

**CONTEXTUALIZED IMPLEMENTATION OF
ADVENTIST SECONDARY SCHOOLS' QUALITY
ASSURANCE PRACTICES IN WEST KENYA UNION
CONFERENCE**

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APPROVAL SHEET

This doctoral dissertation entitled **Contextualized Implementation of Adventist Secondary Schools' Quality Assurance Practices in West Kenya Union Conference**, written and submitted by **Jackson Meremo Gisiwau** in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education (Educational Administration) is hereby accepted and approved.

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ABSTRACT

This study used a concurrent mixed research design to examine the extent of quality assurance practices implementation in West Kenya Union Conference secondary schools. Purposive, simple random, and convenience techniques were respectively used to identify 160 respondents from 7 accredited and two non-accredited schools (84 teachers, 9 principals, 4 BoM members and 57 students from form 3 and 4) and 6 education directors from Conferences and Union. Questionnaires, open-ended, and interview guides were used to collect data. The general systems, developmental systems and thinking systems theories were employed to underpin the implementation of QAP. The descriptive statistics shows that the extent of implementation and effectiveness of quality assurance practices were to a moderate extent. Although there was a positive linear effect between the predictor variables and the effectiveness in QAP; the Pearson product moment correlation coefficients showed a moderate positive relationship with the dependent variable. In research question four, failure to follow institutional strategic plan was the highest predictor affecting the implementation and effectiveness QAP. The researcher postulated a theory leading to the paradigm ‘Effective Implementation of Quality Assurance Practices’ (EIQAP) to fill the gap in the implementation and effectiveness. The study findings revealed that quality assurance practices were not effective due to inadequate implementation. The EIQAP has six competencies: transparency, delegation, timely empowering and equipping implementing teams at all levels with accountability and prompt feedback. Cost benefit analysis be done for effective implementation of QAP, adopt and improve on the contextualized instrument for frequent evaluation and test the EIQAP model for workability.

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“For I am sure of this very thing, that the one who began a good work in you (me) will perfect it until the day of Christ Jesus” (Philippians 1:6, NET)

I am overwhelmingly delighted but highly indebted to my GOD the Omnipotent, the Omnipresent and the Omniscient who imbues me with a noble intellect for humility. This far the LORD has led me! Glory is with Him forever Amen!

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DEDICATION

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“Someone’s head is another country”, my dear wife Agnes Boke for supporting

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and daughter Grace I owe you

overwhelmingly great

to this humble

end!

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ABBREVIATIONS

AAA- Adventist Accreditation Association

AES – Adventist Education System

CMI - Contextualized Multiple Intelligences.

DOC – Dean of Curriculum

DQAS - Directorate Quality Assurance and Standards

GIGO- Garbage in garbage out, (i.e. the output of the computer depends on its input)

IIEP - International Institute for Educational Planning

IPO- Input, Process, Output (Tripartite)

ISO- International Organization for Standardization

MoEST - Ministry of Education Science and Technology

PAS -Performance Appraisal System

QAP – Quality Assurance Practices

QASO –Quality Assurance and Standards Officer

SBM – School Based Management

SDA – Seventh-day Adventist

TPAM –Teacher Performance Appraisal Manual

UNDP – United Nations Development Program

UNESCO -United Nations Educational, Scientific and Cultural Organization

UNICEF – United Nations Children’s Fund

WKUC –West Kenya Union Conference

TQI – Total Quality Improvement

TQM- Total Quality Management

CHAPTER ONE

INTRODUCTION

Background of the Study

Since the turn of the new century, there have been drastic dynamics from economic globalization, advancements in information technology, international market competition, and rapidly increasing local social-political demands like devolution almost in every country worldwide (Cheng, 2003a). Adjusting to these impacts and challenges, numerous reforms have been initiated in different sectors in many countries in the world. Succinctly, education is without exception. Lisa (2009) attests that the shape of Adventist education has changed with growth in some areas and shrinkage in others. Growth and diversity in enrolments range of programs, teacher profiles, and institutions are driven by global market demand and church growth.

The word “quality” was derived from the Latin word *qualis* meaning, “*what kind of*”. With a wide variety of meanings and connotations attached to it, quality is a difficult and elusive term to define, having thus been referred to as a “slippery concept” (Pfeffer and Coote, in Ayeni and Ibukun, 2013). It is slippery because it has a wide variety of meanings. Education quality is a multi-dimensional concept and cannot easily be assessed by only one indicator (Corrigan, Grove and Vincent, 2011). The process of improving education quality and discharging accountability are challenged by poor understanding of the complex nature of quality education coupled with lack of a system

of educational standards and indicators for directing practices, monitoring performance and adequate feedback.

Improving the quality and effectiveness of investment in education throughout the European Union, quality assurance is one of the key objectives in the European Strategic Framework for Education and Training of 2020. In May 2014, the EU's national Education Ministers acknowledged the important role played by quality assurance mechanisms in helping education and training institutions and policy makers to meet today's challenges. Quality assurance systems should be based on principles that go beyond a mere 'checklist' approach: We need to foster a culture that strives to constantly improve the quality of teaching and learning (European Commission/EACEA/Eurydice, 2015).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) (2014) defines quality education as one that satisfies basic learning needs and enriches the lives of learners and their overall experience of living. Education quality is therefore the satisfaction of strategic constituencies of an institution which is very critical to its survival. Across the world, quality assurance (QA) is an indispensable system to ensure that quality education is offered in schools.

Contextualization is the act or process of putting information into context; making sense of information from the situation or location in which the information was found. To contextualize therefore is to place (a word, event, etc.) into a particular or appropriate context for the purpose of interpretation or analysis (Webster's, 2017). So, Contextualization, refers to the various methods and processes related to design issues, pedagogical aspects and approaches, contents, or applied technologies that are needed for

a learning environment to be functional and useful in a particular cultural setting (Khan, 2007).

On the other hand, Implementation is the carrying out, execution, or practice of a plan, a method, or any design, idea, model, specification, standard or policy for doing something. As such, implementation is the action that must follow any preliminary thinking in order for something to actually happen. For an implementation process to be successful, many tasks between different departments need to be accomplished in sequence (Ehrens, 2015). Implementation also, involves carrying out systematic quality activities and uses quality audits to determine which processes should be used to achieve the project requirements and to assure they are performed efficiently and effectively.

Contextualized implementation has been approached differently in the world education systems. The American public education system which was highly decentralized initially, became increasingly centralized over the last hundred and fifty years. Everything from curricular objectives and assessment tools to teacher certification criteria (and, often, textbook decisions) are being made at the state level rather than the county, district, or school level. Increasingly, teachers are told what they must teach, what “best practices” they need to employ, what tests they must give (Knight, 2012).

According to Cheng as recorded in Cheng (2003b) online, the world-wide education reforms have been experiencing three waves of quality assurance in China since the 1970s. The three waves of reforms are mainly; the *internal*, *interface* and *future* quality assurance based on different paradigms and theories of education effectiveness. Cheng asserts that, whereas the three waves have been practiced since 1970’s in the context of various models and theories, still there is a gap. Corruption, moral

degradation, digital infidelity and many other evils practiced by the beneficiaries of the so called “quality education” are alarming worldwide. An effective contextualized approach in Adventist schools’ continuous improvement should be educators’ re-imaginative endeavor to develop crucial parts of human intelligences for true quality education in the digital era.

According to Adventist Accreditation Association (2013) quality assurance policy and practices in the Adventist secondary education system when followed have significant improvements in institutional performance. The QA policies and mechanisms (process) are supposed to be more concerned with standardization of procedures and enhancement of academic practice. The impact of external quality assurance at institutional level, there are reasons to believe that there is a gap between intent and reality, at least from the perspective of academic staff (Newton as cited in Geda, 2014).

In Mexico for example with largest Adventist educational system in Inter-America with its 205 institutions, the church in Mexico has put together a comprehensive Adventist education model that will oversee curriculum design, teacher’s continuing education, organizational infrastructure, finances, and the welfare of the teacher and his/her family (Leito as reported by Stevens, 2014).

Secondary school education in sub-Saharan Africa countries is perceived as an important sub-sector in the education system. Adventist secondary school education too, definitely is for the development of the church mission as well as the country’s economy. Various studies from Tanzania by Hakielimu, Wedgwood, Koda, URT as cited in Jidamva, (2012) maintain that inputs into higher education and in the labor force depend

on qualified outputs from secondary schools; hence improving the quality of secondary school education is utterly important.

In the face of massification and globalization, the quality of Adventist education is severely threatened. Almost everyone now appears to perceive and accept that the development of Adventist framework for quality assurance is a matter of utmost priority for its survival in the contemporary competitive global market needs. Adventists' education system has to re-examine its practices for the best improvement as Zelvys (2009) discourses that quality assurance has become one of the most fashionable concepts in contemporary educational terminology.

A study done in Mara Conference schools in Tanzania and other studies by Musa, Moore as cited by Arego, Role and Makewa (2014) revealed that enrolment had dropped drastically in some schools due to economic reasons, but also there was unclear implementation of Adventist Education in Adventist schools. However, in a proper implementation of the Adventist philosophy, renovation can be done by the school itself.

The Republic of Kenya in 1980, Chapter 211 of its revised Education Act, vested the management of public secondary schools on Board of Governors (BOGs). The Kenya Government also embraced educational decentralization in the past decade as enunciated in the Education Sector Strategic Plan, 2003-2007 and Sessional Paper No. 1 of 2005 on a Policy Framework for Education Training and Research. These policy documents state that local-level structures at the district and institutional levels shall be vested with authority for decision-making and expenditure of funds, in order to enhance stakeholders' participation in planning and implementation. Improving the quality and

coverage of education and reorienting its goals are more integrated and contextualized for lifelong learning (UNESCO, 2014).

The concept of devolution in Kenya which means taking services closer to *wananchi* (citizens) gained momentum since the promulgation of its current constitution in 2010. This was then reiterated in the Republic of Kenya (2013) as the Basic Education Act, article 70 which devolved Quality Assurance and Standards office and also mandating Board of Management (BOM) in all basic education institutions to monitor, supervise, evaluate and advice the county education board on the day to day running of the schools. It simply means to manage schools within their contexts.

Each education system and its implementation are based on a mode of thinking and its contextualized constructs as pivotal base. Thus, the Seventh-day Adventist's philosophy that guides its education is the *supernatural*. A belief that their students are God's children and those teaching them by imparting the knowledge of God, and molding the character into harmony with His, do a high and noble work (White, 1998, p.19).

White also asserts thus; "Higher than the highest human thought can reach is God's ideal for His children, Godliness and God-likeness" (p. 18). It is in this regard, Seventh-day Adventists have established their own schools at all levels worldwide with an aim of passing their own ideas, beliefs, attitudes, values; habits and customs to their children integrated in the education they receive- training men and women for the best discharge of life's responsibilities. Ideally, Deuteronomy 28:13 says;

And the Lord will make you the head and not the tail; you shall be above only and not beneath, if you heed the commandments of the Lord your God, which I command you today, and are careful to observe them.

The Adventist church leader, Wilson (August 2013, p. 8) on ‘Being Transformed: Why Adventist Education Exists’ – in regard to our purpose says; “The Seventh-day Adventist Church is deeply committed to quality education. With its 7,883 schools, colleges and universities, we have the largest Protestant educational system in the world. Why should we make such an investment in education?” This rhetorical question needed an answer which he quickly provided thus; “simply put, it is because we want our children, youth and adults to gain more than what the world can offer them”.

The Adventist church and its education system in Kenya has a long experience through different periods of changes both in church and government since 1906 (Maangi, 2014). Research findings by Mwenda (2015) revealed that there was inconsistency in the implementation of the Adventist philosophy of education. This also, could have led to disparities in the implementation of QAP in WKUC.

Statement of the Problem

The Seventh-day Adventist education has a system of quality assurance known as Adventists Accreditation Association (AAA), which is mainly in the General conference level and its constituents, the divisions. The AAA is a denominational accrediting authority which evaluates the quality of the institutions’ programs and the implementation of the Seventh-day Adventist philosophy of education in order to foster the unity and mission of the Church (SDA, 2010-2011, p. 270). It also reviews and endorses the accreditation of secondary schools owned by the church, as recommended by the commissions on accreditation of the divisions. However, not all schools are visited or have been accredited by AAA in West Kenya Union Conference Adventist

including primary schools and middle colleges. Normally, the process occurs once after two, three or five years mostly for accreditation purposes.

School internal evaluation is a collaborative, reflective and inclusive process of internal school review. The School internal evaluation allows schools increased flexibility and authority in decisions about their management, including human, material and financial resources (Sindhi, 2015). Administrative as well as managerial challenges of implementation QAP in Adventist schools have increased than before; hence leading to some evidences of low enrolments, poor performance, inadequate facilities and teaching/learning resources in some schools (Lisa, 2014).

Therefore, this study sought to establish the implementation of Adventist schools' quality assurance practices in WKUC in relation to AAA recommendations. Stakeholders' perception on the extent of implementation of current practices, its effectiveness, and challenges faced, and the relationships between effectiveness and implementation, which led to a theory, model and a contextualized instrument that would reduce the gap in QAP implementation.

Research Questions

In order to establish implementation AAA quality assurance practices for WKUC Secondary schools, answers to the following questions were sought:

1. To what extent is quality assurance implemented in Adventist secondary schools in WKUC in terms of:
 - a) QA policy
 - b) QA instrument
 - c) QA process

2. What is the perception of stakeholders on the effectiveness of the quality assurance practices?
3. a) Is there a significant relationship between the extent of quality assurance implementation and the perceptions on the effectiveness of quality assurance practices?

b) Which of the independent variables best predicts the effectiveness of QAP implementation in secondary schools?
4. a) What are the challenges facing implementation of QAP in WKUC Adventist secondary schools?

b) Which of the challenge variable items best predicts the implementation of quality assurance practices?
5. What are the suggestions of stakeholders for best Adventist secondary schools' quality assurance practices in WKUC?

Hypothesis

The following null hypothesis was tested for significance level of alpha 0.05:

H₀: There is no significant relationship between the extent of quality assurance implementation and the perceptions on the effectiveness of quality assurance practices.

Significance of the Study

Currently, many people including Adventists are concerned with true quality education. While analyzing educational reforms from the managerial point of view, we may consider these attempts from different theoretical perspectives and in the context of Adventist Education philosophy. This research will significantly contribute to the adherence of the theory and practice for effective quality assurance practices

implementation in secondary education exhibiting vitality in coherence as well as sustainable school climate and culture to win the confidence and trust of key stakeholders. Education directors, principals, teachers, and students will directly benefit from this study.

This study specifically would broaden the research all-inclusive information database for appropriate QA practices involving control measures in every stage of the input, process, and output of learners, resources, and programs in Adventist institutions. This area has not been researched on and documented previously. The findings would increase the catalog integrated paradigms on Adventist secondary schools' QA practices and improve on checks and balances in the education system for continuous improvement. This can be used by management and administration to re-train their staff for capacity building. Bezina and Cutajar as cited by Ojwang' (2016) observe that locally undertaken research should influence our policies.

Besides, the findings would provide a contextualized implementation instrument for educators' use such as teachers, administrators, education leaders and frequently assess the school and students' progress to enhance QA practices integration. The final result of this study with a developed EIQAP model and a tool would be theoretically transferable to other institutions of learning. The conceptual model would benefit Adventist church leaders, education system, Kenya and worldwide.

Justification of the Study

The rationale of QA according to European Quality Assurance Agency (n.d), quality assurance is an indispensable tool for continuous quality enhancement. The main objective of Adventist education is to provide wholistic education aiming at Christ-

centered grounded principles along with learner-centered objectives. Quality assurance practices have a vital role to play through internal, interface and future QA practices. For any meaningful change to occur in Adventist institutions, it is imperative that leaders are aware of first-hand information of how faith, learning and technology can be integrated respectively to enhance quality assurance practices for wholistic continuous improvement in education system.

According to Education Bureau (2017) the introduced School Development and Accountability (SDA) framework in 2003 aimed to promote systematic and evidence-based school self-evaluation (SSE) in accordance with the spirit of school-based management. Complemented by external school review (ESR), SSE facilitates schools' continuous development and improvement as well as enhances their accountability through performance indicators (PI).

Mwinyipembe and Orodho (2014) attest that the quality of education measures using academic and no-academic indicators in secondary education in Kenya is neither achievable nor sustainable without the continuous assessment of these indicators on how they influence the delivery of quality education by school systems in the country.

Several studies have been conducted on education management and on quality assurance per se. Sang and Sang (2011) in their study to explore the impact of decentralization of educational services to BOGs on the management of secondary schools in Trans Nzoia County, found that the pros of BOGs outweighed their cons and thus recommended that the effectiveness of BOGs should be improved through defining its structure, process and personnel.

The study done by Mulwa, Kimiti, Kituka and Muema (2011) pointed out that many countries have reformed their educational systems, due to the repeated failure of centralized structures, to inspire the school personnel and foster the pre-requisite attitudes, opinions and behaviors that are necessary for generating educational improvements. It was clear that “a school improvement impetus and authority emanating from outside the school do not produce the responsibility and commitment necessary to sustain consequential improvement” (Majkowski and Fleming, 1988, in Mulwa et al, 2011). They all concur that under external control management, school members have little autonomy or commitment, because the administrators make decisions without involving them.

Waithanji, Kuria, and Onyango (2006) investigated the extent to which secondary schools in Kenya practiced aspects of Total Quality Management (TQM) from their findings, Board of Governors and chairpersons in secondary schools are not providing the necessary leadership that would promote TQM practices necessary for schools' continuous improvement. However, some head teachers are providing the required leadership with a considerable number of school managements empowering their employees.

Chiaha and Nane-Ejeh (2015) whose study embarked on education reforms has become necessary in pursuance of educational quality and effectiveness. They observed that, most educational reforms in the past decades had resulted in serious frustration and failure even though they were often based on good will. Their study highlighted the need for transformation in education in terms of Quality Assurance (QA) indicators for quality education that is currently experiencing three waves of internal, interface and future.

They are advocating for transformation from the traditional ways of school management, to new creative and innovative approach, such as introduction of Tripartite Curriculum for inculcating multiple intelligences, instead of mono-intelligence that was prevalent in the Nigerian secondary school curriculum.

The Education Office, South Asia-Pacific Division of Seventh-day Adventist Church (2010) recommended internal and interface quality assurance objectives and principles to improve school performance. The AAA has been visiting some schools but is not adequate. The sub-county QASOs have more than enough challenges in public schools that we can't rely on them for continuous improvement. This was echoed by WKUC department of education (November 18, 2015) during its end year meeting in consultation with the WKUC executive committee requesting to be allowed to set up a Quality Assurance Team of experts at the Fields/Conference and Union levels that will be charged with the responsibility of ensuring effective implementation of curriculum, policies and plans in Adventist schools/institutions.

In this regard, this phenomenon is vital in Adventist education worthy studying with the intention of narrowing the gap therein. The purpose of this study was to find out if the quality assurance practices in the input resources and the process in schools affected the continuous improvement of students and the entire system of education. Thereafter, proposed ways of improving QAP for continuous improvement of wholistic approach.

Theoretical Framework

Effective quality assurance practices depend largely upon the leaders' attitude and perception. The school as a system with diverse components of varied characteristics in a

volatile society, where the inputs, processes and outputs are critical, it requires a theoretical framework which will be confluence and provide an orientation to the study (McMillan and Schumaker, 2006). Consequently, Whitehead et al. as cited in Makewa, Meremo, Role and Role (2013) remark that quality leadership involves the unique human ability of being able to anticipate change and adapt administrative roles and responsibilities to meet the needs of their school teachers and students. The contextualized implementation calls for the art of knowing how and when to be flexible within a structured administrative framework.

The study employed two approaches namely general systems theory (GST) and developmental systems theory (DST) were used for consolidation. They provide a comprehensive picture of effective implementation in a system through self-regulation, self-evaluation and self-corrections in its inputs, process and outputs. The “General system theory” was first proposed by the biologist Bertalanffy (1969), which is based on the assumption that there are universal principles of organization, which hold true for all systems. This Systems Theory treats an organization as a system which can be either closed or open; most approaches treat an organization as an open system. An open system interacts with its environment by way of inputs, throughputs, and outputs which should be ideal for Adventist schools. A central topic of systems theory is self-regulating systems, self-correcting through feedback. Self-regulating systems are found in nature, including the physiological systems of our body, in local and global ecosystems, and in climate and also in human learning processes (Biel and Kho, 2009).

The basic principle of the systems theory is that the whole is more than the sum of its parts that the whole determines the nature of the parts, and the parts are dynamically

interrelated and cannot be understood in isolation from the whole. Systems are regarded having four major characteristics as Banathy (2000) puts it:

1. systems are goal oriented;
2. systems have inputs from their environment;
3. systems have outputs to achieve their goals; and
4. There is feedback from the environment about the output.

The system can be composed of subsystems as well as units or parts making the whole interaction. Once organized, a system is not simply a collection of parts but a functional entity that has properties that cannot exist independently as a collection of parts.

Two leading developmentalists: Ford and Lerner (1992), present the first integrative theory on human development. Through a synthesis of developmental contextualism and the Living Systems Framework, the authors develop a theory that examines how a person carries out transactions with their environment and through that transaction how their biological, psychological, behavioral and environmental elements change or remain constant. Development being a product of multiple interacting sources, and by integrating the results from many research investigations into a larger framework, "Developmental Systems Theory" offers researchers, professionals and students a better understanding of how multiple elements interact and shape a person's life. The theory is useful for the study because it deals with multiple interacting sources while quality assurance deals with multiple elements to be integrated and processed for a positive quality change. This is also supported by (cybernetic principles) Senge's systems

thinking-System dynamics paradigm thus: Things are interconnected in complex patterns that can be captured into a model without loss of relevance (Senge, 1990).

Churchman (1969) opines that; In order to be a functioning system, the total system has to define its objectives and performance measures; the environment has to be considered as an influencing factor; the resources must be determined; the components of the system must be defined; and the management of the system must be set. While analyzing educational reforms from the managerial point of view, we may consider these attempts from different theoretical perspectives.

Several studies done by Nonaka and Takeuchi; Grant, Shani and Krishnan; Mele and Colurcio; Brownlie; Christopher; Alter; Barile and Polese, as cited by Mele, Pels, and Polese (2010) agree that systems theory had been applied successfully in management marketing as well as in engineering; especially in knowledge, value, quality, environment, relationships, adaptation, and complexity. Knowledge is a pre-requisite in the process of resource generation, creating, and management where cognitive schemes allow the entire system to function involving many system actors. Any organization has the ability to preserve its viability and stability, creating its own internal environment that is able to respond effectively to external stimuli at all levels (viability). Organizations are considered viable systems if they are able to survive in a particular context due to continual dynamic processes and several kinds of internal changes (adaptation).

Ngware, Oketch and Ezeh (2011) contend that quality education comprises three interrelated aspects: Quality of human and material resources available for teaching (inputs); quality of teaching practice (process); and the quality of results (outputs).

According to the systems approach, the core elements of program evaluation should be analyzed and contextualized in every stage for effective implementation.

Given that there dynamics in the implementation of quality assurance practices, the researcher confined this study to the Adventist secondary schools offering secondary in West Kenya Union conference. There was need to carry out this study in church institutions in particular because there was no research of this kind. According to Mbassana (2007) research findings on the extent are the internal control components being implemented in the Seventh-day Adventist educational institutions in Kenya in terms of control environment, risk assessment, control activities, information and communication, monitoring; it was depicted that, while components of internal control systems were found to be existing, weaknesses were found through the high percentages of respondents who disagreed that each component was implemented.

In this regard, the researcher sought out the extent of QAP implementation through experienced education directors, school administrators, teachers, board of management chairpersons/ members and students for effective implementation.

Scope of the Study

The dynamics in the implementation of quality assurance practices triggered the researcher to confine this study to the Accredited Adventist secondary schools in West Kenya Union Conference. This is because there was no related study conducted in the area because it was recently constituted from the former East African Union and there was need for established and well documented formal induction procedures to acquaint the teachers, administrators and education directors on the implementation of quality assurance practices in Adventist schools in WKUC.

The researcher chose WKUC due to its diverse catchment which provided rich experiences from the perceptions of education director's, school administrators, teachers, BoM chairpersons/members and students in the territory. WKUC comprises of 5 conferences namely: Ranen, Kenya Lake, Central Nyanza, Western Kenya, and North-West Rift with 5 education directors, 12 Adventist secondary schools, 174 teachers, and about 2719 students by 2015 annual reports in the union. The study covered 9 secondary schools at least one from each conference in WKUC territory.

Definitions of Operational Terms

Accreditation – A form of quality that an accrediting body evaluates and recognizes an institution for meeting minimum standards of quality for a given period of time.

Adventist Education- A system of Christian education offered by Seventh-day Adventist church according to their fundamental beliefs and philosophy which aims at restoring humanity to their creator's image in spiritual, mental, physical and social dimensions.

Adventist Schools- Schools managed by the Seventh-day Adventist Church from pre-school to secondary education systems.

Basic Education- Means the educational programme given and imparted to a person in an institution of basic education either in pre-primary, primary or secondary as per the *Basic Education Act, No. 14 of the Republic of Kenya, 2013*.

Contextualization- A mechanism of assigning a meaning by interpreting the environment within which a policy or process is implemented, 'owning the process'.

Contextualized Implementation – The process of effecting a decision or plan; carrying out activities within the understood and interpreted environment owning the process.

Continuous Improvement - refers to any school- or instructional-improvement process that unfolds progressively, without a fixed end point, with a sustainable culture.

Decentralization – An act devolving or delegating some of the power of a central government/entity; organization to its lower entities or institutions for contextualized implementation.

Implementation- the ability to understand and interpret: policies, goals or plans and put them in operation within the institutional frameworks.

Instrument - is a tool used for evaluation process to establish characteristics and appraising some aspect/s of educational undertakings.

Quality assurance - is the process of regular checking to ensure that the standards and quality of education provision in schools meet agreed expectations.

Quality Assurance Practices - all activities carried out by institutions managing the way services are provided to make sure they are kept at a high standard for a wholistic product. In this study, QAP will mean policy, instrument and process.

Quality assurance policy - these are principles/rules or guidelines strategically employed in schools to ensure total quality management.

Quality control - involves verification of procedures (both internal and external) or checks and balances by institutions in order to monitor quality and standards.

Quality Enhancement - is the process of positively changing activities in order to provide for a continuous improvement in the quality of institutional provision.

Quality Assessment – refers to continuous internal/external evaluation done by a team of the quality of educational provisions in institutions, ensuring the quality of the student experience.

Quality Audit - is the process of examining institutional (inventory) procedures for

assuring quality and standards whether there is effective implementation to achieve stated objectives.

Quality Culture - is the creation of a high level of internal institutional quality self-assessment mechanisms and the effective implementation for quality sustainable results.

Standards - describe levels of attainment (criterion) against which performance may be measured usually implies a measure of fitness for a defined purpose.

Stakeholders – refers to students, teachers, principals, Heads of Department/Dean of Curriculum, Board of Management, the church and community in the said school.

Triplization – Triplize” is the verb of “triplization”, means ‘triple/ tripartite’ which three includes “Globalize, localize, and individualize” the learner ensuring quality at the input-process-output.

West Kenya Union Conference – An administrative unit of the Seventh-day Adventist church territory in the western part of Kenya with its headquarters in Kisumu. It is comprised of five conferences namely: Ranen, Kenya Lake, Great Rift Valley, North-Western Kenya, and Central Nyanza respectively.

Wholistic performance – sustainable total spiritual, physical, mental and social dimensions; through tripartite effective implementation and continuous improvement

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the review of related literature and studies from books, periodicals, journals, research reports, online references and peoples' opinions and ideas. Literature review or review of related literature is one of the most vital stages in any research (Barad, 2013). It is recommended that the researcher undertakes extensive literature review connected with the problem of the study through identification, locating, reading and evaluating as many relevant documents as possible related to the topic under investigation. Kim (2015) avers that, it does not only survey what research has been done in the past on your topic, but it also appraises, encapsulates, compares and contrasts, and correlates various scholarly books, research articles, and other relevant sources that are directly related to your current research.

A Synopsis of the Education Management System in Kenya

According to UNESCO (2015) International development communities have ambitiously embraced Education for All (EFA) since universal primary education was declared by UNESCO regional conference of ministers in Asia in 1960 and Africa in 1961. Consequently, since the 1990 World Conference on Education for All by UNDP, UNESCO, UNICEF and the World Bank in Jomtien, Thailand; followed by the 2000 World Education Forum in Dakar, Senegal, partners renewed and reinforced

commitments with a number of monitoring, resource mobilization and collaboration mechanisms to EFA and partnerships that can support it (Simiyu, 2013).

There have been many changes in Kenya since independence through parliamentary acts, government commissions, and other policy documents like sessional papers related to education in the country. The main findings have been on how to meet the vision 2030 threshold. According to Sifuna, Amutabi, in Muricho and Chang'ach (2013) there was no crisis in education sector that would have forced the Government to change the education system to 8.4.4 system. This is “proved by numerous challenges such as lack of involvement of relevant stakeholders, infrastructures such as classrooms, workshops, curriculum, trained personnel, literature and pedagogy” hence, the weakness in centralization and a need for an alternative approach.

The Millennium Development Goals (MDGs), Education for All (EFA) goals, the Sessional Paper No. 14 of 2012 on Reforming Education and Training and the Basic Education Act of the Republic of Kenya (2013); all emphasized the provision of quality basic education. The Kenya Constitution (2010) provides for basic education as a right and obligates both the state and the parents to facilitate acquisition of basic quality education by all children.

The World Bank (2009) note that although governments remain the main financiers of education (at least primary and secondary) education; in many countries private agents deliver a sizable share of education, hence Public- Private- Partnership (PPP) in education. The role and impact of PPP in education cannot be overemphasized; there is a dire need for harmonious coordination and cooperation for proper management of education system in the country.

Nafula, Onsumu, Manda and Kimalu (2007) assert that Kenya Private Sector Association (KEPSA) established by private schools and registered officially by 1994 with 449 primary school and 117 secondary schools in 7 provinces by 2004, is able to influence public policy on private sector provision of education in the country. The PPP act no 15 of 2013 review provides an institutional and regulatory framework for public-private partnership in Kenya (Republic of Kenya, 2013).

Fisher, Frey and Pumpian (2012) opine that “everyone involved in the school- from parents and students to teachers, staff and administrators to external auditors and community members need to know the mission and how their work supports it.” They contend that practices and structures must be put in place to help schools get into a cycle of continuous improvement driven by mission, inspired by the vision and operationalized by the culture.

According to the World Bank (2009) some countries make a sharp distinction between the role of public sector as education financier and that of the private sector as education provider. For example, in Netherlands, all education is publicly financed including private schools, which enroll more than two-thirds of all students. In Chile, the government only subsidizes some of the students who join private schools, while several African countries like Lesotho and Kenya partially subsidizes community-organized schools.

The Ministry of Education (MOE) (2008) report at the International Conference on Education in Geneva stated its commitment to develop partnerships with parents, communities, civil societies, private sector and other stake holders to ensure effectiveness of the provision of quality education. Since the government of Kenya is not exceptional

in the world; it involves private sectors to provide education in the country. His Excellency the President of the Republic of Kenya, Uhuru Mwigai Kenyatta in his speech on 21st January 2014 reiterated that without a working partnership it would be hard to address problems of access, equity, quality and the current heavy household financial burden in education (Gitonga, 2016).

Barasa and Misati (2012) confirm that by 2007, the number of private secondary schools was 490 and from their study they concluded that the church has significantly contributed to the development of education in Kenya. Missionaries came to Kenya through evangelization but churches still continue to play an important role in the provision and expansion of education through meaningful participation in partnership with key stake holders like the Ministry of Education, parents and the school management committees. Consequently, the Seventh day Adventist is one of the churches whose missionary endeavor started in Gendia (Homabay County) in 1906 and Kamagambo Adventist was established in 1912 which became the first college in South Nyanza. To-date, the church continues to contribute significantly to the development and expansion of education in Kenya (Maangi, 2014).

The latest educational reform of 2005 which lead to the concept of decentralization of education, changing school management to board of management to boards of governors, was an attempt to infuse community participation in the administration of schools. It has also been proposed as the solution to challenges facing the education sector including eliminating government bureaucracy, increasing efficiency and accountability, and improving the quality and relevance of education (Sang and Sang, 2011).

Recently, privatization has also been categorized as another form of decentralization when devolution causes the government to divest itself of public responsibilities and functions, implying a transfer of power to private hands and a reduction in state authority over schools (Bandur, 2012). The management and provision of basic education is now largely in the hands of the district administration, while the center remains responsible for policy control and maintenance of standards through control of teacher education, curriculum and examinations. This enhances flexibility, transparency and accountability. It can also allow local administrators to be creative in seeking solutions to problems that are unique to their localities.

The Quality Assurance and Standards Officers (QASOs) in Kenya are therefore mandated vide the Basic Education Act, No. 14 of 2013 to enter any basic education and training institution with or without notice to ensure compliance with education standards and regulation. Various studies undertaken by JICA & IDCJ, MoE, Ogamba, and Wanzare, in King'oina (2014) have found out that the provision of QA is impeded by QASOs inadequacy of relevant skills and competencies to add value to the quality and standards of education; dearth of personnel; limited resources, such as funds and equipment; inadequate transportation or flexibility lead sporadic visitations; insufficient feedback and follow-up to schools on supervisory issues.

Adventist Philosophy, Education Management and Quality Assurance

The Seventh-day Adventist education management is based on the Biblical worldview. Quality has always been something societies have strived for before ancient human civilization. According to me, “quality assurance” can be traced back from the Biblical context of creation; when God put things in order and finally declared them very

good! (Gen. 1:31). Everything was up to standard! He gave them instructions and kept on following up (quality assurance) to see whether standards are observed. One day while on routine assessment, He found them out of the garden and asked “where are you?” (Gen. 3:8, 9). Apparently, they were hiding because they knew that they had not kept the quality of life and order as expected!

The rationale of Adventist philosophy is supported by ancient educational ideals, philosophy and their approaches or methods of teaching, which rotated around quality assurance. “Greek philosophers like Socrates, Plato and Aristotle focused on how best to educate someone to be a good citizen as well as a moral human being through teaching methods and instructions” (Tehie, 2007, p. 5).

Adventist schools are established, run and managed by the Seventh-day Adventists worldwide according to the church vision, mission and educational philosophy. Adventist education emanated from one school in Battle Creek in America in 1860s and spread with the mission to the entire world, although with numerous reforms (Knight, 2007). Today, Adventist Education System (AES) is well structured from the General Conference, partially decentralized to local churches with education directors in the Division, Union, Fields/Conferences and education secretaries in every church. “We are the second largest Christian system of education in the world after the Catholic Church, but with a more worldwide coordinated or supervisory organizational system” (Humberto, 2010).

According to the Adventist vision, mission and education philosophy in the SDA church, Wilson (2013) opines that while the educational systems of the world seek to impart knowledge, SDA education seeks to acquaint learners with the source of all

knowledge. While the world hypothesizes about origins, we teach that “in the beginning God created the heavens and the earth” (Gen. 1:1). He asserts that Adventist education provides a meaningful worldview built around Creation, the fall, redemption and re-creation derived from the Bible and the inspired counsel of Ellen G. White.

Seventh-day Adventist education organogram below shows that the education system has an office right from the General Conference of the church worldwide to the local church level. The Education Department team is responsible for the coordination, promotion, training, and quality of the global Seventh-day Adventist educational system.

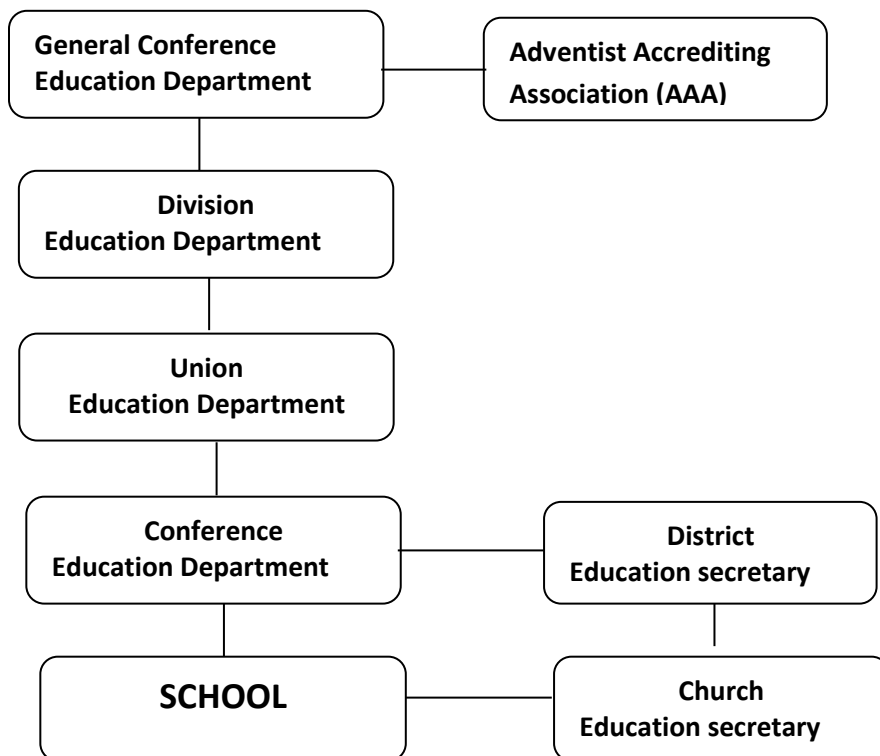


Figure 1: Adventist Education Organogram. Source: SDA, GC Policy. (2011)

Within the context of this worldview, learners are encouraged to develop and grow in a wholistic way- spiritually, physically, intellectually, and socially serving God and mankind faithfully. Whereas the Adventist church through its education philosophy

desires to provide all its youth focusing on the science of salvation; various branches of knowledge MUST be studied in order to acquire competences and to maintain a high quality of training. The secondary education, building on the results from primary school, making the behavior always to be at the basis, realistically batters the health laid earlier at home, pre-school and primary as the fundamental acquisition of knowledge processes, training of attitude and the moral maturity. *“Tell it to your children and your children will tell it to their children and their children to the future generation.”* (Joel 1:3, NKJV).

For this objective to be realized, the school system in its management and administrative structures have to understand what to put in the system, how to process it and the desired outcome for constituency satisfaction. Adventist Christian Education also focuses on holistic quality. The Adventist church desires to prepare the youth through its educational programmes so that they become useful citizens in this earth and the new earth as well. According to the East-Central Africa Division (2010), the goals of Adventist education are: *acceptance of God and His word, commitment to the church, family and social relationship, responsible citizenship, healthy balanced living, intellectual development, communication skills, Life’s skills and aesthetic appreciation, Career and service.*

On the other hand, Wango (2011) and other studies indicate that countries with high literacy rates among women and men have lower levels of fertility, lower infant and maternal mortality, longer life expectancy and address gender parity issues in development. Therefore, the economic and social returns to investment in education are highly significant. In addition, the Government committed to realize Universal Primary

Education (UPE) by 2005 and Education for All (EFA) by 2015. The Ministry of Education (2011) reaffirms the eight national goals of education namely:

- a. Foster nationalism, patriotism and promote national unity
- b. Promote the social, economic, technological and industrial needs for national development
- c. Promote individual development and self-fulfillment
- d. Promote sound moral and religious values
- e. Promote social equality and responsibility
- f. Promote respect for and development of Kenya's rich and varied cultures
- g. Promote international consciousness and foster positive attitudes towards other nations
- h. Promote positive attitudes towards good health and environmental protection.

The church's goals and objectives of education as well as the national goals are focusing on the learners' development spiritually, physically, intellectually and socially to fit in his/her environment as a master and be a useful member of the society and the country's economic growth. The Adventist education goes a bit beyond the obvious; "It prepares students for the joy of service in this world and for the higher joy of wider service in the world to come" (White, 1998, p. 14). For this noble task to be accomplished, quality assurance is the only monitoring tool to be embraced in every step of its implementation.

Adventists schools are professed to be centers of evangelism and academic excellence producing wholistic quality education for faithful and trustworthy workers

who can neither be bought nor sold to serve the ailing world from moral degradation and corruption in almost all facets of service delivery. White, 1998, p. 57 affirms:

The greatest want of the world is the want of men- men who will not be bought or sold, men who in their inmost souls are true and honest, men who do not fear to call sin by its name, men whose conscience is as true to duty as the needle to the pole, men will stand for the right though the heavens fall.

The Psalmist echoes thus; “If the foundations be destroyed, what can the righteous do?” (*Psalms 11:3*). Prophet Isaiah confirms this, “And wisdom and knowledge shall be the stability of your times, and strength of salvation; the fear of the Lord is his treasure” (*Isaiah 33:6, NKJV*). This noble task is entrusted in the department of education worldwide and has a system of ensuring quality called Adventist Accreditation Association but should be decentralized for best quality assurance practices.

