



**CHALLENGES OF SCHOOL MANAGEMENT
IN IMPLEMENTATION OF QUALITY ASSURANCE
IN PRIVATE CATHOLIC CHURCH FOUNDED SECONDARY
SCHOOLS IN KAMPALA ARCHDIOCESE, UGANDA**

Oscar Mugulaⁱⁱ,

Marcella Momanyi¹,

Anthony Mugagga Muwagga²

¹Department of Postgraduate Studies,
The Catholic University of Eastern Africa
Nairobi, Kenya

²College of Education and External,
Makerere University,
Kampala, Uganda

Abstract:

The study examined the challenges of school management in implementation of quality assurance in private Catholic Church founded secondary schools in Kampala Archdiocese, Uganda. A mixed method research particularly embedded design guided the study. The study involved all head teachers, teachers, students, Inspectors of schools and, the Diocesan Education Secretary in Kampala Archdiocese. Non probability sampling especially purposive sampling techniques were used to select a sample size of 11 head teachers, 120 students, 5 Inspectors of the directorate of education standards and 1 Education Diocesan Secretary. Probability sampling involved the use of proportionate sampling technique to select 11 schools and 312 teachers to take part in the study. Data collection instruments that were used were a self-administered questionnaire, an interview guide, a focused group discussion guide, and an observation checklist. Research instruments were subjected to both content and construct validity. Cronbach's alpha was used to determine reliability of the questionnaire while credibility and dependability were used to determine reliability of the qualitative items. Quantitative data was analysed by cleaning, coding and keying in computer Statistical Package for Social Sciences software version 21 to generate frequencies and percentages that summarized data. Qualitative data was analysed using content analysis. Ethics in research were observed throughout the process. Key findings showed that the schools studied have many challenges in implementing quality assurance. The major challenge experienced especially by poor schools was funding with its associated challenges such

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

as teaching resources, student-teacher ratio and workload of teachers. However, professionalism of teachers, their quality, professional development and empowerment, supervision/evaluation, existence of quality assurance/ control units, attention to a culture of quality and top management in schools, lacking commitment and belief in quality assurance were not serious challenges in the implementation of quality assurance in the schools. Therefore, it was concluded that only funding and its resulting challenges such as inadequacy of teaching resources, student-teacher ratio and workload of teachers pose a challenge in the implementation of quality assurance especially for the poor schools. Thus, it was recommended that head teachers, boards of governors, and the Archdiocese Education Secretariat should make effort to put in place measures besides students' tuition fees to enable even poor private schools implement quality assurance easily.

Keywords: challenges, private Catholic Church founded, school management, quality assurance

1. Introduction

Quality assurance describes a proactive approach seeking to identify problems and deal with them or even better prevent them from happening at all (De Jonge, Nicolaas, Van Leerdam & Kuipers, 2011). Quality is the most important attribute in creating school value and is the means by which an institution differentiates itself from others (Okereke, 2014). In schools, quality assurance includes use of adequate instructional materials, imparting of right knowledge, meeting education yardsticks, creating conducive learning atmosphere and availability of high-quality teachers (Yaro, Arshad & Salleh (2017). Since school education systems are complex and vary greatly, quality assurance mechanisms are different for different countries. For instance, in the USA superintendents ensure that district schools deliver a set of uniform subjects and courses enhance efforts to assimilate children into the American culture (Björk, Kowalski & Browne-Ferrigno, 2014). School principals and curriculum staff, as instructional leaders, are charged with ensuring the highest level of instructional practice to effect student achievement at high levels (Huber, Tulowitzki & Hameyer, 2017).

In Europe, the European and National Quality Frameworks, systems focus on learning outcomes defined as statements of what a learner knows, understands and is able to do at the end of a learning process (Normand & Derouet, 2016). Quality assurance systems include external mechanisms and internal mechanisms. External mechanisms include national and regional school evaluations with inspectors evaluating the quality of education in schools. Internal mechanisms include school self-evaluation, staff appraisal and classroom-based student assessments (Nelson, Ehren & Godfrey, 2015). A country like the Netherlands, has established community-based supervisory and representative advisory boards. However, Belgium, the Czech Republic, and Portugal have school councils which include community members. In the Czech Republic, Ireland

and Poland, community members may provide input for quality assurance through questionnaires (European Commission, 2018). For Slovakia, a new school act on dual training allows employers to have greater impact on profiling secondary vocational schools. In Montenegro, the model for quality assurance contains standards for contribution of the wider community to the quality assurance. The report on internal and external evaluation contains recommendations for improving the level of cooperation (European Commission, 2018).

