

a. Predictors: (Constant), Implementation of Primary SDP

According to the tabulated results presented the revelation is provided of the independent variable being able to explain/influence the variation of the dependent variable up to 51 % (Adjusted R=.519). This means that Quality Assurance Techniques can affect the variation of Implementation of Primary School Development Plans by 51%. As such this means that the conclusion can be reached of the local government education structures of Koboko being driven by Quality Assurance Techniques in regards that influences Implementation of Primary School Development Plans.

Table 4.7: Regression Model Summary of Independent variables

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.983[a]	.974	.974	.10101
a. Predictors: (Constant), Quality Assurance Techniques, Quality Assurance Techniques and policy				

Source: Field data, 2017

In this analysis, basing on the R^2 value of 0.974 as presented in Table 4.7, it can be asserted that monitoring inform of Quality Assurance Techniques and policy together lead to 98.6 % variation in Implementation of Primary School Development Plans. In this regard, it can be said that the remaining 1.4 % variation can be explained by other factors that are not established in this study such as genetic. R. value of 0.983 is the correlation coefficient between the observed value of independent variable and the predicted value based on the regression model. A value close to zero tells that the independent variable is not linearly related to the dependent variable. Since the observed R. Value is quiet large at 0.983, this indicates that the linear regression model fits well. The adjusted R. Square (0.986) is the proportion of the variability in the dependent variable explained by the linear regression. The relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in selected school in Koboko municipality.

The relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality was determined through correlation linear matrix. In this, the overall average means of variables under techniques (Quality Assurance Techniques and policy) were correlated with that of dependent variable (Implementation of Primary School Development Plans). The summary on the relationship between independent variables on dependent variable is in Table 4.6. The analysis therefore provides with the fundamentals about a deeper understanding of Quality Assurance and school management plans in Koboko Municipality.

Table 4.8: The relationship between Quality Assurance Techniques and the Implementation of Primary School Development Plans in Koboko municipality. Correlations

		Techniques	Implementation of Primary School Development Plans
Techniques	Pearson Correlation	1	.979**
	Sig. (2-tailed)		.000
	N	100	100
Implementation of Primary School Development Plans	Pearson Correlation	.979**	1
	Sig. (2-tailed)	.000	
	N	100	100

Table 4.8: The relationship between Quality Assurance Techniques and the Implementation of Primary School Development Plans in Koboko municipality. Correlations			
		Techniques	Implementation of Primary School Development Plans
Techniques	Pearson Correlation	1	.979**
	Sig. (2-tailed)		.000
	N	100	100
Implementation of Primary School Development Plans	Pearson Correlation	.979**	1
	Sig. (2-tailed)	.000	
	N	100	100
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: Field data 2017

In this analysis, the findings presented in Table 4.8 showed that there was a positive significant relationship between techniques strategies (Quality Assurance Techniques, inspection, policy) and Implementation of Primary School Development Plans in Koboko municipality. This relationship is affirmed by r-values of 0.979 and significance values of 0.000 at standardized level of significance of 0.05. This is overally significant as per the study.

Table 4.9: Regression Coefficients between Quality Assurance Techniques and Implementation of Primary School Development Plans

Coefficients[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.172	.029		-5.846	.000
	Quality Assurance Techniques	.547	.048	.505	9.244	.000
	Techniques	-.273	.040	-.247	-5.437	.000
	Policy	-.283	.045	-.223	-6.348	.000
a. Dependent Variable: school development plans						

Source: Field data 2017

Therefore, in the study, the multiple regression coefficient tests the importance of the independent variables to the dependent variable. The results showed that techniques inform of Quality Assurance Techniques have a significant and positive impact on Implementation of Primary School Development Plans in Koboko municipality. This is so since the beta value of Quality Assurance Techniques is 0.505, and at the level of significance at 0.000 is more than twice larger than the corresponding standard errors. Thus, by having beta value of 0.505 for Quality Assurance Techniques at the level of significance at $p<0.00$ implies that when the primary school development plans is over stressed from the force of Quality Assurance Techniques, its implementation is likely to increase significantly at schools. This suggests that the relationship between techniques (Quality Assurance Techniques) and implementing school development plans were generally strong in Koboko Municipality.