The heads of Adventist institutions and management bodies should be more involved seeing to it that the apocalyptic vision is not lost in institutions as they strive to provide quality Christian education. There is need to introduce quality assurance practices and standards teams in all levels of church education system ensuring continuous improvement and sustainable school culture satisfying both internal as well as external constituency. Hoecht (2006) in Geda (2014) comments on the extensive need for documentation and “... box-ticking” at the expense of more direct quality improvement activities such as teaching preparation. The establishment of quality assurance policies and the putting in place of structures and procedures are necessary, but

not sufficient conditions for enhancing academic practice in secondary schools unless put to proper use.

The Table 1 depicts that there is a challenge in enrolment in both students’ and teachers’ recruitment. “The purpose of the WKUC Department of Education is to provide every student attending Adventist institutions access opportunity to a quality Adventist education necessary to compete in a global economy” (WKUC, 2015). In order to realize the goal, the department of education in WKUC has come up with a document to develop and maintain a regular evaluation system. WKUC schools’ statistics by the end of 2014 compared to end of 2015 is shown in the table below.

Table 1

Summary of Schools, Teachers, and Students

Category of school	2014			2015		
	No of Schools	No of teachers	No of Students	No of Schools	No of teachers	No of students
Primary	10	140	2791	10	129	2670
Secondary	12	176	2696	12	174	2719
Workers	4	66	996	4	63	916
T/colleges						
Tertiary	0	0	0	0	0	0
Total	26	382	6483	26	366	6305

Source: West Kenya Union Conference Education Department 2015 End Year Report

The Performance Appraisal System (PAS) launched in September 2014 by the education department in WKUC as a tool that school evaluators can use to ensure

effectiveness and consistency in professional growth and service delivery in teaching-learning process in Adventist schools.

Contextualization and Quality Assurance Practices

Contextualization means enabling others to function autonomously on behalf of shared purposes creating meaning from the environment. Sergiovanni (2009) points out three dimensions of enabling namely;

1. Empowering principals, teachers, parents and others by giving them the direction they need to function autonomously on behalf of school goals and purposes
2. Providing them with the support and training they need to function autonomously; and
3. Removing the bureaucratic obstacles that keep them from being autonomous.

A philosophical underpinning has that contextualization are actions or expressions which are only understood in context. According to Stehr (2011) contextualization surreptitiously crept into the inner core of science but now it is embraced all inclusive. It is a spectrum of complex interactions between potential and use, constraints and stimulus. Also, it is the move of science from socially segregated activities to an integrated one increasingly prevalence and importance uncertainty... 'Control from within' by scientists.

Baker, Hope, and Karandjeff, Perin as cited by Kathryn (2015) acknowledge that contextualization has been defined in numerous ways. Following the definition proposed by Mazzeo, Rab, and Alssid in Kathryn (2015) contextualization is a diverse family of instructional strategies designed to more seamlessly link the learning of foundational

skills and academic or occupational content by focusing teaching and learning squarely on concrete applications in a specific context that is of interest to the student.

Smit, Wilkinson and Büchner as cited in Ravhudzulo (2012) succeeded in compiling an amalgamated definition of quality assurance, as basic elements of definitions found in other literature of individuals such as Becher, Campbell, Fourie and Strydom, Harman, Singh, Horst and McDonald as appeared in Ruvhudzulo (2012). This definition provides a basis of discourse in this study (see table 2 below):

Table 2

An amalgamated definition of quality assurance

Policies	That	ensure	that	teaching	is maintained
Attitudes	will	assure	the	quality	scholarship enhanced
Means		confirm		Of	Education
Actions	Guarantee				
Procedures	Demonstrate				
A system	Certify				
Attention					

Source: Smit, Wilkinson and Büchner as quoted by Ruvhudzulo (2012)

According to Materu (2007) terms used in quality assurance are employed in various ways, hence different meanings in different parts of the world. For instance, in USA, “Accreditation” refers to a process of ‘review’ and ‘assessment’ of quality that results in a decision about whether or not to certify the academic standard of an institution. In UK, “Accreditation” refers to a code of practice by which an institution without its own degree-awarding powers is given by a university or other awarding institution to offer its degrees to students meeting the requirements. According to Lisa

(2008: 15-16) the purpose of the Adventist Accrediting Association (AAA) for the Seventh-day Adventist Schools, Colleges and Universities is to:

Monitor that the mission of the Seventh-day Adventist Church is being carried out by institutions that it accredits and that schools are functioning according to GC Working Policy. The accreditation process serves to assure that all educational institutions, both academic and professional, meet denominational standards of educational quality. The cyclical process of institutional self-study and assessment, coupled with external validation by a team of professional peers, provides a mechanism for ongoing quality improvement. A quality assurance focus also reduces the cost of risk management for the organization. Recognition as a Seventh- day Adventist institution or use of the Seventh-day Adventist name or logo, recognition of degrees, eligibility for receipt of denominational funds (including in-kind contributions) is contingent upon that institution holding current AAA accreditation.

The implementation of quality assurance practices in Adventist schools in terms of policy, instrument and process could be challenging in the 21st century. Research findings by Mwenda (2015) insinuate that there was inconsistency in the implementation of the Adventist philosophy of education. The philosophy determines the type of policies, strategic plans and procedures to be undertaken. A contextualized implementation would be open with established formal induction or seminars to acquaint the teachers and administrators on the QAP as per policy and philosophy. If academic staff will not be engaged in the QA process, it is likely to be counterproductive at worst,

or result in short-term compliance at best (Harvey, in Geda, 2014). The routine is supposed to be monitored on day to day basis.

Pragmatically, decentralization which is a form of contextualization does not necessarily mean detachment. Gropello, as cited in Townsend (2007) contends that, decentralization reforms in education done in Latin America and Caribbean had challenges. However, a decentralized framework of service delivery works only with accountability relationship between the central actor and the ultimate beneficiary of the services (client) within the desired context for high returns.

In a study done to examine the School-Based Management Committee's (SBMC) involvement and effectiveness in school governance, curriculum implementation and students' learning outcomes in Nigerian secondary schools; Ayeni and Ibukun (2013: 36) opine that:

Decentralization is the process of devolution of power and authority to significant stakeholders to perform statutory responsibilities in the administration, monitoring, evaluation and review of education policy issues for sustainable goal-oriented governance and effective teaching and learning activities to achieve set standards and quality learning outcomes in schools. School-based management committees are prominent and strategic in coping with the task of improving the quality of educational practices in such countries as Indonesia, Hong Kong, Thailand, Australia, Belgium, Denmark, Finland, France, Netherlands, England and Wales, New Zealand, and the USA.

Recognizing both centralization and decentralization have serious limitations. Fullan like other critics in Kowalski (2011) advice that the challenge for administrators is not

determining which is superior; rather, it is to determine how to meld the two strategies - that is, to determine which functions are best centralized and which functions are best decentralized, hence the need for contextualization in each situation.

Garcia (2013) explicitly asserts that School-based management (SBM) is defined as decentralization of decision-making authority from central, regional, and division levels down to individual school sites within their context, with the intent of uniting school heads, teachers, students as well as parents, the local government units and the community at large in promoting schools.

Rondinelli in Cohen (2004) condensed the classification of decentralization into three concrete categories namely: de-concentration, delegation, and devolution as defined in the operational definitions above which lead to contextualized implementation of empowering implementers to own tasks with accountability.

Reichert as quoted in European University Association (2008) claims that quality and quality assurance are complex terms in the study *Looking back – looking forward: Quality assurance and the Bologna process* acclaims, “Quality assurance is so omnipresent and its vocabulary so pervasive nowadays in higher education policy and discourse that one forgets how relatively recent the enthronement of the term “quality” actually is”. Realistically, quality enhancement is the sum of many methods of institutional development, ranging from competitive hiring procedures, creating appropriate funding opportunities, to facilitating communication between disciplines and supporting innovative initiatives through institutional incentives.

The United Nations Educational, Scientific and Cultural Organization (2014) defines quality education as one that satisfies basic learning needs and enriches the lives

of learners and their overall experience of living. Education quality is therefore the satisfaction of strategic constituencies of an institution which is very critical to its survival. Across the world, quality assurance (QA) is an indispensable system to ensure that quality education is offered in schools.

In accordance to the above spirit, Kenya took a bold step to decentralize quality assurance as asserted in King'oina (2014:568) thus:

The functions of Directorate Quality Assurance and Standards (DQAS) which fall under the Ministry of Education Science and Technology (MoEST) are supposed to be devolved and institutionalized in schools as indicated in article 70 of the Basic Education Act, No. 14 of the Republic of Kenya (2013). In this study it was established that teachers' perceived expectations and challenges on devolution of quality assurance functions on instructional supervision and leadership should be devolved to schools whereas in-service training and management of facilities functions should not be devolved to schools.

The mandate of the Directorate subsequently changed from that of control to the one of quality audit and quality development with a view to providing support services to all education institutions and stakeholders (Ministry of Education, 2013). The objectives were to:

- Have a regular reporting to the Ministry of Education on the general quality of education in Kenya at national, provincial, district and school levels with reports on specific aspects of education as required.
- Monitor the performance of teachers and educational institutions in accordance with all-round standard performance indicators.

- Ensure the equitable distribution of teachers by working out the curriculum based establishment (secondary/college) and class-based staffing (primary).
- Carry out regular and full panel quality assurance and standards assessment of all education institutions on a regular basis.
- Advise on the provision of proper and adequate physical facilities in all educational institutions.
- Ensure that the appropriate curriculum is operational in institutions.
- Organize and administer co-curricular activities with a view to developing an all-round child.

Practically, the QASOs do not reach private schools- the category in which Adventist schools fall for regular quality assurance practices. As a result most of the schools go for many years without regular assessment for quality assurance.

The Seventh-day Adventist church is highly decentralized for easy contextualization of quality assurance practices. Schools though managed and operated as church- maintained schools; they are still obliged to follow the curriculum, examinations and educational guidelines from the government of Kenya. The schools are structured to provide basic education in line with the constitution of Kenya and the basic education act from pre-school, primary, secondary to university along with Adventist philosophy implementation.

The church has education directors in Fields/Conferences in their respective constituencies but with increasing number of schools besides other departments attached to them are not adequately providing required service in schools. For instance, the number of accredited schools by AAA in West Kenya Union Conference since 1992 are

only seven out of 26 institutions (4 colleges, 12 secondary schools and 10 primary schools) have been visited for accreditation once in two, three or five years. The remaining schools were not assessed or have never been subjected to that kind of practice (see the Table 3 below).

Table 3

AAA Accredited Secondary schools and colleges in WKUC by December 31, 2015

Name of institution	Location / County	Established	First Accred	Last Accred.
Kamagambo Secondary	Rongo - Migori	1912	1992	2013
Ranen Secondary	Awendo - Migori	1972	1999	2013
Nyabola Girls	Oyugis - Homabay	1980	1994	2013
Segero Main	Ziwa - Uasin Gishu	1977	1994	2013
Segero Eldoret	Eldoret - Uasin Gishu	2010		2015
Chebwai Secondary	Webuye- Bungoma	1972	1999	2013
Chebwai College	Webuye - Bungoma	2008		2015
KASMS	Kendu Bay-Homabay	1948		2015
Nyabikaye	Kurya - Migori	2002		2015

Source: *West Kenya Union Conference Education Department 2015 End Year Report*

The principals and their deputy head teachers of Adventist schools supervise schools' varied programs besides their administrative duties. The effectiveness of that type of decentralization is yet to be evaluated. For Adventist education to be sustainable and profitable to the community and the world continuous institutional development becomes necessary for total QA in the secondary school system and quality management

of the new secondary school curriculum that emphasizes digital and entrepreneurship education.

Chiaha and Ejeh (2015) observe that transformation from the traditional ways of school management, to new creative and innovative approach, such as introduction of Tripartite Curriculum for inculcating multiple intelligences, instead of mono-intelligence that is currently prevalent in secondary school curriculum, is an inevitable practice.

The Extent of Quality Assurance Practices' Implementation

Quality assurance practices have many facets in an institution. In this study, the main emphasis is on policies, instruments and the process of implementation. The implementation levels of QAP could be through effective tripartite mechanisms of input- process- output. According to Hayek in Knight (2012) proponents of educational centralization often retort that, despite potential downsides, the upside of centralized decision making is that decisions are made by experts armed with technical knowledge. Hayek's response is twofold: centralizing decision-making authority into fewer hands (a) ignores or underemphasizes the importance of local and personal knowledge in good decision making, and (b) actually decreases the amount of overall knowledge that can be taken into account in making decisions.

In linking contextualization and school quality improvement, Cohen (2004) asserts that the production function approach in school effectiveness research correlates educational inputs to outcomes. Scheerens (2004) in his structure of the quality framework that was presented in the 2002 EFA Monitoring Report shows the model inputs that are described at three different levels, the school, the students and the household/local community. The most frequently used way to depict education quality as

a productive system, in which inputs are transferred into outcomes through a conceptual framework.

The context dimension: includes macro-level (ministry/church) policies and guidelines or conditions that are placed in the school.

The school input factors are: students, human resources (teachers & support staff), facilities safety, teaching/learning resources and parent/community involvement.

The school climate include: Clarity of policy, vision and mission, high expectations, instructional leadership, effective financial management, safe and gender-sensitive environment, incentives for good results (appraisal), flexibility/autonomy, and curriculum content.

The teaching and learning activities are: sufficient learning time, effective teaching methods, integrated systems for supervision, assessment and feedback, integration of faith and learning and appropriate use of ICT.

Students' outcomes are: academic achievement, good citizenship healthy behavior and lifestyle, personal development, positive attitudes, and continuous improvement with formal completion and standards realized through DQAP.

The central box, where transformation processes take place, is differentiated into a school and teaching/learning level. It is either the “black box” or “Process” which means in the “black box” the process did not explain how inputs were being utilized to create learning. But in school improvement the dimension of “process” in studying school quality whereby, one would be able to examine how inputs were being utilized well (transparency and accountability). From the study above, the resulting linear model

suggested that inputs were provided to schools, processes were implemented to conduct education, and the results were the positive outcomes within their context.

According to Campell and Rozsnyani (2002) this approach requires that the product or service has conformity with customer needs, requirements, or desire. The contextualized quality assurance processes responds better to immediate internal and external needs in schools and conferences.

Since we are dealing with a formal system of education but with full of uncertainties, yet yearning for quality. Odhiambo (2008) opines that quality education is determined by the inputs such as curriculum content, instructional materials and equipment, school culture, teacher pupil ratio, costs and guiding policies, quality assurance, learning duration and above all the quality of the teachers and management functions. Quality education may also be defined as the degree or grade of excellence in matters of learning and instruction reflected through the academic achievement.

According to Harvey and Williams (2010) the concept of quality should not be detached from purpose and context because quality has political undertones. Quality assurance (QA) is a procedure done before and during the event process concerned to prevent faults occurring in the process being undertaken. QA is therefore a way of producing or giving a defect-and fault-free product or service.

ESIB (2002) also relates quality assurance practices with other forms in different contexts or sometimes are used along, synonymously or interchangeably with QA. These are: quality control, quality enhancement, quality assessment, quality audit, standards, quality culture, and accreditation. In the context of the basic input-process-outcome-framework, *inputs* provide the material and immaterial pre-conditions for the core

transformation processes in organizations. The school as the level where teaching and learning as the primary transformation process take place, the following main categories of inputs can be discerned: financial and material resources, human resources, background conditions of the students, parents and community, guidelines and operational frameworks from administrative levels above the school might also be considered as inputs.

Wooi (2013) in his school-based-management model, from the findings of his study presented at General Santos city on 18-20th October 2013 admonishes that input and process resources must be managed prudently, accountably and transparently for continuous improvement. Efficient and effective deployment of organizations' resources and maximizing the utilization of available resources determine the achievement of organizational goals. Such resources may include: facilities, equipment, financial, Information Technology, human, and ideas (both functional and non-functional).

Obayan in Chiaha and Nane-Ejeh (2015) asserts that tripartite curriculum involves three main types of intelligences which embraces all other intelligences and classified them under Cognitive Intelligence (hard skills), Emotional Intelligence (soft skills) & Imaginative Intelligence (go-getting skills).

Chapman (2003) has five steps of involving Self- awareness; Emotion Management, Self-motivation, Relationship Management and Emotional Coaching. Both agree that currently, these skills are not normally inculcated in pupils in schools. Apparently, in some cases of circular systems the cognitive and creative intelligences are maximized at the expense of emotional intelligence which is commonly acquired

through, character formation skills; inter-personal skills; life-long learning skills and perseverance skills.

Input Resource Factors

AAA as a church organ ensures that standards are observed in church institutions. This is supported by the United Nations Children's Fund in King'oina (2014) that quality education includes: Learners who are healthy; well-nourished and ready to participate and learn, and supported in learning by their families and communities; environments that are healthy, safe, protective and gender-sensitive, and provide adequate resources and facilities; content that is reflected in relevant curricula and materials for the acquisition of basic skills, especially in the areas of literacy, numeracy and skills for life. These are clearly delineated in guiding principles of any organization as a working policy in the church context.

Quality assurance Policy, Strategy and Goals

The role of policy is to provide guidance to organization's personnel on how to carry out their duties so that there is consistency in their actions. The policy therefore, seeks to guide an institution's vision and mission by ensuring that quality assurance is a prominent fiber throughout all key operations that impact on teaching and learning process as well as research activities (Busoga University, 2009).

Institutional goals are determined according to the laid down guidelines/policies and strategies are made as the road maps or blue print in the process towards the achievement of the expected outcomes (goals). Good policies without effective implementation are mere documents in shelves.

A strategy is a set of activities or processes that an organization intends to use in order to achieve its set goals and aims. A strategic plan helps to provide direction and focus for all employees. If an organization has little idea where it is headed, it will wander aimlessly with priorities changing constantly and employees confused about the purpose of their jobs (Nyagah, 2015).

Many who were in-charge of managing schools in the recent past have mainly been concerned with operational planning only interested in operational efficiency and effectiveness rather than strategic planning. As such As a result there was lack of strategic thinking at higher levels of leadership. It is all mechanical planning method. However as the societies have become more dynamic, many schools have already embarked on formulating strategic plans. Such an undertaking involves various stakeholders in the schools set-up. A strategic plan helps the various work units within an organization to align themselves with common goals.

Kenyan government has made it compulsory for government agencies and ministries to make periodic strategic plans in 2006. In Kenya, the education Act of the government of Kenya of 1980 does not clearly show whether schools must formulate strategic plans; and as a result many schools have ignored the issue (Nyagah, 2015).

In this regard, the Ministry of Education Strategic Plan 2006-2010 states that it is a statutory requirement that public organizations, including Government Ministries, develop strategic plans as a means of enhancing result-based management and efficiency in their operations. The MoE Strategic Plans Contextual Background only expresses a wish that “the process (strategic planning) will cascade to institutional level” (Nyagah, 2015).

In Adventist Accreditation Association (2013) criterion 8 requires standard academic policy and records procedures that are efficient and secure and which reflect best practice in the institutions. The information and analysis is encapsulated in a self-study instrument includes: student recruitment, admission and registration, class schedules and length of academic terms, student records, academic conduct (including cheating), assessment procedures and processes, student progress, and alumni records among others.

Quality Assurance Instrument

According to the Adventist Accreditation Association (2013), internationally in the late 1980's and early 1990's, many educational systems have reviewed their assessment procedures for their schools and school districts. School faculties and administrators are supposed to collaboratively study their mission, goals, and objectives, and measured how they are meeting these in their everyday operation. In-house committees should be focused on self-assessment procedures. Then long-term and short-term plans to meet the school and students' needs have to be formulated and implementation procedures adopted to become part of the school's operational plan.

In keeping with this trend in education, the East-Central Africa Division Education Department has developed a revised Self-Study Instrument for secondary schools throughout the Division. Presently, Seventh-day Adventist secondary schools throughout the East-Central Africa Division (ECD) are regularly visited by teams of professional educators who assess their programs and operations for accreditation purposes and to provide a profile of their strengths and weaknesses.

The Kenyan education system has undergone numerous changes since independence. All have a common aspect of equity and quality of education for the economic growth and the development of the people. The education commissions/ sessional papers, education act 1968 revised 1980, Education for all (EFA) by 2015, the Millennium development goals (MDG) 2020, constitution (2010), basic education act 2013 (revised 2015) as well as the SDA working policy (2010-2011) among others give the strategic framework of school management and curriculum implementation.

“Strategic visions are designed through the imagination not the experiment, they are the equivalent of the fine arts not physics, for they involve imagination rather than experimentation, they are paintings, not photographs (Grint, 2004, 2008 in Grint, 2012). According to Grint, the four central features of leadership are: identity (who you are), strategic vision (what, why, when and where), persuasive communication, and organizational tactics.

Orodho (2015) reiterates that it is recommended that in order to attain EFA goals by 2015, these efforts should be accelerated and intensified with a view to reversing regional and gender disparities keeping in mind the fact that the deadline for the attainment of EFA goals is fast approaching and, therefore, making it urgent to translate the education policies into practice rather than the current rhetoric chimera. Policies, strategies and goals need to be interpreted correctly by leaders for effective implementation by stakeholders. AAA (2013) highlights that the Self-Study Instrument for Secondary Schools is structured to:

1. Assist school personnel to become aware of:
 - a. What people think of the school's operation.

- b. What colleagues, students, and others perceive as the real patterns of relationships at work within the school.
 - c. How colleagues and others perceive the effectiveness of school personnel as they carry out their responsibilities.
 - d. How effectively administrators, teachers, and students are meeting their goals.
 - e. To what extent students of the school are meeting the parents' and community's expectations.
2. Guide school personnel through a systematic self-study of their school operation into a *Total Quality Improvement* (TQI) program that will strengthen each of their performance areas.
3. Provide an opportunity for a consistent evaluation procedure leading to assessment for accreditation.

The major categories highlighted were: human resources, physical resources and parents/ community support.

Human Resources

Institutional management is all inclusive, the students, teaching and support staff. The main characteristics observed are: qualifications, attitude, training, morale and commitment. . A well- qualified and motivated teaching and support staff force is to be seen as one of the most vital assets for educational quality. These are the implementers of policies, strategies, goals and the entire process in respective institutions.

Students

According to Draft in Olasunkanmi and Mabel (2012) a system functions by acquiring inputs from the external environment, transforming them in some way, and

discharging outputs back to the environment. Students are admitted into secondary schools from the society and transformed as output back to the society; quality assurance practices are activities carried out to manage the entire process for the desired outcome regardless of their varied characteristics.

Jidamva (2012) avers that some of those who perceive students as the “raw material of the education production process” may seem to stretch the economic metaphor a bit far. In essence, more psychologically inclined analysts might maintain that students are the main producers of learning and the attainment of learning results. However, analytically, it is worthwhile to recognize that the home background and intellectual capacities of students make a lot of difference. In his empirical results of school effectiveness research, student background variables do not only have an impact as individual student characteristics but, when considering the average achievement level of a class or school, also as a so-called compositional effect. This means that average achievement is influenced by the composition of the group in terms of intellectual capacity and socio-economic background.

The reason why our schools need to be more innovative, more creative, and more connected than ever before is encapsulated by Scherer (2016) thus, “Schools and educators must transform our work in order to prepare students for an increasingly complex and interconnected world”. Two categories of students’ background that are likely to interfere with a student’s capacity to optimally benefit from schooling are:

a) Parental factors include: general intelligence or scholastic aptitude, socio-economic status, parents’ level of educational attainment, gender, and ethnicity. Also, attitude, commitment towards performance, place to study at home, number of books in the home,

exposure to digital knowledge (ICT) and media, malnutrition and ill health/HIV drastically affect the learner.

b) School /classroom factors are: Student's entry marks in school, teacher /student relationship in school; amount in or of out of school time, safety environment, and peer influences besides the amount of time involved in disciplinary cases and digital /media influences.

The relationship between student academic success and student behavior at school has been a subject of debate for long. Many studies like Brigman and Campbell; Hattie, Briggs, and Purdie as cited in Kowalski (2011) have found interventions, such as those provided through school counselors, can improve both student grades and behavior despite their respective backgrounds.

Teachers

Jidamva (2012) also postulates that effective teaching in secondary schools, as elsewhere in the world, teaching in schools is influenced by different factors, including the technology. From the influence of fast changing technology, knowledge and skills are also changing to affect teaching in schools. These changes bring about the need to revise the curricula and teaching methodology so as to improve effectiveness in teaching and to offer the required knowledge and skills. Effectiveness in pedagogy is highly related with the teacher's high level of accomplishment of the set tasks. Hence, the recruitment process is at stake in an institution. Indicators on teachers as individuals or of the total stock of teachers in a country can be categorized in various ways.

Olayele as cited in Ibe, Nworgu and Anyaebunam (2016) studied teacher characteristics as predictor of academic performance of students in Osun state. The study

used a survey in investigating the perception of SS3 students on teachers' characteristics in relation to students' academic performance. Using purposive sampling 16 secondary schools were selected (10 public and 6 private), and 100 SS3 students randomly drawn from each school. The findings reveal that students' academic performance correlate positively and significantly depending on teachers' attitude to teaching and learning in the classroom, knowledge of subject matter and teaching skills.

According to Zhang (2008) an effective teacher possesses strong cognitive skills and desirable personal characteristics, knowledge of pedagogy and subject, and skillful classroom operation. The effective teacher is conceptualized in seven different scales, as shown in the table below.

In Table 4 a distinction is made between descriptive background characteristics of teachers, knowledge and skills, attitudes and morale relative to general working conditions and attitudes with respect to the work situation at school and student staff ratios.

Table 4

Effective teacher inventory

Scale	Sample item
Qualification	Excellent content and pedagogical knowledge
Preparedness	Being prepared and organized
Personality trait	Good sense of humor
Relationship with students	Knows students and their characteristics
Motivation	Interest in teaching
Classroom practices	Able to stimulate and handle students' questions
Attitude	Positive perceptions
Health	Wholesome wellness

Source: Modified from Zhang, L. (2008)

Teachers' attitudes, perceptions and satisfaction are indicators that drastically affect the continuous improvement of an institution. Teachers' perceptions of school

staff's expectations concerning academic achievement, teachers' positive or negative perception of selected aspects of their professional life and their social status depend largely on the role of school heads in implementing a shared vision of school objectives among staff.

Table 5

Categorization of teacher indicators

Teachers' Characteristics

Teacher background characteristics

- Age, sex, and ethnicity distribution, full-time/part-time distribution
- certification/license status, formal qualifications, year of experience
- language, health, specifically HIV, in-service training history
-

Teacher professional knowledge and skills

- general knowledge, content knowledge
- knowledge about pedagogical and didactic strategies
- knowledge about students, beliefs and attitudes about teaching
- flexibility in adapting teaching repertoire

Teacher working conditions

- salaries (relative to other professionals), working time, average class-size
- merit based incentives, other incentive policies, career structures
- teacher training/certification requirements, teacher autonomy
- standards-based teacher appraisal, secondary working conditions (e.g. vacations)
- exposure to external inspection

Teacher morale and status

- opinions about career and job mobility, teacher morale
- perception about being needed by society, perceived status as a teacher
- appreciation of general working conditions
- appreciation of the work situation at school of current employment
- job mobility, sense of political efficacy

Staff to student ratios

- system level student teacher ratio, school level student teacher ratio
 - support staff student ratio (system and school level)
 - school managerial "overhead" relative to the number of students
-

According to the National Board for Teaching Standards, National Education Board and Center for Quality (2014) teacher leadership is no longer optional. Its importance in student learning, teacher retention, school culture, school improvement, the crafting of sound education policy, and productive and innovative teachers' associations has been demonstrated by both research and practice. The study supports that those who engage in teacher leadership in any capacity have seen its impacts on their students and colleagues, but the evidence goes far beyond the anecdotal. Through teacher leadership, these spheres can expand hugely, allowing teachers to power the profession and shape the landscape. They conclude that this model brings together three intertwined pathways that define the ways in which teachers can blaze new paths in education: instructional leadership, policy leadership, and association leadership.

Also, for the Adventist schools' teacher to exhibit their commitment and continuous improvement, their welfare is at stake as reiterated by Alferez, and Florez as reported by Stevens (2014) thus, "If you asked me what a teacher is, first he touches the heart and later the mind, someone that goes beyond teaching in the classroom, someone who teaches for life". One who has received a calling to commit to working for the salvation of souls. Hence, should be well remunerated and ensured security for committed service.

Support Staff Involvement

Support staff refers to employees allocated to work in schools to assist administrators, teachers and school counselors to administer to students' different educational needs within the school. They play a significant role in students' continuous improvement, because they interact with them at different levels daily.

A substantial body of research shows that, for good or ill, a school's social environment has broad influence on students' learning and growth, including major aspects of their social, emotional, and ethical development. The most important in determining the school environment is the quality of students' relationships with other students and with the school's staff. Dewey in Schaps (2005) observes an effective school, "is realized to the degree in which individuals form a group".

A study done in 170 public secondary schools, which sampled 144 respondents, established that support staff in Nyamira County work under very poor conditions. The findings reveal that support staff motivation depends on the working conditions set by the principal in a school which also influences workers motivation to work (Nyaboga, Osero and Ajowi, 2015).

Parents/Community Involvement

According to the study done in Pakistan by Rafiq, Fatima, Sohail, Saleem and Khan (2013), their findings revealed that majority (60%) of the respondents were studying in public secondary schools and (40%) of the respondents were studying in private secondary schools. It was concluded from the present study that there was a significant relationship between the two variables that is; the level of academic achievement of children is affected by the level of parental involvement in their children's academic activities.

Another study surveyed 45 selected primary and secondary schools in Botswana to identify how parent and community involvement in the governance of schools affect teacher effectiveness and improvement of learner performance. Nana, Milodzo, and Adjei (2009) in their findings, agree that monitoring learners from several perspectives

would make them become aware of their activities thereby making them to behave responsibly wherever they would be. Also, teachers believe that parent-community involvement would help them to improve in their effectiveness because they would be pulling resources together for instance when learners are given homework parents will make sure learners attend to it. Likewise, learners feel that the combined efforts of parents, community and the school will make it possible for them to excel to be able to please their parents and teachers.

They further recommend that, it is necessary that teachers should go into the community with empathy and interact meaningfully with their constituents for mutual co-existence and progress. Parents and the community should be called upon in emergency situations outside the planned programme. Parental and community involvement help to:

- (a). Improve discipline.
- (b). Punctuality of learners to school.
- (c). Make learners responsible and take their school duties seriously.
- d). Make teachers feel confident that parents and community are with them in whatever they do at school adding to their confidence and effectiveness.

The conclusion drawn is that, in schools where parents and community involvement is visible, teachers are highly effective and this contributes to learners' positive behavior and improvement in their performance.

From a study done in Machakos by Muthoni (2015) community involvement in management of public secondary schools has been very elusive in many secondary schools due to lack of communication, accountability and transparency along with pressurizing issues affecting the efficiency and performance in these schools. From her

study it was established only very few parents assisted their students with school work while only a small percentage of the community members discussed school matters with the students. The study further established that although there was good relationship between the schools and the community, only a minority of the community was involved in decision making process in these schools. Consequently, very few of them initiated projects due to challenges of long distances to schools, lack of finances and also lack of cooperation from teachers. The study recommended that schools should educate all the stakeholders on various ways they can be involved and help in the management of the schools. The study also recommended the need to establish a proper model by the government to involve the community in affairs of the schools, in order to address the societal needs, policy formulation matters on management of secondary schools should be all inclusive.

Physical Resources

These include school facilities safety and orderliness and teaching and learning resources. These contribute a lot to the successful implementation of QAP in schools. Any assessment in education institutions considers it absolutely important.

School Facilities Safety and Orderliness

School facilities are perceived to be a potent factor to quantitative education and are important to effective teaching and learning. These are not limited to safe, healthy and standard environment of classes, dormitories, library and laboratories among others. The aphorism that “teaching is inseparable from learning but learning is not separable from teaching” is that teachers do the teaching to make the students learn, but students can learn without the teachers.

According to the studies done by Akande, Farrant and Farombi in Owoeye and Yara (2011) the learning can occur through one's interaction with one's environment. Whereby, environment refers to facilities that are available to facilitate students learning outcome. It includes books, audio-visual, software and hardware of educational technology; so also, size of classroom, sitting position and arrangement, availability of tables, chairs, chalkboards, shelves on which instruments for practical are arranged.

Ugwoke and Agwara (2015) on the other hand, their findings of the study show that provision of well-equipped laboratories in the school, effective use of modern teaching facilities increase quality education, provision of current and adequate instructional materials for effective teaching and learning, adequate facilities improve students' learning of understanding, standard of facilities raise the reputation of schools, the teachers become effective in their job with increase in students/teachers relationship. Their findings agreed with that of Oyetola and Kayode (2012) who showed that facilities both in teaching and learning should be provided especially at the core subjects to ensure better learning activities in secondary schools.

Teaching/ Learning Resources

Financial and material resources indicators can be defined at system and at school levels. Financial indicators are predominant at system level, while material resources indicators make more sense to be formulated at the level of schools. Examples of financial and material resources indicators defined at system and at school level are given as:

System/higher level financial and material resource indicators.

- proportion of Gross Domestic Product spent on education

- educational expenditure on seminars/workshops for QAP
- total expenditure on programs and special facilities for staff development
- state/church provision of ancillary services
- household expenditure and public subsidies to parents' involvement in school
- percentage of spending on salaries for administrative personnel
- percentage of spending on pensions for educational personnel
- percentage of spending on salaries for teachers

School level financial and material resources.

- school building facilities, classroom equipment (furniture, computers, etc)
- school supplies like pencil and paper, chalk board, flipchart, models
- availability of textbooks in the major school subjects
- basic services like separate toilets for girls and boys, water, electricity, heating, telephone, provision of ancillary services, regarding nutrition, health and transportation

With respect to the organizational infrastructure the factors summarized below appear to be relevant because the local level is the one closest to the school, and the aspects to be dealt with are seen primarily as contextual constraints on the functioning of schools. These are:

- the existence of a school board in which the local community is represented
- the availability of a local or regional educational resources centre (which, among others, might offer ICT facilities to the schools in the community)

- the “openness” of local companies and industry to work with schools and offer students opportunities for site visits or specific training opportunities the role of the community in financing the school; in-kind support.

In our quality framework these parents/community conditions (local contextual conditions), manifest in the local school community in that they are likely to interfere with active measures to enhance school effectiveness, which might be inspired by a common understanding of “what works” in school or education. The four types of constraint, distinguished by Fuller and Clarke in Scheerens (2004) are considered to be:

- parents’ values (attitudes) concerning school participation of their children
- discrepancy between indigenous knowledge and “school knowledge”
- discrepancy between local perspectives on authority and ideas on active participation of students during lessons
- culturally constructed meaning of school inputs

Process Indicators in School

The school climate and culture determines the type, effectiveness, and efficiency of an institution (Spicer, 2016). The process of quality assurance is mostly an internal daily practice as a mechanism of continuous improvement and quality productivity. When anybody internally or externally evaluates the practice, a feedback is expected for improvement.

Geda (2014) affirms that the notion of self-assessment, first developed in the United States with regard to institutional and course accreditation, over the last decade or so has become an important feature of many quality assurance systems. Self-assessments have many positive features. They, in the right context, are useful for encouraging

fundamental reviews of objectives, practices and outcomes. Self-assessment is a key element in most evaluation procedures. It provides a standard against which the institution can measure itself, and a framework for developing a definition of quality.

There are two major indicators namely; at school level and at classroom level.

School Level Climate

From Theory and research in administration Andrew Halpin as quoted by Hoy, Miskel and Tarter (2012) attest that anyone who visits more than a few schools notes quickly how schools differ from each other...in one school the teachers and principal are zestful...in another school brooding discontent of the school is palpable; the principal tries to hide his incompetence...behind a cloak of authority...a third school is marked by neither joy nor despair, but by hollow ritual...each appears to have a “personality.”

The organizational climate of a school is defined as “those characteristics that distinguish the organization from the other organizations...” and “a set of measurable properties of the work environment, based on the collective perceptions of people who live and work in the environment and demonstrated to influence their behavior” (Glimmer, Litwin and Stinger as referred by Hoy, Miskel and Tarter, 2012).

The school climate represents the beliefs about the "feel of the organization" by its members. The individual perception of the "feel of the organization" comes from what the people believe about the activities that occur in the organization. These activities influence both individual and team motivation and satisfaction. Hoer (2005) asserts that leadership is relationship, such as: leadership openness to clarify goals, policies and expectations of stakeholders, appraisal system, and leader's competencies among others.

Organizational climate is directly related to the leadership and management style of the leader, based on the values, attributes, skills, and actions, as well as the priorities of the leader. The main components to be discussed are: policies, strategies and goals, instructional leadership, and financial management.

Financial /Resource Management

The distribution of financial and material resources from the central level to other local levels, the availability of these resources at the local level, and the actors' autonomy in using them are core aspects of decentralization. Contextualized implementation in financial resources management is commonly supposed to make resource utilization more efficient and appropriate. It calls for trust, transparency and accountability in the system.

Kayabwe, Asiimwe, and Nkaada. (2014) contend that IIEP has been conducting research on this topic since 2002, with a focus on the impact of decentralization policies on local-level actors, in particular the District Education Office (DEO). In-depth research was conducted by IIEP in 2008–2009 in three countries of Eastern and Southern Africa with different decentralization policies, namely Kenya, Lesotho, and Uganda. The research aimed to examine the roles and challenges of DEOs in these different contexts. The findings report that most of the people the study team spoke to did not identify 'lack of autonomy in financial management' as a serious constraint; they appreciated the need for the central level to circumscribe local autonomy, especially in the use of funds.

The study done by M'nkanata (2012) in Meru established that majority of the head teachers had a positive perception of decentralization of education services to school level in financial management, procurement, and teacher management issues. The study found that head teachers and the DEO were supportive of decentralization, noting that it

has a number of benefits including enhancing local responsibility, involvement and ownership, and enabling local businesses to supply instructional and construction materials to schools leading to local level development. Management bodies at the school level, such as SMCs performed various roles such as financial management, procurement, management of physical resources, infrastructure development, and management of human resources.

Instructional Leadership and Curriculum Content

Wango (2011) avers that the Constitution provides impetus for increased democracy, accountability, integrity and professionalism. The education review must focus on structure, management, policy framework and curriculum. Whether that is within the present system of 1 - 8 - 4 - 4 or another such as 1 - 7 - 4 - 2 - 3, the quality of schooling must be paramount in a global economy.

According to Zhou (2015) the development of school curriculum entails involvement of various stakeholders who are either involved with the school program directly or indirectly, they may include teachers, parents and specialists in the field of education. If local actors of curriculum are objectively involved, they understand and own it for smooth implementation. Key stakeholders make the curriculum content have the quality it deserves and serves.

Scheerens (2004) supports the cybernetic principle as seen to be the basic regulatory mechanism which creates a room for autonomy and “self-regulation” at lower levels in the system. This phenomenon in *education* systems, usually gives large degree of professional autonomy of teachers, and tendencies to increase school autonomy as a result of decentralisation policies, hence the school culture. Within the input-process-outcome-

context framework specifying what is meant by the *context* depends on the level at which the central transformation process is defined. Transformation processes at school are further differentiated to distinguish primary teaching processes at classroom level and secondary, supporting management and organization processes at school level.

The table below shows the matrix of Educational Leadership Constituent Council (ELCC). Those who complete their program are supposed to be leaders with the knowledge and ability to promote the success of all students by standards 1 – 6:

Table 6

Matrix of ELCC Standards

Level	ELCC standard	Standard element
1	Facilitating the development, articulation, implementation, and stewardship of a school vision of learning supported by the school community.	Develop a vision, articulate, implement, steward a vision and promote community involvement
2	Promoting positive school culture, provide an effective instructional program, applying best practice to student learning and design comprehensive professional growth plans for staff.	Promote positive school culture, provide effective instructional program, apply best practice to student learning, and design comprehensive professional growth.
3	Managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.	Manage the organization Manage operations Manage resources
4	Collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.	Collaborate with families and communities, respond to community interests and needs, mobilize community resources
5	Acting with integrity, fairly and in an ethical manner	Act with integrity, act fairly, act ethically
6	Understanding, responding to, and influencing the larger political, social, economic, legal and cultural context.	Understand the larger context Respond to the larger context Mobilize the larger context

Kowalski (2011) implies that the strategic plans developed in school levels are supposed to tailor goals and tactics to real learners' needs. The complexity and dynamic demanding of their practice requires principals and QA leaders be instructional leaders and change agents while retaining their traditional role of managing human, and material resources.

Wanzare (2012) refers instructional supervision as quality assurance practice put in place by the QASOs and school administration to monitor the teaching and learning process in the school, and is a way of checking other people's work to ensure that bureaucratic regulations and procedures are followed and that loyalty to the higher authorities is maintained.