In Africa, as in other parts of the world, quality assurance mechanisms are different across different countries. For instance, in Nigeria government agencies, internal and external educational stakeholders, are charged with ensuring quality assurance through inspection, evaluation and audit. The government agencies and other stakeholders include ministerial and administrative officers, local education authority, regional and state supervisory bodies, quality assurance agencies associations, students, alumni, employers of labour, and funding organizations ensure quality assurance (Onuma & Okpalanze, 2017). In South Africa, the Public Service Commission (PSC) Act, 1997 requires every public institution in South Africa to be inspected upon the demand of the commission for ensuring good performance. The district education office is responsible for the overall school inspection to enhance the quality of services. This is mostly carried out in form of evaluation. However, inspection is also conducted from the central level in a selected number of districts and schools in all provinces (Wiseman & Davidson, 2018). In Kenya, the Basic Education Act (2013) Cap 211 section 18 gives Quality Assurance and Standards Officers the mandate to enter and inspect any school at any time with or without notice, inspect and audit the accounts of the school or advice the manager of the school on the maintenance of accounting records for the purpose of inspection or audit. Quality Assurance and Standards are related to learner's welfare. These entail to gender, guidance and counselling, clubs and games and special needs education. The purpose of Quality Assurance and Standards is to ascertain whether there is added value on education (Gongera, Muigai & Nyakwara, 2013).

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

In Uganda, the perception of the public is that Catholic Church schools are beyond reproach in upholding quality because of being built on the catholic church educational philosophy which dictates that a true Roman catholic founded school should be characterised by a holistic concern to develop the whole person with attention to religious and moral education and teaching by example especially the behavioural example of staff (Muwagga, Genza & Ssemulya, 2013). Nevertheless, there has been rising concern over the quality of education offered in private church founded schools in the country because of their nonconformity to the philosophy of Catholic Church founded schools' ideals. There are allegations that some Private Catholic Church founded schools engage in acts which run counter to catholic catechism. The schools have adopted practices of for profit schools such as duping the public about good grades by preventing weak students from registering for national examinations at their centres such that they post only good grades contrary to the school regulations. There was also dismal performance of students at secondary school level over the years as reflected by the Uganda National Examinations Board (Komakech & Osuu, 2014). Whereas the perception in the general population is that the Catholic Church founded schools offer high quality education in the country compared to other schools, it is surprising that they are engaged in such practices which suggest that the presumed quality education offered by the Catholic Church found schools is a fallacy. This led to the unanswered empirical question as to what are the challenges of management in implementation of quality assurance in private Catholic Church founded secondary schools in Uganda. Therefore, this study investigated the challenges of school management in implementation of quality assurance in private Catholic Church Founded Secondary Schools in Kampala Archdiocese, Uganda.

1.1 Review of Related Literature

School management encounter a number of challenges in the implementation of quality assurance. For instance, Hassan and Fan (2015) explored the nature of the obstacles that impeded the implementation of total quality management (TQM) in the public education sector in Saudi Arabia. They also determined the critical success factors needed to overcome them in a field study undertaken within secondary schools and in the Education Ministry of Saudi Arabia to assess these factors and barriers. Data were collected using a questionnaire on a sample of 61 secondary school head teachers. In addition, 35 semi-structured interviews were collected from head teachers. Using descriptive analysis, the results indicated that the obstacles impending total quality management (TQM) were top management commitment; training; tools and techniques; and, reward and recognition. Mobegi, Ondigi and Oburu (2010) investigated the strategies employed by head teachers and the challenges head teachers faced in their attempts to provide quality education in public secondary schools in Gucha District in Kenya. The data was collected from 120 head teachers of public secondary schools using questionnaires, interviews and observations. The findings of the study showed that financial constraint was the major challenge which impacted negatively on physical

facilities, teaching and learning materials, and teaching methods. However, the gap that emerges from this study is that it was done in Saudi Arabia and the other was in Kenya. This called for the current study in the context of Uganda's senior secondary schools.