In the analysis however, there is negative correlation between policy and primary school development plans. This finding is also confirmed by beta value of -0.247 at the significance of 0.000. This finding means that increase in valuable policy factors may lead to increase in Implementation of Primary School Development Plans. This finding meant that an improvement of Quality Assurance Techniques may have led to improvement in Implementation of Primary School Development Plans.

CHAPTER FIVE:

DISCCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

5:1 Introduction

This chapter deals with the discussion, the conclusion and recommendations according to the research objectives. The discussions aim to provide a summary of the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans.

5.2: The relationship between Quality Assurance Techniques on Implementation of Primary School Development Plans

This study found out that the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko Municipality was confirmed by the overall high rate. The respondents strongly agreed and agreed with most of the statements provided. For example; suggestions made by the head teachers to teachers on how to teach, many respondent agreed and strongly agreed with statement provided ;this was confirmed by Sergiovanni & Starratt (1993), that Quality Assurance Techniques is improving teachers knowledge, skills, and abilities to make informal decisions and solve problems impactively. The use of control by the school administration, to impact teachers instructional practices, Glickmann et al asserts that Quality Assurance Techniques requires the leader to oversee, assess, evaluate and direct teachers to ensure the school meet her goals. Quality Assurance Techniques was done to check errors in instructional that implies high, hence Quality Assurance Techniques was done to check weakness and gaps for adjustments and improvement of performance. This notion was confirmed by Firth & Pajak (1998), that the ministry of education departments in local districts has mandated the head teachers to supervise the teacher performance for accountability and the improvement of the school. The statements that, teachers are helped to find solution to problems they encounter during instructional practices S/he is readily in providing for advice and instructional support; there is evaluation of teachers classroom practices; Assesses teachers content knowledge; teachers dialogue about ways to improve teaching, implied that, the head teacher provided a professional support to teachers so as to improve their performances in the school. This assertion is confirmed by Zepeda (2003) and Glickmann et al (2001), they stated that improvement of teachers performance is a common goal which is derived appropriately in the study.

The study further revealed that there is a positive relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality. For example, Quality Assurance Techniques are significantly correlating with the extent of Implementation of Primary School Development Plans. Basing on these results, since the sig. value was less than 0.05 which is the minimum required level of significance in social sciences. The hypothesis that there is no relationship between Quality Assurance Techniques on Implementation of Primary School Development Plans is rejected; it showeds a positive relationship between the relationships between Quality Assurance Techniques on Implementation of Primary School Development Plans.

5:3 The nature of Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality

This study found out that the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality was confirmed to be very low. The respondents strongly disagreed and disagreed with most of the statements provided. For example, the identification of problems and their causes so as to give appropriate advice for improvement of the school, and the checking of resources deployed to the schools and their audits for efficiency and impactive use were all low. This implied that the inspectors of schools do not plan for such visits and they do not have specific objectives for their visits as noted by Masara (1987), he asserted that some inspectors reportedly visits schools to boss and to harass teachers instead of helping them solve professional problems. The inspectors do inspection, but do not identify teachers' strength and weakness so as give suggestions for remedial action were moderately low. Likewise provision of guidance for technical planning and implementation of school development plans was significantly low as well, this implied that the inspector cannot provide the expertise to implementation of certain technical issues in the schools as required by them, it implies that they have inadequate knowledge and experience for the job, and their recruitment process may be questionable. This assertion is confirmed by Bowen (2001), Isolo (2000) and Ndegwa (2001), that the professional practice for inspectors had been criticized for being harsh to teachers, and they have negative practices which have developed questionable habits. And the inspectors tend to look down upon teachers with resentment and suspicion as if they are not able/ capable of performing.