According to Hoy and Hoy in Lezotte (2010) instructional leadership is recognized as the most important characteristic of school administrators and one of the correlates of effective schools. Effective instructional leaders are proactive and seek help in building team leadership and a culture conducive to learning and professional growth. In the effective school, the principal, deputy principal and Heads of Departments (HODs) act as instructional leaders and effectively and persistently communicate and model the mission of the school to staff, parents, and students.

Nyagosia (2011) found that recently Lezotte in 2010 picked up leadership on the effective school research that Edmonds started in the 1970s. In the recent book, 'What Effective Schools do', Lezotte (2010) noted the following as the most important characteristics of effective schools: strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn.

He argued that these seven ‘Correlates of Effective Schools’ are powerful indicators of successful places where all children learn, regardless of socioeconomic status or ethnicity. Effective instructional leadership has been shown to result in school improvement and effectiveness (Scheerens and Bosker, Lezotte, Skaife and Holstead, Lezotte, as quoted in Nyagosia, 2011).

From the perspective of the consumers or users, the product or service-based definition is more useful, but the perspective of the organization providing goods/services, the process-perspective is more useful (Sangeeta and Banwe, 2004 in Ayeni and Ibukun, 2013). Some of the crucial indicators are:

- *Community involvement*- the degree of actual involvement of parents in various school activities (the teaching and learning process, extra-curricular activities and supporting activities)
- *School financial and human resources*- school administrative functions depends on availability and prudent management of both financial and human resources
- *Achievement oriented policy*- whether or not schools set achievement standards, follow-up career results and effectively communicates to relevant stakeholders
- *Educational leadership*- the amount of time principal spends on educational matters, as compared to administrative and other tasks. Whether or not the principal practice clinical supervision and appraise the performance of teachers. The amount of time dedicated to instructional issues during staff meetings. Know the level of morale and *esprit de corps* in the organization; identify the need to train, coach, and counsel.
- *Continuity and consensus among teachers (unity of purpose)*- the amount of changes in staff over a certain period. The presence or absence of school subject-related

working groups or departments (secondary schools) and frequency and duration of formal and informal staff meetings

- *Orderly and safe climate*- statistics on absenteeism and delinquency, ratings of school discipline by principals, teachers and pupils.
- *Efficient use of time*- total instruction time and time per subject matter area, average loss of time per teaching hour (due to organization, moving to different rooms, locations, disturbances) and percentage of lessons “given/not given”, on an annual basis
- *Opportunity to learn*- teacher or student ratings of whether each item of an achievement test was taught or not. Syllabi coverage in time and adequate revisions.
- *Evaluation of pupils’ progress*- the frequency of use of curriculum specific tests at each grade level, the frequency of use of standardized achievement tests and the actual use teachers make of test results
- *Ratings of teaching quality*- quality of instruction as rated by peers (other teacher), and quality of instruction as rated by students

Classroom Level (Effective Teaching and Learning)

Knowledge is not a copy of reality. To know an object, to know an event, is not simply to look at it and make a mental copy or image of it. To know an object is to act on it. To know is to modify, to transform the object, and to understand the process of this transformation, and as a consequence to understand the way the object is constructed – Jean Piaget (Hoy, Miskel and Tarter, 2012). Learning occurs when experience (including practice) produces a stable change in someone’s knowledge or behavior. The Main teaching factors to be considered are:

- opportunity to learn, structuring and scaffolding (cognitive structuring)
- stimulating engagement (motivational structuring)
- climate aspects are: - task orientation, - mutual respect, - orderliness, safety
- monitoring and questioning- clinical supervision; feedback and reinforcement
- modeling learning and self-regulation strategies
- “authentic” applications, adaptive teaching

Learning strategies of students are either *overt* whereby students are engaged in learning time, student use of resources and cooperative learning or *covert* with self-regulatory capacity, auto-control and meta-cognitive “actions” learning styles.

According to Vught and Westerheijden in Baryeh (2009) a national quality assurance agency needs to combine both internal needs of higher education institutions (improvement) and external needs of society (accountability) in quality assurance. Cambell and Rozsnyai also in Baryeh (2009) argue that if external quality assurance (e.g. requirements for the approval and design of programmes) is very rigid, then higher education institutions may not have the flexibility to respond rapidly or in an innovative manner to new demands.

A school change is a continuous process. The desired outcome of decentralized/school-based-management is a school culture of continuous improvement for wholistic standards. By implementing change, we can attempt to bridge the education dichotomy and link the importance of structure with the need for creativity. Change needs to happen continually in small evolutionary steps. Surely, too, there is need for it in education (Wooi, 2013).

Challenges Facing Contextualized Implementation of Quality Assurance

Practices

We are living in a time of global change using digital content in curriculum implementation. The Greek philosopher Heraclitus in Ng (January 2014) contends that “change is the only constant.” It is truer than ever. The big question is: “How do we relate with the new realities?” (Ng, January 2014). The Adventist organization is a fast growing church and its education system requires a culture change for the twenty-first century customer’s satisfaction. Training involves culture change for continuous improvement, management based on facts and respect for people.

A case study carried out in the Swedish school system observes that, it was extremely decentralized, and the commission to raise standards in education was delegated to the municipalities, and to the schools. Moutákis (2004) said, “In my work as a secondary school teacher, I have come to doubt that this strategy leads to school effectiveness.” Quoting Enkvist in Moutakis (2004), “head teachers have a more difficult job than ever, not getting necessary support, neither locally nor at a national level”. Apparently, there is need for a juxtaposition of literature on the contextualization that will suit Adventist Secondary schools’ quality assurance practices.

In 1976, for example, Spain introduced school based management (SBM), one of the most salient international trends of school reform which emphasizes decentralization down to the school level as the major means for promoting effective decision-making (Cheng, 2003a). According to Ravhudzulo (2012) due to the increasing number of schools coming up to meet the needs of stakeholders including church members and community in the 21st century; standards are compromised to some extent. This calls for

vigilant quality assurance and standards office. Lewis and Smith (1994) opine that in order to realize and catch up with these changes, six areas must be recognized namely: the environment, product or services, methods, people, organizational structure; and mindset of quality improvement. Thus, there is need for decentralization of *quality assurance*- for empowerment of the local actor in bringing about the necessary change hence, a sustainable paradigm for Adventist education in the digital era.

Studies done by Wadesango et al, Makori and Onderi in Ojwang' (2016) in Zimbabwe and Nyamira respectively, concur that decentralization and SBM policies of recruiting teachers who are key to teaching/learning process had challenges. The recruitment policy of Zimbabwe found out that nepotism, favoritism, bribery, and corruption were rampant in most schools; hence the government repossessed the recruitment and selection of teachers. Similarly, that of school-based recruitment of teachers in Nyamira County found that the BoGs negative practices and behaviors undermined the effectiveness of the secondary school teachers' recruitment policy.

The Republic of Kenya (2002) asserts that with devolution, there will be an increase in the number of basic education managers and stakeholders involved in the management of education institutions. This prompted the necessity to decentralize certain planning functions to the county and school level. Roles and functions of these various actors in the sector shall need to be clarified to ensure that planning, management and accountability in the sector is efficient. They admit that the currently, decision-making in education and training management was highly centralized at the ministry headquarters with limited capacity at district level where actual education and training and management services are delivered. The Adventist education system is not exceptional.

Kayabwe, Asimwe and Nkaada (2014) agree that challenges for financial management at school level are: most head teachers lack both record-keeping skills and financial management capacity, which partly contribute to poor financial accountabilities. A testimony given by one respondent remarked that: ‘When head teachers get appointed in administrative positions, it is just assumed that they have some elementary knowledge in handling accounts, but the current generation of head teachers does not have any training in financial management skills. In many of the schools they visited, they never saw neither a work plan nor a budget, but kept shopping lists’. This remark was substantiated by one of the head teachers who argued: ‘We have not been taken through the financial management course to enhance our skills in financial management.

Chiaha and Ejeh (2015) contend that the new millennium is witnessing a lot of transformational challenges in almost all realms of life including the educational system, bringing about world class standards. Apparently, education reform has become necessary in pursuance of educational quality and effectiveness. In their discourse highlighted the need for transformation in education in terms of Quality Assurance (QA) indicators for quality education that is currently experiencing three waves. According to them, the different waves are based on the different paradigms and theories of education quality and school effectiveness, and they result in different strategies and approaches to education quality assurance. The first wave of school transformation focuses mainly on Internal Quality Assurance Indicators and makes effort to improve internal school performances particularly the methods and processes of teaching and learning. The second wave emphasizes Interface Quality Assurance in terms of organizational effectiveness, stakeholders’ satisfaction and market competitiveness and makes effort to

ensure satisfaction and accountability to the internal and external stakeholders (Cheng, 2003b).

Mulwa et al (2011) pointed out that decentralization is limited to the transfer of decision-making authority to stakeholders at the secondary school level. The main limitations were: conflicting legal and policy guidelines, student's governance (council) involvement in decision-making and financial management skills. However, the study findings recommended for harmonization of legal and policy guidelines, effective involvement of students' governance and ensure mechanisms for transparency and accountability in financial management be in place for secondary schools to fully embrace the concept of decentralization in Kenya.

Miriti and Moses (2014) whose study sampled 16 public secondary school principals in Masinga Sub-county of Machakos County, Kenya found that many secondary school principals still faced challenges in managing financial resources of secondary schools and training of principals in financial management was ineffective. It was concluded that the lack of motivation amongst principals and insufficient time to attend training programs hampered provision of effective training on financial management.

Enhancing Contextualized Implementation of Quality Assurance Practices

In Kenya, the Commission for Higher Education (2008) views quality from many approaches like: quality as excellence/exceptionality, quality as conformity to standards/threshold, quality as fitness-for-purpose (FFP), quality as added value, quality value for money and quality as satisfaction of customer/client. These consist of a synthesis of conformity, adaptability and continuous improvement. It is in agreement

with Murad and Rajesh (2010) in Oduwaiye, Sofoluwe, and Kayode (2012) that quality in education has the following dimensions:

Consistency: Here the educational processes involve specifications through zero defect approach and a quality culture. But the limitations are in achieving consistent standards and conformity to those standards.

Fitness to purpose: fitting the customer specifications, minimum-based fitness for purpose and customer satisfaction.

Value for money: through efficiency and effectiveness

Transformative: education is an ongoing process of transformation that includes empowerment and enhancement of the customer.

In regard to quality education, the Ministry of Education science and Technology MoEST (2015) through the cabinet minister Prof. Jacob Kaimenyi asked the newly established Education Standards and Quality Assurance Council to ensure learners attending basic education got quality instructions and in a safe environment. This situation calls for 'conceptual pluralism' by Bolman and Deal (1984) which is also a characteristic of education management.

Many writers like Garcia, (2013), Cruzado (2009), Guru (2012), Wooi (2013) and Doraemon (2014) agree that school-based-management (SBM) is a strategy to decentralize decision-making authority to the individual school sites of which devolution is the fundamental concept, that is, individual schools make their own decisions and policies within the frameworks of their context. The main goal is to improve school performance and students achievement.

For Adventists schools to achieve and practice quality in education system there is need to be dynamic and borrow this idea of involving multiple models as a characteristic of managing institutions within apocalyptic framework. Cheng (2003b) suggests eight models of quality assurance. Some of the key models to be considered in this study are: organizational, input, process and output in the context of the three waves' indicators in internal, interface, future quality assurance.

The Organizational Learning Model

The behavior of a group cannot be predicated solely from an understanding of the personality of each of its members. Various social processes intervene...the group develops a "mood," an "atmosphere." In the context of the organization, we talk about a "style," a "culture," a "character." – Power in and around organizations by Mintzberg in Hoy, Miskel and Tarter (2012).

The structure of an organization is the pattern of relationships between roles in an organization and the different parts (Mullins, Mabey, Salaman and Storey) in Wango (2011). The school organization is a form of system with various components which interplay harmoniously for its continuous improvement and sustainable performance. The purpose of the structure is to allocate duties and responsibilities in order to direct activities and achieve the organization goals. This enables different actors in the organization to plan, direct, organize and control the activities and programmes of the organization (Mabey, Salaman and Storey in Wango (2011)).

Quality education is considered to mean continuous development and improvement to meet the needs of learners. The changing educational environment has produced great impacts on nearly every aspect of operation in an education institution.

Adventist institutions are not exceptional; they can neither be static nor expect single practice to contribute its performance or improved service delivery forever. Some practices may be good at a certain time but not at another- we need a change!

Alexander (2014) grips that a quality assurance system is said to increase customer confidence and a company's credibility, to improve work processes and efficiency, and to enable a company to better compete with others. Consequently, owned smart goals, simplified and workable strategic plans would give the management a clear road-map for a sustainable practice. Therefore, how to deal with environmental impacts and internal process problems is the key issue in assessing whether an educational institution can provide sustainable quality service or not. The organizational learning model assumes that education quality is a dynamic concept involving continuous improvement, involvement and development of members in practices, processes, and outcomes of an educational institution.

A number of researchers like Fullan, Schmuck and Runkel, Senge, in Cheng and Tam (1997) have indicated that organizations, like human beings, can be empowered to learn and innovate to provide quality services. Continuous quality assurance is the only sure way for organizational control over its pedagogical quality practices.

International Standard Organization (ISO) 9000 defines quality assurance as "A part of quality management focused on providing confidence that quality requirements will be fulfilled". It thus differs subtly from quality control. It is the administrative and procedural activities implemented in a quality system so that requirements and goals for a product, service or activity are complete. This is done through the systematic

measurement, comparison with a standard, monitoring of processes and an associated feedback loop that confers error prevention.

This involves the quality control of the input, process and output of school products (acting like a sieve). See the figure below:

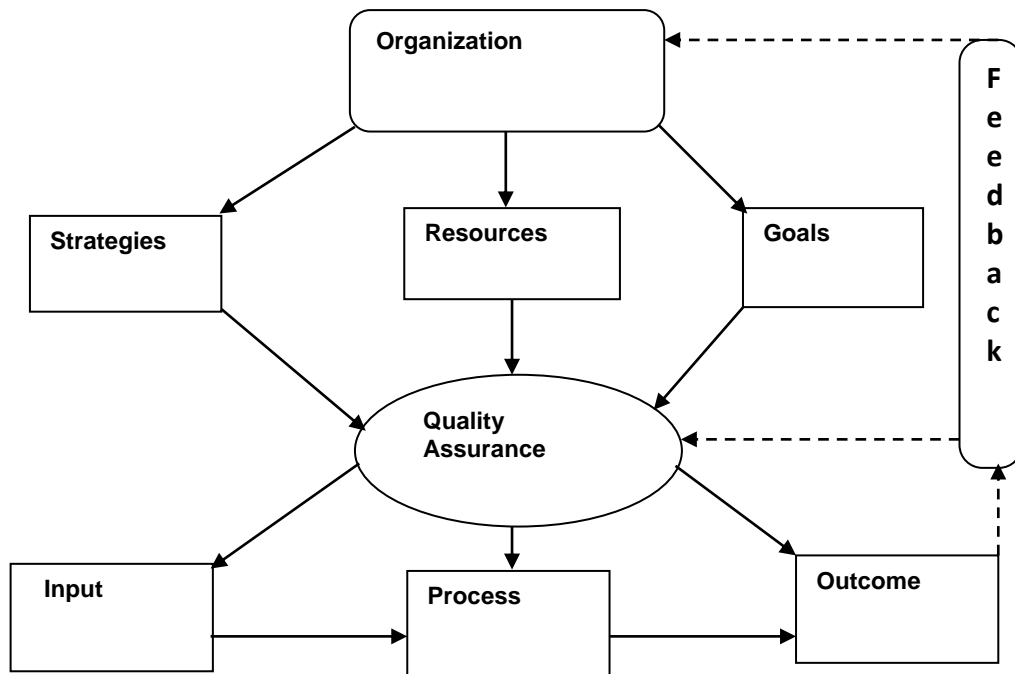


Figure 2: The role of quality assurance in an organization

School management provides the framework for the policies, procedures, practices, and leadership of the organization. Lewis and Smith (1994) assert that the managerial system includes the issues related to:

- The organizational structure (formal design, policies, division of responsibilities, and patterns of power and authority);
- The mission, vision, and the goals of the institution; and
- Administrative activities (planning, organizing, directing, coordinating, and controlling organizational activities).

The Resource-Input Model

Education quality is regarded as the natural result of achievement of quality resources and inputs for the institution. The resource-input model assumes that scarce and quality resources are necessary for education institutions to achieve diverse objectives and provide quality services in a short time. The education quality indicators may include high quality student intake, more qualified staff recruited, transparent administration, better facilities and equipment, better staff-student ratio, and more financial support procured from the central education authority, alumni, and parents, sponsoring body or any outside agents. Walemba (2013) hinted that “statistics has it that 70% of the church population is the youth between 0 – 25 years and are in the hands of teachers. We cannot afford to play games with this special group of people”. It calls for effective philanthropic synergy for both human and physical resource planning and management.

This model is useful if the connections between quality of inputs and outputs are clear. Cameron and Whetten (1996) attest that the resources are very limited for education institutions to achieve stated goals or conform to given specifications as viewed by most stakeholders. Quality student and staff input are often seen as important indicators of an education institution’s success. Attraction of high quality student input seems to be a “necessary” condition for some institutions to become successful or achieve high academic performance in examinations hence attracting many.

At this point, it is very easy to lose focus on apocalyptic vision for the so called academic excellence. Quality resource input, strategies, and environment will together determine the process and eventually the output. Obviously, overemphasis only on

acquisition of inputs may reduce the institutional effort put into educational processes and outputs as a result the acquired resources may become wastage if they cannot be used effectively and efficiently to enhance the quality of process and outcomes.

The Process Model

In this model education quality is seen as smooth and healthy internal process and fruitful learning experiences. The process in an education institution is a transformational process which converts inputs into performance and output. A smooth internal institutional process enables staff to perform the teaching task effectively and students to gain fruitful learning experiences easily from effective curriculum supervision and implementation.

Cheng and Tam (1997) acknowledge that, the process model assumes that an educational institution is of high education quality if its internal functioning is smooth and “healthy”. Important internal activities or practices in the educational institution are often taken as critical indicators of education. Leadership, communication channels, participation, co-ordination, adaptability, planning, decision making, social interactions, social climate, teaching methods, classroom management, learning strategies, effective integration of faith and learning, and learning experiences are often used as indicators of education quality. The process in an educational institution generally includes management process, teaching process, and learning process. The key elements are:

Leadership competency and consistency.

In some our schools we have individuals appointed as heads or principals who are weak, not competent and lack administrative potentials. The leader must have integrity, must be knowledgeable, and practice modern types of management leadership

styles by example. He or she must be academic as well as apocalyptic visionary and ready to adjust positively to situations in the system. The performance of the administrator should be sustained through the proper utilization of minimal available materials and human resources in the achievement of the institutional goals and objectives. There is a dire need for quality recruitment and empowerment which calls for a philanthropic synergy.

Recent research on the effects of balanced leadership shows not only do participating principals report using more effective strategies and improving the institutional climate at their schools, but they and their teachers are also more likely to stay at their current schools- a benefit for everyone when broad, sustainable improvement is in order (Strasser, 2014). School leaders who participate in balanced leadership (i) enhance their effectiveness (ii) translate their vision and aspirations into actions and (iii) focus on what matters most to student achievement.

Most of our institutions suffer from high leadership turnover. This has an adverse effect on performance qualities. The church management should have realistic and workable mechanisms to ensure that those competent administrators entrusted with that noble call must be retained for sustainable performance. The church educational policies on recruitment and retention must be reviewed for the better.

Adongo in Wanzare (2013) while addressing the conference of the Kenya Secondary School Heads Association (KSSHA) in Mombasa observed that, management requires knowledge, skill and right attitude. The knowledge required by a manager to perform well constitutes the science of management. The study findings had four teachers and two education officers in support specifically suggested that those appointed as head

teachers should be well conversant with their subject areas to assist teachers effectively in those areas. An education officer stated: I think we need to have internal supervisors who know their teaching subjects thoroughly. They must also be competent and committed teachers in their respective areas of specialization so that they can offer meaningful advisory services, especially to new teachers. Findings indicated the following major desired skills and attributes of internal instructional supervisors: (a) ability to lead by example; (b) high integrity; (c) knowledge about delegation; (d) knowledge about public relations; (e) supervisory skills; and (f) competence in teaching subjects.

Internal and external quality assurance.

Quality assurance as an approach to organizing work that sets in place a system to check that the input, process and output through programmed activities are carried out according to its plan. To ensure internal control and quality assurance, student intake and quality of products must be controlled right from the admission stage. The system theories hold that whatever is put in a processor can be processed with its qualities and eventually the output- hence the principle of 'garbage in, garbage out'. Quality inputs like teachers, resources, policies and time means quality product.

Sindhi (2015) supports that school internal evaluation is a collaborative, reflective and inclusive process of internal school review. The School internal evaluation allows schools increased flexibility and authority in decisions about their management, including human, material and financial resources. The benefits of school internal evaluation are:

a) Quality teaching - supporting staff professional development, quality teaching and staff leadership.

b) Teaching and special programs - obtaining more staff, staff time and resources for

teaching and special programs.

c) Student welfare - mentoring, coaching, and enhancing student welfare.

d) Management - enhancing school administration and management, school facilities and community relationships.

Quality assurance experts such as Kells, Vroeijenstijn, in Ravhudzulo (2012) propose that, to ensure the efficiency of a quality assurance system, it should be an internally driven process. Such an approach towards quality will obviously be in co-existence with an external quality assurance system (e.g. professional boards and government agencies and systems). The task is not to implement a prescriptive quality assurance system, but rather to develop, by means of a participatory and comprehensive approach, a system that will be owned by all. Osman and Mukuna (2013) assert that internal quality assessments are critical to the achievement of required knowledge, skills and competence amongst learners.

The external quality assurance is necessary, it will ensure that the curriculum implementation practice is up to the required standards; locally, regionally and internationally. Oderinde (2004) enumerated two aspects of quality in education, which are both internal and external. The internal aspect is the implementations of the school objectives while the external aspect deals with the implementation of national objectives which are pre-requisites to the achievement of quality in any educational institution.

Quality students and staff recruitment.

Students and academic staff are key stakeholders in an institution. The quality of students' entry behavior is a vital determining factor. Quality students have a high self-motivated esteem to the likelihood of doing well when all factors are constant (ceteris-

peribus). Unfortunately, many at times we get so called “leftovers” those who never performed well. In this case, we find ourselves in a dilemma of collecting students for survival and NOT selecting leading to a vicious cycle of non-performance and eventually unsatisfied key constituencies. This results to high turnover of teachers and consequently students. In some schools, they have set cut-off-points for KCPE and KCSE respectively; some introduce entry examinations to raise standards.

Consequently, the need for “quality teachers” and not for “qualified teachers” must be a priority. Academic staff audit is important to determine the quality of a teacher to be recruited. These are teacher who qualify, honest and dedicated to excellent results and not less! The heads and principals must be real management engineers to collaboratively arrest such intricate situations for a sustainable school culture.

Quality teaching /learning.

Teaching and learning is the nucleus of any educational institution. The National Commission for Colleges of Education (NCCE) (2002) stated that: The teacher is the King-pin of quality in education. There are situations where students with bright academic performance fail to actualize their life ambitions because of the incompetent and ineffective teachers within the system. It is expected that academic staff perform their role through proper planning, teaching, guidance and counseling of students to gainfully learn from them and their personal positive examples in the areas of character and learning. Teachers must zealously upgrade their standards for competency and effective delivery.

Technology is now an essential component in effective teaching- educators should appreciate, embrace, and learn how to successfully integrate technology into the

classroom (Marzano, 2014). Both students and teachers must be adequately prepared to use digital curriculum to access e-content online because learning is a spiral process and growth ought to be seen transparently. Hence, leadership openness is imperative in Adventist education system. Consequently the learning environment must be a healthy and safe one to learners and teachers.

Quality supervision /assessment.

Supervision creates the awareness of sound education philosophies in teachers and makes them to be aware of educational policies and reforms. Sergovianni (2009) asserts thus, clinical supervision plays leadership roles that stimulate and encourage both staff and students in the system to perform their duties as to achieve the institutional tasks and objectives. Also the effective supervision of instruction helps administrators to identify the quality of teachers in the institution. It should also check and balance academic staff, non-academic staff and students through regular internal as well as external audits.

In a study done in Nakuru on enhancing academic performance Mwinyipembe and Orodho (2014) the results show that the QASOs have the necessary training and experience that matches with the role and supervisory expectations for the teachers and head teachers though the duration may not be sufficient. It was also noted that the QASOs role ranges from advisory, assessment, data collection, analysis and interpretation and monitoring and evaluation among others. These aspects when well engaged, contribute enormously to the improvement of the learning outcomes at school level.

Quality monitoring and evaluation.

This acts as an eye opener in formative, mid and summative evaluations.

Through constant monitoring and evaluation of system activities in terms of effective control by the different heads of units or departments; constant feedback to management and administration leads to prudent decision-making through good utilization of reports. The standards in the system should be raised greatly and sustained for desired outcomes. Ayeni (2012) contends that instructional supervision roles performed by supervisors include; monitoring of teachers' attendance during lessons, checking and ensuring adequate preparation of lesson notes, checking and ensuring adequacy of scheme of work and record of work.

Categorically, Sergiovanni (2009) asserts that the employment of collegial clinical supervision in curriculum implementation is crucial and effective. Colleagues need varied competencies to understand and own the content for quality process. Monitoring and Evaluation track changes from baseline conditions to desired outcomes. This validates what results were achieved, and how and why they were or were not achieved; the methodology tracks and assesses performance through analysis and comparison of indicators over time.

Public Service Commission of South Africa (2008) further affirms that a simplified way to conceptualize a programme is to use a logic model. The components of a logic model are important for the evaluation of the success of a programme. Logic models help to explain the relationship between means and ends.

A simplified logic model below consists of the hierarchy of inputs, activities, outputs, outcomes and impacts.

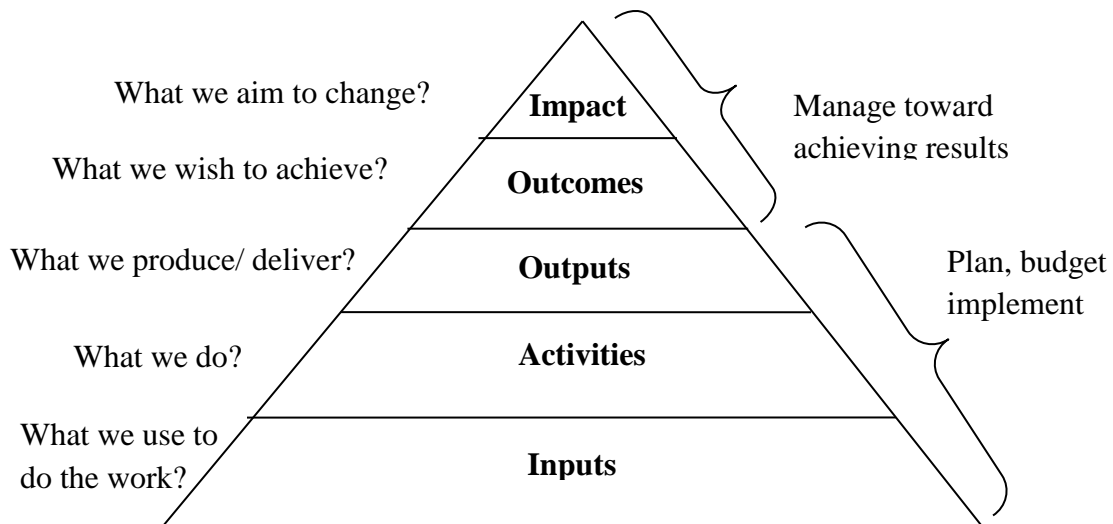


Figure 3: Components of the logic model
 Source: Public Service Commission, South Africa (2008)

The Satisfaction Model (Output)

This model emphasizing satisfaction of clients or conformance to clients' expectations or specifications is the very popular model used in the business sector to assess quality. According to this model education quality is defined as the satisfaction of strategic constituencies. The satisfaction model assumes that the satisfaction of strategic constituencies of an educational institution is critical to its survival (Cheng, 2003a) and therefore education quality should be determined by the extent to which the performance of an educational institution can satisfy the needs and expectations of its powerful constituencies. While others may emphasize on the quality of processes and outcomes referring to input, process, outcome, or all of these, the definition of quality assurance practices will often be associated with fitness for use, and the satisfaction of the needs of strategic constituencies (Crosby and Juran in ESIB, 2002).

Ayeni as cited in King'oina (2014) postulates that QA in education is efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (pupils) that meet set standards and expectations of the society.

In order to realize the noble endeavor of quality education, there must be adequate checks and balances to ensure quality thus, quality assurance has become one of the central topics in the context of recent educational reforms, and the concept of quality has become one of the most fashionable concepts in contemporary educational terminology.

In the Adventist school setting, the powerful constituencies may include church members, teachers, management board, parents, students, alumni, and officers at the education department both church and government. Although education quality may be a relative concept, depending on the expectations of concerned constituencies or parties. Borrowing the ideas from total quality management by Tenner and Detoro, and system approach, by Cheng in Cheng and Tam (1997) education quality is the character of the set of elements in the input, process, and output of the education system which provides services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations.

Furthermore, the objective measurement of quality achievement is often technically difficult and conceptually controversial. Therefore satisfaction of powerful constituencies is often used instead of some objective indicators as the critical element to assess quality in education institution. However, the understanding of quality as expected could be in grades, certificates, and retention and completion rates besides the quality of graduands themselves to the external market demands.

In the context of anticipation of quality Adventist education as prescribed in our apocalyptic vision, we need a paradigm shift from the traditional way of imparting knowledge, skills and values to a new paradigm of education of contextualized multiple intelligences (CMI); whereby a learner is the central focus as an individual being prepared from his/her local environment to serve and compete favorably in the global economy. This is supported by Cheng (2003b) in his quality assurance research in three waves: the first wave of school reforms and initiatives focuses mainly on internal quality assurance and makes an effort to improve internal school performance, particularly the methods and processes of teaching and learning. The second wave emphasizes interface quality assurance in terms of organizational effectiveness, stakeholders' satisfaction and market competitiveness and makes an effort to ensure satisfaction and accountability to the internal and external stakeholders. The coming improvement initiatives should be moving towards the third wave, which emphasizes strongly on future quality assurance in terms of relevance to the new paradigm of education concerning contextualized multiple intelligences (CMI), which are globalization, localization and individualization.

That is to say, the product must be of an acceptable quality by all stakeholders and constituency, individually, locally and internationally. Teaching in schools and consequent students' evaluation and assessment should be based on acquisition of multiple intelligences. There are numerous types of intelligences and put together they are referred to as multiple intelligences. Rowe in Chiaha and Nane-Ejeh (2015) listed four intelligences as, intuitive intelligence, Innovative intelligence, Imaginative intelligence and Inspirational intelligence. On the other hand Obayan in Chiaha and Nane-Ejeh (2015) classified them under three, namely: Cognitive Intelligence, Emotional

Intelligence & Imaginative Intelligence. White (1998, p.17-18) puts it: The work of true education is to train the youth to be thinkers, and not mere reflectors of other men's thoughts...strong to think and act, men who are masters and not slaves of circumstances, men who possess breath of mind, clearness of thought, and the courage of their conviction.

Summary of the Review and Related Literature and Studies

This chapter attempted to juxtapose from different sources to come up with a contextualized approach of implementing quality assurance practices in Adventist secondary schools. The trends of education systems in the world, Kenya as well as the Adventist have been volatile escalating to adjustments in response to global and local demands of quality outcomes. Multiple intelligences are sought in order to create a sustainable and continuous school climate that is safe, secure and productive. Policies, strategic plans and implementation approaches have been challenging to realize effective implementation of quality assurance practices. How to involve and employ internal and external constituencies lay in the hands of management and administrators of institutions. Schools as organizations are systems with varied components that are harmoniously coordinated and integrated for effective implementation of QAP. Different studies the devolution approach that gives the implementers on the ground the opportunity to understand, accept and own the process through self-reliance participation and accountability is a mature way of practicing democracy and hence contextualized implementation.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter dealt with the research methodology including: the area of study, research design, sample and sampling techniques, research instruments, validity and reliability of the instruments for data collection, methods of data collection, data analysis techniques and ethical considerations.

Research Design

This study employed a mixed research genre (A "+") whereby both quantitative and qualitative data was concurrently collected from respondents. Through this procedure, the researcher was able to converge both qualitative and quantitative data in order to provide a comprehensive analysis of the research problem. According to Creswell and Plano (2011) the mixed-methods research design is employed where the researcher mixes or combines the quantitative and qualitative research techniques, methods, approaches, concepts or language into a single study. The intention was to reduce biases or any deficiencies caused by using a single method of inquiry.

Quantitative method provided a descriptive-correlational analysis through questionnaire. The researcher obtained relevant information to examine the extent by descriptive inferences. The correlation analysis determined the relationship or association which existed between two or more variables for descriptions from

experienced teachers, and administrators in quality assurance practices in secondary Adventist schools.

The qualitative approach enabled the researcher to collect information through observations of the policies and instruments used. The interview guide was used to generate themes and findings, leading to drawing inferences and conclusions. This helped in depicting information concerning the current status of the phenomenon to describe “what and why exist” with respect to variables under consideration, as it existed. It focused on the current practice; the events that occur in the present (Salkind, 2009).

Documentary analysis from literature and observations was used also to provide policy framework in comparison with the information from the practice in the study. The generated themes in qualitative method were used for embedment (supporting role) and triangulation of the study. It was an attempt to legitimize the use of multiple approaches in answering research questions, rather than restricting or constraining the researchers’ choices (i.e. it rejects dogmatism) as supported by Creswell (2009) that the use of both designs in tandem strengthens the study greater than the use of either one.

Population and Sampling Techniques

Purposive sampling technique was employed to identify West Kenya Union Conference due to geographical proximity and convenience for the researcher. WKUC being a newly organized conference from the former East African Union and consequently Kenya Union Mission had the potentiality for this study to assess the extent of quality assurance practices implementation, especially AAA in church educational institutions. There were no studies done in this new region on the same.

West Kenya Union Conference territory is comprised of 5 conferences in the church structure in 11 political counties. These are Ranen, Kenya Lake, Central Nyanza, Great Rift Valley, and North Western Kenya Conference schools respectively. The area covers the former Nyanza province without Kisii and Nyamira, Western province and Rift valley without Kericho (see the map in appendix L).

Purposive sampling also was used to sample 7 accredited Adventist secondary schools out of 12, in West Kenya Union Conference. Two other secondary schools were included because one was the only Adventist secondary school managed by the church in the conference; while the other was from a group of many secondary schools in one conference for balancing representation.

Purposive sampling identified forms three and four students in the said schools; while 57 were randomly selected in my presence. The researcher was given ample time to interview the students in a group where each was given time to respond and probing questions followed up and recorded. Eighty four teachers were conveniently sampled along with 4 Board of Management members, because they could be found in school that particular day. Nine principals from the nine schools and the 5 education directors from respective conferences were purposively selected to participate in this study because they are directly responsible in the implementation of QAP in schools. Cohen, Manion and Marrison (2009) support that; researchers may handpick a sample for a specific purpose.

The union education director was purposively chosen because of being in charge of all education matters and institution in the union territory besides the vast experience in the area of study. All this, was done ensure the expected sample size for the sake of getting respondents who are informed on the phenomenon area of study depending on

their years of experience in schools/ offices. The schools were not stratified into category of either pure or co-educational schools in description and analysis. All the schools were mixed (boys and girls) with only one school in the entire union being a pure girls' school. In mixed schools the ratio of respondents was 1:1 for balancing representation. Salkind (2009) says, the goal is to have the sample resemble the population as much as possible.

Research Instruments

According to the basic idea of latent trait theory in Punch (2009), a trait is unobservable; but its interaction with the environment produces surface level observable indicators (items). A measuring instrument can, therefore, be constructed using these items as the basis of making an inference about the unobservable trait. The content of research instruments in this study was developed by the researcher himself from the research questions, theoretical framework and literature review. The interview guide, observations of relevant documents, recording instruments like cameras, video –tapes were employed where necessary to get the required information. But for ethical reasons some were not presented such as photos and video clips. Both closed and open-ended questionnaire were constructed and used by the researcher with 3 sections A, B and C having respective typologies which would be subjected to validity and reliability testing. Section A inquired about biometric characteristics on gender, age, level of education, experience, duration in an office or school and ICT knowledge. Section B contained questions of four-point scale with 53 variable items in five parts respectively responded by all categories except students. Part one to four had a scale with the choice of Disagree (1), Tend to Disagree (2), Tend to Agree (3) and Agree (4). These were interpreted for underscoring as Disagree (1.00 – 1.49), Tend to Disagree (1.5 - 2.49), Tend to Agree (2.5

– 3.49) and Agree (3.5 – 4.00). Part five wanted to find out the extent challenges hindered the implementation of QAP with the choice of Not at all (1), To a Lesser Extent (2), To a Moderate Extent (3) and To a Greater Extent (4) also interpreted as Not at All (1.00 -1.49), To a Lesser Extent (1.5 – 2.49), To a Moderate Extent (2.5 – 3.49) and To a Greater Extent (3.50 – 4.00). The interview schedule for leaders and students had five leading questions followed up by respective probing questions accordingly.

Validity of the Research Instrument

Validity is the degree to which a research instrument is expected to measure. Somekh and Lewin (2011) opine that, the validity of an instrument must show that it fairly and comprehensively cover the domain it purported to cover. Consequently the purpose of this study was to obtain the right information. To ensure that the instrument measured the construct, content and face validity, the researcher consulted his assigned supervisors in the University of Eastern Africa, Baraton. Suggestions made by supervisors and university research statistician were used to improve the instrument. This ascertained the degree of which the instrument gathered the intended information.

Reliability of the Research Instrument

Reliability is the central concept in measurement; it refers to the repeatability/stability of same results that the research instrument gives. Cohen, Manon, and Marrison (2009) observe that the reliability in a questionnaire is a synonym of consistency, dependability, accuracy and replicability over time. Because questionnaire in this study was self-constructed, the instrument was subjected for a test of reliability through a pilot study in two schools (Matutu and Nyanchwa) in East Kenya Union Conference to establish its reliability in each category. Crombach's alpha coefficient was

used as a measure of internal consistency showing the degree to which all items in the test measure the same attribute (Polit and Beck in Gitonga, 2016). The reliability of the five parts with 53 obtained the following table:

Table 7

Reliability Summary Data

Area	Items	Cronbach Alpha
Quality assurance policy	10	0.827
Quality assurance instrument	10	0.921
Quality assurance process	11	0.957
Effectiveness of quality assurance practices	10	0.918
Challenges of implementing quality assurance practices	12	0.805

The Cronbach's alpha mean coefficient recorded ($\alpha = 0.88$) which was highly reliable and therefore approved to be used for data collection in this study (see Appendix A).

Data Gathering Procedures

The commencement of this process was to submit the thesis proposal and the research instruments to the supervisors and University ethics committee for approval and clearance. Upon the acceptance of the proposal and the research instruments by the supervisors and clearance from the Research Ethics Committee of the University of Eastern Africa, Baraton, the researcher secured a letter from the Director of Graduate Studies and Research of the University to allow him to seek for the research permit from the Ministry of Education, Science and Technology department of National Commission

for Science, Technology and Innovation (NACOSTI) in Nairobi before embarking on the study. The researcher took a permission letter from the Director School of Graduate Studies to the WKUC education director, conferences and principals of schools which allowed collecting data from respondents. The education director of the union also gave a letter to introduce the researcher to respective conferences and schools for the exercise. Thereafter, the researcher booked appointments on phone and or on email and eventually planned to move and collect data personally from all Adventist secondary schools in various conferences of the union (see appendices F - K).

The researcher could arrive in a school, introduce himself to the authorities who planned and allowed the researcher to interact with respondents in various sessions. The researcher explained the purpose of the study to authorities along with the permission letter then to respondents. After introduction in the staffroom, the researcher left teachers filling the questionnaire and embarked on interviewing the principal. Thereafter, students could be chosen randomly in the presence of the researcher for interview schedules in focus groups. The researcher shared with students the purpose of the study and assured them confidentiality and allowed them to respond face to face individually to the researcher while recording results. Probing questions were raised to clarify issues and students provided relevant responses.

Finally, all the questionnaires were collected by the authority and handed over to the researcher but not 100%. Out of the 175 questionnaires given out 160 were returned back filled (91.43%) which was high. Some teachers could leave for class or their errands without completing the task. All the interview schedules and all questionnaires were conducted and collected respectively by the researcher. This is in line with Cohen,

Manon, and Marrison (2009) that self-administered questionnaires in the presence of the researcher ensures good response rates.

Statistical Treatment of Data

The analysis is considered complete when the results are coded, interpreted and properly reported. The data obtained by administering the interview to the respondents was organized into themes, and sub-themes analyzed and presented in descriptive manner for triangulation to ascertain the practice while quantitative data was analyzed using the computer software – Statistical Package of the Social Sciences (SPSS) version 23 for descriptive and inferential statistics to ascertain measures of central tendency or dispersion. The biometrics was subjected into a descriptive analysis whereby frequencies and percentages were generated for analysis.