Ndaita (2015) examined the constraints to the principal's instructional quality assurance role in public secondary schools in Kitui West Sub-county, Kenya. The sample included one hundred and seventy students, fifty-four teachers, nine principals and three District Quality Assurance and Standards Officers (DQASO). Data were collected using a questionnaire and interviews. Validity of the tools was attained using expert analysis while reliability was attained at the benchmark of above 0.50. Using descriptive and content analyses, the results showed that the key constraints to the principal's quality assurance role were lack of adequate finances, inadequacy instructional resources, high teacher-student ratio, overloaded curriculum, lack of adequate government support and cooperation from school community. This study was conducted in a sister country of East Africa – Kenya and was mainly done in public secondary schools. Though it used both qualitative and quantitative methods, the study does not have a guiding theory. The current study was guided by the systems theory and was conducted in Uganda a context different from Kenya.

Olibie, Ofojebe and Ezugoh (2015) examined the challenges of quality assurance in teachers' professional practices with focus on Anambra State of Nigeria using primary school teachers drawn from various primary schools in the State. A sample of 524 primary school teachers provided questionnaire data whose reliabilities attained using Cronbach alpha were above the benchmark of 0.70. Using correlation, the results suggested that challenges in terms of underfunding, poor quality teachers, inadequate continuous teachers' professional development and teacher empowerment, inadequate provision of equipment, facilities, teaching aids, instructional materials, curriculum, and collapse of infrastructure, inadequate supervision/evaluation and lack of establishment of quality assurance/control units in the primary schools, and high student-teacher ratio had a positive and significant relation with assurance in teachers' professional practices. This study was conducted in a different study context of Nigeria and mainly targeted 524 teachers in primary schools. The study adopted the descriptive survey research on which it based its findings and conclusions. However, still it raises contextual gaps that required the current study. The current study was conducted in Ugandan and adopted both the qualitative and quantitative methods to collect data from not only teachers and head teachers, but also involved students and district inspectors. It was also carried out in private catholic church founded senior secondary schools.

Suleman and Gul (2015) explored the challenges faced by public secondary schools in successful implementation of total quality management (TQM) in Kohat District using heads and secondary school teachers from public secondary schools. A sample of 25 heads and 75 secondary school teachers selected from 25 public secondary schools through simple random sampling technique provided questionnaire data. The overall reliability coefficient of the questionnaire was 0.877. Descriptive results revealed that

ineffective leadership; lack of funding and resources; lack of management commitment; poor and ineffective planning; political interference; and poor teachers' status and morale were the main challenges faced by public secondary schools in implementing TQM. Though this study was conducted in secondary schools, it still raises contextual gaps that necessitated the current study to be done. The study was done in Kenya and concentrated on head teachers and teachers at public secondary schools. The current study was conducted in Uganda and mainly examined the private catholic church founded secondary schools in Kampala Archdiocese.

2. Research Design and Methodology

The study adopted the mixed methods research paradigm and specifically the embedded design. The mixed methods research was preferred because it advances the systematic integration of qualitative and quantitative data within a single investigation (Wisdom & Creswell 2013). In the embedded design, emphasis was placed on the quantitative methods with the qualitative providing a supportive role. For quantitative data, the researcher adopted the cross-sectional research design by which data were collected using a questionnaire survey (Zheng, 2015). As for the qualitative supportive data, the researcher used the phenomenological design, in which the lived experiences of individuals about the phenomenon were described by participants through interviews. Both quantitative and qualitative data was collected concurrently, and integration of results was during data interpretation in accordance with (Creswell, 2014). This helped in making statistical inferences and carrying out in-depth analysis. The embedded design was executed through designing instruments with mixed questions involving quantitative and qualitative responses. The dominant strand was quantitative. To enrich the study, supportive qualitative interview questions were embedded in the study tools. Both quantitative and qualitative data was collected concurrently. The two strands of data were analyzed separately but cognizant of the existence of both data categories. Mixing of the data was done during data interpretations where narratives from the qualitative responses were used to describe respondent views. Essentially data analysis was an ongoing process thereafter a synthesis of both quantitative and qualitative data was made.

The study was carried out in Kampala Archdiocese which is the Metropolitan See for the Roman Catholic Ecclesiastical province of Kampala in Uganda. The study used both probability and non-probability sampling procedures. Probability sampling was used to select teachers because their number was big and produced results necessary for generalization of the findings. Non-probability sampling was used to select head teachers, student leaders, inspectors of school and, the Education Secretary of Kampala Archdiocese because the information required from them was qualitative in nature and did not require large samples.