For example, in Koboko municipality there was only one inspector of schools to cover 70 primary schools, apart from the private primary schools in the municipality. The study found out that there was lack of commitment of inspectors which was evidently showedn by responses of respondents on the following statement; This assertion was supported by Wanga (1988) that teachers tend to mistruct school inspectors because of inadequate support given by them, and this was also confirmed by Masara (1987) who over confessed that; inspectors are characterized by poor relationships, between school administration, teachers and staff, and as result this has affected their performance.

Further, the study found out that the collaboration between school head teachers, SMC and the inspectors were not cordial as reflected in the responses such as whether the inspector attends parents meeting among others to provide the overall relationship between management committees and school management plans. Basing on these results, since the sig. value (0.000) was greater than 0.05 which was the minimum required level of significance in social sciences.

5:4 The relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality

This study found out that the relationship between Quality Assurance Techniques and Implementation of Primary School Development Plans in Koboko municipality was confirmed a low mean.

The study found out that, the policy was conducted yearly in the schools in Koboko municipality, this was rated high with mean value of 3.23. This was confirmed by Adofo, (2011), who noted that policy was required to be conducted yearly and constructively.

The study revealed that, teachers are always informed about policy requirements set by the ministry in Koboko municipality was low as well. This was contrary to the other finding by Adofo (2011), on case study conducted on an evaluation of the policy and its impact on employee performance, that there was inadequate information or communication about standards, and time in Kwahu South in Ghana.

The study found out that the relationship between policy and the Implementation of Primary School Development Plans in Koboko municipality; it is a negative relationship between

policy and implementation of primary school development plan. Policy is not significantly correlating with the Implementation of Primary School Development Plans in Koboko municipality with low mean.

5.5: CONCLUSION

Based on the findings and discussions, the following conclusions were made; the study concluded that Quality Assurance Techniques as a strategy for techniques has impact on Implementation of Primary School Development Plans was rated high.

Firstly, on the relationship between Quality Assurance Techniques and the Implementation of Primary School Development Plans, it was noted by the research that there was a negative relationship and high significance level which was greater than 0.05 which was minimum requirement for social sciences and was having very low mean according to slovens scale.

Secondly, regarding the relationship between Quality Assurance Techniques and primary school development plans concluded that the hypothesis that there was no relationship and therefore, has negative relationship with beta value and level of significance of 0.000 and average mean rated low according to slovens scale, therefore the hypothesis is accepted.

The study concluded that Quality Assurance Techniques as techniques strategy has strong relationship with Implementation of Primary School Development Plans in Koboko Municipality as compared to inspection and policy which are conducted periodically or yearly through various levels of analysis.

5.6 RECOMMENDATIONS

The following were suggested in view of the findings; the recommendations were based on the objectives as follows;

Firstly, there should be regular Quality Assurance Techniques in schools, with extremely weaker schools visited more than better performing schools. Quality Assurance Techniques should be done on school site, and supervisors should be based in the schools, if possible a senior staff from the same school can be trained to do so to avoid irregularity.

Secondly, regarding techniques, the study recommended that there should be inspection conducted every three to four months. The inspection should be clearly communicated to

schools about the schedules so that teachers are prepared and all person involved in school business can be found available.

Thirdly, there is need to equip the inspectorate with experienced and well qualified personnel, financial resources and assets to facilitate the inspection program (Glickmann et al, 2001). The need for techniques feedback or reports to where the inspection had been carried is more urgent than expected. However, adequate facilitation of the inspectorate will improve on the status of inspection program, that in turn improve on implementation of school development plans, so as to provide an adequate basis for national evaluation.

5.7 Areas for further research

This study was carried out to find the relationship between techniques strategies on the implementation of school development plans in primary schools, the following areas have been recommended for further research.

1. A study may be carried out to find appropriate approaches that will help in instilling the right platform for enhancing Quality Assurance Techniques in institutions. This hence involves processes aimed at instituting the right school development plans in long term projections.
2. The relationship between policy and teachers level of commitment in the schools.
3. A study should be carried to find out the relationship between leadership style of management and level of collaboration of school management committee in schools.
4. A study should be carried to find out whether employment of other professionals can impact in school management.