Research questions one, two and four (a) attracted descriptive analysis which bore means and standard deviations comparisons to determine the extent of implementation, the effectiveness of QAP and challenges affecting the implementation of quality assurance practices respectively.

A simultaneous multiple regression analysis was conducted to investigate the best predictors of quality assurance practices for question 3 (b) which was quality assurance process and 59% of the variance could be predicted from the independent variables.

Also, the best predictors for question 4(b) the challenges facing the implementation of QAP was ‘failure to follow institutional strategic plan where only 9% could be predicted from the independent variables in Adventist schools.

Finally, research question five was a collection of suggestions from stakeholders’ perceptions through the open-end questions and scheduled interviews. This is in

harmony with Bogdan and Biklen (2007) who assert that analysis involves working with the data, organizing them, breaking them into manageable units, coding them in themes, synthesizing them and searching for patterns and suitable models. This is the background of understanding the uses of qualitative research to examine its theoretical and historical underpinnings, and to provide the “how-to's” of doing qualitative research.

Ethical Considerations

All information collected from respondents and documents was treated confidential and anonymity was observed without implications to any personality, institution or organization. The purpose, topic and context for the research was explained and simplified for respondents and interviewees. Semi-question interview guided requested for free willingness to respond and all procedures were followed from the beginning to the end of the research presentation. According to guidelines proposed by Bryman and Bell (2007) respect for the dignity of the research participants should be a priority. Full consent was sought from participants prior to the data collection exercise. Adequate level of anonymity and confidentiality of the research data was protected; in some cases pseudo names or expert label was employed from the same. Finally, any type of communication and reporting of the research findings was done with honesty and transparency. The findings were used as a basis of postulating a theory and consequently a model EIQAP for use in Adventist schools and decision making for relevant authorities, academic research and for the intended purpose of this study alone.

CHAPTER FOUR

PRESENTATION OF FINDINGS, ANALYSIS AND INTERPRETATION

This chapter is a discourse of the presentation, analysis, and corresponding interpretation of findings of data gathered from key stakeholders on contextualization of Adventist secondary schools' quality assurance practices in West Kenya Union Conference.

This section also presents the extent of implementation, effectiveness, challenges and way forward on quality assurance practices. A total of 84 teachers, 9 principals, 6 education directors, (one from each respective Conferences and the Union Education Director) participated in the study. Four Board of Management members/chairpersons (one from each school) and 57 students were involved from nine Adventist secondary schools in West Kenya Union Conference. At least one school in the conference was involved. Eight schools were mixed schools (boys/girls and day/mixed) with one Girls' school. Also eight schools out of the 9 were accredited except one which is still managed by local church members and not the Conference.

The first part of the chapter describes the demographic characteristics of all respondents who participated in this study. The descriptions as well as inferential statistical treatment for each research question are dealt with in the subsequent sections of this chapter.

Demographic Profile of Respondents

This sample study was comprised of N = 160 respondents from distinct groups namely; teachers, principals and education directors, BoM members and students from purposively selected Adventist secondary schools under 5 respective conferences of WKUC. The questionnaire had three main sections A, B and C.

Section A had biometric inquiry herein sought to determine their gender, age, academic qualification, experience, duration in a station, and ICT knowledge. Section B had a 4-point scale to establish the extent of acceptance which was determined through descriptive statistics. Pseudo identification was assigned to respondents for ethical purposes in section C which comprised of the open-ended questions to teachers whose selected results were summarized in respective sections. Also, Principals, education directors, BOM members and students were involved in various interview schedules and their responses were coded and given under themes and sub-themes from respondents as (P1-P6), (ED1-ED6), (BoM1-BoM3), and (S1-S45) respectively for interpretation throughout this study discourse.

Table 8

Respondents' Gender

N=160

	Gender	Teachers		Principals & Education Directors		Board of Management		Students	
		F	%	F	%	F	%	F	%
Valid	Female	23	27.4	1	6.7	1	25.0	35	61.4
	Male	61	72.6	14	93.3	3	75.0	22	38.6
	Total	84	100.0	15	100.0	4	100.0	57	100.0

It is worthwhile to note from Table 8 that the number of female (61.4%) against male (38.6%) counterparts among students in Adventist schools is higher even from this random sampling. This could implicate that the wholistic moral teachings emphasized in Adventist schools attract many parents to choose a safe place for their children, especially the girl-child. Wilson (2013) attests that; “The Seventh-day Adventist Church is deeply committed to quality education... is because we want our children, youth and adults to gain more than what the world can offer them”.

Contrary, there were more male teachers (72.6%) who participated in the study compared to female (27.4%). The trend was the same for principals and education directors’ male (93.3%) against female (6.7%), and BOM members’ male (75.0%) against female (25.0%). The study revealed that there was only one female principal out of nine and no female education director among the six. Gender requirement as per the law of the land was wanting in this practice (at least one third) consideration.

Table 9

Respondents’ Age Bracket

N=103

Valid	Age group	Teachers		Principals & Education Directors		Board of Management	
		F	%	F	%	F	%
	20-29 years	40	47.6	0	0	0	0
	30-39 years	17	20.2	5	33.3	1	25.0
	40-49 years	13	15.5	5	33.3	2	50.0
	50-59 years	12	14.3	4	26.7	1	25.0
	60+ years	2	2.4	1	6.7	0	0
	Total	84	100.0	15	100.0	4	100.0

Table 9 shows that most teachers were aged 20-30 years (47.6%) and 30-39 years (20.2%) it is an energetic and volatile group for dynamism and high productivity if well

managed. Others are 40 to 49 years and 50 to 59 with (15.5%) and (14.3%) respectively. Very few (2.4%) are nearing retirement age of 65 years according to church policy (GC Policy, 2010-2011). Most of the principals and education directors are between 30 to 49 years old (66.6%) with only (33.4%) having 50 years and above. Also, board of management members' age range between 30 and 49 (75.0%); which is generally a strong work-force to reckon.

In this regard, Wango (2011) and other studies indicate that countries with high literacy rates among women and men have lower levels of fertility, lower infant and maternal mortality, longer life expectancy and address gender parity issues in development.

Table 10

Respondents' Education Level

N=103

		Teachers		Principals & Ed. Directors		Board of Management	
		F	%	F	%	F	%
Valid	diploma in education	7	8.3	0	0	0	0
	degree in education	61	72.6	2	13.3	0	0
	PGDE	1	1.2	5	33.3	1	25.0
	master of education	12	14.3	7	46.7	0	0
	PhD in education	1	1.2	0	0	2	50.0
	any other	2	2.4	1	6.7	1	25.0
	Total	84	100.0	15	100.0	4	100.0

Such researchers as Unannman, Abugu, Dike, and Umiebika, Asikhia, in Ngila, (2016) hold that there is high positive relationship between positive teachers' academic qualifications and students' academic performance. From Table 10 the majority of the teachers (72.6%) were education degree holders, (14.3%) with master in education,

(8.3%) diploma in education; while (1.2%) had PGDE and PhD respectively. Principals and education directors had master in education (46.7%), PGDE (33.3%) and a degree in education (13.3%). Board of management members had PhD (50%), PGDE (25%) and other levels of education (25%). All these qualifications are acceptable and recommended by both the church and the government (TSC circular, 2014). The Kenyan education cabinet secretary reiterated thus; “successful education was founded on policy, effective management and execution structure” (KNA, Jan 14, 2016).

Table 11

Respondents' Experience

N=103

		Teachers		Principals & Education Directors		Board of Management	
		F	%	F	%	F	%
Valid	1-10 years	57	67.9	7	46.7	0	0
	11-20 years	14	16.7	3	20.0	1	25.0
	21-30 year	9	10.7	3	20.0	3	75.0
	31+ years	4	4.8	2	13.3	0	0
	Total	84	100.0	15	100.0	4	100.0

Looking intently at Table 11 we find that many teachers (67.9%) had an experience of one to ten years just like principals and education directors (46.7%). Teachers, principals and education directors with an experience of 11 to twenty years were (16.7%) and (20%) respectively; while only (4.8%) teachers and (13.3%) principals and education directors had an experience of over 31 years. The BOM members had an experience of between 11 to 30 years. A high percentage of respondents with little experience could mean high turnover in leadership and teachers.

Table 12

*Respondents' Duration in School/Office***N=103**

Duration	Teachers		Principals & Education Directors		Board of Management	
	F	%	F	%	F	%
Valid 1-5 years	60	71.4	9	60.0	3	75.0
6-10 years	7	8.3	5	33.3	1	25.0
11-15 years	6	7.1	1	6.7	0	0
16+ years	11	13.1	0	0	0	0
Total	84	100.0	15	100.0	4	100.0

The duration of respondents in schools is crucial for continuous improvement. If teachers and leaders turnout is high, tasks accomplishment will not be realized as observed by Jidamva (2012) thus, “effectiveness in pedagogy is highly related with the teacher’s high level of accomplishment of the set tasks. Hence, the recruitment process is at stake in an institution”.

Table 12 depicts (71.4%) of the teachers, (60%) of the principals and education directors in office; while (75%) of the BOM who are majority had stayed in that station for one to five years, apparently new. This could suggest that most of them had inadequate experience due to high turnover in schools and office for teachers and leadership respectively. Very few teachers (13.1%) had over 16 years, principals and education directors (6.7%) had 11 to 15 years in office. As observed from above, a high percentage of the respondents with little experience as well as short duration seem to be characteristic in the schools under study. This was remarked by some teachers’ open-ended comments besides students and principals responses from the interview.

S1: Since I joined this school I have been getting different teachers in various subjects. For example, in Mathematics from form 1-3 I have been taught by nine teachers; and Kiswahili by eight teachers.

S2: When we start the term there is another teacher, at the end another one!

These could be extreme cases but they drastically affected quality assurance practices as echoed by some teachers from the open-end questions. I am new in this school and there is no QA officer/ office. I don't know what AAA is!

P1: I am just new, no QA team/office. There was high turnover of students due to performance and teachers due to job insecurity. No record for AAA in this office but I was told it is accredited.

Table 13

Respondents' ICT Knowledge

N=160

		Teachers		Principals & Education Directors		Board of Management		Students	
		f	%	f	%	f	%	f	%
Valid	Yes	79	94.0	14	93.3	4	100.0	41	71.9
	No	5	6.0	1	6.7	0	0	16	28.1
	Total	84	100.0	15	100.0	4	100.0	57	100.0

It is impressive that the number of respondents with ICT knowledge is high. It is easy to catch up with the current trends of technological advancements for quality. Teachers (94.0%), principals and education directors (93.3%), and BOM members (100.0%) was quite encouraging. Only few students were lacking ICT knowledge (28.1%) most likely those from rural areas due to media and infrastructural challenges. 5 teachers (6%) and 1 principal (6.7%) were not ICT compliant. But (71.9%) had the

knowledge which could help them improve their performance through electronic information. The need for ICT knowledge to make the work easy through e-learning both students and staff can access a lot of information to improve performance in respective areas.

According to the MOEST, and Bernhardt respectively as cited by Makewa, Meremo, Role and Role (2013) successful introduction and use of ICT in education and training institutions play a critical role in disseminating skills to a wider society, thus creating a positive impact in the economy. They noted that in order to facilitate faster dissemination of ICT skills in the country, the MOEST worked with other stakeholders, such as school administrators, in establishing ICT capacities across the country and schools. This was simply because, the use of data in school administration currently has multiple measures and it acts as an eye opener to administrators in demographics, school processes, student learning, as well as perceptions and projections in planning.

Table 14

BoM Organized Seminars/Workshops

N=4

		Frequency	Percent
Valid	once a year	1	25.0
	every term	1	25.0
	None	2	50.0
Total		4	100.0

Table 14 shows that seminars/workshops on quality assurance were never organized (50%) while only once a term or a year was organized (25%) respectively; hence inadequate to ensure quality. Teachers remarked the following from the open-ended questions and supported by a board member thus:

a) There was lack of policy, office and officer; no seminar or workshop to acquaint the teachers with their daily performance. There was inadequate members' involvement. No motivation except the 'show cause letters of why your subject failed!'

b) There is a poor administration procedure, no good relationship between administration staff and board members. Board members or chairperson don't want to meet teachers to share issues of quality assurance; leave alone seminars and workshops!

BoM1: Although, put in place there is no 'free-hand' management, procedures and terms of reference are not clear or are violated. We have not organized any seminar/workshop for quality assurance. We don't have an office or officer but the curriculum leader and the principal who has a lot of administrative tasks to do.

A total of fifty seven students as shown in Table 15 were randomly selected to participate in this study. Purposively, forms three and four were selected because of their duration and experience in high school as active stakeholders in quality assurance practices. They were subjected to a demographic inquiry which obtained the tabulated results below. Besides, they were involved in a group interview whereby they responded and the results summarized in relevant sub-themes and themes to triangulate the study.

A study done by Mutuku, (2012) on the role and involvement of BOG members found out that the BOG members were not always involved in the school community relations management matters. The study recommends that, the minimum qualifications for appointing BOGS be raised to Bachelor's degree level and BOGS be both trained on school management policy making and BOG employees be appraised annually. Could be some members do not know their roles or are not involved in the process because of one reason or another.

Table 15

Students' Age Bracket

N=57

		Frequency	Percent
Valid	15-20 years	53	93.0
	21-25 years	4	7.0
	Total	57	100.0

Majority of students interviewed were between 15 and 20 years (93.0%) with a few (7.0%) over twenty years of age which is characteristic in high school.

Table 16

Students' Form

N=57

		Frequency	Percent
Valid	form 3	25	43.9
	form 4	31	54.4
		1	1.8
Total		57	100.0

These were selected randomly from forms three (43.9%) and four (54.4%) considering their experience and their duration in respective schools. Scherer (2016) points out that one of the school/classroom factors influencing the learner is “the amount of time spent in or out of school”. Three or four years of consistency in school is quite a good experience to enrich this study, they are key stakeholders to undergo changes.

Table 17 has majority of the students with four years (40.4%) which means that they were consistent in that school from form one which is strength on quality assurance. But (36.8%) joined the schools in form two, (14.0%) had two years; while (8.8%) had just joined the school with very minimal experience in that particular school.

Table 17

Students' Duration in School

N=57

		Frequency	Percent
Valid	1 year	5	8.8
	2 years	8	14.0
	3 years	21	36.8
	4 years	23	40.4
	Total	57	100.0

However, continuity in school matters just as a system works in the process for positive improvement. Olasunkanmi and Mabel (2012) attest that a system functions by acquiring inputs from the external environment, transforming them in some way, and discharging outputs back to the environment.

Table 18

Parents' Residence

N=57

		Frequency	Percent
Valid	Urban	21	36.8
	Rural	36	63.2
	Total	57	100.0

From Table 18 more students (63.2%) were coming from rural setup, no wonder that number of lacking ICT knowledge and only (36.8%) in these schools were from urban areas. Scherer (2016) observes that schools and educators must transform our work in order to prepare students for an increasingly complex and interconnected world regardless of their home background; students can optimally benefit from schooling. One of the parental factors influencing student's capacity is parental such as rural/urban setup, socio-economic status, place of study at home, nutrition and media exposure.

The school has to create an environment that will cater for such differences for improved quality assurance practices. Studies done by Brigman and Campbell, Hattie, Briggs, and Purdie, in Kowalski (2011) have found interventions, that through school counselors, a student can improve in both grades and behavior despite their backgrounds.

Table 19

Admission through Interview

N=57

		Frequency	Percent
Valid	Yes	8	14.0
	No	49	86.0
Total		57	100.0

Out of (N=57) students not interviewed (86.0%) were admitted directly to these schools, only (14.0%) joined through interview; especially those who joined from other schools in due course. This was to ascertain that the new comers met the entry points to maintain high standards. This shows that the schools have good will, if QAPs are effectively observed; there is a lot of potential for continuous improvement because there is an evidence of having confidence in school's performance. That tells that the schools are their voluntary choices to join, therefore proper quality assurance practices should be strategically put in place to keep their confidence.

Table 20 has it that, on average the students who were admitted to these schools had marks ranging between 301 and 350 (42.1%). There were students with 351 to 400 marks (19.3%) and (31.6%) with 250 to 300 marks. On average this was a good entry point for good performance as attested by students thus; "we compete to be in a good performing school, we work hard without cheating in examinations".

Table 20

Students' KCPE Marks

N=57

		Frequency	Percent
Valid	below 250	2	3.5
	250-300	18	31.6
	301-350	24	42.1
	351-400	11	19.3
	Total	55	96.5
Missing	System	2	3.5
Total		57	100.0

However, there were (3.5%) with marks below 250, while there was none with KCPE marks above 400 among the respondents; hence expected moderate performance generally. This is strength to schools improvement and if the input is consistently quality; and if the practice is processed well; definitely this should give positive outcomes and continuous improvement.

Implementation of Quality Assurance Practices

Research Question 1: *To what extent is quality assurance implemented in Adventist secondary schools in WKUC in terms of: QA Policies, QA Instrument and QA Process?*

This research question was constructed in order to reveal the extent of quality assurance implementation in Adventist secondary schools in reference to policies, instrument used and the entire process therein. The mean response on a 4-point scale was interpreted as below:

Scale of Interpretation

Weight	Range	Verbal Interpretation
4	3.50 – 4.00	Agree / High/ Good
3	2.50 – 3.49	Tend to Agree/Average
2	1.50 – 2.49	Tend to Disagree/Below Average
1	1.00 – 1.49	Disagree/ Low/Poor

Quality Assurance Policy Implementation

a) *To what extent are QA policies implemented in Adventist schools in WKUC?*

To establish the extent of implementation of quality assurance policy, 84 teachers out of 174 (48.3%) from 8 out of 12 Adventist secondary schools (66.7%) in WKUC were involved in this study. Teachers also responded to an open-ended question while students and leaders (principals/education directors/BOM members) were scheduled for an interview. They answered the ten questions (items) under this section whose responses are tabulated below:

Table 21 epitomizes responses from 84 teachers in Adventist secondary schools in WKUC to ten variables on quality assurance policies. All the eighty four teachers tend to agree that there are quality assurance policies in their respective institutions guiding their daily operations with (M=3.03, SD=0.66). The variables with highest means were: All teachers and staff take personal responsibility for their own professional quality and standards in all their activities (M=3.48, SD=0.79), the school leadership is committed to total quality improvement (M=3.33, SD=0.94).

Table 21

Teachers Responses on QA Policies

(N=84)	Mean	Std. Deviation
The school leadership is committed to total quality improvement.	3.33	.936
The school has a quality assurance office/officer to support and assure the realization of quality in its mission, vision and strategic goals	2.55	1.12
All teachers and staff take personal responsibility for their own professional quality and standards in all their activities.	3.48	.799
There is an office/officer that continuously monitors the effectiveness of the school quality assurance procedures.	2.74	1.1
The school ensures that the quality assurance procedures are operating in accordance with good practice, in the best interests of students, and the maintenance of academic standards.	3.02	.931
The school initiates internal and external review of its programs and activities on a regular cycle	2.95	1.03
The Adventist Accrediting Association supports the right of our school to pursue its educational mission under the guidance of a governing board elected by its constituency.	3.30	.875
To maintain quality, feedback is actively sought from students and other major stakeholders.	2.96	.975
Development and training opportunities are provided to teachers for quality improvement and innovation.	2.94	1.11
The school provides a supportive environment for the delivery of quality education.	3.02	.994
Quality Assurance Policies	3.03	.657
Valid N (listwise)		

The Adventist Accrediting Association supports the right of our school to pursue its educational mission under the guidance of a governing board elected by its constituency (M=3.30, SD=0.875), while items five and ten of the variables had (M=3.02, SD=0.9). This means that both teachers and staff members are responsible for their professional quality in their respective areas. The leaders are committed to total quality improvement while AAA supports institutional pursuant of the mission through their respective boards of management guidance. Teachers in their perception tended to

agree that there was an office/officer who continuously monitors the effectiveness of the school quality assurance procedures ($M=2.74$, $SD=1.1$) according to their daily routine in school coordinating teaching/learning activities. This is done elsewhere in the Adventist system of education and can be improved or borrow a leaf and contextualize it.

The Inter-American Division (IAD) president Leito as reported by Stevens (2014) reaffirms that, one of the major improvements in Adventist education in IAD has been infrastructure bringing together education as a whole system with all three levels—primary, secondary and university. That has generated more participation where unions are taking a stronger role to improve the infrastructure for the schools they oversee.

Furthermore, teachers observed a number of facts concerning quality assurance policies in their respective institutions. Whereas institutions are guided by church policies and principles, each institution should establish different criteria against which all engagements covered in its operations should be evaluated to determine performance.

From section C of the questionnaire there were open ended questions whereby teachers were requested to express their views briefly on the implementation of QAP in their respective schools in terms of: policy, instrument and process. Their responses out of 84 participants were summarized in three categories namely: there was good implementation ($N=12$; 14.3%), needed improvement ($N=18$; 21.4%), and there was none ($N=32$; 38.1%), while the rest ($N=22$; 26.2%) left the spaces blank either due to shortage of time or did not want to disclose more than what they gave through the questionnaire.

Many teachers among others echoed that “we have good policies fairly adhered to and promising through effective monitoring; we provide quality education for our students, despite the challenges we are facing.”

On the other hand there were those who agree to have some form of QAP but needed improvement to meet the desired threshold:

- a) The policy was adhered to in some cases but not always.
- b) No policy was put to planned practice it was just not done...or still on paper.
- c) A lot is required; it has been documented but not practiced well. QAP in some schools was not going hand in hand with the policy. The policy was exam oriented
- d) Proper engagement is lacking/ limited; it is verbal through consultations not documented. It is superficially implemented, it was wanting, administration was not keen to implement it!

The contrary category perceived that there was no policies or instruments clearly documented or designed for implementation of QAP in their respective schools.

“There was no policy at all; none written with any focus existed! QA was very low; the policy was not clearly spelt out, any constant / regular evaluations. There was no close monitoring objectively.” This is in agreement with studies done in Nigeria by Chidobi and Eze Thecla (2016) which revealed that both the external and internal supervisors (principals) do not make use of the Quality Assurance Handbook when performing their supervisory roles. This is because they do not ensure that quality is maintained at the course of performing, they do not undertake quality assurance external evaluation of schools on a regular basis and they do not use the comprehensive quality

assurance document which contains information on valuation schedule and all other set standard as stipulated in the book.

On the other hand, all the leaders interviewed responded to this question as tabulated in Table 22.

Table 22

Leaders' Responses on QA Policies

(N=19)	Mean	Std. Deviation
The school leadership is committed to total quality improvement.	3.68	.478
The school has a quality assurance office/officer to support and assure the realization of quality in its mission, vision and strategic goals	2.63	1.07
All teachers and staff take personal responsibility for their own professional quality and standards in all their activities.	3.32	.671
There is an office/officer who continuously monitors the effectiveness of the school quality assurance procedures.	2.95	.848
The school ensures that the quality assurance procedures are operating in accordance with good practice, in the best interests of students, and the maintenance of academic standards.	3.32	.749
The school initiates internal and external review of its programs and activities on a regular cycle	3.21	.855
The Adventist Accrediting Association supports the right of our school to pursue its educational mission under the guidance of a governing board elected by its constituency.	3.37	.895
To maintain quality, feedback is actively sought from students and other major stakeholders.	3.16	.765
Development and training opportunities are provided to teachers for quality improvement and innovation.	2.95	.780
The school provides a supportive environment for the delivery of quality education.	3.42	.507
Quality Assurance Policies	3.20	.469
Valid N (listwise)		

The leaders who participated responding to the ten items tended to agree that there was implementation in their respective schools with (M=3.15, SD=0.48).

The highest variables in the mean with low standard deviations were: the school leadership is committed to total quality improvement (M=3.67, SD=0.89) and the school provides a supportive environment for the delivery of quality education (M=3.40, SD=0.51) which had the mean with item seven (M=3.40, SD=0.91). Others with a high mean and low standard deviation from the mean tending to agree are items: three (M=3.27, SD=0.70), five (M=3.33, SD=0.72), six (M=3.20, SD=0.94) and eight (M=3.07, SD=0.79).

Surprisingly principals and education directors' responses had low means and high standard deviations in items: two (M=2.46, SD=1.06), four (M=2.80, SD=0.78) and nine (M=2.93, SD=0.79) almost the same perception with that of the teachers on the same items. Collaborative study findings by Leu and Bryner with Ndaita (2015) observe that the principal's role is a significant factor in determining overall quality and effectiveness of many schools worldwide. However, they noted that this important role was prone to a wide variety of challenges mainly inadequate finances.

Low means and high standard deviations implicate that the existence of offices or officer and the development of staff for quality was inadequate and needed improvement. These encapsulate the fact that quality assurance practices take place in schools under the leadership of principals and were appreciated for commitment, supporting QAP. They perceived that all teachers and staff take personal responsibility for their own professional quality and standards in all their activities. It was also clear that the Adventist Accrediting Association supports the right of our school to pursue its educational mission under the guidance of a governing board elected by its constituency. This becomes a challenge whereby the world Adventist education leader advocates for quality as well as

the church policy and the Adventist philosophy yet the implementation is wanting. The accreditation process itself is beneficial. It provides an opportunity for the institution to reflect and engage in dialogue about what it is doing. First, it participates in a process of self-study, and then continues that dialogue with a team of academic experts (Lisa, 2008).

But the question remains, ‘why are these practices not effective to the expectations of stakeholders?’ The answer to this question was to be sought from this undertaking. There was need for strength, weakness, opportunity and threats (SWOT) as well as cost benefit analysis (CBA) for the entire scenario. These are self-evaluations for smooth running like eye openers to administrators and management for continuous improvement. All workers in an institution can be exposed to SWOT analysis even with the peers and a feedback is given for motivation and improvement.

The policy is a guiding principle or a course of action in any strategy for implementation as supported that; QA policy and procedure based on the principles set out in the Association formalize the existing approach. It draws on key guidance documents produced by organization from different level for harmonious continuity (AAGBI, 2015).

The interview schedule conducted to the principals and education directors had the following on the implementation of quality assurance policy.

P1: We don’t have a specific policy on QAP but the one for AAA should be rolled down to schools. The Union and Conferences should come up with one. In school we borrow from public documents such as code of conduct, teachers’ appraisal and development tool (TSC/QAS/TPAD/01), and performance contract (PC) for heads of institution (*see appendices M- N*).

P2: We have our own policy for a group of schools. If you ask a teacher, very few are aware even of the AAA policy or instrument. AAA has not been thoroughly implemented. We are trying to come up with a document for our schools.

P3: We use church policy for general quality but not one for quality assurance. We use the policy from the government aspects and standards and curriculum but not for church education philosophy

P4: No quality assurance policy as such. No documented guide. We have developed a small workers' handbook with codes of conduct...

P5: No policy, no document even previous recommendations are hardly be traced. No QA team or office

P6: No QA policy. AAA is not implemented due to inadequate resources

A probe question: How do you run the school without any guidelines?

Answer: We have general guidelines for teachers and students but not specifically for quality assurance. We are working under the policy of the church and the County QASO guidelines.

Question: Does that suffice your needs for Adventist Quality assurance practice?

Answer: No, we need one urgently! The one we can understand and implement.

ED 1: The current quality assurance system in operation at Adventist secondary schools is overly bureaucratic, and that it addresses quality only symbolically. This has an implication of inadequate knowledge of schools on AAA process especially new teachers as well as leaders; hence need for frequent interactions through re-training of staff and leaders.

The Extent of QA instrument Application

b) To what extent is QA instrument applied in Adventist secondary schools in WKUC?

All the eighty four teachers responded to ten items concerning this question as tabulated below.

Table 23

Teachers' Response on QA Instrument

(N=84)	Mean	Std. Deviation
The Self-Study Instrument is filled by respective departments to ascertain implementation	2.37	1.00
A committee is formed to prepare an internal self-study guide to follow-up previous recommendations	2.51	1.10
The school involves respective personnel to complete the self-study guide to enhance competence in their study areas	2.60	1.10
The school involves students to fill the self-study instrument, to enhance satisfaction and academic improvement	2.71	1.16
The local community is involved in the evaluation of the institution to enhance learning environment	2.15	1.17
The required documents and materials availed to members of the accreditation committee are cross-checked by the intuitional personnel using the self-study guide	2.51	1.07
The school shows evidence of institutional use of surveys and feedback in institutional self-evaluation and planning	2.57	.935
The self-study instrument encapsulates in statements of mission, philosophy, objectives and ethics, evidence of institutional commitment for stakeholders' expectations.	2.77	.923
The school has an analysis of educational trends in the country with a description of how the institution is making plans to meet upcoming challenges	2.94	.949
The study instrument reveals the strengths and weaknesses of an institution in relation to how well it meets the accreditation criteria, showing the areas to grow and improve out of its own volition to maintain eligibility	2.81	.898
Quality Assurance Instrument	2.60	.765
Valid N (listwise)		

Table 23 encapsulates the responses of teachers who generally tended to agree ($M=2.59$, $SD=0.76$) with the highest variable of item nine ($M=2.94$, $SD=0.95$) that the school has an analysis of educational trends in the country with a description of how the institution is making plans to meet upcoming challenges. The lowest was items one ($M=2.37$, $SD=1.0$) that the Self-Study Instrument is filled by respective departments to ascertain implementation and five ($M=2.15$, $SD=1.17$) that the local community is involved in the evaluation of the institution to enhance learning environment.

Items one to six of the variables had comparatively high standard deviations between ($SD=1.00 - 1.17$) with low means between ($M=2.15-2.71$) whereby respondents tended to agree and disagree; which means that the items significantly contributed to the extent of implementation of QA instrument in schools of study.

According to AAA (2013) the Self-Study Instrument has three sections in Form B Self-Study. Section A - responds to the recommendations from the prior regular accreditation visit and to any additional recommendations from any interim or administrative review report. This form identifies (1) those recommendations that have been fully implemented and the means by which the implementation was accomplished. (2) Those recommendations that have not been implemented or have only been partially implemented and the reason for this circumstance. It shows the accreditation team evidence of the degree to which recommendations have been met.

Section B - provides evidence of meeting the ten Areas/Standards and corresponding Criteria for Review (CFR) identified by AAA for Form B institutions. Responses to Section B should show evidence of institutional use of surveys and feedback in institutional self-evaluation and planning. The current self-study instrument used has 216

items ten areas of performance on a 46 pages document. It seems good but huge within a setting of effective evaluation.

The extent of implementation of QA instrument is evidenced by the open end responses from some teachers thus:

“There were no policy, instrument for evaluation, follow-up and feedback. No uniform instruments available to be accustomed well with teachers for regular use.” This was an evidence of minimal involvement of departments and community in quality assurance practices; AAA instruments were strange to many of them. This could be true if the heads get the document, fill it and return to the higher authority; so it has not been fully exposed to staff for practice.

Responses from teachers’ open-ended questions and the questionnaire above depict that the policy and document for QAP was not a familiar practice to many of them. There was need to improve on this crucial aspect of total quality improvement as purported by AAA. It becomes serious if there is the problem of unavailability of the Handbook in the schools, supervisors and implementers not being aware of the Handbook and non-availability of adequate materials and precise document for supervision and regular evaluation. This is in consonance with the opinion of Apebende and Wanzare in Chidobi and Eze Thecla (2016) supporting the above from their study findings that; the problem frustrating practices of instructional supervision were lack of resources. Evaluation of schools on a regular basis and a comprehensive quality assurance document which contains information on valuation schedule and all other set standard as stipulated in the book required a paradigm shift.

Table 24 shows the responses of principals and education directors on QA instrument. They tended to agree in seven items while in three they tended to disagree. Whereas all tended to agree with (M=2.63, SD=0.55), the highest variables were item seven (M=3.00, SD=0.85; the self-study instrument encapsulates in statements of mission, philosophy, objectives and ethics, evidence of institutional commitment for stakeholders' expectations).

Table 24

Leaders' Response on QA Instrument

(N=19)	Mean	Std. Deviation
The Self-Study Instrument is filled by respective departments to ascertain implementation	2.21	.787
A committee is formed to prepare an internal self-study guide to follow-up previous recommendations	2.74	.992
The school involves respective personnel to complete the self-study guide to enhance competence in their study areas	2.53	.842
The school involves students to fill the self-study instrument, to enhance satisfaction and academic improvement	2.37	.831
The local community is involved in the evaluation of the institution to enhance learning environment	2.11	.994
The required documents and materials availed to members of the accreditation committee are cross-checked by the intuitional personnel using the self-study guide	2.63	1.07
The school shows evidence of institutional use of surveys and feedback in institutional self-evaluation and planning	2.37	.761
The self-study instrument encapsulates in statements of mission, philosophy, objectives and ethics, evidence of institutional commitment for stakeholders' expectations.	3.05	.848
The school has an analysis of educational trends in the country with a description of how the institution is making plans to meet upcoming challenges	3.37	.684
The study instrument reveals the strengths and weaknesses of an institution in relation to how well it meets the accreditation criteria, showing the areas to grow and improve out of its own volition to maintain eligibility	3.21	.853
Quality Assurance Instrument	2.66	.528
Valid N (listwise)		

Item eight ($M=3.33$, $SD=0.72$), the school has an analysis of educational trends in the country with a description of how the institution is making plans to meet upcoming challenges, and item ten ($M=3.27$, $SD= 0.80$). That is true because if there is no evaluation to find out where you are, the school will do go down. According to the research done by Mbassana (2007) on the extent internal control components being implemented in the Seventh-day Adventist educational institutions in Kenya in terms of control environment, risk assessment, control activities, information and communication, monitoring the findings depicted that, while components of internal control systems were found to be existing, weaknesses found through the high percentages of respondents disagreed that each component was implemented.

The lowest items were respondents tended to disagree were: item one ($M=2.20$, $SD=0.68$), that the Self-Study Instrument is filled by respective departments to ascertain implementation; item four ($M=2.27$, $SD=0.88$), that the school involves students to fill the self-study instrument, to enhance satisfaction and academic improvement; item five ($M=2.07$, $SD=1.03$), that the local community is involved in the evaluation of the institution to enhance learning environment, and item seven ($M=2.33$, $SD=0.82$). Both teachers ($M=2.57$, $SD= 0.935$) and leaders ($M=2.37$, $SD=0.761$) with respective coefficient of variation of 36% and 32% show that the schools' evidence of institutional use of surveys and feedback in institutional self-evaluation and planning was inadequate which concurs with the researcher's statement of the problem.

Ravhudzulo (2012) opines that "the task is not to implement a prescriptive quality assurance system, but rather to develop, by means of a participatory and

comprehensive approach, a system that will be owned by all.” This was confirmed by the principals’ and education directors’ responses through interview as below.

P1: AAA comes and goes with their instrument, they only give a report. It is not there in school for continuous follow-up. It is period and does not put us on toes! We need to own and use it on daily basis.

P3: We follow church policy and government standards on curriculum implementation; the church has to come in for its philosophy. So far, we have no specific tool for QAP assessment. The union came up in 2014 with teachers’ appraisal manual which we launched but has not been put in use and only for teachers not students who are the center of learning.

When asked ‘why is it not used?’ the answer was ‘we need more workshops and seminars to familiarize with it and implement’. Frequent changes in leadership also make one not to know what they recommended last, so implementation is not there.

ED2: We only have teachers’ appraisal manual by the union launched in 2014 but we have not used it systematically. ‘Why?’ The major hindrance is that we don’t have a secretariat to implement it. It is only for teachers not inclusive. As education director, we have so many activities in the conference, you have no time and budget to supervise all the schools, there are many challenges (*see appendix O*).

Since this instrument has been reviewed according to the needs of the implementers and consumers like the European division has their instrument the education directors who visited Brazil recently acknowledge that the Adventist education practice has been contextualized. It is therefore implied that the current instrument with

10 areas and 216 items can be contextualized for effective implementation of QAP in WKUC schools. The general vice president of the Adventist World Church, during the teachers' congress in Inter- American Division Simmons as reported by Stevens (2014) affirmed that, "We must commit to the total and relevance of Adventist education. We must commit ourselves to rebuilding the temple of Adventist education, to bring all our children into Adventist education, to reach beyond our homes."

The Extent of QA Process Implementation

c) To what extent is QA process implemented in Adventist secondary schools in WKUC?

The process here could mean the entire process of quality assurance practices or the AAA process. The concern was on what is done in school internally and the external preparation for a team to visit an institution for assessment. Adventist Accreditation Association (2013) states that an institution is advised to start the Self-Study process as soon as it has received notification of an AAA visit one year in advance of scheduled visit. The Self-Study should be developed with wide input across the campus. A steering committee (and, if appropriate, subordinate task forces) should be appointed to prepare the document.

The completed Self-Study shall be approved by the administrative committee of the institution and would be sent to the AAA liaison for the institution at least one month prior to the accreditation visit. The AAA liaison distributes copies of the Self-Study to team members upon receiving the institutional report. In Table 25 all the eighty-four respondents in a 4-point scale tended to agree ($M=2.73$, $SD=0.75$), that there was a form

of quality assurance process being implemented in their respective schools though with challenges.

Table 25

Teachers' Response on QA Process

(N=84)	Mean	Std. Deviation
The initial arrangements of Adventist Accreditation Association's visit are communicated and the institution plans to enable participants review the previous reports	2.83	1.06
The quality assurance visit is communicated to staff members, students and other key stakeholders in advance for necessary preparations.	2.82	1.12
The quality assurance process is an initiative of the institution to ensure quality of education	2.85	1.02
The school plans for a meeting with the visiting committee to agree on the procedures and individual assignments	2.71	1.04
There are consultative meetings with key stakeholders to review previous recommendations on Quality assurance to improve learning	2.74	1.07
The school leadership is committed to the process by organizing relevant personnel to participate in the study	2.75	1.04
The Adventist Accreditation Association committee have enough time with selected group members to explore vital concerns that help to improve learning in the school	2.79	1.00
The school involves teachers in relevant study areas of Quality Assurance Process to ensure implementation.	2.60	1.10
The formation of working committees in the school ensures the Quality Assurance Practices ownership and implementation.	2.71	1.03
The report is as a result of various groups input consolidated and shared with relevant stakeholders for total quality improvement	2.63	1.06
The evaluation report/ feedback is prepared and sent in good time to allow follow-up activities for improvement	2.56	1.07
Quality Assurance Process	2.73	.750
Valid N (listwise)		

The highest variables with means of less than three were item one (M=2.83, SD=1.06), item two (M=2.82, SD=1.12) and three (M=2.85, SD=1.02) with variables: The initial arrangements of Adventist Accreditation Association's visit are communicated and

the institution plans to enable participants review the previous reports; The quality assurance visit is communicated to staff members, students and other key stakeholders in advance for necessary preparations and the quality assurance process is an initiative of the institution to ensure quality of education respectively. The research findings by Mwenda (2017) revealed that there was inconsistency in the implementation of the Adventist philosophy of education. There was no established formal induction or seminars to acquaint the teachers and administrators on the Adventist philosophy of education.

Apparently, from the mean of tending to agree below three in all items with high standard deviation in all variable items is a clear indication that there was a statistically significant contribution of the items to the inadequate implementation process of QAP in schools. Also the open ended questions triggered respondents to give the following:

a) Quality assurance leaders rarely come to schools for assessment. It was observed that there were inadequate personnel from the conference and the union to oversee this process.

b) The process needs improvements to be regular. Currently the process was not emphasized as before! It was at stalemate.

c) The process is done occasionally, but needed serious monitoring to improve results. No process was known to some of them.

d) The implementation was done without inclusive consultation; it was a one office affair. The process was wanting and needs reactivation and improvement.

This is supported by studies from the European Commission/EACEA/Eurydice, (2015) affirming that, quality assurance systems should be based on principles that go

beyond a mere 'checklist' approach: we need to foster a culture that strives to constantly improve the quality of teaching and learning.

The Self-Study should demonstrate accomplishment of each standard and should provide a reflective analysis and evaluation of institutional processes. The AAA expects to find an institution that is self-reflective and proactive in development of its spiritual mission and identity.

Whereas this guideline though general is provided; hardly is it known and used as stipulated above. Most of the teachers' respondents were surprised of AAA instrument for their duration in their respective schools. Even the recently accredited, teachers could not ascertain of the nature of the forms. May be they were not involved in the per-visit process. The AAA process starts three months in advance, after approval in relevant meetings a communication is done to schools through education offices. The chain is complete unless of negligence or too bureaucratic, whereby things turn to be sheer surprises defeating the prime objective.

This tells that in some schools the process is not known, it is not existing needs to be reactivated and reorganized to be vibrant in the school involving all. The process of quality assurance is mostly an internal daily practice as a mechanism of continuous improvement and quality productivity as remarked that, the school climate and culture determines the type, effectiveness, and efficiency of an institution (Spicer, 2016).