In selecting schools, the study used cluster-cum-proportionate and simple random sampling. First, the schools were clustered according to vicariates of the Archdiocese that are namely Kampala Episcopal, Wakiso, Entebbe and Mitala Maria. In Kampala Episcopal there were 15 schools, Wakiso had 12 schools, Entebbe had six schools and Mitala Maria had 14 schools. Thereafter, the sample from each vicariate was proportionately determined after obtaining the sample size of teachers. Going by the average of teachers in each vicariate, the schools to study were three in Kampala Episcopal, three schools in Wakiso, two schools in Entebbe and three schools in Mitala Maria. In total, 11 secondary schools were studied. Thereafter, from each vicariate the sample for the schools was randomly selected using the lottery method. The sample was as follows: five headteachers, 312 teachers, 120 prefects, the Education Diocesan Secretary and 10 inspectors of schools.

Data were collected by use of two instruments namely, the questionnaire and an interview guide. The interview guide involved open-ended questions for the head teachers and the Secretary of Education Kampala Archdiocese. The research instruments were subjected to both content and face validity. The research questions and the questionnaire were given to experts in educational administration, quality assurance officers and research. The researcher requested them to give their expert judgment as to whether the questionnaire reflected the adequate content of the research questions. They commented on the clarity of question items, grammar and spacing which were incorporated in the questionnaire before using them in the actual study.

Reliability for quantitative items was determined by use of Cronbach's alpha technique which was considered appropriate as it shows how well the items in the instrument positively correlate with each other. It computed the average inter-correlations among the items measuring the concept. Items with a reliability coefficient of 0.7 were acceptable and 0.8 were considered good (Hee, 2014). Hence, question items whose Cronbach coefficient was below the benchmark i.e. fell below 0.7 were considered poor and deleted. Only those items whose coefficient was above 0.7 were retained and thus enabled collection of dependable data. The Cronbach's alpha for questionnaire was $\alpha = 0.929$ which showed that the question items were reliable for data collection on challenges of school management in implementation of quality assurance.

The reliability for the qualitative question items was determined in terms of their trustworthiness particularly of credibility and dependability (Moon, Brewer, Januchowski-Hartley, Adams & Blackman, 2016). Credibility is showing that the findings are accurate and honest. This was done by triangulating information obtained from various research tools such as interview guide, focus group discussions and observation check list. These instruments were used to collect information from the Education Secretary, Inspectors of Schools, Head teachers and student leaders. This supported the researcher to deliver collaborative evidence that was credible, consistent and dependable (Creswell, 2014). Credibility involved the researcher carrying out member checking, avoiding personal biases and ensuring interpretations of data were consistent and

transparent. Clarity in terms of thought processes during data analysis and subsequent interpretations were demonstrated (Nowell, Norris, White & Moules, 2017).

Dependability refers to the extent to which information that is recorded during interviews is what actually transpired in the study setting and that whether the resultant analyses and conclusions are correct (Creswell, 2014). The researcher observed this by engaging member checking, which sought to improve the accuracy and credibility of what was recorded during research interviews (Harper and Cole 2012). Also, the information gathered from in-depth interviews, was emailed to the key participants to endorse and approve whether it is the correct information the researcher had collected from them. Dependability involved ensuring that the research process was logical, traceable and clearly documented throughout the study such that future users can be able to understand the research process of the study. The study thus reported in verbatim, quotations from participants to support quantitative data interpretation and analysis.

Also, during data collection, the researcher avoided personal biases by sticking to the interview guide questions, ensured meticulous record keeping, and that interpretations of data were consistent and transparent during data presentation. Clarity in terms of thought processes during data analysis and subsequent interpretations were demonstrated (Noble & Smith, 2015).

The analysis of data involved both quantitative and qualitative methods. Quantitative data from questionnaires were cleaned, coded and keyed in a computer software Statistical Package for Social Sciences Version 21 to generate frequencies and percentages that were used to summarize data. Qualitative data was analyzed using content analysis through systematic examination of the contents in the texts identifying themes and patterns as a basis for describing the findings. Main concepts in the collected responses of the participants were linked to the data by quotations. The quotations helped to confirm the connection between the results and data as well as the richness of data (Vaismoradi, Jones, Turunen & Snelgrove, 2016). The qualitative data helped to provide meaning to the quantitative data presented using descriptive statistics.

In order to analyse qualitative data, the researcher was guided by the 6 steps provided by Creswell (2014). These steps helped the researcher in organising data, reading through it, coding it, describing and arranging data into themes, and interpreting.