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APPENDICES

APPENDIX I:

FACE SHEET: DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Gender (Please Tick):

__ (1) Male __(2) Female

: _____Age

Qualifications Under Education Discipline (Please Specify):

(1) Certificate_____

(2) Diploma _____

(3) Bachelors _____

(4) Masters _____

(5) Ph.D. _____

Number of Years Teaching Experience (Please Tick):

____(1) Below one year

____(2) 1- 2yrs

____(3) 3-4yrs

____(4) 5-6yrs

____(5) 7 years and above

APPENDIX II

QUESTIONNAIRE TO DETERMINE THE IMPLEMENTATION OF SCHOOL DEVELOPMENT PLANS

(For School administrators and teachers)

Instruction: Please kindly circle only one of your preferred option on the rating provided at the end of each statement. Kindly use the rating guide below:

Response Mode	Rating	Description	Legend
Strongly Agree	(4)	You agree with no doubt at all.	SA
Agree	(3)	You agree with some doubt	A
Disagree	(2)	You disagree with some doubt	D
Strongly disagree	(1)	you disagree with no doubt at all	SD

Section: A. Community involvement.

S/no:	Statement.	Rating.			
1	There is presence of functional SMC committee in the school.	1	2	3	4
2	There is presence of functional PTA committee in the school.	1	2	3	4
3	There school development plan is established jointly with SMC/PTA and staff.	1	2	3	4
4	SM/PTA is involved in monitoring teaching & learning.	1	2	3	4
5	There prompt contribution of PTA funds in the school	1	2	3	4
6	The SMC/PTA has support to staff & pupils' welfare.	1	2	3	4

Section: B Financial and human resources					
7	There is adequate number of teachers in the school.	1	2	3	4
8	The pupils to teacher ratio is normal according policy.	1	2	3	4
9	The pupil to classroom is average of 60 pupils per class.	1	2	3	4
10	Teachers have average work load of 28 periods per week.	1	2	3	4
11	The pupils to textbook ratio are 3 pupils to 1 textbook.	1	2	3	4
Section :C Inspection of Schools					
12	The district has policy standards for school achievement.	1	2	3	4
13	The district inspectors follow up schools in their individual performances.	1	2	3	4
14	The inspectors reports achievements to the district authorities	1	2	3	4
15	There are clear criteria and standards for promotion of school performances.	1	2	3	4
Section: D. School Leadership					
16	Implements an action plan in which is mandatory to all.	1	2	3	4
17	Supports and monitor the correction of unsound teaching and learning practices.	1	2	3	4
18	Celebrates with teachers' success in pupils results.	1	2	3	4
19	Provides incentives for teachers and pupils successes.	1	2	3	4
20	Engage parents and community in improving school performance.	1	2	3	4
21	Teachers and school administration feel responsible for success and failure of pupils in the school.	1	2	3	4

Section: E Teachers professional development & collaboration.					
22	The leadership holds tightly to the school vision to achieve.	1	2	3	4
23	The leadership ensures that all staff have access to training.	1	2	3	4
24	Head of department & Class masters have job descriptions.	1	2	3	4
25	The leadership is critical to mentoring staff to improve on their capacities.	1	2	3	4
26	The school leadership conducts frequent classroom observations and provides teachers' feedback.	1	2	3	4
27	The school leadership is compassionate and supportive of staff both professionally and personally.	1	2	3	4
28	The school leadership is accessible, visible and approachable.	1	2	3	4
Section: F. Opportunity for pupils to learn.					
78	There is full participation of all pupils in curriculum subjects.	1	2	3	4
79	Adequate involvement of all pupils in co-curricular activities in the school.	1	2	3	4
80	There extension of pupil learning time through homework.	1	2	3	4
81	Adequate space in the library for pupils read.	1	2	3	4