The AAA visit has its parameters voted prior by the relevant committee. Initial arrangements are done and communication is made to the concerned institution through higher offices (Education Directors). A pre-visit is done a month before requiring copies of the previous reports' progress thereafter, a visit and follow up.

Table 26 had fifteen principals and education directors who tended to agree that the QA process was implemented (M=3.16, SD= 0.58) with highest variable being item one (M=3.40, SD=0.91).

Table 26

Leaders' Response on QA Process

(N=15)	Mean	Std. Deviation
The initial arrangements of Adventist Accreditation Association's visit are communicated and the institution plans to enable participants review the previous reports	3.37	.895
The quality assurance visit is communicated to staff members, students and other key stakeholders in advance for necessary preparations.	3.47	.905
The quality assurance process is an initiative of the institution to ensure quality of education	3.11	.937
The school plans for a meeting with the visiting committee to agree on the procedures and individual assignments	2.74	1.20
There are consultative meetings with key stakeholders to review previous recommendations on Quality assurance to improve learning	3.32	.749
The school leadership is committed to the process by organizing relevant personnel to participate in the study	3.42	.607
The Adventist Accreditation Association committee have enough time with selected group members to explore vital concerns that help to improve learning in the school	2.89	.809
The school involves teachers in relevant study areas of Quality Assurance Process to ensure implementation.	3.16	.765
The formation of working committees in the school ensures the Quality Assurance Practices ownership and implementation.	3.16	.765
The report is as a result of various groups input consolidated and shared with relevant stakeholders for total quality improvement	2.89	.737
The evaluation report/ feedback is prepared and sent in good time to allow follow-up activities for improvement	3.00	.882
Quality Assurance Process	3.14	.616
Valid N (listwise)		

Item six ($M=3.40$, $SD=0.63$) that the initial arrangements of Adventist Accreditation Association's visit are communicated and the institution plans to enable participants review the previous reports and that the school leadership is committed to the process by organizing relevant personnel to participate in the study respectively.

Whereas the teachers generally tended to agree with ($M=2.73$, $SD=0.750$) while leaders also tended to agree with ($M=3.14$, $SD=0.616$) on quality assurance process could mean that leaders have high rates than teachers may something known to the leaders is not at par with the teachers about the process - there is need for involvement.

The lowest variable's response was item four ($M=2.80$, $SD=1.21$) with a high standard deviation that the school plans for a meeting with the visiting committee to agree on the procedures and individual assignments. This indicates that involvement needs to be improved for effective quality assurance practices.

Harman, Damme as cited by Geda (2014) highlighted a number of its positive features. According to them, self- assessments are cost effective, since the main work is done internally, often with a few additional resources. They usually achieve a high degree of ownership since key staffs are heavily involved, and such an involvement increases the chances of substantial improvement being achieved. Also, Harvey as cited in Geda (2014) supports the use of self-assessment that, the internal reviews and assessments are more accurate and fruitful than those done by outsiders. Since self-study is essential, we should contextualize it for effective implementation of QAP as supported by respondents.

P1: AAA should come to interact with us to confirm their report of the ongoing practice, and 'not policing'. They need more time not just a day with students, staff and

community about the institution. AAA process should be delegated to unions and conferences for close follow up of day-to-day operations.

P2: AAA should introduce incentives to make one improve, ‘we hope when we come back and find you have done this and that we will do this’ inspires according to McGregor’s theory of motivation.

ED 3: If the AAA comes once in a while and they don’t cover all schools, the public QASO have more than they could do unless we go for them; it is clear there is a gap to be filled up. The leaders should collaborate with other stakeholders to come up with policies and strategies with specific instruments for internal as well as external evaluations from conferences and union. It boils out clearly that the process has not been owned by all stakeholders. Some perceive it as a ‘policing’ act or a fault finding scheme. Hence, there was need to contextualize the process for effective implementation of QAP in schools.

Geda (2014) affirms that self-assessment has become an important feature of many quality assurance systems. Self-assessments have many positive features. When owned by implementers and used in the right context, are useful for encouraging fundamental reviews of objectives, practices and outcomes. Self-assessment is a key element in most evaluation procedures. It provides a standard against which the institution can measure itself, and a framework for developing a definition of quality.

Perception of stakeholders on Effectiveness

Research Question 2: *What is the perception of stakeholders on the effectiveness of the quality assurance practices?*

Table 27 presents the responses of teachers' perception on effectiveness of quality assurance practices all respondents tended to agree with (M=2.76, SD=0.87), with the first item as the highest variable (M=3.29, SD=0.93) that the school gives priority to quality of teaching and learning activities to maintain credibility.

Table 27

Teachers' Response on Effectiveness of QA Practices

(N=84)	Mean	Std. Deviation
The school gives priority to quality of teaching and learning activities to maintain credibility.	3.29	.926
Out of the recommendations and periodic responses the school makes changes on governance structures to improve education quality	3.02	1.018
The school has regular internal quality assurance structure to review its frequent evaluation in readiness for Adventist Accreditation Association's visit.	2.89	3.488
The school management allocates resources to improve Quality Assurance Practices for curriculum instructions	2.49	1.058
The school strategically involves students in learning, evaluation and review of quality assurance practices to meet their expectations for total quality improvement	2.73	1.176
The school provides motivation to stakeholders who sell the institution positively establishing a culture of quality	2.56	1.079
The school provides a conducive working environment to retain workers for improved quality assurance	2.42	1.174
The school management is committed to staff development by providing training opportunities for high performance and empowerment to ensure quality.	2.82	1.142
The leadership involvement of staff in Quality Assurance Practices and decision-making enhance staff commitment to serving students	2.83	1.039
The school involvement of the local community in rating the school enhances the local and church communities perception of the institution	2.52	1.146
Effectiveness of Quality Assurance Practices	2.76	.866
Valid N (listwise)		

Teachers tended to agree also that out of the recommendations and periodic responses the school makes changes on governance structures to improve education quality with (M=3.02, SD=1.02) among other variables. The lowest variable but with a high standard deviation was for item seven (M=2.42, SD=1.17) where they tended to disagree that the school provides a conducive working environment to retain workers for improved quality assurance. The church and schools' management and leadership should come up with implementation schemes to curb the situation for continuous improvement.

According to the study of Lozette (2010) seven collates for an effective school are outlined as a guide to assist educators with activities for implementing a continuous school improvement system through application. These are: high expectations for success, strong instructional leadership, a clear and focused mission, opportunity to learn/time on task, frequent monitoring of student progress, safe and orderly environment and positive home-school relations. Respondents' reactions also were mixed such as students, teachers, principals, education directors and board members.

S1: Quality assurance practices in our school are effective because there are guidelines that help us to be disciplined in all matters of academic, spiritual and social in school. For example, if you cheat in exams you are disqualified and sent away.

S26: In our school quality assurance practices need improvements, some programs are not effective. Also, the leaders should involve students in some decision-making on issues concerning their learning in the school.

S34: School leaders should avoid debts and plan to recruit and retain teachers for good curriculum implementation.

On the other hand, many teachers wrote that for quality assurance practices to be effective in schools; there was need to have clear guidelines, instruments and involvement in the implementation. The church should embrace all its three arms of the mission, without neglecting education which is crucial and a rich center of evangelism.

P2: It was observed that the church had not fully embraced its wings for mission.

Sometimes, it demoralizes when teachers go without salaries for two or three months; as leaders we are in quagmire. We cannot push them to work with empty stomachs.

P5: The church organizes at times conventions for teachers using a lot of money but never make follow up for its implementation. Sometimes teachers who have not earned are compelled to pay for the convention but another group ‘special’ from the same church into same venue are paid for every cost! ‘Isn’t that not discrimination?’ These can demoralize and need to be addressed passionately for the level ground in the ministry.

This sentiment is supported by world church leaders as well as Inter-American Division church leaders that the teacher salary issue pressed at his heart. “Our teachers are ministers of the gospel in the classroom yet in some places in our territory, a pastor could earn approximately \$800 per month, yet a teacher \$150.” Dr. Flozer said, “It is one major reason a lot of our teachers leave our Adventist educational system, and that is something that has to change” (Florez as reported by Stevens, 2014).

The responses from principals and education directors are on Table 28 just like teachers on the first item tended to agree ($M=3.74$, $SD=0.452$) to be the highest variable that the school gives priority to quality of teaching and learning activities to maintain credibility.

Table 28

Leaders' Responses on Effectiveness of Quality Assurance Practices

(N=19)	Mean	Std. Deviation
The school gives priority to quality of teaching and learning activities to maintain credibility.	3.74	.452
Out of the recommendations and periodic responses the school makes changes on governance structures to improve education quality	3.37	.761
The school has regular internal quality assurance structure to review its frequent evaluation in readiness for Adventist Accreditation Association's visit.	2.95	.970
The school management allocates resources to improve Quality Assurance Practices for curriculum instructions	2.89	.937
The school strategically involves students in learning, evaluation and review of quality assurance practices to meet their expectations for total quality improvement	2.84	.765
The school provides motivation to stakeholders who sell the institution positively establishing a culture of quality	2.95	.848
The school provides a conducive working environment to retain workers for improved quality assurance	2.89	.809
The school management is committed to staff development by providing training opportunities for high performance and empowerment to ensure quality.	3.26	.734
The leadership involvement of staff in Quality Assurance Practices and decision-making enhance staff commitment to serving students	3.26	.653
The school involvement of the local community in rating the school enhances the local and church communities perception of the institution	3.11	.876
Effectiveness of Quality Assurance Practices	3.13	.589
Valid N (listwise)		

Leaders generally tended to agree (M=3.13, SD=0.589). The lowest item (M=2.84, SD=0.765) was that the school strategically involves students in learning, evaluation and review of quality assurance practices to meet their expectations for total quality improvement. This could mean that some were not aware of what was entailed in the content of the strategic plan for effective participation. Garcia (2013)

explicitly asserts that School-based management (SBM) is defined as decentralization of decision-making authority from central, regional, and division levels down to individual school sites within their context, with the intent of uniting school heads, teachers, students as well as parents, the local government units and the community at large in promoting schools. This implies that, the extent of involvement is crucial for any successful endeavor in QAP.

This could be having a serious implications on quality because the learner is the center and should be involved at all levels as supported by the Basic Education Act No. 14 of Republic of Kenya (2013) revised 2015 and practices by Soundout (2003) “Students well organized and facilitated forums focused on pertinent issues with full school involvement, including students, teachers, staff and administrators; working in partnership with supportive adults to affect change in school practices can greatly enhance success”. There were mixed reactions on this:

S3: The school leadership is committed and is trying to “to make the best in us and out of us!” They help students to develop mentally, spiritually and physically for an all-round product. We are nurtured to be well discipline and straight forward.

S13: The school is committed to follow the budget for effective implementation and quality learning. Could be students just trust leaders and teachers and perceive them positively or didn’t know exactly what means!

P5: Quality assurance practices are not effective due to frequent changes in leadership and teachers, inadequate resources, and a specific team to handle QAP issues at all levels.

ED1: QAP is not effective because AAA which is responsible is very far away. As a conference we need to form our teams and contextualized instruments from AAA to help the situation of our schools.

BOM3: QAP is not effective. Since I started now the third year, we have never seen the union or division organize a seminar or workshop on QAP for our schools. It is really wanting.

Posed question, ‘must you wait for the WKUC and EC-Division to build your house?’

Answer: I tried to organize one but with financial challenges and teachers come and go including principals whom I am supposed to work with; you may not do much but the church system can help us coordinate sustainable programs. It implies then that the church needed transparent delegation with empowerment and equipment support for QAP to be effective.

Studies done in Adventist schools in Hong Khong by the Education Bureau (2017) agree that the school development and accountability (SDA) framework aims to promote systematic and evidence-based school self-evaluation (SSE) in accordance with the spirit of school-based management. Complemented by external school review (ESR), SSE facilitates schools’ continuous development and improvement as well as enhances their accountability. This is the ideal desire for WKUC Adventist schools to be heads and not tails in every undertaking.

Implementation and Effectiveness Relationship

Research Question 3: a). *Is there a significant relationship between the extent of quality assurance implementation and the perceptions on the effectiveness of quality assurance practices?*

Question three was constructed to examine the significant relationship between the variables of the extent of implementation of quality assurance practices and the stakeholders' perceptions of the effectiveness of quality assurance practices in Adventists schools. All teachers, principal, Board members and education directors (N=103) who are key players in the implementation of QAP were used to ascertain the relationship as well as its significant level.

Table 29

Correlations for Effectiveness of Quality Assurance Practices

		Effectiveness of Quality Assurance Practices	Quality Assurance Process	Quality Assurance Instruments	Quality Assurance Policies
Effectiveness of Quality Assurance Practices	Pearson Correlation	1	.703**	.676**	.772**
	Sig. (2-tailed)		.000	.000	.000
	N	103	103	103	103
Quality Assurance Process	Pearson Correlation	.703**	1	.728**	.643**
	Sig. (2-tailed)	.000		.000	.000
	N	103	103	103	103
Quality Assurance Instruments	Pearson Correlation	.676**	.728**	1	.684**
	Sig. (2-tailed)	.000	.000		.000
	N	103	103	103	103
Quality Assurance Policies	Pearson Correlation	.772**	.643**	.684**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	103	103	103	103

** . Correlation is significant at the 0.01 level (2-tailed).

A Pearson correlation coefficient analysis done revealed the strength of relationship at significant level $\rho < 0.01$. From Table 29, the correlation matrix table is clear that there is a positive moderate relationship in all independent variables with the dependent

variable between $r=0.643$ and $r=0.772$. Quality assurance policy highly correlated with QAP; but all variables had a significant level $p=0.000$, which is less than $p=0.01$. Hence, there is a significant relation between the implementation of quality assurance practices and its effectiveness. It follows, therefore, that the null hypothesis (H_0) which stated that *there was no significant relationship between the extent of quality assurance implementation and the perceptions on the effectiveness of quality assurance practices* was rejected.

Quality assurance policy had the highest positive relationship with the dependent variable $r=0.772$, quality assurance process with $r=0.703$ while quality assurance instruments had $r=0.676$ the implication is that all the independent variables were positively correlating with the implementation of QAP. In a situation whereby teachers rated the effectiveness variables with a mean of less than 3 except for the first two items and tended to disagree on the two key variables that the school management allocates resources to improve Quality Assurance Practices for curriculum instructions ($M=2.49$, $SD= 1.1$) and the school provides a conducive working environment to retain workers for improved performance. Quality assurance ($M=2.42$, $SD=1.2$) is a clear indication that there inadequate QAP implementation which accounts for its ineffectiveness.

Majkowski and Fleming as quoted by Mulwa et, al (2011) ascertain that, a school improvement impetus and authority emanating from outside the school do not produce the responsibility and commitment necessary to sustain consequential improvement. They all concur that under external control management, school members have little autonomy or commitment, because the administrators make decisions without involving the implementers. All the three variables policies, instruments and process have a strong

perfect relationship ($r=1$) with the effectiveness of quality assurance practices which means that the implementation of the three has a significant relationship in the implementation and effectiveness of QAP.

Studies done by Sang and Sang (2011) recommended that the effectiveness of BOGs should be improved through defining its structure, process and personnel. According to Mulwa, Kimiti, Kituka and Muema (2011), many countries have reformed their educational systems, due to the repeated failure of centralized structures, to inspire the school personnel and foster the pre-requisite attitudes, opinions and behaviors that are necessary for generating educational improvements. As evidenced from the correlations above effectiveness of quality assurance practices closely related to QAP with the policy having the highest effect ($r=0.772$). There could be perfect policies with the most reliable and valid instruments but the way they are implemented matters a lot and hence the process.

Scholars attest that the process is determined by the organizational climate of a school which is defined as “those characteristics that distinguish the organization from the other organizations...” and “a set of measurable properties of the work environment, based on the collective perceptions of people who live and work in the environment and demonstrated to influence their behavior” (Glimmer, Litwin and Stinger in Hoy, Miskel and Tarter, 2012).

From the open-ended questions, teachers penned down that quality assurance practices depend on the effectiveness of implementing the policies which have been laid down and known to implementers, properly structured instruments and usable by a trained team for daily application. This is supported by board members and principals.

P2: Effectiveness of QAP is average due to inadequate and limited resources, to written document tailored toward school operations, no proper frameworks. Although government teams at times visit our school but it is not sufficient.

BOM3: If the policy, instruments and processes are not there, then the issue of implementation is irrelevant. We need to work on these immediately or if they are there but not put in practice, should as a matter of urgency be reactivated.

Predictors of Effectiveness in QAP Implementation

Research Question 3: b). *Which of the independent variables best predicts the effectiveness of QAP implementation in secondary schools?*

To establish predictors of effectiveness a multiple regression was used to determine the best significant predictor(s) to the dependent variable as shown in the model summary on Table 30. The multiple correlation coefficients (R), using all predictors simultaneously is 0.77 and the adjusted R^2 is 0.59 meaning that 59% of the variance in effectiveness of quality assurance practices implementation can be predicted from the combination of quality assurance process alone. The rest combined would account for about 41% of the variance to the dependent variable. This indicates that the combination of the predictors significantly combine together to predict effectiveness in quality assurance practices. In the recent book, 'What Effective Schools do', Lezotte (2010) noted the following as the most important characteristics of effective schools: strong instructional leadership, clear and focused mission, safe and orderly schools, climate of high expectations for success, frequent monitoring of student progress, positive home-school relations, and opportunity to learn. This implies that implementation for effectiveness lies with leadership.

Table 30

Model Summary for Predictors of Effectiveness in QAP Implementation

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.773 ^a	.597	.593	.537
2	.816 ^b	.666	.659	.491

a. Predictors: (Constant), Quality Assurance Process

b. Predictors: (Constant), Quality Assurance Process, Quality Assurance Policies

Consequently, from the results of the table above, only two variables could predict high. The quality assurance process with the Adjusted R² of the model was 0.593 and R=0.773 which means that 59% of the variance in effectiveness of quality assurance practices implementation was explained by the model. When combined with quality assurance policy the R² was 0.659 and R=0.816 about 65.9%; which means policy only contributed about 7%, the process became the main predictor with highest percentage.

The insinuation of the above highlighted that QAP was mainly affected by the process of implementation. It could be also as observed by respondents, the absence of clear documented policies on the same; coupled with failure to follow institutional strategic plan which in some cases was not even there in the first place.

Table 31 shows that F=143.80 and is statistically significant which means that the combination of the variables significantly combine together to predict effectiveness in QAP implementation. The F-statistic is simply a ratio of two variances; the process has a degree of freedom F (1, 97) =143.8, p=0.000) which was statistically significant and therefore, a significant result means that the two means were unequal and with a larger dispersion.. Variances are a measure of dispersion, or how far the data are scattered from the mean. Larger values represent greater dispersion (Frost, 2016).

Table 31

Predictors for Effectiveness of Quality Assurance Practices

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.392	1	41.392	143.802	.000 ^b
	Residual	27.921	97	.288		
	Total	69.313	98			
2	Regression	46.186	2	23.093	95.862	.000 ^c
	Residual	23.126	96	.241		
	Total	69.313	98			

a. Dependent Variable: Effectiveness of Quality Assurance Practices

b. Predictors: (Constant), Quality Assurance Process

c. Predictors: (Constant), Quality Assurance Process, Quality Assurance Policies

This means that the combination of these variables significantly predicted the effectiveness of quality assurance practices. Institutional goals are determined according to the laid down guidelines/policies and strategies are made as the road maps or blue print in the process towards the achievement of the expected outcomes (goals). The policy therefore, seeks to guide an institution’s vision and mission by ensuring that quality assurance is a prominent fiber throughout all key operations that impact on teaching and learning process as well as research activities (Busoga University, 2009).

Table 32 provides one of the important aspects in statistics analysis- the correlation coefficient whereby the standardized beta coefficients, the t –value and the sig against for each independent variable are used for interpretation. That is, (Beta=0.773, t=11.99 and p=0.000). It means that the implementation of quality assurance process has a statistically significant impact on effectiveness of quality assurance practices in Adventist secondary schools; the t-test finds that both the variables and intercepts are highly significant at (p<0.05) hence, we can say that they are different from zero.

Table 32

Coefficients for Effectiveness of Quality Assurance Practices

Model		Unstandardized		Standardized	t	Sig.
		Coefficients B	Std. Error			
1	(Constant)	.362	.211		1.711	.090
	Quality Assurance Process	.878	.073	.773	11.99	.000
2	(Constant)	-.329	.248		- 1.328	.187
	Quality Assurance Process	.626	.088	.551	7.142	.000
	Quality Assurance Policies	.458	.103	.344	4.461	.000

a. Dependent Variable: Effectiveness of Quality Assurance Practices

From the linear regression analysis estimates, the linear regression function will be $Y = -0.329 + 0.626X_1 + 0.458X_2$ where Y is the dependent variable, - 0.329 a constant /intercept and (the unstandardized beta) the gradient/slope of the best line of fit on the regression. This means that for every positive/ increase in rating quality assurance process, there will be a positive/negative increase/decrease in results of effectiveness in the implementation of quality assurance practices in schools. The process determines to greater extent but combined with the use of policies and instruments affect QAP.

The call for effectiveness in QAP was on the clear documented policies, usable instrument and a regular process in school-based frequent evaluations as observed by respondents above. Every additional value on the process as well as the policy would translate to effective implementation of quality assurance in schools. Many writers like Garcia, (2013), Cruzado (2009), Guru (2012), Wooi (2013) and Doraemon (2014) agree

that school-based-management (SBM) is a strategy to decentralize decision-making authority to the individual school to make their own decisions and policies within the frameworks of their context. The main goal is to improve school performance and students achievement.

Challenges Facing Effective Implementation of QAP

Research Question 4: a). *What are the challenges facing effective implementation of QAP in WKUC Adventist secondary schools?*

The question sought to establish factors that hinder effective implementation of quality assurance practices in Adventist schools. To respond to that question, twelve items were constructed. Teachers were involved in open-ended questions while students and leaders (principals/education directors/BoM members) were interviewed.

The 4-point scale was used to capture the responses as interpreted below:

Weight	Range	Verbal interpretation
1	1.00 – 1.49	Not At All/Low/Poor
2	1.50 – 2.49	To A Lesser Extent/Below average
3	2.50 – 3.49	To A Moderate Extent
4	3.50 – 4.00	To A Greater Extent

According to Chiaha and Ejeh (2015) one of the apparent challenges of quality assurance implementation was the education reform becoming necessary in pursuance of educational quality and effectiveness. “The new millennium is witnessing a lot of transformational challenges in almost all realms of life including the educational system, bringing about world class standards”. Quality assurance is all about standards; quality

implantation, quality control, quality enhancement and quality audit are some of the processes.

In a nutshell, the Adventist education system requires a change, which is the only “constant” as Ng, (2014) ascertains that education system requires a culture change for the twenty-first century customer’s satisfaction. Training involves culture change for continuous improvement, management based on facts and respect for people.

One hundred and three respondents were involved to determine factors hindering the implementation of quality assurance to a greater extent using a 4-point scale. Negative variables were transformed which is more often about stabilizing the variance, also transformation is done when the standard deviation is proportional to the mean. But in some contexts, one may transform to obtain a test statistic that has an approximately normal sampling distribution (Abdelrahman and Weaver, 2014).

Commitment of the institutional leaders is a key aspect for effective implementation of quality assurance. It was observed from respondents in Table 33 shows that commitment affects the implementation of QAP to a moderate extent ($M=2.55$, $SD=0.66$). All variable items of the challenges had means less than three except insufficient resources for quality assurance practices ($M=3.07$, $SD=1.04$). All the standard deviations were high above ($SD=1.00$) except item two with the lowest mean ($M=2.07$, $SD 0.991$) implying that the deviation from the mean is high with the coefficient of variation of 26.3% though to a lesser extent but significantly affect the implementation of QAP.

Table 33

Teachers' Responses on challenges

N=84	Mean	Std. Deviation
Lack of commitment of the institutional leaders to quality assurance improved performance	2.51	1.16
Interference of government regulations supports the Quality Assurance Practices of the school.	2.07	.991
Lack of commitment of teachers to academics for quality	2.26	1.22
Difficulty in meeting the Adventist Accreditation Association's requirement and expectations	2.52	1.02
Insufficient resources for Quality Assurance Practices.	3.07	1.04
Lack of students commitment to quality learning	2.60	1.17
Unfavorable institutional climate for Quality Assurance Practices	2.52	1.09
Inability to meet the expectations of the community and stakeholders	2.56	1.18
Lack of community support in achieving quality assurance	2.68	1.14
Failure to include quality assurance in the institutional strategic plan	2.67	1.12
Failure to follow, update and review institutional strategic plan	2.56	1.10
Difficult to complete the self-study instrument for quality assurance	2.61	1.10
Challenges Facing Quality Assurance Practices	2.55	.670
Valid N (listwise)		

Their perceptions were supported by a study done on the overall perception of teachers on school's strategic quality planning (SQP) which showed that most of them (47%) were of the opinion that a large proportion of secondary schools are not committed to SQP. Such schools are likely to jeopardize public efforts to provide quality secondary education (Ngware, Wamkuru and Odebero, 2006).

From open-ended teachers' riposte that:

- a) “Serious commitment is lacking, we could be doing well. QA leaders rarely come to school for assessment neither from the church nor the public QASO.”
- b) “No commitment or dedication from leadership and management coupled with communication breakdown, poor networking, wrong focusing on students and teachers’ needs and inadequate follow-up.”
- c) However, some teachers commended that there are a few committed leaders who take initiatives even at their own risks to ensure that the students’ and teachers’ learning and teaching needs are given a priority.

“The administration satisfactorily appreciates through monetary appraisal, corporate and individual verbal appraisal, encouragement and support to do better. Student’s good performance is awarded.”

Whereas, the government, like the church, Adventist secondary quality education needs qualified teachers; if they are not committed to quality work, results will be seen clearly in the process. Commitment is an essential element of successful teaching. Committed teachers are concerned with the development of their students and they profoundly struggle how to keep up students' learning. They cultivate students' curiosity and interest in learning. A teacher in an Adventist set-up is expected to be teacher-evangelist just like Jesus handles the children He came to die for.

Ironically, how can one have a positive attitude and be committed amidst these challenges? Then schools could be doing their best in QAP.

S18: Schools should avoid debts in terms of paying teachers’ salaries leading to demotivation, delays on syllabus coverage and eventually affect school performance at large.

P5: We experience high teachers and students turnover most of them are not committed. They are on transit/contract because of job security; they don't do much unless closely supervised for whatever shortest period to deliver good results.

A study done by Ngware, Wamukuru and Odebero (2006) found that commitment starts from the leadership. A majority (64 per cent) of the sampled teachers thought that the practices of the head teacher regularly demonstrated and communicated commitment to continuous quality improvement in the school. The head teacher should demonstrate a commitment to continuous improvement in his/her duties of quality service delivery in the school. This could be done through effective communication to the students and teachers on the standards expected of each school input, activity and output.

Teachers respondents perceive that all items accounted for as challenges to a moderate extent ($M=2.55$, $SD=0.67$) in Table 32 above. Most of them were relatively new in respective schools employment less than three or five years. It is possible they had not come across AAA which happens once in a while only in accredited schools.

Adventist Accreditation Association (AAA) is the recognized accrediting body commissioned by the Seventh-day Adventist Church to carry out the accrediting process for Adventist secondary and higher education institutions around the world.

Consequently, all schools have a responsibility to ensure that they deliver quality education, and integral to this responsibility is the need for a strong internal quality management process. External accreditation does not replace this expectation; however, it provides an important objective measurement of an institution's success (AAA, 2009).

The biggest challenge faced is inadequate knowledge about AAA. Some schools have never been visited, some teachers have just come in due to high turnover and there

is no continuing education about AAA functions and policies either from within, conference or union as remarked teachers and leaders.

T17: AAA rarely comes, once in a while. I have been in this school and met them twice.

When they are coming, the school is painted some renovations done and professional documents updated; but when they go, ‘they leave with everything until further notice!’ The document (self-study) tool is good and detailed but huge about 48 pages within the shortest time given to fill and return. Some have never touched it if the administration doesn’t delegate. According to me AAA has no impact on school effectiveness. It is superficial and routine. A new school and an old using the same tool doesn’t make improvement.

T27: AAA policy is not available. If it is there in papers, I have never come across one.

It needs to regular and its functions be practiced.

Teachers responses in Table 33 has that, insufficient resources for implementation of quality assurance resources becomes a shining icon to a moderate extent ($M=3.14$, $SD=1.03$) as echoed by majority of respondents, students (36/45; 80%) cited that financial constraints have really hindered the practice. Teachers (28/55; 51%), all principal, education directors and BoM members/ chairpersons were in unison of the financial challenges in the entire practice. Most resources required for quality assurance practices ranging from human, physical (infrastructure, teaching and learning to services and food) require sound and workable budgetary input.

Studies elsewhere in both developed as well as developing countries have not indicated the opposite. The study findings of Akinloye and Olaoye and that of Atieno and Simatwa as cited by Ndaita (2015), concur that this important leadership position can

negatively be affected by such factors as: financial constraints, restrictive policies, mismanagement of resources, lack of stakeholder support among other factors; but majorly attributed the problem to financial constraints.

The Adventist education system is not exceptional, this is testified from respondents.

a) Administration should avoid debts; hire permanent workers and learning resources. Interact well and sensitize parents/guardians to pay fees in time. We are demotivated as students, we don't participate in activities yet we pay activity money. This could imply that the vote-heads were in disharmony to enable the institution meet its due obligations.

b) Due to financial crisis, we experience salary delay, there poor infrastructure, students lack good environment. We don't get teaching and learning resources adequately and in good time. Like ICT, text books, library and laboratory equipment.

c) We are a demotivated staff due salary delay, underdeveloped and un equipped staff. No ICT resources, no retention of teachers they come and go almost every term.

Some students are not committed to learning to a moderate extent ($M=2.59$, $SD=1.17$) as per table 28 above, which contribute not to realize effective QAP in Adventist institutions. Researchers postulate that some of the factors leading to lack of student's commitment to learning are entry behavior and weak internal QA system, even to university students.

Oladipo, et al, in Garwe, (2014) affirm that, to ensure internal control and quality assurance, student intake and quality of university products must be controlled right from the admission stage. The internal quality assurance system in the institution (RCU) was very weak. Although the students who were admitted met the general requirements for

entry into a university in Zimbabwe, many failed to meet the specific criteria in specific areas like law. Other reasons as observed by respondents are:

S16: Some of us students are stubborn and indiscipline, and need counseling to be committed for quality performance.

Teachers' open-ended responses had that, "Some students from different types of environment and or poor entry behavior are not committed. Teachers really struggled to engage them and this affected results. But for the few who are committed they have been even used as peer counselors and it works very well."

The AAA self-study instrument is good but long to complete and comprehend effectively within a visit. Table 32 below indicates respondents' perceptions to a moderate extent ($M=2.69$, $SD=1.08$) that to complete the self-study instrument for quality assurance is difficult. The AAA (2009) hand book for European secondary schools had eleven criteria but only nine are on the instrument.

The implication as evidenced from above would be that challenges were real though to a weaker extent, collaborative studies were required to establish a lasting solution.

From Table 34, leaders' responses had an overall low mean and low standard deviation ($M=2.80$, $SD=0.37$) that it was to a moderate extent these challenges affected the implementation of quality assurance practices. The standard deviation was not far from the mean and the coefficient of variation was (10.7%) which is quite low also confirming how equally significant the variables were closely related in hindering the implementation and effectiveness of QAP in WKUC.

Table 34

Leaders' Responses on Challenges

N=19	Mean	Std. Deviation
Lack of commitment of the institutional leaders to quality assurance improved performance	2.37	1.17
Interference of government regulations supports the Quality Assurance Practices of the school.	2.00	.943
Lack of commitment of teachers to academics for quality	2.42	1.07
Difficulty in meeting the Adventist Accreditation Association's requirement and expectations	2.74	.872
Insufficient resources for Quality Assurance Practices.	3.42	.961
Lack of students commitment to quality learning	2.95	.911
Unfavorable institutional climate for Quality Assurance Practices	2.58	.902
Inability to meet the expectations of the community and stakeholders	2.95	.911
Lack of community support in achieving quality assurance	2.89	.875
Failure to include quality assurance in the institutional strategic plan	3.11	.994
Failure to follow, update and review institutional strategic plan	3.16	.834
Difficult to complete the self-study instrument for quality assurance	3.05	.970
Quality Assurance Challenges	2.80	.371
Valid N (listwise)		

However, nine items had a mean of 2.5 and above and standard deviations closely, less than 1.00; meaning that those specific variables greatly hindered the implementation to a moderate extent with four of them having a mean of more than 3.00. The leading variables were (M=3.42, SD=0.96) a high mean with high standard deviation for insufficient resources for quality assurance practices which was highly echoed by respondents of all categories as 'financial constraints'.

Students' interviews also emerged with a mixed discourse on the same thus:

S1 & S14: Concurred to maintain that the leadership commitment was wanting in that some failed to solicit and or manage funds to run the school and give priority to teaching and learning activities. Some schools had poor facilities due uncommitted leadership even for repairs and maintenances.

S19: The church should closely support schools economically, spiritually and physically (i.e. improve school infrastructure)

P3: During the old East African Union era inspection used to take place every begging of the year. You would wake up in the morning and find someone in school moving around.

Question: Was that not policing?

Answer: Although some young teachers perceived it as witch-hunting, it kept us on toes. Those days I was a teacher, I would make sure that I prepare well because any time my documents would be required. It also gave principals easy work to coordinate us.

Although, Barasa and Misati (2012) attest that churches still continue to play an important role in the provision and expansion of education through meaningful participation in partnership with key stake holders like the Ministry of Education, parents and the school management committees. The private school category where Adventist schools fall partly appreciates what the government does to support quality assurance practices in Adventist schools and on the other hand, the interventions are lowly perceived. Respondents results in Table 34 confirm with ($M=2.00$, $SD= 0.94$) that is, the interventions support QAP to lesser extent. The leaders agree with the teachers in Table 33 where ($M=2.07$, $SD=0.99$) showed that the government intervention supported QAP in Adventist schools to a lesser extent. This was evidenced by students who lamented that:

S17: We feel segregated in private schools, from benefiting as students in stationery, even examination fees and at times we win in games and sports but they are fixed in weekends which disadvantage us from participation, yet we have very good teams!

P1: Although they are not supporting us much, depending on type of leadership in place, we have had good rapport with the Sub-County's QAO. They invite us in seminars and workshops, even subjects seminars like Kiswahili, Mathematics, Science congresses SMASE, and even joint examinations which help us measure with others and work on improvements. We get some books like code of conduct for teachers; financial accounting and general leadership form the government offices and neighboring schools. It all depends on the principals' public relations and involvement. The school climate and culture determines the type, effectiveness, and efficiency of an institution (Spicer, 2016).

ED2: DQASO rarely visit our schools, unless we request them. But these days of the new CS they are moving to reach us. They call us for national meetings emphasize on the education act and code of conduct for teachers. For example, to ensure that only teachers registered by TSC should be recruited will help our schools also improve in quality teachers than pick anyhow. Education Cabinet Fred Matiang'i on Thursday is reported to have said that, the alternative schools must uphold the highest level of quality education by hiring competent teachers and providing an appropriate learning environment for children. "It is pointless to purport to provide education to poor children when the conditions they get that education [in are] hazardous and the teachers who are employed in the schools are not qualified" (Mwangi, January 28, 2016).

Many at times stakeholders talk about attitude and not commitment. A study done in 170 public secondary schools, which sampled 144 respondents, established that support staff in Nyamira County work under very poor conditions. The findings reveal that support staff motivation depends on the working conditions set by the principal in a school which also influences workers motivation to work (Nyaboga, Osero and Ajowi, 2015).

In reference to Table 33 teachers' responses, commitment is one of the motivational indicators but in this study they indicated that it affected the implementation to a lesser extent ($M=2.26$, $SD=1.22$). Almost as perceived in Table 34 by leaders ($M=2.42$, $SD=1.07$) the low means with a high standard deviations in both cases, means that teachers were committed to academic work for quality; they only needed empowerment and equipment. "If a teacher is not committed he/she might do things or even go to class to fulfill the law referred to as technical appearance" (P5).

S32: Recruit honest teachers, some lack seriousness/caring their students, some don't attend classes; some are changed before the term ends.

Education researchers agree with Crosswell and Eliot in Mart (2013) that, teacher commitment is multidimensional and some external factors may influence the commitment degree such as:

- 1) The school or organization
- 2) Students
- 3) Career continuance
- 4) Professional knowledge base
- 5) The teaching profession

Teachers who have commitment to school display such attitudes as: being proud of the school he works for, evoking a desire to work harder, being interested in the future of the school.

P7: Dealing with professionals is challenging. If they are not involved to make decisions, you can force them to go to class; yes but very little or nothing will be done. Ensure to involve them, tap their attitude and they will be committed to what they are part of happily.

ED1: A number of teachers have taken it as a profession to earn - no calling; demanding more...and more...“Nataka doo poa” that is I want good money and so called greener pastures! Such don’t sacrifice to serve and are not committed. They have a diverted attention and at times on transit waiting for TSC recruitment. But there are those who have decided to serve the church under whatever circumstances - are committed to their ‘master’.

P1: AAA takes long to visit schools. Its policies should be rolled down to union, conference and schools and the instrument and process be reviewed to be implementable in our schools. Currently it is used “like a policing tool” and for only accreditation.

Table 34 leaders delineates insufficient resources as a result of financial constraint institutions are facing ($M=3.4$, $SD=0.96$) is to a moderate extent hence a problem in implementation of QAP. High means and high variations signify the high extent the variable affect the implementation. Jackson in Nyagah (2015) exclaims thus; one major challenge facing those who run secondary schools in Kenya is the scarcity of finances.

Funds are very critical in the process of formulating strategic plans. Money should be available to re-train the teams regarding their responsibilities and expectations.

Besides failure to follow institutional strategic plans; an institution needs to meet its resource obligations to run. Other studies from Kayabwe, Asimwe and Nkaada (2014) agree that; challenges for financial management at school level are: most head teachers lack both record-keeping skills and financial management capacity, which partly contribute to poor financial accountabilities. A testimony given by one respondent remarked that: ‘When head teachers get appointed in administrative positions, it is just assumed that they have some elementary knowledge in handling accounts, but the current generation of head teachers does not have any training in financial management skills. In many of the schools they visited, they never saw neither a work plan nor a budget, but kept shopping lists’. This remark was substantiated by one of the head teachers who argued: ‘We have not been taken through the financial management course to enhance our skills in financial management.

When Zimbabwe faced serious economic challenges during the period 1999-2008 they translated into the events and quality assurance challenges leading to the closure of some institutions (Garwe, 2014).

P4: Managing private institutions is challenging without adequate finances for required resource allocations. Depending on school fees from unreliable sources of income with a handful of students is just a ‘hand-to-mouth’ drop in the ocean ending with debts including workers’ salaries. Neither are we trained on entrepreneurship and financial management courses to manage resources being chief accounting officer of the station.

Commitment is a powerful ingredient in quality assurance. This applies to all. When leadership, teachers and support staff are committed, students will definitely be.

Besides home background and other school factors to students' commitment and performance, emphasis on what instructors do in classroom often leads to students who are passive learners and who do not take responsibility for their own learning (non-committal). Many researchers like Blumberg, Mitchell, Carmichael in Metto and Makewa (2014) noted that teaching strategies that promote student involvement and which students find meaningful will hold students' interest.

Consequently, Mills, Sogomo, Waihenya, Wachanga and Mwangi as cited in Metto and Makewa (2014) concur that learner-centered teaching helps students to take responsibility for their learning (commitment), emphasize high level thinking, focus on intrinsic rather than extrinsic motivation, and help the students remember important information all these and many other benefits result from high-quality learner-centered instruction in the classroom. Hence, there is need for close and effective quality assurance and assessments to ensure continuity.

The organizational climate of a school is defined as “those characteristics that distinguish the organization from the other organizations...” and “a set of measurable properties of the work environment, based on the collective perceptions of people who live and work in the environment and demonstrated to influence their behavior” (Glimmer, Litwin and Stinger, in Hoy, Miskel and Tarter, 2012). Table 34, shows how leaders' responses in this study showed institutional climate to a moderate extent (M=2.58, SD=0.90) that, unfavorable institutional climate for quality assurance practices moderately hindered implantation. Theory and research in administration done by Halpin

in Hoy, Miskel and Tarter (2012) attest that anyone who visits more than a few schools notes quickly how schools differ from each other... each appears to have a “personality.”

Organizational climate is directly related to the leadership and management style of the leader, based on the values, attributes, skills, and actions, as well as the priorities of the leader. Hoer (2005) asserts that ‘*leadership is relationship*’, such as: leadership openness to clarify goals, policies and expectations of stakeholders, appraisal system, and leader’s competencies among others. Some schools under study were experiencing unfavorable working environment while others were happy and committed to work.

S4: The school is trying its best to create the core values in individuals that enable us to coordinate the society. But there is poor coordination between managing body and students’ body. The managing body should ensure to uphold the virtues that they expect students to have.