Step 1; after gathering at all the required data from in depth interviews and focus group discussions, the researcher properly prepared data and made it ready for analysis by assembling it in accordance to instruments used and participants.

Step 2; the researcher embarked on listening to recorded data and transcribing what the interviewees were saying. After typing out the interview on a sheet of paper, the researcher read cautiously through the typed script and also once again listening in to the recording to ensure that what the participants provided was completely captured word by word. Reading the data was done to provide a general sense of the information provided and it also offered an opportunity to reflect on its overall meaning.

Step 3; in this step, the researcher concentrated on generating codes, segmenting paragraphs and describing them with precise words in order to create concepts from the data. Coded data was used to generate a description of emerging themes.

In step 4; the researcher refined the already derived codes by reducing them into meaningful analytical concepts.

In step 5; the researcher used the created concepts for analysis according to the research questions.

Finally, in step 6; the researcher applied the concepts to provide the basis for interpretation, discussion and arriving at conclusions. Given that the study was of a mixed methods design, the narratives produced from qualitative data were embedded with quantitative data to provide explanations.

3. Findings and Discussions

3.1 Background Characteristics

Table 1: Participants Responses on their Demographic Information

Item	Categories	Frequency	Percent
Gender	Male	161	62.6
	Female	96	37.4
	Total	257	100.0
Age group in years	Up to 29 years	57	22.3
	30-39 years	123	48.0
	40-49 years	63	24.6
	50 years and above	13	5.1
	Total	256	100.0
Highest level of education attained	Diploma	66	25.8
	Bachelor's degree	163	63.7
	Post graduate diploma	10	3.9
	Master's Degree	17	6.6
	Total	256	100.0
Number of years working in the school	More than 5 years	80	31.3
	5 - 10 years	95	37.1
	11 years and above	81	31.6
	Total	256	100.0
Extra responsibility of the teacher in the school	Subject teacher	72	28.1
	Class teacher	80	31.3
	Head of department	70	27.3
	Senior administrator	34	13.3
	Total	256	100.0

The study sought to establish demographic characteristics of the teacher participants in terms of gender, age, highest level of education attained, number of years working in the school, extra responsibility held and type of school. The data enabled the researcher to

identify the categories of teachers that participated in the study since the teachers were the main unit of analysis. These findings are presented in Table 1.

As shown in Table 1 a majority of 62.6% of teacher participants were males and that of females was 37.4 %. Both genders were included in the study to gather balanced views to avoid biasness.

In terms of age 48% of the teachers were aged between 30-39 years, 24.3% were 40-49 years a few were 50 years and above. This indicates that teaching force in these schools are young, energetic and ambitious. When managed well and motivated through the provision of teaching materials, creating a conducive working environment, provision of housing facilities as well as giving teachers opportunities for teacher professional development, they do their teaching duties competently. These findings concur with those of Kotur and Anbazhagan (2014) that workers in their youthful time of life are more motivated, determined and that their performance is better than that of workers who are aging.

Regarding professional qualifications, 63.7% of teacher participants were Bachelor of Education Degree holders, another 25.5% had diplomas in education, 3.9% with postgraduate diploma in education and 6.6% Masters Degrees. The results indicate that all the teachers had the necessary qualifications to teach in secondary schools. They all met the basic qualification requirements set by the Government of Uganda which requires that a teacher in a secondary school should either have a grade V diploma or first degree in either arts or science education. This is in accordance with the Education Service Commission (2011) that states; *"a teacher is a person who has successfully completed a course of training approved by the Ministry responsible for Education and has been entered on the register of teachers"*. Qualified teachers are in position of posting well deserved performance in schools.

Teacher participants were asked to indicate the number of years they have stayed in school. About 37.1% had 5-10 years and 31.6% had worked for 11 years and above. Teachers' knowledge of school management performance usually increases with the number of years they have stayed in the same school. Since the majority of teachers have stayed in their current schools for more than five years, they were presumed to understand the school management systems of school and could give accurate report on their quality assurance in the schools competently. The finding agrees with that of Clotfelter, Ladd and Vigdor (2014), that those teachers who stayed on the job for some time continued to become more effective and that, very experienced and knowledgeable teachers were meaningfully more effective than teachers with inadequate experience. Therefore, experienced teachers are more knowledgeable on how school management influences quality assurance in secondary schools.