APPENDIX III

QUESTIONNAIRE TO DETERMINE THE QUALITY ASSUARANCE TECHNIQUES FOR THE IMPLEMENTATION OF SCHOOL DEVELOPMENT PLANS

(For School administrators and teachers)

Instruction: Please kindly circle only one of your preferred options on the rating provided at the end of each statement. Kindly use the rating guide below:

Response Mode	**Rating**	**Description**	**Legend**
Strongly Agree	(4)	You agree with no doubt at all.	SA
Agree	(3)	You agree with some doubt	A
Disagree	(2)	You disagree with some doubt	D
Strongly disagree	(1)	you disagree with no doubt at all	SD

Section: A. School Data system.

S/n	**Statement.**	**Rating.**			
1	There is school policy on teacher capacity building program	1	2	3	4
2	Head of departments/subjects have plans for their activities	1	2	3	4
3	There is established school policy on financial management	1	2	3	4
4	There are clear records of accountability on resources and actions taken by stakeholders.	1	2	3	4
5	There is a school policy on behavior and conduct	1	2	3	4
6	There is school policy on pupils & teachers attendance	1	2	3	4
7	The school has a copy of the Ugandan Constitution	1	2	3	4
8	There is an established structure, with clear roles and	1	2	3	4

	responsibilities of all individuals /committees in the school.				
9	There are approved minutes, reports, budgets and purchases files.	1	2	3	4
10	Clear records of school physical assets are kept.	1	2	3	4
11	Records of requests and handover material/issues are kept.	1	2	3	4
12	Clear records for maintenance & repair works.	1	2	3	4

Section B: Performance accountability system

There is evidence of:

S/no:	**Statement.**	**Rating.**			
13	School prefects' conduct meeting and super vises activities and gives report to deputy head teacher.	1	2	3	4
14	The deputy head teacher monitors support staff, conduct meeting and reports to head teacher.	1	2	3	4
15	Heads of department conduct meeting and reports.	1	2	3	4
16	Heads of subject plans activities, conduct meeting, supervise teachers and write reports.	1	2	3	4
25	Class master/mistress supervises subject teachers & reports.	1	2	3	4
26	Subject teachers assess pupils and reports to class masters.	1	2	3	4
27	Class masters analyze progress/examination results and submit reports to head of department/head teacher.	1	2	3	4
28	Head teacher/SMC conducts monitoring and writes reports.	1	2	3	4
29	Functional school disciplinary committee (SDC).	1	2	3	4
30	The District inspector of school conduct supervision and meeting and gives copy of report to the school.	1	2	3	4

Section C: Use of resources and cost control system

S/no:	Statement.	Rating.			
31	Offices for school administration and teachers.	1	2	3	4
32	Adequate classrooms for all pupils.	1	2	3	4
33	Enough desks with ratio of a desk to three pupils.	1	2	3	4
34	School computers and computer lab for data management.	1	2	3	4