Teachers also indicated that the environment was not conducive due to job insecurity, poor relationship between leadership and staff, lack of team work and visionary leadership. Generally, there were poor administration procedures, poor public relations and lack of motivation.

These and many other challenges pertaining to school climate can be checked through close and frequent assessment, feedbacks and open forums and workshops to contextualize the situation in respective institutions.

Ayeni in King’oina (2014) postulates that QA in education is efficient management, monitoring, evaluation and reviews of the resource inputs and transformation process (teaching and learning) to produce quality outputs (pupils) that meet set standards and

expectations of the society. Most parents /guardians prefer Adventist schools because apart from academic achievements learners go out wholly baked to serve the community.

In this regard spiritual, physical, mental and social dimensions are emphasized as noted by respondents.

S2: Adventist schools provide good programs to develop good virtues and culture. We uphold the core values given for good morals and high integrity. We get good teaching in class, no cheating in exams and we are nurtured to be straight forward, responsible and accountable (*see appendix P*).

P2: Our Adventist system and implementation of quality assurance practice is the best if effectively done. In my school, we admit students from all sorts of life. Like a case of a student who was a problem to the parents after two, three terms with through Biblical, peer and staff counseling through spiritual programs, she went back changed. We didn't know until the parent called and asked what we had done to his child. The parent acclaimed, "What a miracle! My daughter is good and very responsible". There are many who have been transformed into responsible citizen meeting the need of the constituency. It is not only character wise but even academically we are excelling. We give honor and glory to our God.

Cheng (2003b) advances that, the second wave emphasizes interface quality assurance in terms of organizational effectiveness, stakeholders' satisfaction and market competitiveness and makes an effort to ensure satisfaction and accountability to the internal and external stakeholders. The third wave, emphasizes strongly on future quality assurance in terms of relevance to the new paradigm of education concerning

contextualized multiple intelligences (CMI), which are globalization, localization and individualization.

The Commission for Higher Education (CHE) (2008) agrees with Murad and Rajesh as quoted in Oduwaiye, Sofoluwe, and Kayode (2012) attest that quality in education has the following dimensions:

Consistency: Here the educational processes involve specifications through zero defect approach and a quality culture. But the limitations are in achieving consistent standards and conformity to those standards.

Fitness to purpose: fitting the customer specifications, minimum-based fitness for purpose and customer satisfaction.

Value for money: through efficiency and effectiveness

Transformative: education is an ongoing process of transformation that includes empowerment and enhancement of the customer.

Institutions exist in communities and hence the support of any community to an institution is vital. Positive or negative reactions or responses towards the school affect its effectiveness. Respondents in Table 33 posited that lack of community support in achieving quality assurance ($M=2.89$, $SD=0.88$) hampers the implementation of QAP. Although generally, there was evidence of support from respective community groups which is strength to many of the institutions, there was an extreme case:

Some teachers wrote: There are community interferences. A problem of conflict of interests and roles, they are not supportive. They talk ill about their own school. They don't bring children here and also discourage others to!

P5: Community involvement is a challenge due to negative attitude and history that our school is not performing. Partly, the church community is supportive; we start a project and involve them. Parents, who bring their children here, become supportive.

Following a study done in Machakos by Muthoni (2015), community involvement in management of public secondary schools has been very elusive in many secondary schools due to lack of communication, accountability and transparency along with pressurizing issues affecting the efficiency and performance in these schools. The study established that only very few parents assisted their students with school work while only a small percentage of the community members discussed school matters with the students. The study further established that although there was good relationship between the schools and the community, only a minority of the community was involved in decision making process in these schools.

Pearce in Nyagah, (2015) with other researchers recognize that a strategy is a set of activities or processes that an organization intends to use in order to achieve its set goals and aims. A strategic plan therefore, helps to provide direction and focus for all employees. If an organization has little idea where it is headed, it will wander aimlessly with priorities changing constantly and employees confused about the purpose of their jobs. In Table 34 failure to incorporate QAP in the institutional plans and failure to follow-up, review and update had (M=3.11, SD=0.99) and (M=3.16, SD=0.83) respectively. As a SWOT analysis factor, leaders admit that to a moderate extent they failed in a serious aspect of strategic planning. Someone said, “If you fail to plan, you seriously plan to fail!”

This is challenged also from study findings. Nyagah (2015) discovered that the Master plan on Education and Training (1997 – 2010) however, states that many secondary school Head teachers had not been adequately trained in management and administration hence ineffective and lacking accountability. Many who were in-charge of managing schools in the recent past have mainly been concerned with operational planning, only interested in operational efficiency and effectiveness rather than strategic planning. As a result, there was lack of strategic thinking at higher levels of leadership including Adventist schools.

However, the societies have become more dynamic, many schools have already embarked on formulating strategic plans. Such an undertaking involves various stakeholders in the schools set-up. A strategic plan helps the various work units within an organization to align themselves with common goals. The Adventist church had started working on its strategic plans but no serious follow-up to its institutions. Many were found without as observed by respondents.

T35: There is no proper drawn strategic plan for the school, leave alone the master plan. We don't know even how to make it.

P3: We have some form of policy to follow in our daily endeavor not documented apart from the school calendar and the time table. We plan to come up with one but we need an expert and money which is still a challenge to us.

P1: We had a strategic plan up to 2015 but not updated. It is good to have one, it acts like an eye opener. Otherwise you operate blindly. Quality assurance strategies are covered therein.

BOM3: We have no strategic plan. We were just starting but seemingly there were no clear guidelines on our roles and the church leadership. We have no free hand management to move and do things; is like we are ‘given a gun without bullets to go to the battle and shoot!’

Various studies indicate that school leadership plays a critical role in the implementation of strategic plans which affects the management of secondary schools. The World Bank (2008) opines that Sub Saharan Africa faces the challenge to develop a strategy for secondary education that fits its current development context. Such a strategy will have to be one that is parsimonious in resource use, recognizes the bottom-up sequential nature of education development, is closely aligned with national development priorities, strengthens school autonomy, ensures effective central direction and supports and builds public-private partnerships reflecting relative competence for action. The leaders have a responsibility to introduce, train, and follow up the implementation of strategic plan documents in Adventist schools.

P1: If the church could be following up all issues they follow up with finances, standards could be high. For example the General Conference auditing service is done every year whether the conference is mature or not it is not given five or three years like AAA to schools. Quality assurance practices need constant follow up for continuous improvement in Adventist schools.

ED1: The AAA policy is good it works best and implemented 100% in the USA but not practical in our situation. For example, in Brazil, the church and schools are the same. The government is borrowing from the church. The strategic plan can only be drawn and be implemented if resources are availed to train not once and have

constant follow up for it to be effective. Many of our institutions have financial challenges.

The East-Central Africa Division Education Department has developed a revised Self-Study Instrument for secondary schools throughout the Division. With an intention that the essential focus of the revised instrument would provide schools with a self-assessment profile involving the whole school personnel. The main purpose of this self-study instrument was to guide the board and school personnel through a program leading to *Total Quality Improvement* (TQI). The revised self-study instrument provides Adventist secondary schools of the ECD a tool that can guide them into TQI and can enable them to experience satisfaction through planned self-study and self-growth (Adventist Accreditation Association, 2013).

Adventist Accreditation Association (2013) had eleven criteria but in the self-study instrument only ten but Criterion 7: Library and Resource Centers and Criterion 8: Academic Policies and Records are left out. Could be that is why most schools said did not have QA policy and also the importance of resource centers in Adventist secondary schools is not taken seriously. The instrument is good and detailed with ten sections and 216 items in sub-sections.

Respondents from teachers' open-ended questions wrote that: "then the instrument can be reviewed contextually to our operational situation in the union."

P1: The tool is good but it is voluminous at a go...needs time to be understood for effective use. Or else, it is just the fulfilling of the low that doesn't bring any impact.

They just come and go as usual!

ED2: We have no instrument, no systematic way of assessing. We normally go spot-checks look at school running, we don't do much. We are planning to call our schools in the conference and orient them on this...!

The challenges facing Adventist education are real but can be managed through collaborative efforts scientific research and effective follow up of institutional strategic plan involving all stakeholders transparently with timely empowerment and equipment for effective implementation of QAP. The policy, the instrument, and process should be harmonized, trained upon through cost effective seminars and workshops. Regularly internal evaluation with prompt feedback and follow up of the recommendation could improve effectiveness.

Research Question 4: b). *Which of the challenge variable items best predicts the implementation of QAP?*

In this study, the regression model summary Table 35 provides details of the overall correlation between variables in the model and the dependent variable. Four out of twelve variables were statistically significant and identified as predictors of challenges to quality assurance practices' implementation. This suggests that failure to follow institutional strategic plan was the highest predictor of the adjusted ($R^2 = 0.094$) with $R = 0.323$ which means that the multiple regression model explained 9% of the variance can be predicated from the independent variables in the data. Hence, 9% of the variance in the challenges affecting QAP was explained by failure to follow institutional strategic plan. This is supported by Wanzare (2013) that school principals are the chief instructional leaders of their schools whose leadership role is central to establishing and maintaining an effective school. The principal is a pivot in the implementation of quality

assurance practices. They have to ensure the policy implementation and how (the process).

Table 35

Model Summary for Predictor of Challenges to Implementation of QAP

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.323 ^a	.105	.094	.82407
2	.433 ^b	.187	.167	.78982
3	.475 ^c	.226	.197	.77573
4	.516 ^d	.266	.229	.76010

a. Predictors: (Constant), Failure to follow institutional strategic plan

b. Predictors: (Constant), Failure to follow institutional strategic plan, Interference of government regulations

c. Predictors: (Constant), Failure to follow institutional strategic plan, Interference of government regulations , Difficulty in meeting AAA requirements

d. Predictors: (Constant), Failure to follow institutional strategic plan, Interference of government regulations , Difficulty in meeting AAA requirements, Inability to meet community expectations

When interference of government regulations is combined with the earlier the adjusted ($R^2=0.167$, $R= 0.434$) that is both could account for about 17%, when it was considered separately it could be 7% still lower than the earlier variable's effect. Finally, when all the four are considered together the adjusted ($R^2=0.229$) with ($R = 0.516$) which accounts for 22.9% about only 23% which means other factors not considered here have a significant effect on implementation of QAP.

A strategy is a set of activities or processes that an organization intends to use in order to achieve its set goals and aims. Nyagah (2015) alluded in her study that a strategic plan helps to provide direction and focus for all employees. If an organization has little idea where it is headed, it will wander aimlessly with priorities changing constantly and employees confused about the purpose of their jobs.

Failure to follow institutional strategic plan, interference of government regulations, difficulty in meeting AAA requirements, and inability to meet community expectations rated high but not the only variables affecting the implementation. In fact the other factors have higher contributions to the dependent variable about 77% and that called for more research work to fully diagnose the problem.

Table 36 indicates the leading predictor of ‘failure to institutional strategic plan’ that ($F=9.573$, $p=0.003$) was less than $p=0.05$ and is statistically significant.

Table 36

A Model for Predictor of Challenges to Quality Assurance Practices

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	6.501	1	6.501	9.573	.003 ^b
	Residual	55.685	82	.679		
	Total	62.186	83			
2	Regression	11.657	2	5.828	9.343	.000 ^c
	Residual	50.529	81	.624		
	Total	62.186	83			
3	Regression	14.045	3	4.682	7.780	.000 ^d
	Residual	48.141	80	.602		
	Total	62.186	83			
4	Regression	16.543	4	4.136	7.159	.000 ^e
	Residual	45.642	79	.578		
	Total	62.186	83			

a. Dependent Variable: Effectiveness of Quality Assurance Practices

b. Predictors: (Constant), Failure to follow institutional strategic plan

c. Predictors: (Constant), Failure to follow institutional strategic plan, Interference of government regulations

d. Predictors: (Constant), Failure to follow institutional strategic plan, Interference of government regulations , Difficulty in meeting AAA requirements

e. Predictors: (Constant), Failure to follow institutional strategic plan, Interference of government regulations , Difficulty in meeting AAA requirements, Inability to meet community expectations

Others were interference of government regulations $F(1, 82)=9.343, p=0.000<0.05$), difficulty in meeting AAA requirements ($F=7.780, p=0.000$), and inability to meet community expectations ($F=7.159, p=0.000$) which means that the combination of these predictors significantly at ($p=0.000$) combine together to predict the effectiveness of quality assurance practices. The model uses F-tests to statistically test the equality of means. The study done by Ndaita (2015) shows 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.

Table 37 has the degree of relationship between two variables (correlation coefficients) of the challenges to effective implementation of quality assurance practices. The significant level 0.000 is less than $p=0.05$. Therefore, the coefficient is statistically significant from zero. The regression coefficient reveals that, the failure to follow institutional strategic plan has a statistically significant impact negatively on quality assurance practices (Beta = - 0.323, $t = - 3.094, p=0.003$). The t-test gives that both intercept and variable are highly significant at p less than 0.05 and they could be different from zero. It follows that the multiple regression analysis estimates the linear regression model function,

$Y = b_0 + b_1x_1$. When replacing them with a constant $b_0 = 3.407$ and a slope $b_1 = - 0.254$, we get that $Y = 3.403 + (- 0.254) x_1$, when $x = 1, 2$ or $3 \dots$

$$Y = 3.407 + (- 0.254)(1)$$

$$Y = 3.407 - 0.254$$

$$Y = 3.153$$

Consequently, if $x = 2$; $Y = 3.407 + (-0.254)(2)$

$Y = 3.407 - 0.508$

$Y = 2.899$ and when $x = 3$, $Y = 3.407 - 0.762$ is 2.645 hence decreasing as x -values increase.

Table 37

The Coefficients for Challenges to Implementation of Quality Assurance Practices'

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	3.407	.229		14.905	.000
Failure to follow institutional strategic plan	-.254	.082	-.323	-3.094	.003
2 (Constant)	2.710	.327		8.291	.000
Failure to follow institutional strategic plan	-.270	.079	-.344	-3.422	.001
Interference of government regulations	.252	.088	.289	2.875	.005
3 (Constant)	2.509	.337		7.456	.000
Failure to follow institutional strategic plan	-.329	.083	-.419	-3.965	.000
Interference of government regulations	.216	.088	.248	2.461	.016
Difficulty in meeting AAA requirements	.182	.091	.215	1.992	.050
4 (Constant)	2.705	.343		7.888	.000
Failure to follow institutional strategic plan	-.257	.088	-.327	-2.905	.005
Interference of government regulations	.203	.086	.233	2.354	.021
Difficulty in meeting AAA requirements	.218	.091	.258	2.399	.019
Inability to meet community expectations	-.170	.082	-.231	-2.080	.041

a. Dependent Variable: Effectiveness of Quality Assurance Practices

This tells us that there is though statistically significant, an inverse relationship. As values of failure to follow strategic plan increase, the value of effectiveness of quality assurance practices will decrease; hence the trend needs to be reversed for continuous improvement.

The linear regression for a combination of the best predictors from the Pearson Correlation Coefficients is: Failure to follow institutional strategic plan ($B = -0.254$) alone when combined with Interference of government regulations ($B = -0.270$), while alone is ($B = 0.252$). When difficulty in meeting AAA requirements is alone ($B = 0.182$) but when the three are combined together ($B = -0.329$) and when Inability to meet community expectations is alone ($B = -0.170$) but all the four combine is ($B = -0.257$) which means these variables affect each other. The negative slopes indicate a negative regression hence, a negative effect which means that though they do not have much effect individually but collectively they pose a challenge on the implementation of QAP.

Therefore a linear regression for the four variables would be given by the combination of the coefficients for variable 1 – 4. Therefore, the four predictors will give:

$Y = b_0 + b_1x_1 + b_2x_2 + b_3x_3 + b_4x_4$, where b_0 is a constant and b_{1-4} coefficients or slopes for the linear regression model.

Replacing the values from beta (unstandardized) we have:

$Y = 2.705 + (-0.257)x_1 + 0.203x_2 + 0.218x_3 + (-0.170)x_4$, when all variables are combined together, they significantly affect the implementation of quality assurance practices in Adventist secondary schools in WKUC.

Stakeholders' Suggestions for Effective QAP

Research Question 5: *What are the suggestions of stakeholders for best Adventist secondary schools' quality assurance practices in WKUC?*

Stakeholders referred herein to are students, teachers, principals, education directors and the board of management. From respective interview schedules sub-themes were generated and themes coded and consolidated for the way forward. Quality assurance practices **MUST** be carried out with and in accordance to the laid down and well defined and known policies and procedures for effectiveness.

European Association for Quality Assurance (2009) report confirms that, institutions should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. Also, they should commit themselves explicitly to the development of a culture which recognizes the importance of quality, and quality assurance, in their work. For this to be achieved, they advised institutions to develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures which have a formal status should be publicly available including a role for students and other stakeholders.

***a).* Quality Assurance Policy**

Systemic policy and quality assurance is the responsibility of the central administration (through its role in teacher education, curriculum, and examinations), while the operational management is the responsibility of each district administration. This model enhances flexibility, transparency and accountability and to allow local administrators to “be more creative in seeking solutions to local challenges and problems. (Commonwealth Secretariat, 2012). Students also observed the following:

S12: Administrators should involve students in setting policies that affect them in learning. A handbook should be provided, reviewed and frequent orientation done in its reference. Once the policy is drawn, it should be implemented and followed up frequently. Teachers' responses from the open-ended pointed out that; "the school and in conjunction with the church in the conference and union should come up with clear policies specifically on QAP that will ensure frequent check-ups for them to meet required standards."

P1: We need to include QAP policies in our students and staff handbook. Improve from 'too much paper work' and make frequent, close follow-up. We need a guideline of what is expected- a quality assurance preparation manual, team, tool and visitations.

P2: We need to set an operational policy at the union and conference levels rolled down to school uniformly within our context and there should be clear measures of implementation. Without clear policies one can do anything, anyhow and no responsibility or accountability.

P5: All stakeholders be sensitized and be involved to come up with guiding principles instead pointing fingers at one another mostly at teachers non-performance yet given nothing as input but demanding output out of non-committal.

ED1: AAA policy is good but not practical in our context. In USA and even Brazil where we visited recently, is best because the church and the school are the same! But in our case the schools are left alone as one said; "let them die their own death, if they are not viable then should close down!"

ED3: Even the government has its clear guidelines followed and implemented by QASO at their different levels. When one comes you are assessed against those criteria. We need clear QAP guidelines.

ED6: Yes, we don't have a specific policy for QAP. AAA is more western and it suits them well. There is need to contextualized one, take that is good for our case and restructure it within the church policy framework. In the late 1990s there was a division policy book for schools, it could have been improved for QAP but of late there is none!

This is supported by SACMEQ in Commonwealth Secretariat (2012) that resent changes in many developed and developing countries have made Ugandan public service including education sector to adopt a decentralized structure, with more authority and resources being directed to local districts for a more accountable and responsive provision of basic services to the population.

b). AAA Self-study Instrument

Adventist Accreditation Association (2013) explicitly provides a device in section B of the *Self-study* which provides documentation (evidence) in response to the ten criteria (performance areas) with 299 items is used by AAA as indications of excellence in secondary institutions. While specific surveys are not requested, responses to section B should show evidence of institutional use of surveys and feedback in institutional self-evaluation and planning. These surveys should be available for further study by the team. There are three types of Self-Study Instrument namely: Self-Study Section A, B and C. In Table 38, according to AAA, each criterion will be identified briefly.

Table 38

AAA Criteria for Secondary Schools

Performance area	Documentation	Items
1: General Information, Mission, Philosophy, and Objectives	The institution must have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives and ethics.	40
2: Spiritual Emphasis	The institution will have a strong and vibrant spiritual life program, encapsulated in a Spiritual Master Plan, that widely involves and impacts on both the institution and communities beyond.	37
3: Leadership & Administration	The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution.	16
4: Business Management & Finance	The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently.	25
5: Personnel Qualifications, Relationships & Attitudes	Staff will be personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom.	32
6: Quality of the Educational Program	A curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in giving students a vision.	45
7: School Environment, Physical Plant & Safety	The institution will have a physical plant that provides adequate and well-maintained facilities for the development of a quality education program.	40
8: Student Services & Industries	The institution's student services will provide strong support for the personal and spiritual needs of students and model and nurture Seventh-day Adventist lifestyle.	36
9: Co-Class Activities & Work Education	The co-class activities of a school often reflect the dedication of the teachers for the total development of the students integrating work education into the school program.	20
10: Alumni	The institution's public relations program will provide an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institution and to various constituent groups.	8

Source: Adventist Accreditation Association Handbook, 2013

The criterion is followed in the left hand column by a list of the documentation that an institution will be expected to include in its *Self-study* (An institution may include other information it considers relevant evidence—this is a guide to the minimum expectation).

Although the AAA handbook (2013) part IV institution of excellence and self-study (Form B) has seven areas the form used for assessment had ten as shown below:

Area 1: Mission and Identity

Area 2: Spiritual Development, Witness, and Service

Area 3: Governance, Organization, and Administration

Area 4: Programs of Study

Area 5: Faculty and Staff

Area 6: Educational Context

Area 7: Pastoral and Theological Education.

In the right hand column are examples of what the accreditation team considers in evaluating the evidence provided by the institution. This list is given to assist the institution in knowing what types of issues will be considered relevant. It is not meant to be an exhaustive list, and team members will use this table only as a guide.

Whereas the instrument is standard internationally there are concerns emanating from the cross sections of respondents. Many teachers from the open-ended answers wrote that: there was need for vibrant QAP teams at all levels equipped with resources to closely monitor the implementation of Adventist system of education for quality as it is purported. Without a well-designed understood and easy to follow instrument objective results could not be realized. Hoecht in Geda (2014) comments on the extensive need for

documentation and “... box-ticking” at the expense of more direct quality improvement activities such as teaching preparation. There need to strategically contextualize evaluation tools than would give us continuous results.

Principals, education directors and BOM members had some observations from respective scheduled interviews.

P1: We need different tools for different experiences which are sustainable within our context. Schools should have suggestion boxes for self-study involving all and compile the report and respond to its needs before any external assessment comes in.

A follow-up question posed: ‘what is difficult to use the same instrument daily?’

Answer: This huge document comes to us at a specific time one in two, three, or five years, we tend to switch off. It is perceived as a ‘policing tool’ and many at times just fill it for the sake of it. Actually it should be owned by implementers through involvement and sensitization, seminars and workshops just like the government does.

P2: Develop guidelines materials and instruments to be used for training and capacity building for our institutions. We need continuous sensitization through workshops and seminars to acquaint with procedures and tools. Considering high turnover in leadership when leaders come, they don’t know exactly what to do unless well guided.

ED1: Whereas this instrument is subject to review, concerned parties should be involved to contextualize it like in Brazil, Philippines even in Europe they have their suitable ones within the church framework. We have started in our own way a small tool for

evaluation in class on termly basis by a special team, it can be improved (*see appendix Q & R*).

ED2: Need to internalize teacher appraisal manual and implement it as we develop a harmonized and comprehensive instrument for QAP. We must have a quality assurance secretariat at school, conference and union working together.

c). Quality Assurance Process

Whereas the Self-Study should provide essential information, its focus should be on analysis and evaluation of institutional processes. The AAA expects to find an institution that is self-reflective and proactive in development of its spiritual mission and identity. It is prudent and paramount that each institution should all through its operations understand, embrace and implement AAA procedures.

S11: School administration to ensure unity and security among students, staff, management and the entire church be concerned about our schools. Employ permanent teachers for effective quality assurance practices.

S16: Proper programs should be put in place to involve students in spiritual, social, academic, physical activities such as bench-marking, singing, symposiums, spiritual outreach/in-reach. Also involve students in vital decisions concerning their welfare in school. At least once a year students leaders should meet at union/conference level to share challenges and way forward for their respective schools; others do it.

S23: Administration should plan and use their budgets well for the smooth running of institutions while prioritizing learning of students. Avoid debts as Christian institutions.

S40: Joint ventures like Kenya Lake Region Adventist Schools Association (KELARASA) should be improved, extended and budgeted for its good interactions for wholistic development.

Teachers involved in the study had some insights for the way forward. In their open-ended questions where they were free to write their feelings and knowledge concerning the study. The following came out clearly as implementers of quality assurance practices. This is line with the concerns of Scherer (2016) thus, “Schools and educators must transform our work in order to prepare students for an increasingly complex and interconnected world.” The major concerns for the way forward were:

a) Proper and clear policies, instruments and processes should be clearly define and be understood by the implementers.

b) Learners’ activities should be given priorities in planning and budgeting.

Implementers of quality assurance practices should be identified and supported in Adventist institutions. Set up panels/teams train them on exactly what to be done.

c) Work out a strategic plan to curb the low and inconsistency remuneration of teachers, job security and working environment.

d) Proper and regular procedure of QAP follow-up. The church can borrow some good tips even from the government, Brazil or Rwanda on best practices that ensures continuous improvement.

P1: AAA needs more time to interact with schools not one day. Delegate the process and come to oversee while continuous records are there in the Conference and Union on monthly basis- create a system like the government. Involve all parties and train to

empower them including students' as peer counselors for discipline 'our schools are free zones from bullying!'

P2: The AAA instrument, the Teacher Appraisal Manual by WKUC and other relevant tools should be sought and summarized into an implementable document for routine operations in Adventist schools.

P3: The church should harmonize its education operations. Have professionals and let them do the work as echoed by another BOM that, BOM should be given a free hand to run schools because they are church members in regular standing. Sometimes we are left in LIMBO and used like rubber stamps. Why involve us as professionals yet, can't trust us!

ED1: In Africa we are far away! The conferences should own schools and see them as mission centers because 75% of our youth are in these schools. We must put in place missionary strategies to change our schools in all aspects of learning. 'Yes, we can! We just need proper strategic planning and good will from all stakeholders with the church leading. We shall never be the same! Our teachers, infrastructure and environment should be conducive for wholistic quality education.

ED4: The Division and GC should delegate fully and empower unions and conferences because they are nearer to these schools and the church deliberately budget for schools for effective implementation. Have teams in all levels and train them to do the work as follow-up reports are done with proper feedback.

This simply implies that for continuous improvement in Adventist schools the policy guidelines need to be established, known and trained upon its strategic implementation. Also the evaluation instruments should go beyond 'box-ticking' but

contextualized practical easy using for daily running of schools. This is advocated in the study of Mwadziwe (2014) which suggested the adoption of strategic planning as a management tool that can be used to address strategic institutional issues which hinder effective realization of academic institutions' strategic objectives.

Quality Assurance Effectiveness

The most important things in schools were taken for granted or compromised by faith as teachers wrote from open-ended records: 'In the absence of policies and failure to follow institutional strategic plan quality and standards tend to taken for granted or compromised by faith not professionalism'. QAP operations should be put in place transparently, induct concerning team with internal and external collaborations to change and maintain the image of schools.

P5: In most schools including ours, QAP are wanting. We have the best philosophy and system of education among Christian faith based organization but quality management, enhancement, assessment, and control should be reviewed for improvement.

ED4: There need to improve seriously on quality of programs offered in schools, regular checks and balances and transparent delegation of tasks to implementing teams with clear terms of reference. The principal should be given a free hand within policy frameworks to strategically manage the school but with accountability and instant feedbacks.

The implication of the above for effectiveness lies in leadership, management and administration. There was need for improved and strategic relationships and collaborations in quality assurance practices.

Quality assurance Challenges

Respondents across pointed out that for schools to improve there should proper policy guidelines, strategically followed, delegation of duties be done transparently and accountably with instant feedback. The management and the church should collaborate to solicit for funds and closely monitor progress just as they do church activities. With a change of image of schools, the attitude and perception of the stakeholders most challenges can be overcome.

P5: QAP in our schools can be effective if the main issues are collaboratively resolved; such as inadequate resources, church leadership interference sometimes at moments of learning and instability of teachers, delegated duties to leaders should be transparent and respected.

ED3: It was high time the church, school management, administration and key stakeholders collaborate to identify the best practices within their context and involve teams of implementers through capacity building and equip them to perform accountably.

The implication is clear that, the solution to many problems is to collaborate and contextualize situations through analysis and come up with owned transparently delegated teams guided with policies and accountability in every process of the school QAP implementation.

Summary of Chapter Four

This chapter discussed the outcomes from data analysis. The results in the descriptive form showed frequencies and percentages of demographic characteristics of respondents (N=160) whose varied reply in age, gender, experience, highest level of education, duration in current station, and ICT knowledge contributed significantly in this

study realization. The descriptive analysis for research question one, two and four represented the average mean scores on quality assurance practices policies, instrument, process, effectiveness and challenges as in Table 39.

Summary of the Mean Rating for QAP

Table 39

Summary of the Mean Rating for Quality Assurance Practices

Group	Teachers		Leaders	
	Mean	Std. Deviation	Mean	Std. Deviation
Quality Assurance Policies	3.02	0.66	3.20	0.47
Quality Assurance Instrument	2.60	0.76	2.66	0.53
Quality Assurance Process	2.73	0.75	3.14	0.62
Quality Assurance Practice	2.76	0.87	3.13	0.59
Effectiveness				
Quality Assurance Practice Challenges	2.55	0.67	2.80	0.37

Both teachers and leaders rated quality assurance policy moderately higher above (MS=3) but implementation was challenging. Leaders slightly higher than teachers, perceived challenges that hinder the implementation (M=2.80, SD=0.37) that the challenges affected the implementation of quality assurance practices to a moderate extent almost like the teachers (M=2.55, SD=0.67). Their responses were actually pointing out that the challenges were really and they affected them, the administration, management, and the church education system in their respective areas. This is supported by Enkvist in Moutakis (2004) that, “head teachers have a more difficult job

than ever, not getting necessary support, neither locally nor at a national level”. Yet he/she has to ensure that there is quality in the school.

P4: Our schools are like orphans! We don't get support from the government or from the church! Where do we run to? School fees alone with a handful of students cannot enable us meet school obligations for quality services.

The implication was evidenced that the QAP in schools though good, was not effective the church leadership, the management, and the school administration units need to carryout SWOT analysis and collaboratively not in isolation plan to jumpstart some schools for continuous improvement.

ED1: We should equip our schools to implement QAP. There is still a gap between AAA, the Conference and the union with our institutions. How do want to assess what we have not put in plans or in place– it is a paradox, ‘chasing wind’.

Chiaha and Ejeh (2015) insinuate that, the new millennium is witnessing a lot of transformational challenges in almost all realms of life including the educational system, bringing about world class standards. Apparently, education reform has become necessary in pursuance of educational quality and effectiveness.

It is also apparent that the quality assurance policies were rated high in both cases with a mean of above 3 meaning all tended to agree that policy availability and implementation was one of the factors urgently required by most institutions.

A Pearson correlation analysis was done to determine the strength of relationship at significant level $\rho < 0.01$. The results clearly illustrated from all variables tested that there was a positive moderate relationship of between $r=0.645$ to 0.772 with a significant level $p=0$, which was less than $p=0.01$. Hence, all variables were statistically significant

to the relationship between the implementation of quality assurance practices and effectiveness of quality assurance practices. Therefore, the null hypothesis (H_0) was rejected.

From the inferential statistics, the output of stepwise multiple regression analysis indicated that the variables quality assurance process, quality assurance policy did predict the extent of effectiveness of quality assurance practices. Quality assurance process was the best predictor. The regression model showed that the combination of these variables significantly predicts the dependent variable. Therefore, the combination of these two variables significantly predicted the effectiveness of quality assurance practices.

The Pearson product moment was used to get the correlation coefficient using t-value and sig. ($p=0.05$) to determine the relationship between Y the dependent variable and X the independent variable(s). A regression model analysis came up with the constant and gradient values as $Y = B + b_1X_1$, hence, X predicted Y and R^2 were not zero.

The multiple regression models for challenges really came up with only four items out of twelve that could show a positive moderate extent with significance level < 0.05 in all regression coefficient models. These were: Failure to follow institutional strategic plan, Interference of government regulations, Difficulty in meeting AAA requirements, and Inability to meet community expectations. About 9% of the variance in the challenges affecting QAP was explained by failure to follow institutional strategic plan. All the four items combined together could only account for about 23% of the variance for the dependent variable.

The model for predictors using F-value, the degree of freedom (df) and sig. the leading predictor was failure to follow institutional strategic plan which significantly

affected the effectiveness of quality assurance practices. Others were interference of government regulations, difficulty in meeting AAA requirements, and inability to meet community expectations which were also highly implicated by responses in the study. The model for correlation coefficients for t-test, B and sig shows that all the four had $p < 0.05$ which means that all were statistically significant in all models. All had a positive B-value except the first ‘failure to follow institutional strategic plan’ and ‘inability to meet expectations of community’ yet it was perceived to a moderate extent with mean over 3. This could mean that on its own that variable could negatively affect the implementation of QAP. While the rest are positive, when they are combined the negatively influence the practice which was echoed by respondents in the study.

Summary of the Best Predictor for QAP

Table 40

Summary of the Best Predictors for Quality Assurance Practices

Variables	Best Predictor	Beta weight	Adjusted R^2 (%)
Quality Assurance Practice Effectiveness	Quality Assurance Process	0.878	59.3
	Quality Assurance Policy	0.458	9.6
Quality Assurance Practice Challenges	Failure to follow institutional strategic plan	- 0.254	9.4
	Interference of government regulations	0.253	7.3
	Difficulty in meeting AAA requirements	0.182	3.0
	Inability to meet community expectations	- 0.170	3.2

The linear regression analysis with t-value, B and sig. all having $p < 0.05$ indicated that each independent variable is significantly contributing for the equation for predicting

effectiveness of quality assurance practices implementation. The adjusted R^2 exposed evidence that some percentage of the extent of effectiveness in quality assurance process were explained by the quality assurance process variables as the highest prediction 59%; while quality assurance policy was the lowest with about 10% in the study. Apparently, quality assurance practice challenges were explained by failure to follow institutional strategic plan as the highest prediction with only 9.4% and the lowest being difficult in meeting AAA requirements. Together with others accounted for 22.9% about 23%; which means what other factors accounted for the remaining 40% in quality assurance effectiveness and the 77% in the quality assurance challenges?

The above question leads us to the next investigation on the regression models. The findings when R square was used to inspect the relationships between the various predictor variables and the dependent variable, the models indicated that there was a direct strong and moderate relationship between the two predictors and the quality assurance practice effectiveness. However, that of the four predictors and quality assurance practice challenges was partly direct weak relationship with some inverse weak relationship in the study. These lead us to the big question! “How can Adventist secondary schools in West Kenya Union Conference continuously improve implementation effectiveness in quality assurance practices?” In response to this big and challenging question, a theoretical framework to direct effectiveness in implementation of quality assurance practices was formulated being part of the significance of this study.

Theoretical Extrapolations

This study implied that increase or decrease in the extent of implementation on quality assurance practices directly influenced the effectiveness of quality assurance

practices. The juxtaposition findings from literature, observations and respondents' perceptions led to the emergence a key question of, "what can the church and the schools do to enhance the extent of quality assurance implementation in West Kenya Union Conference?" This question generated a quandary in the study leaving unsettled anxiety gap worth pondering for researchers in related areas in the field.

Inasmuch as this research was a theory-based endeavor, with the desire to construct a pulpit on which the findings of this study would be grounded; the three theories that directed the study provided a baseline to formulate a 'new theory' to underpin the research findings. The 'General system theory' by Bertalanffy (1969) was based on the assumption that there are universal principles of organization, which hold true for all systems. This Systems theory treats an organization/school as a system that is either closed or open for the implementation of quality assurance practices.

Just like Adventist education system is ideally an open system, contextualized implementation of quality assurance practices provides evidence of openness. An open system interacts with its environment by way of inputs, throughputs, and outputs. A central topic of systems theory is self-regulating systems, self-correcting through feedback. Self-regulating systems are found in nature, including the physiological systems of our body, in local and global ecosystems, and in climate and also in human learning processes (Biel and Kho, 2009).

The 'developmental systems theory' through a synthesis of developmental contextualism and the Living Systems Framework, examine how a person carries out transactions with their environment and through that transaction how their biological, psychological, behavioral and environmental elements change or remain constant. This

theory offers researchers, professionals and students a better understanding of how multiple elements interact and shape a person's life. In this context- an Adventist product equipped with 'more than the world can give' (Wilson, 2013).

Finally, supported by the cybernetic principles of systems thinking that: "Things are interconnected in complex patterns that can be captured into a model without loss of relevance" (Senge, 1990). Contextualized implementation of quality assurance practices in Adventist secondary schools intends to model without loss of relevance of the Adventist vision, mission, philosophy and policy frameworks for effectiveness.

The question which does not fade remains: 'how can the church champion and empower its schools through involvement and effective implementation to enable them be icons of excellence as per the vision and mission of the church?' Trying to respond to this vital question, a theoretical framework model was designed as an intervention measure to narrow the research gap and resolve the quandary resulted from this study. The model is "Effective Implementation of Quality Assurance Practices" (EIQAP).

Theory of Action declaration for EIQAP Model

A Theory of Action is a collection of statements or a set of underlying assumptions that serve as the philosophical foundation for all actions taken in an organization to move an institution from its present state to its desired outcomes. The theoretical declaration that guided the 'new theory' was, "If transparent delegation, timely empowerment and equipment with accountability feedback is contextualized by quality assurance teams; it will increase the level of effective implementation and enhance continuous improvement in quality assurance practices" (Meremo, 2017).

Developing an EIQAP Model plan

The school is a theatre whereby all actors practice their delegated responsibilities by the creator of heaven and earth. Eventually, these schools are centers of evangelism for spiritual growth and academic excellence. The implementers on the ground are the teachers under school administration and management. When the entire process is contextualized and owned by implementers through transparent delegation, timely empowerment and equipment with accountability and timely feedback. There will be increased effectiveness in the entire process of quality assurance and eventually the practice.

Adventist schools should never be the tail but heads as the Bible and White, (1998) affirm it. According to the affirmative actions taken by church leaders elsewhere including Mexico, Juan the Education director of North Mexico as recorded by Stevens (2014) attests that the church in North Mexico has put together a comprehensive Adventist education model that will oversee curriculum design, teacher's continuing education, organizational infrastructure, finances, and the welfare of the teacher and his/her family. The comprehensive model has been planned for more than four years and began its implementation in six schools already this year. Their goal is to reach the 42 Adventist schools in North Mexico, with its more than 600 teachers and some 7,000 students attending.

It is the researcher's strongest conviction that just as other leaders determine to change their schools, the EIQAP tripartite model should make a mile stone contribution for Adventist schools in WKUC, Kenya and globally. Elements interplay in schools

through the input and process which are contextualized in every step of action transparently to produce the desirable output in daily implementation of QAPs.

But the big picture of QAP involves the entire system. The organization (SDA church) has its goal (mission) which is strategically accomplished through transparently using both human and physical resources appropriately. The SDA church through AAA affirms the standards, while schools are center stages of the implementation process which is continuously evaluated through quality assessments, quality audits for quality enhancement, control and standards. These different elements need to be harmonized in a system to realize the desired goal/outcome.

In this context the structure of an organization is a pattern of relationships and the double arrows show how roles are dependent upon each other in an organization. The implementation must be contextualized to the needs of a learner who is central. The allocation of tasks and resources in order to direct activities is critical to achieve the organizational desired outcomes. The interconnectivity and (dual arrows) of the organizational entities or team players form a tripartite interrelationships. The connection from the input- church (AAA) process-school (management /Administration) and output-school (Implementers) requires transparency. The EIQAP model is developed within the six competencies paired into a tripartite success of input-process-output (IPO) for effective implementation of quality assurance practices in Adventist secondary schools in WKUC (*See fig. 4 below*).