3.2 Challenges of School Management in Implementation of Quality Assurance

The study sought to establish on challenges encountered by the school management in implementation of quality assurance. In a questionnaire, participants were given 11 items

of challenges and asked to rate the extent to which they agree. The questionnaire was based on a five-point Likert frequency scale (1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Undecided, (S) 4 = Agree (A) and 5 = Strongly Agree (SA). The responses are illustrated in Table 2.

Table 2: Teachers Responses on Challenges encountered
 by School Management in Implementation of Quality Assurance(n=257)

Management Challenges	F/%	SD	D	U	A	SA
This school is underfunded	F	47	45	53	77	32
	%	18.5	17.7	20.9	30.3	12.6
Some of the teachers in this school lack professionalism	F	69	55	34	71	24
	%	27.3	21.7	13.4	28.1	9.5
Some of the teachers in this school are of low quality	F	74	70	37	58	18
	%	28.8	27.2	14.4	22.6	7.0
In this school there is inadequate continuous teachers' professional development and teacher empowerment.	F	54	50	37	92	22
	%	21.2	19.6	14.5	36.1	8.6
In this school there is inadequate provision of equipment, facilities, teaching aids, instructional materials, curriculum, and collapse of infrastructure.	F	66	55	38	70	27
	%	25.8	21.5	14.8	27.3	10.5
In this school there is inadequate supervision/evaluation from management	F	63	63	37	73	20
	%	24.6	24.6	14.5	28.5	7.8
In this school there is lack of established quality assurance/ control units	F	57	69	41	65	22
	%	22.4	27.2	16.1	25.6	8.7
Students are crowded in this school because of very high enrolment	F	73	56	27	78	22
	%	28.5	21.9	10.5	30.5	8.6
In this school teachers have a very high work load	F	42	59	41	78	33
	%	16.6	23.3	16.2	30.8	13.0
In this school there is a weakness of limited attention to a quality culture	F	52	58	43	79	23
	%	20.4	22.7	16.9	31.0	9.0
Top management in school lacks commitment and belief in quality assurance	F	79	56	34	67	19
	%	31.0	22.0	13.3	26.3	7.5

Source: Field Data (2019).

Teacher participants rated challenge statements differently. For instance, on whether the schools were underfunded, 42.9% agreed while 36.2% disagreed and 20.9% was undecided. Those who agreed meant that schools received funds from either the donors or in bursary form which the management budgeted well to buy needed teaching learning resources and remunerate the support staff. The adequate finances and facilities are necessary for the smooth running of secondary schools and attain a high level of quality education. Those who disagreed meant that inadequate funding affected the efficient operations of the school. The head teachers' views on lack of finances concurred with those of teachers and added that financial problems triggered understaffing of teachers and inadequate teaching learning resources. In the interviews with head

teachers about management challenges in the schools, the head teachers gave several responses, but financial issues were sounded most. One head teacher in school A said;

“Everything around the school rotates on finances; so, when the fees is not collected in time, that is a big challenge and for us here the major source of income is school fees. We do not have other money generating projects. So, when the population declines it is a challenge. Even when we have the population and the people do not contribute on time it is a challenge”. (Headteacher School 5, 2019)

Another head teacher at school B reiterated that;

“Lack of finances and high teacher work load are my major problems. I struggle to buy teaching resources and pay teachers’ salaries due to low school income. Due to few teachers, we cannot create small streams which makes handling of the students by the teachers an uphill task.”

In relation with the above, another head teacher revealed, *“The challenges rotate around finances because tuition by students is the major source of income for the school. We do not have other income generating projects. The tuition fee collected cannot cover all school needs.”* The views from the head teachers above showed that the major problem affecting the schools was of finances and this led to other problems that lack enough teachers and teaching resources.

Similarly, in an interview with the Secretary of Education Kampala Archdiocese, he also reiterated that finances were the major challenge affecting the schools. The poor schools with a small student population encounter the greatest challenge compared with those with large student population. He further explained that schools that lacked enough funds were constrained in remunerating teachers, procuring teaching materials and putting in place good school infrastructure necessary for enabling conducive learning environment. The findings are similar to those of Terhile & Nike (2013) who revealed that there is inadequate provision of funds and facilities available for secondary schools to provide quality educational services in secondary schools in Benue State. The undecided participants were subject teachers and class teachers who were not involved in direct management of the school, this lays credibility to their uncertainty they expressed. Also, Mobegi et al. (2010) reported that financial constraint was the major challenge which impacted negatively on physical facilities, teaching and learning materials, and teaching methods.