APPENDIX IV

POPULATION SIZE

N = Total Population, n = sample size; e = standard deviation

$$n = \frac{N}{1+N(e)^2}$$

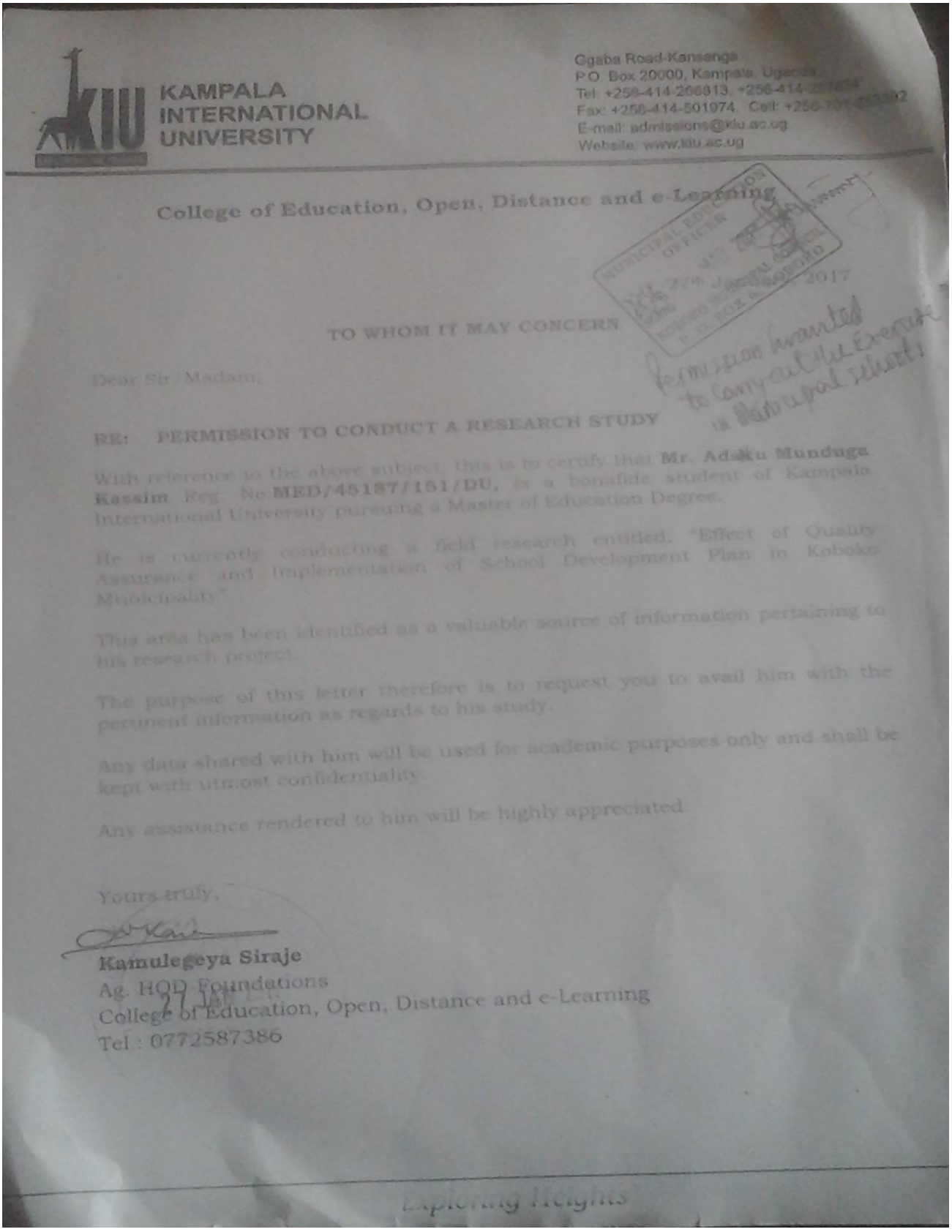
$$n = \frac{400}{1+400(e)^2}$$

e = 0.05

$$n = \frac{400}{1+1}$$

n = 200

APPENDIX V



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College of Education, Open, Distance and e-Learning

27th January 2017

TO WHOM IT MAY CONCERN

Permission granted to carry out the Research in Municipal schools

Dear Sir/Madam,

RE: PERMISSION TO CONDUCT A RESEARCH STUDY

With reference to the above subject, this is to certify that **Mr. Adaku Munduga Kassim** Reg. No **MED/45187/151/DU**, is a bonafide student of Kampala International University pursuing a Master of Education Degree.

He is currently conducting a field research entitled, "Effect of Quality Assurance and Implementation of School Development Plan in Koboko Municipality"

This area has been identified as a valuable source of information pertaining to his research project.

The purpose of this letter therefore is to request you to avail him with the pertinent information as regards to his study.

Any data shared with him will be used for academic purposes only and shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,

Kamulegeya Siraje
Ag. HOD Foundations
College of Education, Open, Distance and e-Learning
Tel : 0772587386

27 Jan 17

Exploring Heights