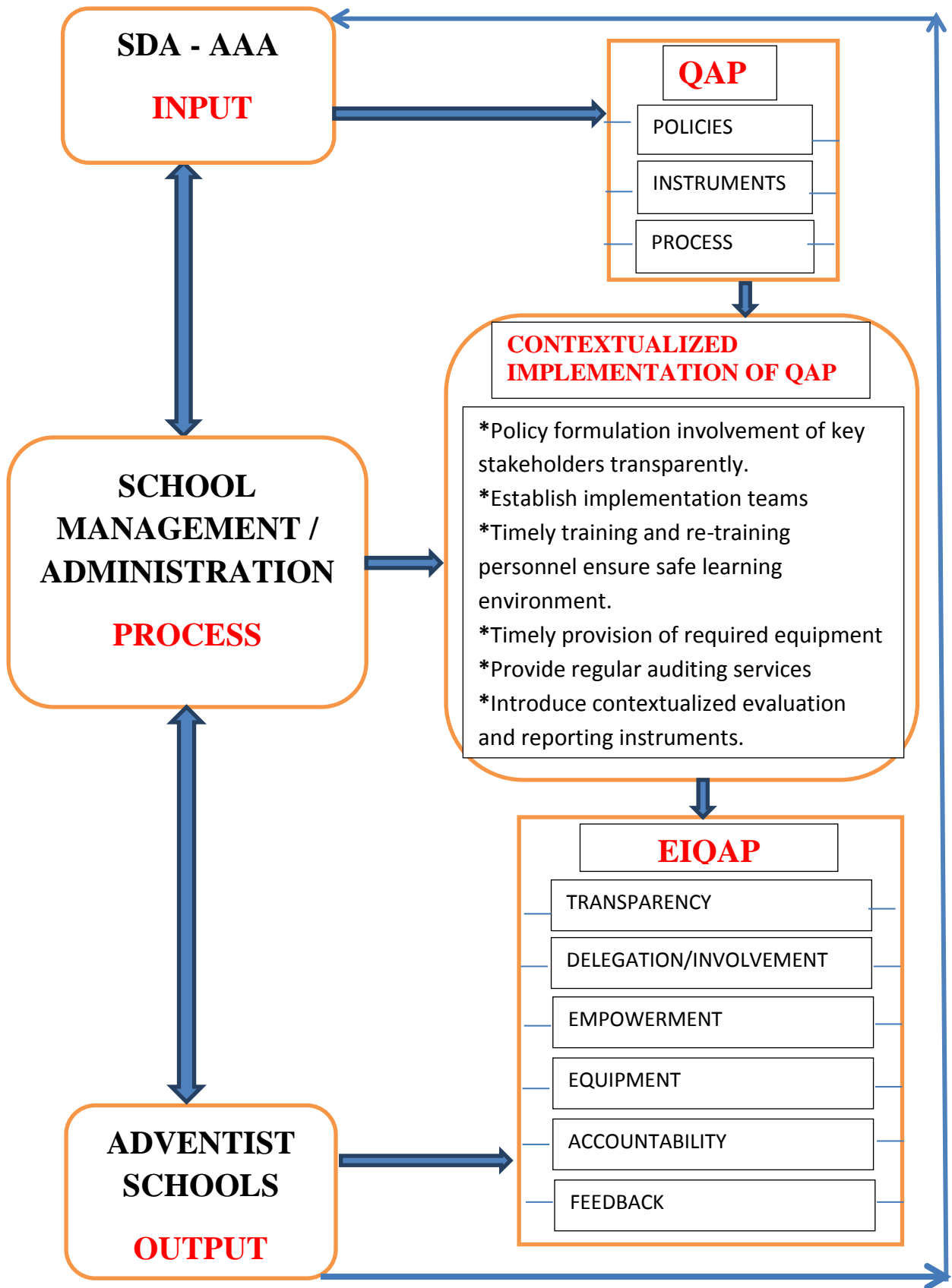


Figure 4: EIQAP Model: A Tripartite (IPO) for Continuous Improvement by Meremo Jackson, 2017

The Adventist philosophy and policies are the best, the challenge is in its implementation as asserted by Humberto (2010) that, “We are the second largest Christian system of education in the world after the Catholic Church, but with a more worldwide coordinated or supervisory organizational system”.

This model of EIQAP demonstrated in tripartite success considered six competencies in three key areas of operations. Research studies done by Mullins, Mabey, Salaman and Storey as cited by Wango (2011) confirm that the school organization is a form of system with various components which interplay harmoniously for its continuous improvement and sustainable performance. The purpose of the structure is to allocate duties and responsibilities in order to direct activities and achieve the organization goals. This enables different actors in the organization to plan, direct, organize and control the activities and programmes of the organization in a contextualized manner for effective implementation of quality assurance practices.

Key Competencies in the EIQAP Model

Area 1: Transparency and delegation

The foremost purpose of designing the EIQAP model is to ensure that policies are transparently defining the delegated responsibilities to team players. Involving key stakeholders in decision making is a crucial contextual aspect for effective implementation. More professional personnel among teachers and leaders should be identified and trained for capacity building. The internal responsibilities of quality assurance practices should be stipulated clearly policies guiding QAP. Transparency in every cause of action in institutional leadership and management is an evidence of an open system and a secret to continuous improvement. Delegation of duties should be

done transparently involving key stakeholders to own the procedures and the tasks to be carried out.

The identified team of (3-4) in a school should have basic knowledge on how to interpret the policy, plan and follow institutional strategic plan. These should work closely with the administration of the school. Owning up programs with self-compliance is a form of contextualized implementation for effectiveness. The same should apply to the conference and union (4-5) panel members depending on the magnitude of the task. They should be able to develop a simple comprehensive and evaluative uniform tool for daily operations and reportable to a higher office for closer follow up.

Area 2: Empowerment and equipment

Many a time we have wonderful policies, vision and mission but we have not effectively empowered the team players especially in quality assurance. Design timely empowerment of team players through necessary training and re-training programs/ workshops ideal for the success of the EIQAP model. Adequate and timely support on equipment should be a deliberate move. Implementation, monitoring and evaluation require an instrument that will capture day-to-day operations of the school. Like daily class attendance, weekly, monthly and even quarterly to higher offices of the conference and union.

There is need for SWOT analysis as well as cost benefit analysis (CBA) be carried out; to establish needs, strengths, weaknesses and the cost incurred. This will enable budgeting and even sourcing through financial resource projections to equip the teams with required working equipment. When heads of departments, QAP team or even a principal of an institution are delegated tasks without empowerment and equipment; the

implementation is likely to be compromised. In as much as these leaders are expected to be creative and innovative, effective implementation should be contextualized into a unity of purpose from all stakeholders' perspectives- some efforts are thwarted in the process of implementation.

Likewise the resources such as teaching and learning resources, library, laboratory, computers and printers for analysis and reporting can hamper effectiveness. Teams should be trained on monitoring and evaluation and be able to use self-study instrument in good faith not as a requirement from above. It could be prudent to involve teachers and leaders in designing a friendly tool but which does not compromise standards. Members should know how to evaluate all the criteria of the contextualized self-study tool and report.

Area 3: Accountability and feedback

The last components of the EIQAP model are accountability and feedback. When the operations of an institution are clear a few individuals of whatever level the effectiveness is adversely affected. The delegated teams should be trained on accountability in every activity they are entrusted with to enable the planners and leaders to also give an account. Being a faithful steward is a pre-requisite for any successful endeavor. Once one fails to give an account is likely also not to give the feedback, just because the report of the work was not there, it was haphazardly done or not done completely. Once a team is in place, transparent monitoring of teaching and learning, evaluation of resources and curriculum implementation along with all that the school practices entail will have a clear record. When a higher office calls for the data, there should be consistency.

Output

When the six competencies above are practiced; the community and stakeholders will be satisfied and benefit greatly from our products. Students, teachers, administration, management will be:

- a) With sound intelligence and high integrity
- b) Responsible, transparent, accountable and effective implementers
- c) Collaborative, team players not lone rangers and involving all stakeholders
- d) Self-motivated, creative/innovative, industrious and entrepreneurs
- e) God fearing and effective citizen, men and women who cannot be bought or sold, true to duty like a magnetic pole.

Other stakeholders and the community depend on accountability and effective feedback to give their support to the institution. These are real practical if and only if the EIQAP is contextualized, understood and owned by team players at all levels by using the reporting tool and the self-evaluation instrument

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter exemplifies the synopsis of the study procedures, summary of the findings, theoretical underpinnings, the conclusion of the findings and recommendations for practice and future research.

Summary of the Study

The drive of this study was to contextualize the implementation of Adventist secondary schools' quality assurance practices in West Kenya Union Conference in Kenya. The researcher was to establish the extent of implementation of quality assurance practices in secondary school, determine the effectiveness of QAP, the challenges influencing the implementation and find from respondents and other literature on the way forward. Besides, the researcher was to determine if there was a significant relationship between the quality assurance practices and the effectiveness of Quality assurance practices in the study.

The three systems theories guided the study to seeing an organization such as schools like systems, which bring to harmony different components (input) to be processed in an established system and finally produced output which can be measured to standards. The developmental system theory (DST) provides professionals and students with a better understanding of how multiple elements interact and shape a person's life.

The cybernetic principles supported the idea of contextualization that, things are interconnected in complex patterns which can be captured into a model without loss of relevance. This led the researcher to come up with a model and a self-evaluation instrument (appendix U) for effectiveness (EIQAP).

The mixed research design method was employed. Purposive sampling was used to select West Kenya Union Conference, its five conferences, and nine Adventist schools at one from each conference. Their demographic data was used for descriptions and inferences for the study. The questionnaire for teachers, principals, education directors and BOM members was scored with a four-point rating scale to indicate perceptions of their agreement with the variables or the extent of applicability. Some open-ended questions were asked from teachers while scheduled interviews were conducted with principals, education directors and randomly sampled students from six schools. The data was recorded analyzed and interpreted while sub-themes were made out of interview schedules and theme coded and interpreted for triangulation of the study.

Summary of Findings

The following summary of findings below was generated from the five research questions:

The Extent of Implementation of Quality Assurance Practices

The extent to which the implementation of quality assurance practices was done in Adventist secondary school in terms of a) policy b) instrument c) process was average. The descriptive statistics was run and quality assurance policies were rated high over 3 by both teachers and leaders respectively. The school leadership in some schools was committed to total quality improvement rated highest under policy with (M=3.7,

SD=0.50) by leaders and (M=3.3, SD=0.9) by teachers on the same variable. This means there was a moderately good work ongoing in schools but needed improvement.

The Perception of Stakeholders on the Effectiveness of the QAP

The perception of stakeholders on the effectiveness of the quality assurance practices was equally tested and the teachers' mean (2.76) was below three while that one of the leaders was above three tending to agree that those variables in effectiveness affected the implementation of quality assurance practices. Some schools had their own way of ensuring that quality was maintained but lacked some clear policies, instruments, process and feedback for frequent evaluations. The implementation was hindered by inadequate policy formulation and training on the same, un-contextualized instrument and process for QAP.

The Correlations in the Extent of Implementation and Stakeholders' Perceptions on the Effectiveness of QAP

The relationship between the extent of quality assurance implementation and the perceptions stakeholders on the effectiveness of quality assurance practices was subjected into a multiple regression analysis. This was to determine the correlations and best predictor among the variables of effectiveness; the process was the highest predictor while policy had the lowest value. The process indicated a strong positive relationship but the policy showed a positive moderate one. The Pearson product moment correlation showed that there was a positive moderate relationship between the independent variables and the dependent variable (QAP). The F-value and the t-value respectively showed that all variables were found statistically significant with p-value less than 0.05 and the combination of the variables significantly predicted the dependent variable. The R² of

the variance in the process could be predicted from the policy. The variables for the challenges some had a weak positive association but some had a negative weak relationship with the dependent variable.

Challenges Hindering the Implementation of QAP

Challenges hindering the implementation of QAP in WKUC Adventist secondary schools were addressed through the constructed items were descriptively tested. The mean (2.55) for the teachers was perceived to be of a moderate extent while that one of the leaders was (2.1) to lesser extent. The regression analysis found that failure to follow institutional strategic plan predicted high with 9.4% alone while the combination added very little to the contribution of that variable all was only 22.9% a minimal on the increase of the dependent variable. Some of the correlation coefficients were having a negative B-value which meant a weak negative contribution to the dependent variable. However, the t-values, and F-values were significantly contributing to the dependent values combined together. $F(1, 97) = 143.8, p = 0.000$ and was statistically significant which means that the two means were unequal and with a larger dispersion. Therefore the combination of these variables significantly predicted the effectiveness of quality assurance practices.

The Suggestions of Stakeholders for Effective Implementation of QAP

The suggestions of stakeholders for best Adventist secondary schools' quality assurance practices implementations in WKUC were given in form of narratives from respondents' experiences recorded and encoded in sub-themes and theme for the study. Generally, the implication on all items revealed inadequate implementation of QAP which required measures of improvement for effectiveness and continuity.

Way Forward on Research Question One: Policies, Instrument and Process

Some students observed that quality assurance policy along with other policies being followed in schools guide them on moral issues, academic, spiritual and discipline in form of school rules or handbook. They also observed that the process of quality assurance enhance well done in schools make them keep on improving. Majority of both teachers and leaders exclaimed the oversight gap in policy, evaluation instrument and process in QAP. The union and conferences did not have a contextualized policy guide, an instrument and teams for the implementation of QAP. The instrument should be developed and teams identified from school to union levels, trained and equipped to do the task. When AAA or any other external body comes they should find an on-going process not a sporadic visits; it should be continuous. The instrument developed should not be voluminous like the self-study guide (299) items remains for accreditation but a contextualized one with (120) items be for quick evaluations, frequent and immediate feedback and follow-up as required and the process should involve all key stakeholders.

Way Forward on Research Question Two: Effectiveness

The interviewed stakeholders indicated that the QAP implementation was inadequate, not effective and needed improvement from school levels with teachers, administration, management bodies and even the church. Policies, instruments and processes should be put in place transparently and sensitization done to be owned, respected and followed. Close monitoring, frequent internal evaluation and periodic external follow up with accountability and timely empowerment, equipment and feedback would enhance effectiveness on implementation of QAP.

Timely empowerment and equipment should be adequately provided by the organizational leadership through transparent involvement of all stakeholders. Systems and programs should be laid down and have vibrant QAP in all levels with teams responsible and when AAA comes, they should find vibrant ongoing working open systems and they just come to confirm for accreditation. The quality assessment, quality control, and quality audit should be a contextualized internal endeavor. Create programs and forums that bring students' leaders and teachers together for sharing at different levels. Plans should be put in place for networking all the Adventist schools in the territory for resources sharing as an urgent need in the 21st century and effective implementation of QAP.

Way Forward on Research Question Four: Challenges

The leadership to ensure that there are policies and a strategic plan guiding school operations transparently known and applicable to all. Close follow up at all levels should be practiced and timely feedback be provided. The operations' resources in quality assurance practices coupled with financial constraints should be addressed by the entire organization transparently. Just the way the church finances are audited annually, ensure to do so even with schools including quality assurance practices' audits.

Ensure to avoid debts which were reportedly common characteristic of most of the institutions. Engage professional committed teachers and remunerate them well with improved working conditions. The challenges identified to be hindering QAP should be addressed in a priority order; the church leadership should own these schools, because they are not operating in a vacuum. Remember the GIGO principle of 'garbage in

garbage out' whatever you put in, the way you process it determine the output. For desired quality outcomes there should be quality input and process at all levels.

Some conferences have done some good work to be remarked as examples of practical implementation of quality assurance in Adventist schools. This should be emulated in other conferences especially face lifting and teachers remuneration to curb both staff and students high rates of turnout (*see appendix S*).

Conclusions

The study endeavored to determine the extent of quality assurance practice implementation in Adventist secondary schools with the intent of contextualizing the implementation of the practice for effectiveness in West Kenya Union Conference. The conclusions drawn from the findings are evident from stakeholders' responses on effective implementation of QAP

1. It had been noted from respondents that the implementation was inadequate:
 - a) Majority of the schools interviewed did not have clear picture of what a QAP policy was; some had school rules and handbooks which just mentioned a few rules and at times kept on changing or not followed. Hence inadequate policy implementation and the need for enhancement of one in place.
 - b) There was no local instrument for evaluation of QAP in institutions apart from the AAA self-study one which was bulky and rarely accessed. There was no training on how to handle the instrument at all levels, the researcher came up with one to tried in schools (*see appendix U*).
 - c) The entire process of QAP was not clear to many apart from assessment tests done internally. The principal and deputies were responsible for all matters of

QAP in the school. There was no clear documented process on the same. AAA process either was not clear to many except a few old principals and education directors. Evaluation took long in such accredited school and many consented of seeing a gap in between.

2. Whereas AAA had good policy and purpose for schools, findings revealed that QAP was not effective, only seven out of 12 secondary schools had been accredited. Some prepared when the AAA was coming, putting everything on the self-study guide in place but immediately they left things were back to normal. There was no evidence of consistency in responses to the recommendations which was supposed to be done annually from the accredited schools at all levels. None of the primary schools and middle colleges had been exposed to that type of accreditation exercise.
3. There was a significant moderate relationship in the perceptions of stakeholders between quality assurance implementation and effectiveness of quality assurance. There was need for improvement formula for effective QAP in Adventist schools.
4. The main challenges that contributed significantly to the inadequate implementation of QAP were administrative and managerial. Transparency in delegation- things were clear and without involvement, workers were neglected and not equipped, accountability and feedback were found inadequate.
5. Stakeholders' suggestions on the way forward were not limited to some vital measures be put in place for improvement. This includes provision of transparent policies and strategic plan for implementation, contextualized evaluation and reporting tools and clear frequent process. The church should consider schools as

centers of evangelism and treat them with utmost priority handling teachers as church workers in the same mission. Improve training on school resource management besides improving the learning and teaching environment for total quality improvement (TQI).

Recommendations for Practice

A prompted question from the findings in this study was, ‘What should Adventist schools do to increase the extent of implementation of QAP for continuous improvement?’ As a result from responses, the researcher came up with the following recommendations:

1. Recommendations on Research Question One

- a). Each entity should have a simple handbook for staff/students with QAP policy involving stakeholders for ownership and clarity of implementation which is contextualized in their respective schools.
- b) The researcher developed a contextualized self-study instrument (appendix U) for contextualized implementation as evaluation tool locally constructed in harmony with AAA instrument, WKUC evaluation form and the QASO for secondary schools in Kenya. Thereafter, the union should develop others for primary schools and middle colleges for the same. Make a simple, brief and comprehensive tool to be owned by the stakeholders for SWOT analysis and termly assessment and continuous improvement.
- c) Introduce regular and provide a clear evaluation process owned by the schools, Conferences and the Union and monthly or termly reporting tools to give a clear day to day picture of the school to higher offices. An effective evaluation process

should be at least every term and recommendations shared among stakeholders for improved implementation of quality assurance practices.

2. Recommendations on Research Question Two

Establish QAP teams and offices at all levels from school to the Union to augment the work of the principals and education directors. Train and re-train team for empowerment and equip them with necessary tools to perform the tasks for effective implementation. There was need for much higher collaborations at all levels in the system. The church should practically own and support its schools for effective QAP.

3. Recommendations on Research Question Three

There should be proactive measures of contextualized QAP implementation for improvement and effectiveness through collaborations among key stakeholders with clear policies, strategies, and process on implementation and evaluation of results in every stage of the input, process and output of QAP. The church standards should always be higher than those of the government; because ‘You are the light of the world’ (*Mathew 5:14, NET*).

4. Recommendations on Research Question Four

Inadequate implementation of QAP from administrative and managerial should be handled through transparency in delegation, timely empowerment and equipment, accountability and timely feedback to reverse the trend for effectiveness. The church should strategically plan to own their schools and provide managerial and entrepreneur’s support they need and network them to effectively implement QAP. With reference to the church mission and working policy remunerate teachers as church workers and improve their working environment with job security. Initiate

and increase teachers, students and community involvement, training and interactions for sharing and owning the QAP.

5. Recommendations on Research Question Five

Implement the EIQAP model and the instrument (appendix U). Plan for its pilot in a few selected schools to be confirmed before it is used as a technique of enhancing effectiveness in the implementation of QAP in schools. Adopt and improve on the contextualized self-evaluation instrument for termly or annual school evaluations and reports and feedbacks shared transparently.

Suggestions for Further Research

Quality assurance Practices being an ocean of adventure based on the findings of this study the following suggestions were pinned down for further research studies:

1. Carry out a cost benefit analysis study in the union to establish what it could cost the church to make its schools centers of academic excellence and evangelistic mission icons.
2. Conduct a comprehensive study for the modification of a self-study instrument and a tool for continuous evaluations in Adventist institutions.
3. Do a comparative study whether this could be a replica of the situation in Adventist schools in Kenya and other parts of the Adventist world.
4. Perform an action based research study to examine the EIQAP model workability and the instrument usability with an intention of detecting the weakness and/or strength therein.

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APPENDIX A: Reliability Data

1. Quality Assurance Policies

Reliability Statistics

Cronbach's Alpha	N of Items
.827	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The school leadership is committed to total quality improvement.	23.8696	33.300	.534	.809
The school has a quality assurance office/officer to support and assure the realization of quality in its mission, vision and strategic goals	24.3913	32.704	.638	.798
All teachers and staff take personal responsibility for their own professional quality and standards in all their activities.	23.3478	38.237	.284	.830
There is an office/officer who continuously monitors the effectiveness of the school quality assurance procedures.	24.0000	34.182	.494	.813
The school ensures that the quality assurance procedures are operating in accordance with good practice, in the best interests of students, and the maintenance of academic standards.	23.9565	34.316	.515	.811
The school initiates internal and external review of its programs and activities on a regular cycle	24.3043	36.403	.405	.821
The Adventist Accrediting Association supports the right of our school to pursue its educational mission under the guidance of a governing board elected by its constituency.	23.7826	33.269	.554	.806
To maintain quality, feedback is actively sought from students and other major stakeholders.	23.7391	34.202	.542	.808
Development and training opportunities are provided to teachers for quality improvement and innovation.	24.6087	31.704	.688	.791
The school provides a supportive environment for the delivery of quality education.	23.8696	34.391	.443	.819

2. Quality Assurance Instrument

Reliability Statistics

Cronbach's Alpha	N of Items
.921	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The Self-Study Instrument is filled by respective departments to ascertain implementation	18.7391	42.292	.714	.912
A committee is formed to prepare an internal self-study guide to follow-up previous recommendations	18.8261	41.059	.866	.905
The school involves respective personnel to complete the self-study guide to enhance competence in their study areas	18.6522	41.510	.852	.906
The school involves students to fill the self-study instrument, to enhance satisfaction and academic improvement	18.6957	40.040	.753	.910
The local community is involved in the evaluation of the institution to enhance learning environment	18.6522	41.692	.625	.917
The required documents and materials availed to members of the accreditation committee are cross-checked by the intuitional personnel using the self-study guide	18.5217	42.352	.554	.921
The school shows evidence of institutional use of surveys and feedback in institutional self-evaluation and planning	18.4783	41.261	.762	.909
The self-study instrument encapsulates in statements of mission, philosophy, objectives and ethics, evidence of institutional commitment for stakeholders' expectations.	18.4348	41.075	.714	.912
The school has an analysis of educational trends in the country with a description of how the institution is making plans to meet upcoming challenges	18.3043	42.221	.618	.917
The study instrument reveals the strengths and weaknesses of an institution in relation to how well it meets the accreditation criteria, showing the areas to grow and improve out of its own volition to maintain eligibility	18.1739	39.332	.676	.916

3. Quality Assurance Process

Reliability Statistics

Cronbach's Alpha	N of Items
.957	11

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The initial arrangements of Adventist Accreditation Association's visit are communicated and the institution plans to enable participants review the previous reports	24.1739	86.787	.569	.961
The quality assurance visit is communicated to staff members, students and other key stakeholders in advance for necessary preparations.	24.2609	82.838	.744	.955
The quality assurance process is an initiative of the institution to ensure quality of education	24.0435	84.316	.742	.955
The school plans for a meeting with the visiting committee to agree on the procedures and individual assignments	24.4783	82.352	.823	.952
There are consultative meetings with key stakeholders to review previous recommendations on Quality assurance to improve learning	24.3913	81.976	.908	.949
The school leadership is committed to the process by organizing relevant personnel to participate in the study	24.3043	83.767	.795	.953
The Adventist Accreditation Association committee have enough time with selected group members to explore vital concerns that help to improve learning in the school	24.3043	81.676	.806	.952
The school involves teachers in relevant study areas of Quality Assurance Process to ensure implementation.	24.3043	81.585	.881	.950
The formation of working committees in the school ensures the Quality Assurance Practices ownership and implementation.	24.4783	82.534	.892	.950
The report is as a result of various groups input consolidated and shared with relevant stakeholders for total quality improvement	24.2609	84.020	.819	.952
The evaluation report/ feedback is prepared and sent in good time to allow follow-up activities for improvement	24.3913	80.522	.841	.951

4 . Effectiveness of Quality Assurance practices

Reliability Statistics

Cronbach's Alpha	N of Items
.918	10

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
The school gives priority to quality of teaching and learning activities to maintain credibility.	20.3043	49.858	.733	.907
Out of the recommendations and periodic responses the school makes changes on governance structures to improve education quality	20.5652	47.984	.811	.902
The school has regular internal quality assurance structure to review its frequent evaluation in readiness for Adventist Accreditation Association's visit.	20.9130	51.628	.752	.907
The school management allocates resources to improve Quality Assurance Practices for curriculum instructions	20.8261	51.696	.611	.914
The school strategically involves students in learning, evaluation and review of quality assurance practices to meet their expectations for total quality improvement	20.6522	50.874	.676	.911
The school provides motivation to stakeholders who sell the institution positively establishing a culture of quality	20.8261	50.241	.714	.908
The school provides a conducive working environment to retain workers for improved quality assurance	20.6522	49.146	.802	.903
The school management is committed to staff development by providing training opportunities for high performance and empowerment to ensure quality.	20.8696	49.755	.760	.906
The leadership involvement of staff in Quality Assurance Practices and decision-making enhance staff commitment to serving students	20.8696	51.391	.712	.909
The school involvement of the local community in rating the school enhances the local and church communities perception of the institution	20.9130	57.538	.340	.926

5. Challenges of Implementing Quality Assurance Practices

Reliability Statistics

Cronbach's Alpha	N of Items
.805	12

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Lack of commitment of the institutional leaders to quality assurance improved performance	31.6522	46.055	-.009	.835
Interference of government regulations support the Quality Assurance Practices of the school.	31.9565	41.225	.358	.800
Lack of commitment of teachers to academics for quality	31.9130	43.901	.180	.814
Difficulty in meeting the Adventist Accreditation Association's requirement and expectations	31.5217	39.715	.500	.786
Insufficient resources for Quality Assurance Practices.	31.1304	40.391	.458	.790
Lack of students commitment to quality learning	31.3043	40.221	.503	.787
Unfavorable institutional climate for Quality Assurance Practices	31.1739	41.241	.398	.796
Inability to meet the expectations of the community and stakeholders	30.9565	39.407	.565	.781
Lack of community support in achieving quality assurance	31.2174	41.723	.369	.798
Failure to include quality assurance in the institutional strategic plan	31.1304	35.937	.814	.755
Failure to follow, update and review institutional strategic plan	31.0870	37.174	.726	.765
Difficult to complete the self-study instrument for quality assurance	31.3478	37.146	.658	.770

Appendix B: A Consent Letter for Respondents

University of Eastern Africa-Baraton
P.O BOX 2500- 30100
Eldoret, Kenya
Date

Dear Sir/ Madam,

I am a PhD student in Education at the University of Eastern Africa, Baraton.

I would like to request you kindly to participate in this study by answering all questions that focus on the topic below. Please answer honestly; indicating whatever is appropriate for the question. Your participation is very important in this study.

This study seeks to research on “*Contextualized Implementation of Adventist Secondary Schools’ Quality Assurance Practices in West Kenya Union Conference.*”

Based on the findings, the researcher will come up with a paradigm and/or an instrument and suggestions for quality assurance practices to enhance continuous improvement in secondary schools.

All the information and answers you give will be treated confidentially for the purpose of this study alone. Please do not write your name on the paper. You will not be identified or mentioned in any report. I appreciate your acceptance in giving your opinion about these questions.

Thank you in advance for your cooperation.

May God bless your endeavors!

Sincerely,

Jackson Meremo Gisiwau.
PhD Student
School of Education, Humanities and Social Science

Appendix C: Questionnaire for Teachers, Principals and Education Directors

As a teacher, your involvement in school is valuable and important. This study seeks to research on *Contextualized Implementation of Adventist Secondary Schools' Quality Assurance Practices in West Kenya Union Conference*. Based on the findings, the researcher will come up with a paradigm or an instrument and suggestions for quality assurance practices to enhance continuous improvement in secondary schools.

Quality assurance practices (QAP) means **All activities** carried out by entrusted bodies of **managing** the way goods are produced or **services** are provided to make sure they are kept at a high standard.

Section A: Demographic Information

Please mark the appropriate response to the following questions

1. What is your gender? Female [] Male []
2. What is your age bracket? 20 - 29 years [] 30 – 39 years []
40 – 49 years [] 50 – 59 years [] 60+ years []
3. What is your highest level of education?
Diploma in Education [] Degree in Education [] PGDE []
Master of Education [] PhD in Education []
Any Other (Specify) _____
4. What is your teaching experience? 1- 10 years [] 11 – 20 years []
21 – 30 years [] 31 years + []
5. For how long have you been a teacher/leader in this school/office?
1- 5 years [] 6 – 10 years [] 11 – 15 years [] 16 years + []
6. Do you have a basic knowledge of Information Communication and Technology to use in your daily activities? Yes [] No []

Section II: Please indicate the extent to which you agree or disagree with each of the following statements relating to the current quality assurance practices of your institution.

Please tick (√) your choice in the box provided.

4- Agree, 3-Tend to Agree, 2- Tend to Disagree, 1- Disagree

	A: Quality Assurance Policies	Agree	Tend to Agree	Tend to Disagree	Disagree
1	The school leadership is committed to total quality improvement.				
2	The school has a quality assurance office/officer to support and assure the realization of quality in its mission, vision and strategic goals				
3	All teachers and staff take personal responsibility for their own professional quality and standards in all their activities.				
4	There is an office/officer who continuously monitors the effectiveness of the school quality assurance procedures.				
5	The school ensures that the quality assurance procedures are operating in accordance with good practice, in the best interests of students, and the maintenance of academic standards.				
6	The school initiates internal and external review of its programs and activities on a regular cycle				
7	The Adventist Accrediting Association supports the right of our school to pursue its educational mission under the guidance of a governing board elected by its constituency.				
8	To maintain quality, feedback is actively sought from students and other major stakeholders.				
9	Development and training opportunities are provided to teachers for quality improvement and innovation.				
10	The school provides a supportive environment for the delivery of quality education.				
	B: Quality assurance Instrument	4	3	2	1
1	The Self-Study Instrument is filled by respective				

	departments to ascertain implementation				
2	A committee is formed to prepare an internal self-study guide to follow-up previous recommendations				
3	The school involves respective personnel to complete the self-study guide to enhance competence in their study areas				
4	The school involves students to fill the self-study instrument, to enhance satisfaction and academic improvement				
5	The local community is involved in the evaluation of the institution to enhance learning environment				
6	The required documents and materials availed to members of the accreditation committee are cross-checked by the intuitional personnel using the self-study guide				
7	The school shows evidence of institutional use of surveys and feedback in institutional self-evaluation and planning				
8	The self-study instrument encapsulates in statements of mission, philosophy, objectives and ethics, evidence of institutional commitment for stakeholders' expectations.				
9	The school has an analysis of educational trends in the country with a description of how the institution is making plans to meet upcoming challenges				
10	The study instrument reveals the strengths and weaknesses of an institution in relation to how well it meets the accreditation criteria, showing the areas to grow and improve out of its own volition to maintain eligibility				
	C. Quality assurance process	4	3	2	1
1	The initial arrangements of Adventist Accreditation Association's visit are communicated and the institution plans to enable participants review the previous reports				
2	The quality assurance visit is communicated to staff members, students and other key stakeholders in advance for necessary preparations.				
3	The quality assurance process is an initiative of the institution to ensure quality of education				

4	The school plans for a meeting with the visiting committee to agree on the procedures and individual assignments				
5	There are consultative meetings with key stakeholders to review previous recommendations on Quality assurance to improve learning				
6	The school leadership is committed to the process by organizing relevant personnel to participate in the study				
7	The Adventist Accreditation Association committee have enough time with selected group members to explore vital concerns that help to improve learning in the school				
8	The school involves teachers in relevant study areas of Quality Assurance Process to ensure implementation.				
9	The formation of working committees in the school ensures the Quality Assurance Practices ownership and implementation.				
10	The report is as a result of various groups input consolidated and shared with relevant stakeholders for total quality improvement				
11	The evaluation report/ feedback is prepared and sent in good time to allow follow-up activities for improvement				
	D. Effectiveness of the quality assurance practices (As perceived by stakeholders)	4	3	2	1
1	The school gives priority to quality of teaching and learning activities to maintain credibility.				
2	Out of the recommendations and periodic responses the school makes changes on governance structures to improve education quality				
3	The school has regular internal quality assurance structure to review its frequent evaluation in readiness for Adventist Accreditation Association's visit.				
4	The school management allocates resources to improve Quality Assurance Practices for curriculum instructions				
5	The school strategically involves students in learning, evaluation and review of quality assurance practices to meet their expectations for total quality improvement				
6	The school provides motivation to stakeholders who sell the institution positively establishing a culture of quality				
7	The school provides a conducive working environment				

	to retain workers for improved quality assurance				
8	The school management is committed to staff development by providing training opportunities for high performance and empowerment to ensure quality.				
9	The leadership involvement of staff in Quality Assurance Practices and decision-making enhance staff commitment to serving students				
10	The school involvement of the local community in rating the school enhances the local and church communities perception of the institution				
	E: Challenges of implementing QAP Instruction: Indicate the extent at which the following are challenges in the implementing of quality assurance practices using the following scale: 4- To a greater extent 3- To a moderate extent 2- To a lesser extent 1- not at all	4	3	2	1
1	Lack of commitment of the institutional leaders to quality assurance improved performance				
2	Interference of government regulations support the Quality Assurance Practices of the school.				
3	Lack of commitment of teachers to academics for quality				
4	Difficulty in meeting the Adventist Accreditation Association's requirement and expectations				
5	Insufficient resources for Quality Assurance Practices.				
6	Lack of students commitment to quality learning				
7	Unfavorable institutional climate for Quality Assurance Practices				
8	Inability to meet the expectations of the community and stakeholders				
9	Lack of community support in achieving quality assurance				
10	Failure to include quality assurance in the institutional strategic plan				
11	Failure to follow, update and review institutional strategic plan				
12	Difficult to complete the self-study instrument for quality assurance				

SECTION C: INTERVIEW FOR PRINCIPALS AND EDUCATION DIRECTORS

The extent, challenges and how best the quality assurance practice can be done for continuous improvement in Adventist secondary schools.

1. What is the extent of quality assurance implementation in Adventist secondary schools in terms of:
 - a) Quality Assurance Policy
 - b) Quality Assurance Instrument and
 - c) Quality Assurance Process

2. What is your experience and involvement in the quality assurance practices (QAP) in your school?

3. In your own views how effective is QAP in Adventist secondary schools in WKUC?

4. What factors hinder the implementation of quality assurance practices for your school?

5. In your view, what measures would you recommend to improve QAP in Adventist schools in WKUC?

Appendix D: QUESTIONNAIRE FOR THE BOM MEMBERS/CHAIRPERSONS

As a Board of Management chairperson, your involvement in school is valuable and important.

This study seeks to research on *Contextualized Implementation of Adventist Secondary Schools' Quality Assurance Practices in West Kenya Union Conference*. Based on the findings, the researcher will come up with a paradigm or an instrument and suggestions for quality assurance practices to enhance continuous improvement in secondary schools.

Quality assurance practices (QAP) means All activities carried out by entrusted bodies of managing the way goods are produced or services are provided to make sure they are kept at a high standard.

Section A: Demographic Information

Please mark the appropriate response to the following questions

1. What is your gender? Female [] Male []
2. What is your age bracket? 20 - 29 years [] 30 – 39 []
40 – 49 [] 50 – 59 [] 60+ years []
3. What is your highest level of education? Diploma in Education []
Degree in Education [] PGDE [] Master of Education []
PhD in Education []
Any Other (Specify)_____
4. What is your professional experience? How long? (Name it_____)
1- 10 years [] 11 – 20 years [] 21 – 30 years [] 31 years + []
5. For how long you have been a board member/chairperson in this school?
1- 5 years [] 6 – 10 years [] 11 – 15 years [] 16 years + []
6. Have a basic knowledge to use ICT in your daily activities
Yes [] No []
7. How many seminars/workshops do you organize for the QAP team annually?
Once a year [] every term [] None []

Section II: Please indicate the extent to which you agree or disagree with each of the following statements relating to the current quality assurance practices of your institution.

Please tick (✓) your choice in the box provided.

4- Agree, 3-Tend to Agree, 2- Tend to Disagree, 1- Disagree

	A: Quality Assurance Policies	Agree	Tend to Agree	Tend to Disagree	Disagree
1	The school leadership is committed to total quality improvement.				
2	The school has a quality assurance office/officer to support and assure the realization of quality in its mission, vision and strategic goals				
3	All teachers and staff take personal responsibility for their own professional quality and standards in all their activities.				
4	There is an office/officer who continuously monitors the effectiveness of the school quality assurance procedures.				
5	The school ensures that the quality assurance procedures are operating in accordance with good practice, in the best interests of students, and the maintenance of academic standards.				
6	The school initiates internal and external review of its programs and activities on a regular cycle				
7	The Adventist Accrediting Association supports the right of our school to pursue its educational mission under the guidance of a governing board elected by its constituency.				
8	To maintain quality, feedback is actively sought from students and other major stakeholders.				
9	Development and training opportunities are provided to teachers for quality improvement and innovation.				
10	The school provides a supportive environment for the delivery of quality education.				
	B: Quality assurance Instrument	4	3	2	1
1	The Self-Study Instrument is filled by respective departments to ascertain implementation				
2	A committee is formed to prepare an internal self-study guide				

	to follow-up previous recommendations				
3	The school involves respective personnel to complete the self-study guide to enhance competence in their study areas				
4	The school involves students to fill the self-study instrument, to enhance satisfaction and academic improvement				
5	The local community is involved in the evaluation of the institution to enhance learning environment				
6	The required documents and materials availed to members of the accreditation committee are cross-checked by the intuitional personnel using the self-study guide				
7	The school shows evidence of institutional use of surveys and feedback in institutional self-evaluation and planning				
8	The self-study instrument encapsulates in statements of mission, philosophy, objectives and ethics, evidence of institutional commitment for stakeholders' expectations.				
9	The school has an analysis of educational trends in the country with a description of how the institution is making plans to meet upcoming challenges				
10	The study instrument reveals the strengths and weaknesses of an institution in relation to how well it meets the accreditation criteria, showing the areas to grow and improve out of its own volition to maintain eligibility				
	C. Quality assurance process	4	3	2	1
1	The initial arrangements of Adventist Accreditation Association visit are communicated and the institution plans to enable participants review the previous reports				
2	The quality assurance visit is communicated to staff members, students and other key stakeholders in advance for necessary preparations.				
3	The quality assurance process is an initiative of the institution to ensure quality of education				
4	The school plans for a meeting with the visiting committee to agree on the procedures and individual assignments				
5	There are consultative meetings with key stakeholders to review previous recommendations on Quality assurance to improve learning				
6	The school leadership is committed to the process by organizing relevant personnel to participate in the study				
7	The Adventist Accreditation Association committee have enough time with selected group members to explore vital				

	concerns that help to improve learning in the school				
8	The school involves teachers in relevant study areas of Quality Assurance Process to ensure implementation.				
9	The formation of working committees in the school ensures the quality assurance practices ownership and implementation.				
10	The report is as a result of various groups input consolidated and shared with relevant stakeholders for total quality improvement.				
11	The evaluation report/ feedback is prepared and sent in good time to allow follow-up activities for improvement				
	D. Effectiveness of the quality assurance practices (As perceived by stakeholders)	4	3	2	1
1	The school gives priority to quality of teaching and learning activities to maintain credibility.				
2	Out of the Adventist Accreditation Association's recommendations and periodic responses the school makes changes on governance structures to improve education quality				
3	The school has regular internal quality assurance structure to review its frequent evaluation in readiness for Adventist Accreditation Association's visit.				
4	The school management allocates resources to improve Quality Assurance Practices for curriculum instructions				
5	The school strategically involves students in learning, evaluation and review of quality assurance practices to meet their expectations for total quality improvement				
6	The school provides motivation to stakeholders who sell the institution positively establishing a culture of quality				
7	The school provides a conducive working environment to retain workers for improved quality assurance				
8	The school management is committed to staff development by providing training opportunities for high performance and empowerment to ensure quality.				
9	The leadership involvement of staff in Quality Assurance Practices and decision-making enhance staff commitment to serving students				
10	The school involvement of the local community in rating the school enhances the local and church communities perception				

	of the institution				
	<p>E: Challenges of implementing QAP Instruction: Indicate the extent at which the following are challenges in the implementing of quality assurance practices using the following scale: 4- To a greater extent 3- To a moderate extent 2- To a lesser extent 1- not at all</p>	4	3	2	1
1	Lack of commitment of the institutional leaders to quality assurance improved performance				
2	Interference of government regulations support the Quality Assurance Practices of the school.				
3	Lack of commitment of teachers to academics for quality				
4	Difficulty in meeting the Adventist Accreditation Association's requirement and expectations				
5	Insufficient resources for Quality Assurance Practices.				
6	Lack of students commitment to quality learning				
7	Unfavorable institutional climate for Quality Assurance Practices				
8	Inability to meet the expectations of the community and stakeholders				
9	Lack of community support in achieving quality assurance				
10	Failure to include quality assurance in the institutional strategic plan				
11	Failure to follow, update and review institutional strategic plan				
12	Difficult to complete the self-study instrument for quality assurance				

SECTION B: INTERVIEW GUIDE FOR BOM MEMBERS/CHAIRPERSONS

1. What is the extent of quality assurance implementation in Adventist secondary schools in terms of:

- (a) Quality Assurance Policy
- b) Quality Assurance Instrument
- c) Quality Assurance Processes

2. What is your experience and involvement in the quality assurance practices (QAP) in your school?

3. In your own views how effective is QAP in Adventist secondary schools in WKUC?

4. Which challenges do you experience in quality assurance practices in your school?

5. What measures would you recommend to improve QAP in Adventist schools in WKUC?

Appendix E: Interview for Students

As a student, your involvement in school is valuable and important. This study seeks to research on *Contextualized Implementation of Adventist Secondary Schools' Quality Assurance Practices in West Kenya Union Conference*. Based on the findings, the researcher will come up with a paradigm, suggestions and effective quality assurance practices to enhance continuous improvement in secondary schools.