On whether teachers in schools lacked professionalism, 49.0% of the teacher participants disagreed, 37.6% agreed and 13.4% were undecided. The 49% response rate confirm that most teachers employed in schools were professionally qualified to handle the curriculum taught in schools. Those who agreed could imply some schools engaged untrained teachers to teach the learners. Their lack of training skills in teaching

methodologies and class management practices can be disastrous in the teaching and learning process. The study findings agree with those of Suleman and Gul (2015) that poor teacher's status, ineffective planning, lack of teacher commitment and morale, ineffective leadership, lack of funding and resources, political interference were the main challenges faced by public secondary schools in implementing Total Quality Management.

Regarding schools having poor quality teachers, 56.0% teachers disagreed, 29.6% agreed and 14.4% were undecided. Since the majority disagreed, it means that most teachers employed in schools were professionally qualified. This is because teachers are recruited after meeting the basic requirement and through a competitive process. For one to be referred to as a teacher, he/she must have passed through a competent institution and underwent rigorous training and assessment by teacher training institutions and must have passed both the practical training and assessments. Recruitment of teaching staff is a systematic exercise with checks and balances. The findings are supported by those of Onuma and Okpalanze (2017) that recruitment of quality teachers was among the quality assurance practices in secondary schools of Enugu State in Nigeria. Those who disagreed could mean that some teachers were not doing their duties well. This implies that, the prevailing circumstances surrounding the teacher; the school environment, management style, remuneration and background determines the quality teaching consequently reflects effectiveness of the teacher. Therefore, with constant supervision and monitoring, mentoring and refresher training, rejuvenates the desired professionalism in a teacher.

On whether in the schools there was inadequate continuous teachers' professional development and teacher empowerment, 44.7% agreed, 40.8% disagreed while 14.5% were undecided. The 44.7% response implies that there was adequate continuous teachers' professional development and teacher empowerment. The study finding was in line with Chiaha and Nane-Ejeh (2015) who found out that continuous institutional development becomes necessary for total quality assurance in the secondary school system and quality management of the new secondary school curriculum. Similar support for continuous professional development is advocated by Zarrow (2020), that just as teachers create a conducive environment to support and encourage student success, school management, inspectorate, Boards of School, must also endeavour to equally support the teacher's professional development in an effort to realize quality teaching and learning. The continuous professional development gives teachers time to learn and implement new strategies, skills, abilities in their respective areas of competence.

Teacher participants were asked to state whether in schools there was inadequate provision of equipment, facilities, teaching aids, instructional materials, curriculum, and collapse of infrastructure. About 47.3% of the teachers disagreed, 37.8% agreed and 14.8% were undecided. The findings concurs with that of Olibie, Ofojebe and Ezugoh (2015) who says that challenges in terms of underfunding, poor quality teachers, inadequate

continuous teachers' professional development and teacher empowerment, inadequate provision of equipment's, facilities, teaching aids, instructional materials, curriculum, and collapse of infrastructure, inadequate supervision/evaluation and lack of establishment of quality assurance/control units in the primary schools, and high student-teacher ratio had a negative and significant relation with assurance in teachers' professional practices. Lack of these essential facilities compromises the quality of services hence the school performance.

Teacher participants were asked to state whether there was inadequate supervision from school management, 49.2% disagreed, 39.1% agreed while 10.5 % were undecided. Those who disagreed imply that evaluations were conducted in studied schools. The evaluation exercise helped to identify individuals that were actively involved in school activities. Implying that the exercise was often conducted in an orderly manner and in some cases, teachers evaluated each other. Evaluation results were often indicative of individual inputs and performance in the teaching and learning process. With a good evaluation report the researcher concluded that the monitoring process was a shared activity. The study findings were in line with Obaob and Moneva (2014) whose results revealed that objective evaluations were conducted and tailor-made to teacher performance.

As regards whether in the schools there were lack of established quality assurance/control units, 49.6% disagreed, 34.3% agreed and 16.1% undecided. The researcher found that in all schools visited there was an office of the Director of Studies, whose main duty was to ensure that teachers taught as per their timetable. Hence confirming the existence of a control unit in the school. Building such systems is one of the ways of having an effective, growing and vibrant school environment because it minimizes conflicting roles, repetition and generally creates harmony and satisfaction. This is in line with Omaali (2018) who established that the Director of Studies in a secondary school, is a key person who openly organizes and supervises teaching/learning activities. This position places the holder to be among the top school management team that is responsible for instructional curricula in the school.

Information in Table 2 further indicates 50.4% teachers disagreed, 39.1 agreed and 10.5 were undecided with the statement as to whether students in the schools were crowded because of very high enrolment. Those who agreed implied that in schools classes are crowded due to very high enrolment. Interviews with head teachers confirmed high enrolment that triggered financial challenges when one said:

In private institutions there is no government support, so we rely on school fees to buy teaching resources, pay teachers and establish infrastructure among others. Due to this situation, some quality issues are ignored such student-teacher ratio. There, teachers have continued to teach large classes because we cannot afford recruiting more teachers.

The findings clearly reveal that negative effects of having crowded classes are bound to happen. For instance, Akeck (2017) in his study on the impact of overcrowded

classrooms to teachers and students, found that interaction in the process of teaching had met challenges of; failure to attend each students' needs, restriction of teachers' movement in the class, difficulty in assessment, and both teachers and students being stressed. All such challenges compromised quality assurance management in Arusha City Council schools.

On whether teachers in schools had very high workload, 43.8% of teacher participants agreed, 39.9% disagreed and 13.0% were undecided. Work overload of teachers can trigger demotivation, fatigue, less effectiveness, poor instruction, poor health, and occupational stress and results to poor delivery of services. The findings are similar to those of Wakoli (2013) who observed that work load and stress in primary schools affects performance of teachers because teachers don't have enough time to prepare and teach their pupils and they don't cater for individual pupil challenges especially slow learners who need extra attention. In another study, Ndaita (2015) found that the challenge of an overloaded curriculum was an obstruction to quality assurance.

Regarding whether in the schools there was a weakness of limited attention to a culture of quality, 43.1% of teacher participants disagreed, 39.0% agreed and 16.9% were undecided. This implied that schools in Kampala Archdiocese have not paid much attention to developing a culture of quality where all stakeholders are held accountable for the performance of the school through collective responsibility. This calls for commitment to rejuvenating school values from all stakeholders among them are members of the board of governors, head teachers, heads of department and teachers plus the ministry of education should work together to create a culture of quality.

The study participants were asked to state whether top management in schools lacked commitment and belief in quality assurance. Majority of the teachers 53.0%, agreed while 33.8% disagreed and 13.3% were undecided. The custodian of quality assurance in a school, is school management that has mandate to plan and strategize for the school. Therefore, its lack of commitment and belief in quality assurance as expressed by the majority respondents, needs urgent remedial measures. These findings are in line with Ngware et al (2006) who reported that board of governors and chairpersons in secondary schools were not providing the necessary leadership that would promote total quality management practices necessary for schools' continuous improvement. Similarly, Hassan and Fan (2015) found that in public schools, top management lacked commitment and belief in quality assurance, therefore, to build a culture of quality, requires full commitment and team work from school management.

4. Conclusions

From the findings, it can be concluded that inadequacy of teaching resources, student-teacher ratio and workload of teachers pose a challenge in the implementation of quality assurance especially for the poor schools. However, professionalism of teachers, their quality, professional development and empowerment, supervision/evaluation, existence

of quality assurance/control units, attention to a culture of quality and, top management in schools lacking commitment and belief in quality assurance are not major challenges. This is because, schools are guided by the Catholic Church educational philosophy which dictates that a true Roman Catholic founded school should be characterised by a holistic concern to develop the whole person with attention to religious and moral education and teaching by example especially the behavioural example of staff.

5. Recommendations

Based on the findings of the study, the researcher recommends that head teachers, boards of governors, and the Archdiocese Education Secretariat should make effort to put in place measures to source funds besides students' tuition fees to enable even poor private schools implement quality assurance. With funds, the schools will be able to provide adequate teaching resources and recruit more teachers' hence low student-teacher ratio and reduced workload. Findings of the study showed that in some schools, School management lacked total commitment in their services. For instance, teachers' professional development was not taken seriously, poor remuneration of the teaching demotivated teachers which in turn affected their delivery of quality services. The study, therefore, recommends that school management plan for staff development activities to equip teachers with skills on managing curriculum changes, ICT skills on online teaching and, assessments.

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Conflict of Interest

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

About the Authors

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

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

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

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CHALLENGES OF SCHOOL MANAGEMENT IN IMPLEMENTATION OF
QUALITY ASSURANCE IN PRIVATE CATHOLIC CHURCH FOUNDED
SECONDARY SCHOOLS IN KAMPALA ARCHDIOCESE, UGANDA

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