Quality assurance practices (QAP) means All activities carried out by entrusted bodies of managing the way goods are produced or services are provided to make sure they are kept at a high standard.

Section A: Demographic Information

Please mark the appropriate response to the following questions

1. What is your gender? Female [] Male []
2. What is your age bracket? 15 - 20 [] 21 – 25 [] 26 + years []
3. Which form are you? Form 3 [] Form 4 []
Any Other (Specify)_____
4. For how long have you been in this school?
1 year [] 2 years [] 3 years [] 4 years []
5. Do have a basic knowledge of Information Communication and Technology to use in
your daily activities Yes [] No []
6. Your parents' resident is in urban [] Rural []
7. Did you join this school through interview Yes [] No []
8. Which marks did you attain in KCPE? Below 250 [] 251- 300 []
301-350 [] 351 – 400 [] 401+ marks []

SECTION B: INTERVIEW GUIDE

1. What is the extent of quality assurance implementation in Adventist secondary schools in terms of:

- (a) Quality Assurance Policy
- (b) Quality Assurance Instrument
- (c) Quality Assurance Processes

2. What is your experience and involvement in the quality assurance practices (QAP) in your school?

3. In your own views how effective is QAP in Adventist secondary schools in West Kenya Union Conference?

4. Which challenges do you experience in quality assurance practices in your school?

5. What measures would you recommend to improve QAP in Adventist schools in WKUC?

Appendix F: Ethics Clearance Letter for Dissertation Proposal



OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON

P. O. Box 2500-30100, Eldoret, Kenya, East Africa

February 6, 2017

Meremo Jackson Gisiwau
University of Eastern Africa Baraton
Department of Education, Humanities and Social Science

Dear Miremo,

Re: ETHICS CLEARANCE FOR RESEARCH PROPOSAL (REC: UEAB/7/2/2017)

Your research proposal entitled "*Contextualization of Adventist Secondary schools' Quality Assurance Practices in West Kenya Union Conference*" was discussed by the Research Ethics Committee (REC) of the University and your request for ethics clearance was granted approval.

This approval is for one year effective February 6, 2017 until February 6, 2018. For any extension beyond this time period, you will need to apply to this committee one month prior to expiry date. Note that you will need a clearance from the study site before you start gathering your data.

We wish you success in your research.

Sincerely yours,

Handwritten signature of Jackie K. Obey in black ink.

Dr. Jackie K. Obey
Chairperson, Research Ethics Committee



A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING
CHARTERED 1991

Appendix G: Introduction Letter to NACOSTI



OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON
P. O. Box 2500, Eldoret, Kenya

09 February 2017

Ministry of Higher Education, Science and Technology
National Council for Science, Technology, and Innovation
P.O. Box 30623-00100
Nairobi

Dear Sir/Madam:

Mr. Jackson Meremo Gisiwau is a graduate student pursuing the degree **Doctor of Philosophy in Education (Educational Administration)** at the University of Eastern Africa, Baraton. He is currently writing his thesis entitled *Contextualization of Adventist secondary schools' quality assurance practices in West Kenya Union Conference*.

I am asking you to please allow him to conduct his research in selected secondary schools in West Kenya. The research permit you will grant him will surely facilitate his data-gathering.

Any assistance you will grant him will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,


Prof. Elizabeth M. Role, PhD
Director

Cc: Chair, Department of Education
Office File



Appendix H: NACOSTI Research Letter and Permit



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
when replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/27204/16476**

Date: **28th April, 2017**

Jackson Meremo Gisiwau
University of Eastern Africa, Baraton
P.O Box 2500-30100
ELDORET.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Contextualization of Adventist secondary schools’ quality assurance practices in West Kenya Union Conference,”* I am pleased to inform you that you have been authorized to undertake research in **all Counties** for the period ending **28th April, 2018.**

You are advised to report to **the County Commissioners and the County Directors of Education, all Counties** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioners
All Counties.

The County Directors of Education
All Counties.

Research Permit

THIS IS TO CERTIFY THAT:

**MR. JACKSON MEREMO GISIWAU
of UNIVERSITY OF EAST AFRICA
BARATON, 591-40200 Kisii, has been
permitted to conduct research in All
Counties**

**on the topic: CONTEXTUALIZATION OF
ADVENTIST SECONDARY SCHOOLS
QUALITY ASSURANCE PRACTICES IN
WEST KENYA UNION CONFERENCE**

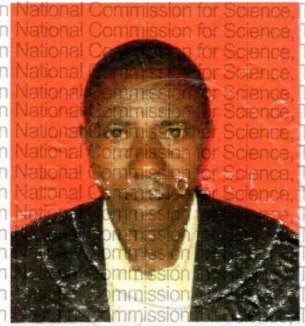
**for the period ending:
28th April, 2018**

**Applicant's
Signature**

Permit No. : NACOSTI/P/17/27204/16476

Date Of Issue : 28th April, 2017

Fee Received :Ksh 2000



**Director General
National Commission for Science,
Technology & Innovation**

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.**
- 2. Government Officer will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

**RESEACH CLEARANCE
PERMIT**

Serial No. 13843

CONDITIONS: see back page

Appendix I: Request for Permission to Gather Data from WKUC



OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON
P. O. Box 2500, Eldoret, Kenya

21 February 2017

THE EDUCATION DIRECTOR
West Kenya Union Conference
Kisumu, Kenya

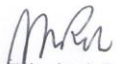
Re: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA

Mr. Jackson Meremo Gisiwau is a graduate student pursuing the degree **Doctor of Philosophy in Education (Educational Administration)** at the University of Eastern Africa, Baraton. He is currently writing his thesis entitled *Contextualization of Adventist secondary schools' quality assurance practices in West Kenya Union Conference*.

I am requesting you to please allow him to gather data, through questionnaires and interviews, from conference education directors and selected respondents in secondary schools in your conference. He will gather his research data within the months of February and March 2017.

Any assistance you will grant him will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,


Prof. Elizabeth M. Role, PhD
Director



Cc: Education Director, Central Nyanza Conference
Education Director, Greater Rift Valley Conference
Education Director, Kenya Lake Conference
Education Director, North-west Kenya Conference
Education Director, Ranen Conference

A SEVENTH-DAY ADVENTIST INSTITUTION OF HIGHER LEARNING
CHARTERED 1991

Appendix J: Authorization Letter from WKUC Education Director



SEVENTH-DAY
ADVENTIST
CHURCH

West Kenya Union Conference

P.O. Box 7747 - 40100 Kisumu, Kenya
Tel: +254 720 535746 / +254 786 353569
+254 020 2353569
E-mail: info@wku.adventist.org

January 27, 2017

RE: PERMISSION TO GATHER REASERCH DATA

Dear Mr. Meremo,

Greetings!

I hereby inform you that your request for permission to gather research data in our SDA church maintained Secondary Schools of West Kenya Union Conference within the months of February, March, and April 2017 on the Topic: **Contextualization of Adventists Secondary Schools' Quality Assurance Practices in West Kenya Union Conference** has been favorably granted.

May God bless your research undertakings.

Best Regards,

Martin Akoto
Education Director – WKUC

Cc: Union Officers
Cc: Education Director Ranen Conference
Education Director Kenya Lake Conference
Education Director Central Nyanza Conference
Education Director Greater Rift-Valley Conference
Education Director North West Kenya Conference

K: Introduction Letter to Principals to Gather Data



OFFICE OF THE DIRECTOR OF GRADUATE STUDIES AND RESEARCH

UNIVERSITY OF EASTERN AFRICA, BARATON
P. O. Box 2500, Eldoret, Kenya

21 February 2017

THE PRINCIPAL

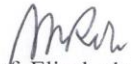
Re: REQUEST FOR PERMISSION TO GATHER RESEARCH DATA

Mr. Jackson Meremo Gisiwau is a graduate student pursuing the degree **Doctor of Philosophy in Education (Educational Administration)** at the University of Eastern Africa, Baraton. He is currently writing his thesis entitled *Contextualization of Adventist secondary schools' quality assurance practices in West Kenya Union Conference*.

I am requesting you to please allow him to administer his questionnaires to, and conduct interviews with, selected respondents in your school. He will gather his research data within the months of February and March 2017.

Any assistance you will grant him will be greatly appreciated. May God richly bless you in all your undertakings.

Sincerely yours,


Prof. Elizabeth M. Role, PhD
Director

Cc: Chair, Department of Education
Office File



Appendix L: The Map Covering WKUC Territory

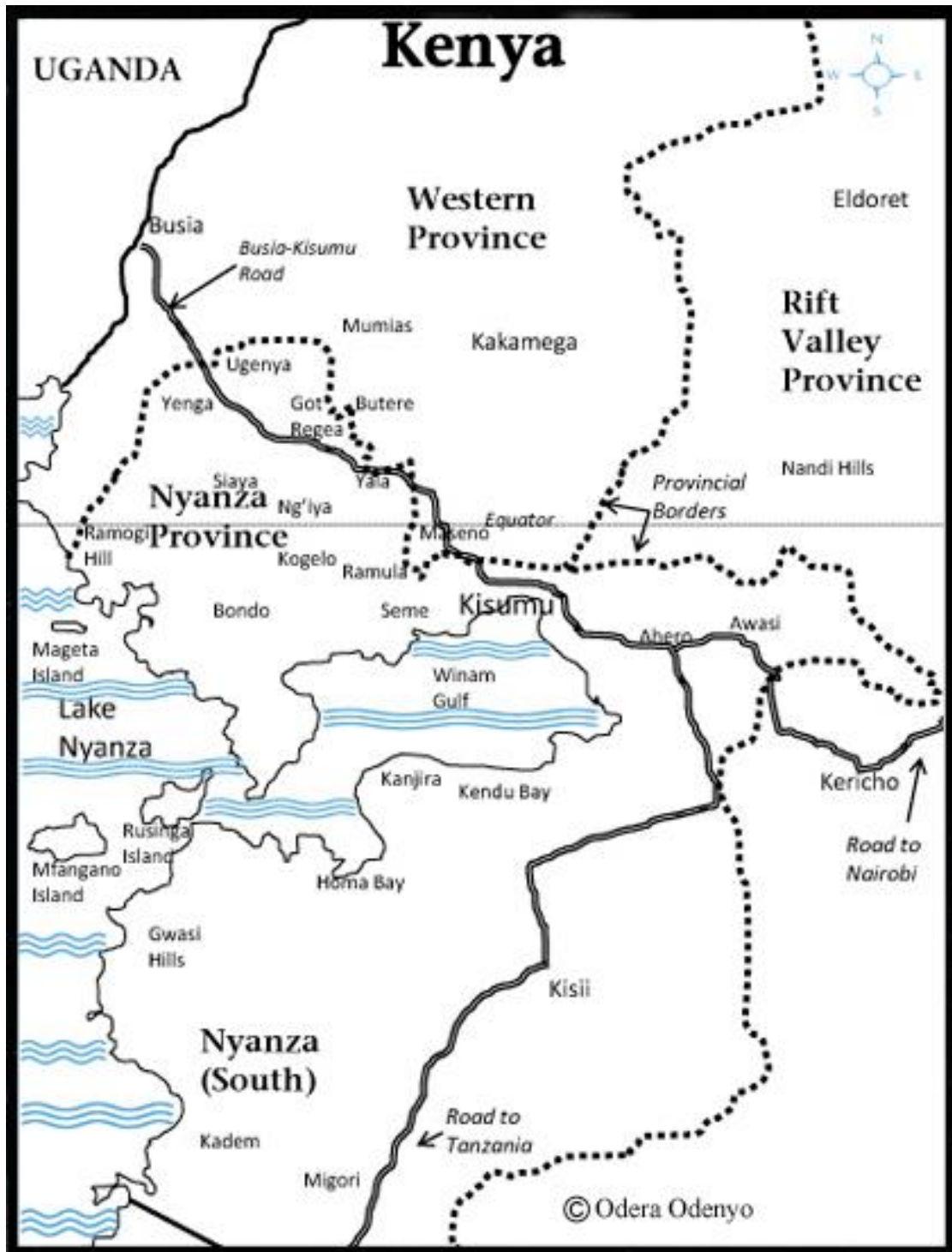


Figure 1: The area of study: West Kenya Union Conference Territory (Former Nyanza, Western & Rift Valley provinces without Kisii, Nyamira and Kericho)

Appendix M: TSC Performance and Appraisal Tool Content

TEACHERS SERVICE COMMISSION



Teacher Performance Appraisal and Development Tool

TSC NO.	
NAME	
DESIGNATION	
INSTITUTION	
SUBCOUNTY	
COUNTY	

Period of Appraisal: From _____ To _____

Appendix O: WKUC Teachers' Appraisal Manual



**WEST KENYA UNION CONFERENCE
DEPARTMENT OF EDUCATION**

PROPOSED EDUCATION PERFORMANCE APPRAISAL SYSTEM

MANUAL FOR ADVENTIST SCHOOLS AND COLLEGES

**A Proposal Submitted to the Executive Committee of the West
Kenya Union Conference of the Seventh-day Adventist Church
Kisumu-KENYA**

September, 2014

Appendix P: Student Handbook- School Rules and Regulations

Student Handbook – 2013 Aspire to Excell before Time Expires God First Others Follow

ADVENTIST SECONDARY SCHOOL RULES AND REGULATIONS

The rules spelt here follow the principle of **COMMON SENSE** and are designed for your protection, the smooth running of the school and to help you live peacefully with others. This can only be achieved when individual students take into account the Guidance and Counseling done by the Peer counselors, Teachers/parents and above all accepting God to direct your life.

A. ACADEMIC AND ATTENDANCE:

1. Student **MUST** attend all lessons and be in their classes during study periods.
2. Student **MUST** attend all time assemblies, preps and dawns. Failure to do so will call for punishment.
3. The school embraces holistic education which trains the mind as well as body and soul. Therefore attendance and active participation in all church services, Vespers, Chapel irrespective of sect, religion or credo is **COMPULSORY**. In addition to participating in manual work, debates, and clubs or other school functions as may be communicated.
4. All students **MUST** do the class assignments, CATs and termly examinations during the stipulated time.
5. All students **MUST** strive to attain the school pass mark which is C- and above in order to be promoted to the next class for academic excellence is paramount.
6. Students are urged to observe language policy. English is spoken on Mondays, Wednesdays, Fridays and every Sabbath. While Kiswahili speaking will be adhered to on Tuesdays, Thursdays and Sundays.
7. Silence must be maintained all over the compound and agility practiced by all students.

B. SCHOOL UNIFORM /OTHER ITEMS NOT REQUIRED:

8. Students are compelled to be tidy all the time.
9. All students **MUST** keep their hair short and neat at all time.
10. Students **MUST** put on full school uniform all the time when in school, in church and at any time that they go out or come to school.
11. Students are **NOT** allowed to bring any other clothes or shoes which are not part of the school uniform designed by the school authority. If found will be confiscated and never returned.
12. Cosmetics are **NOT** allowed in School.
13. Students are **NOT** allowed to have mobile phones, radios etc. or any form of electronics/electrical gadgets, sword, sharp objects and any strange property not in line with what is required in the School.
14. The break of the above rules will not be tolerated by the School authority.

C. PERMISSIONS, ABSENTEEISM AND LATENESS:

15. No student shall leave school without an approved permission chit. The permission chit is issued by the teacher on duty. Any student who received permission **MUST** report to the same persons upon his/her return to school. Permission to spend outside the school shall **ONLY** be given by the **PRINCIPAL** or in the absence of the Principal, the **DEPUTY PRINCIPAL**.
16. Each student **MUST** report from holiday on the day scheduled not later than 4:00pm, failure to do so will be considered as absenteeism and will be sent back home.
17. The parents/guardians **MUST** accompany any student who fails to report to school on the opening date and no letter shall be accepted.
18. Any student who does not report to school within **TWO WEEKS** of opening shall be penalized to pay 10% extra of the school fees and be accompanied by the Parent/Guardian.
19. No student may talk to visitors unless authorized by the teacher on duty, boarding Master/Matron, Deputy Principal, or the Principal.
20. No student is allowed to cross the fence at any point. Offenders **SHALL** buy a roll of barbed wire with its nails.

Appendix R: Teaching Evaluation Form

DEPARTMENT OF EDUCATION TEACHER'S EVALUATION INSTRUMENT

Name of the teacherresponsibilityt/subjects

COMPETENCIES OBSERVED BY THE TEACHER HIMSELF/HERSELF

The scale is from one to five (1-5). So circle one in every item to indicate your perception of your own competenc (5- Excellent, 4- Good, 3 – Average, 2 – Poor and 1 – Unsatisfactory). Then fill the gaps provided in D₆ appropriately.

D₁. Preparation of the teacher

- | | | | | | |
|--|---|---|---|---|---|
| a. I come with note/lesson plan in the class | 1 | 2 | 3 | 4 | 5 |
| b. I give my notes to the students | 1 | 2 | 3 | 4 | 5 |
| c. I use teaching aids | 1 | 2 | 3 | 4 | 5 |

D₂. Masterly of the subject matter

- | | | | | | |
|--|---|---|---|---|---|
| a. I know my subject matter well | 1 | 2 | 3 | 4 | 5 |
| b. I finish my course work/syllabus every term | 1 | 2 | 3 | 4 | 5 |
| c. I give accurate information | 1 | 2 | 3 | 4 | 5 |
| d. Students understand my teaching well | 1 | 2 | 3 | 4 | 5 |
| e. I use different books/sources | 1 | 2 | 3 | 4 | 5 |

D₃. Class Management

- | | | | | | |
|---|---|---|---|---|---|
| a. I have class control | 1 | 2 | 3 | 4 | 5 |
| b. I make students understand how their grades are computed | 1 | 2 | 3 | 4 | 5 |
| c. I keep time | 1 | 2 | 3 | 4 | 5 |
| d. I do not miss attending class | 1 | 2 | 3 | 4 | 5 |
| e. I am well organized | 1 | 2 | 3 | 4 | 5 |
| f. I involve everybody in the learning process | 1 | 2 | 3 | 4 | 5 |

D₄. Class assignment

- | | | | | | |
|---|---|---|---|---|---|
| a. I have several ways of testing | 1 | 2 | 3 | 4 | 5 |
| b. I return exam papers in time | 1 | 2 | 3 | 4 | 5 |
| c. I give frequent assignment | 1 | 2 | 3 | 4 | 5 |
| d. I regularly revise exam papers with students after marking | 1 | 2 | 3 | 4 | 5 |

D₅. Teacher's personal commitments

- | | | | | | |
|---|---|---|---|---|---|
| a. I participate in spiritual programs actively | 1 | 2 | 3 | 4 | 5 |
| b. I participate actively in co-curriculum activities | 1 | 2 | 3 | 4 | 5 |
| c. I have and I know my job description | 1 | 2 | 3 | 4 | 5 |

D₆. Teacher's own comments

- a. My two main weaknesses to be changed are:
- i.
- ii.
- b. My two main strengths to be maintained are:
- i.
- ii.
- c. The grade I give myself in terms of A, B, C, D and E is
- d. Give any relevant comment

Appendix R: Teaching Evaluation Form

EDUCATION DEPARTMENT TEACHING EVALUATION FORM

TEACHER _____ DATE _____
 CLASS _____ SUBJECT _____ TIME _____
 SCHOOL _____ SUPERVISOR _____

EVALUATION SCALE

- 5 Excellent
- 4 Very Good
- 3 Average
- 2 Below average
- 1 Very serious problem

Put the right assessment number grade in the right square

ENVIRONMENT	LESSON DEVELOPMENT
<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Room arrangement <input type="checkbox"/> Neatness <input type="checkbox"/> Ventilation </div> <div style="width: 45%;"> <input type="checkbox"/> Room space <input type="checkbox"/> Lighting <input type="checkbox"/> Appropriate display materials </div> </div> <p>REMARKS:</p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Knowledge of content <input type="checkbox"/> Student involvement <input type="checkbox"/> Adapted to class reaction <input type="checkbox"/> Questioning technique <input type="checkbox"/> Challenges students <input type="checkbox"/> Effective use of learning resources <input type="checkbox"/> Student contribution appreciated <input type="checkbox"/> Constant evaluation of student learning <input type="checkbox"/> Student interest in the lesson <input type="checkbox"/> Meaningful summary developed with students </div> </div> <p>REMARKS:</p>
<h4 style="text-align: center;">TEACHER'S CHARACTERISTICS</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Courtesy <input type="checkbox"/> Confidence <input type="checkbox"/> Articulation <input type="checkbox"/> Appearance </div> <div style="width: 45%;"> <input type="checkbox"/> Enthusiasm <input type="checkbox"/> Teaching voice <input type="checkbox"/> Eye contact <input type="checkbox"/> Use of time </div> </div> <p>REMARKS:</p>	<h4 style="text-align: center;">CONCLUSION</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Effective and challenging <input type="checkbox"/> Consolidated the lesson well </div> </div> <p>REMARKS:</p>
<h4 style="text-align: center;">CLASS ATMOSPHERE</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Friendly relationships <input type="checkbox"/> Appropriate noise level </div> <div style="width: 45%;"> <input type="checkbox"/> Individual attention <input type="checkbox"/> Class control </div> </div> <p>REMARKS:</p>	<h4 style="text-align: center;">ASSESSMENT AND RECORDS</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Student assessed frequently <input type="checkbox"/> Assessment records are clear and appropriate <input type="checkbox"/> Assessment corrected and returned promptly <input type="checkbox"/> Students required to correct mistakes <input type="checkbox"/> Use of different modes of assessment <input type="checkbox"/> Teacher checks attendance </div> </div> <p>REMARKS:</p>
<h4 style="text-align: center;">SCHEME OF WORK</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Well organized </div> <div style="width: 45%;"> <input type="checkbox"/> Adequacy of components </div> </div> <p>REMARKS:</p>	<h4 style="text-align: center;">INTEGRATION OF FAITH AND LEARNING</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Effort to identify integration opportunities between content and faith <input type="checkbox"/> Ability to note integration opportunities between content and faith <input type="checkbox"/> Natural integration between content and faith <input type="checkbox"/> Teachers personality reflects harmonious integration of intellectual and faith development </div> </div> <p>REMARKS:</p>
<h4 style="text-align: center;">LESSON PLAN</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Properly related to schemes <input type="checkbox"/> Specific clear and realistic objectives <input type="checkbox"/> Appropriate learning aids <input type="checkbox"/> Stages organized in natural flow of sequence <input type="checkbox"/> Learning activities relevant to the objectives </div> </div> <p>REMARKS:</p>	<p>FURTHER REMARKS:</p>
<h4 style="text-align: center;">INTRODUCTION</h4> <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input type="checkbox"/> Relevant <input type="checkbox"/> Related past experience with the present </div> <div style="width: 45%;"> <input type="checkbox"/> Thought provoking </div> </div> <p>REMARKS:</p>	

Appendix S: A Newly Built Primary School by the Conference



Appendix T: Resume

RESUME:

GISIWAU JACKSON MEREMO (Mr.)

Current Contacts: -

P.O BOX 39, ISIBANIA

TELEPHONE : +254 725 164 294

E-MAIL : mejagi@gmail.com

Personal Details: -

DATE OF BIRTH : 1957

SEX : MALE

NATIONALITY : KENYAN

MARRITAL STATUS : MARRIED

RELIGION : CHRISTIAN [SDA]

LANGUAGES : SWAHILI /ENGLISH/KURIA

PROFESSION : TEACHER

Career Objectives: To be part of an institution that is working to improve the quality of life by research, innovation and transfer of knowledge. My motivation is to always endeavor to deliver desired results for overall educational intelligences' growth.

Academic/Professional Background

2017- PhD (Educational Administration) -University of Eastern Africa, Baraton.

2008-2012 Med (Administration) - University of Eastern Africa, Baraton

2000-2003 Bed (Science) - Kenyatta University

1983-1985 Diploma in Education - Morogoro Teachers college

1975-1976 - Teaching Certificate/ Military Training - Morogoro T. T. C

Primary & High School:

- 1981-1983 Advanced Certificate of Secondary Education [D.III] - Alliance H/S (Musoma)
- 1977-1978 Secondary School Certificate [Div. III] - Mtwara Sec. School:
- 1970-1972 Secondary School Form 3 Leaving Certificate - Nyaroha Sec. School:
- 1965-1967 Certificate of Primary Education - Magoto Pr. School:
- 1962-1965 Lower Primary - Nyabitocho Pr. School:

Work Experience:

- 2016- To-date Tutor - Kamagambo Adventist College
- 2010- 2015 Education/Chaplaincy/Music/AMR- Director RC
- 2008 - 2010 Principal Ranen Adventist Secondary School
- 2004 - 2008 Principal Nyabikaye Adventist Secondary School
- 2001- 2003 D/Principal Ranen Adventist Secondary School
- 1999 - 2000 Principal Ranen Adventist Secondary School
- 1989-1999 D/Principal Ranen Adventist Secondary School
- 1986-1988 Preceptor Ikizu Adventist Secondary School
- 1985-1986 Dean of Students Musoma Teachers' Training College
- 1981-1984 Head Teacher Kyoruba Primary School
- 1980-1981 D/H Teacher Kebweye Primary School
- 1977-1980 D/H Teacher Madimba Primary School

Published Work:

Lazarus Makewa, Jackson Meremo, Elizabeth Role and Jesse Role
University of Eastern Africa, Baraton, Kenya

“ICT in Secondary School Administration in Rural Southern Kenya: An Educator’s Eye on Its Importance and Use” in
The International Journal of Education and Development using Information and Communication Technology (IJEDICT), 2013, Vol. 9, Issue 2, pp. 48-63

Conference Presentations and Workshops:

- CLARION Workshop on gender ..., Mombasa March 2006.
- **“Reviving and Empowering the 21st Teachers and Patrons: ICT Challenges”** at Ranen Conference Teachers’ Retreat at Kanga High School 17th – 20th April 2013.
- **ECD Biblical Foundation Teachers’ Conference – at Gahogo High school, Muhanga, Rwanda 12th – 18th December 2013.**

Track 1: Issues in Elementary/Primary Education- *“Improvising, Technology and Teaching Aids”*

- **2nd Baraton International Interdisciplinary Research Conference and Exhibition, April 2015.**
Theme: Emerging Issues in Globalisation.
Topic: Drug Abuse: A case in Kilyungi Secondary School in Kenya

Work Philosophy:

As a Teacher Evangelist, my desire is to give the teachers, students, church and community maximum delivery, motivation and support for their life career and life hereafter. I am grateful for the opportunity I have been given to serve in the Lord’s vine yard to realize this. Compelled by the love of my Savior; I use maximum time, talent and ability to influence and mentor workers, students [youth] and colleagues positively to make my work place better than I found it. Advocate and practice dedication, accountability, transparency, excellence and efficiency in guidance and counseling. Christ is the model.

REFEREES:

Dr. Vencie Allida
University of Eastern Africa, Baraton
P.O BOX 2500- 30100
ELDORET- Kenya

Dr. Lameck Miyayo
University of Eastern Africa, Baraton
P.O BOX 2500- 30100
ELDORET- Kenya

Prof. Elizabeth Role, PhD
University of Eastern Africa, Baraton
P.O BOX 2500- 30100
ELDORET- Kenya

Prof. Lazarus Ndiku Makewa, PhD
Professor of Educational Communication and Technology
Deputy Vice Chancellor Academics and Student Affairs
Lukenya University
P.O. Box 619 - 00204 - Athi River - Kenya

Appendix U: Self-Evaluation Contextualized Instrument and Tool for Secondary Schools

Executive Summary of Findings

Recommendations	Action to be Taken
<p>-Providing copies of personnel manual, setting clear job descriptions and holding orientation would help employees and students to understand the policies of the school.</p> <p>-This would help both employees and administrators result into smooth performance of their duties minimizing the occurrences of misunderstanding, mistrust and conflicts in the school.</p>	<p>-Prepared, printed and issued administrative and academic manual copies for each of the staff of the school.</p> <p>-Planned periodic orientation, open discussions and sharing of teams on the provisions of the said manual by management and administration.</p>
<p>-The possibility of creating QA teams in schools, conferences and union would enhance termly quality assessment using and audits using EQAP tool for continuous improvement.</p> <p>-Involvement of students, parents, alumni and other interested parties better coordinated and managed would cause positive changes and continuous performance.</p>	<p>- Creation and provision of officers and offices of implementation teams at all levels and re-train for transparent coordinated continuity.</p> <p>-Timely provision and accountability of T/L resources, safe T/L environment for centers of evangelism and academic excellence.</p>
<p>-Staff development could be improved through regular subject panels in-house INSETs, outside seminars and trainings.</p> <p>-Timely fund soliciting and allocation for this would help a lot in their pursuit for continued academic excellence, teaching/learning resources and infrastructure improvement.</p>	<p>-Review of budget allocation for faculty development and re-training collectively discuss for better augmentation. This would pave way for engage themselves in professional trainings and seminars vital to their fields of expertise.</p> <p>-This would enable timely provision of required teaching/learning materials and infrastructural face-lifting.</p>
<p>-The church, management and administration to explore ways through which workers' salaries and benefits could be raised to reasonable standards.</p> <p>-Permanent workers should be absorbed as church workers to enhance job security and high performance with accountability.</p>	<p>-Transparent review of faculty remuneration, and working conditions for improved job security to enhance retention, accountability for high performance and continuity.</p>
<p>Yearly/termly review and/or revision of policies/ syllabi should be part of the teachers activities prior to opening of classes</p>	<p>Perform SWOT analysis for termly/ annual review of QA policy, instrument and process. Professional documents and syllabi are provided and shared.</p>

SWOT Analysis

Strength	<p>Assess whether the school has clear philosophy, mission, vision, strategic plan, policies, core values and an organizational chart with roles, relationships, chain of command, level and order of collegial responsibility.</p> <p>Administrative records and reports keeping and utilization. Transparent collection of fees and balanced allocation of administrative business with their academic functions</p> <p>Benefits and responsibilities are clearly described in personnel and students' manuals respectively and well implemented.</p> <p>Safe and secure teaching and learning environment, community and stakeholders' support enhancing retention of students and staff.</p>
Weaknesses	<p>Due to unavoidable situations, the administrative/management officers are sometimes not free from undue political, economic, ethnic, social pressures hindering smooth implementation QAP</p> <p>The salary rates are adequately meeting the economic and social demands of the profession compared to those in public service.</p> <p>Dependence on collection of fees and other miscellaneous fees is not sufficient</p>
Opportunities	<p>Grab any available opportunity including the strengths of the institution to enhance continuous improvement. Be positively creative and innovative entrepreneurs.</p>
Threats	<p>Positively convert threats including weakness and negative attitude of some stakeholders into opportunities of effective implementation of QAP</p>

Evaluation Rating Scheme

5	Excellent	The provision and /or conditions are extensive and are functioning excellently or the desired provisions and/or conditions are fully met.
4	Very Good	The provisions and/or conditions are extensive and are functioning well, or are moderately extensive but functioning excellently. The desired provisions and /or conditions are nearly met.
3	Good	The provisions and/or conditions are moderately extensive but functioning well, or desired provisions and/or conditions are adequately met.
2	Fair	The provisions and/or conditions are moderately extensive but functioning poorly, or the provisions and/or conditions are limited in extent but functioning well or the desired provision and/or not quite adequately met.
1	Poor Missing	The provisions and/or conditions are limited and are functioning poorly or the desired and/or conditions are hardly to be found in school, or provisions and/or conditions are missing but necessary.
	N/A- Not Applicable	Provisions do not apply, therefore items should not be considered in the rating.

Board of Management

This part is concerned with the composition of the chief policy-making body of the whole institution

1 what is the chief policy-making body for the institution as a whole is

2. Names, academic qualification, occupation and terms of the member of this body (Board)

Name	Academic qualification	Occupation	Constituency	Term Expires

3. What arrangements to ensure that there are some provisions for continuity in the composition

of the policy-making body? - Bi-laws _____

4. How often does the board meet? _____

5. How effective is the board of the institution and how functional is it? _____

WHAT TO HAVE AVAILABLE AS BASIC EXHIBITS

When the visiting team is assessing the program of the school they will need access to the documents

listed below. Please have them available for the team members, preferably in the room that you may assign to the team as their meeting and workroom.

- School Bulletin
- Teachers Handbook
- Student Handbook
- Syllabi and Schemes of Work
- School Board Minutes
- Staff Meeting Minutes for the previous term/year
- Latest Budget and financial statement
- Copies of the auditors' reports/management letters for the previous term/year
- School Timetable/Class Schedule
- Curriculum/Academic Committee Minutes
- Campus and Spiritual Master Plan
- Any strategic plan or long-term plan the school has established
- Record of procurement minutes
- Record of the Examination Results for at least three years

- Record of school alumni and contacts.

- Responses to previous AAA recommendations

The administration and teachers may include any further exhibits they consider would be of benefit to the visiting team.

Tool A: Secondary Student Enrollment Information for Current School Year

Class Level	# of Streams	# subjects	Total # Students	Total Boys	Total Girls	Bapt. SDA	# SDA Students	# Other Christian	# Non-Christian
1									
2									
3									
4									
Totals									

Directions: Fill in the above data. Check for accuracy, the total of boys and girls columns must equal Total # Students column and the totals of the three church membership columns must equal Total # Students column.

Tool B: School Personnel Information for those Working with the Secondary School

Personnel Name	Po	Assignment	CH	WC	Deg.	Cer.	TYS	YSS	#Su	Cp	Xc	
	A	Principal										

Directions: List the administration first, next list the teachers in alphabetical order by family name, next list supporting staff in alphabetical order by family name. Use the information below to help you complete the information in each column.

- Column:** 1. Personnel Name: Title (Dr., Pr., Mr., Mrs., Miss, etc.), Family, Given Name, eg., Dr. Paul, Kim
 2. Position: A=Administration; T=Teacher; S=Supporting, (Secretary, Dean, Chaplain, Maintenance)
 3. Assignment: Treasurer, Level? Teacher, (Subject) Teacher; Office Secretary, Boy's Dean, etc.
 4. Church: S= SDA church member; C=other Christian church member, O=not in a Christian church
 5. Work Classification: F=full-time, P=part-time, C=Contract, V= volunteer.
 6. Degree: Highest degree earned. (Ph.D., Ed.D, MA, MSc., BA, BSc., Diploma, Certificate, N=None)
 7. Certification: Give title of highest denominational certification where applicable.
 8. Total Years' Service: Total number of years individual has been working in SDA education
 9. Years of Service for this School: Total years of service employed at this school
 10. Number of Different Subjects taught
 11. Number of Class Periods taught each week
 12. Number of co-curricular assignments, i.e., class sponsor, Pathfinder director, Student Body sponsors,

Tool C: Teacher's self-evaluation

No	Item	1	2	3	4	5
1	I understand, use and share the school philosophy in my teaching and administrative duties					
	I understand, use and share the school vision in my teaching and administrative duties					
	I understand, use and share the school mission in my teaching and administrative duties					
2.	I understand, appreciate and share the institutional goals, objectives and strategic plans with students and colleagues					
3.	I make and use the scheme of work for the subjects I teacher to complete the syllabus in time					
4	I make use of teaching and learning resources in my class presentations					
5	I know and I have a positive relationship with my learners; so I prepare my lesson plan to meet their needs					
6	I always identify and use opportunities to integrate faith as I present the subject matter					
7	I attend and support all school programs as required by the school					
8	I am conscious of the code of professional conduct in my appearance, dressing, speech as a mentor and role model to students and community					
9	I regularly give exercises, quizzes, tests mark and revise with students in time as stipulated by school administration and academic policy					
10	I am involved in school decision-making and I am supported to carry out my designated duties in the school					

Self-Survey Instrument Summary for Formal Visitation

Criterion	Description	No of Items	Max. Score	Real Score
A	Information on Philosophy, Mission, vision, and Objectives	20	100	
B	Spiritual Emphasis	12	60	
C	Management & Administration	14	70	
D	Personnel Qualifications and Administration	16	80	
E	Student Personnel Administration	22	110	
F	Quality of Academic Programs	16	80	
G	Business and Financial Administration	13	65	
H	Institutional Planning and Development	17	85	
	Total	130	650	
	Average		5	

Name of High School _____ Contact _____

Address _____

Survey done by:

Date:

Name	Designation	Signature

Performance Area 1: Philosophy, Vision, Mission and Objectives

A school's mission statement which conveys the actual purpose for the school's existence should be stated clearly, simply, and briefly. The philosophy statement provides the basic foundation beliefs, values, and principles upon which the school operates and governs the decision-making activities of the school personnel in the day-to-day operation of the school. The school's objectives indicate the direction of focus by the administration and teachers as they work toward mission fulfillment to emphasize on school operations and opportunities that result in student growth and development. Their effectiveness is assessed by how they are interpreted and implemented by staff and students in daily undertakings.

No.	A. Philosophy Statement - item (s)	1	2	3	4	5
1	The school has a clearly stated philosophy for its objectives					

2	The staff demonstrate understanding of the philosophy in their instructional activities					
3	The students demonstrate understanding of the philosophy and core values of the school					
4	Administrators and staff review the philosophy Statement at least once a year in staff meeting.					
5	The school prints and displays the philosophy Statement in the school bulletin, notice boards, staff and student handbooks.					
6	School personnel communicate to students the Seventh-day Adventists' philosophy of education in relation to the integration of faith and the academic curriculum					
	B. Mission Statement					
7	The school has a clearly stated mission and core values for its objectives					
8	The staff demonstrate understanding of the mission in their instructional activities					
9	The students demonstrate understanding of the mission and objectives of the school					
10	Administrators and staff review the Mission Statement at least once a year in staff meeting.					
11	The school prints and displays the Mission Statement in the school bulletin, notice boards, staff and student handbooks.					
	C. Vision Statement					
12	The school has a clearly stated vision and core values for its objectives					
13	The staff demonstrate understanding and use of the vision in their instructional activities					
14	The students demonstrate understanding of the vision and core values of the school					
15	Administrators and staff review the vision statement at least once a year in staff meeting.					
16	The school prints and displays the vision statement in the school bulletin, notice boards, staff and student handbooks.					
	D. Statement of Objectives					
17	School has clearly stated objectives and personnel clarify the school's objectives to parents each school year.					
18	Staff keeps the objectives in focus during curriculum planning and implementation.					
19	Staff keeps the philosophy, mission, vision and objectives in focus during lesson preparation, classroom teaching and co-curricular activities.					
20	School personnel explain the school's philosophy, mission, vision and objectives to new and all students					

	early in the school year.					
Performance Area 2: Spiritual Emphasis						
Adventist schools are established primarily for preparing students for heaven. The staff and students share unique spiritual growth opportunities within the Christian atmosphere of the classroom and extra-class environment while they prepare themselves for their life-work. The aim is to assess the scope of the spiritual-growth opportunities built into the school's total program to meet the needs of the student body. The effectiveness of the spiritual atmosphere and integration of faith and learning throughout the instructional and co-class activities of the school leads to prepare and recommend plans for improving the spiritual emphasis within the institution.						
No.	item (s)	1	2	3	4	5
1	School personnel provide a wide variety of spiritual activities to meet the spiritual needs of students and teachers.					
2	Students and staff read the Bible and pray together					
3	School Administrators provide a spiritual atmosphere that models and encourages spiritual growth in students.					
4	School Teachers provide a spiritual atmosphere that models and encourages spiritual growth in students.					
5	School Non-teaching staff provides a spiritual atmosphere that models and encourages spiritual growth in students.					
6	School Student leaders provide a spiritual atmosphere that models and encourages spiritual growth among students.					
7	School personnel provide opportunities for students to take leadership roles in spiritual activities					
8	School personnel encourage students' personal moment-by-moment application of Christian values, principles, and beliefs in developing self-control and social and spiritual responsibility in their daily lives.					
9	School personnel integrate faith and learning in all areas of the curriculum.					
10	Administrators plan for the spiritual enrichment of staff.					
11	School personnel promote the privileges and experiences of Christian education between churches and families where children are not enrolled in S.D.A. schools					
12	Administrators and staff encourage students to participate in student evangelism either on or off campus.					
Performance Area 3: School Management and Administration						
The institution will have a governance structure and administrative leadership that						

provides strong mission-driven direction to the institution. Effective leaders instill confidence, trust, and cooperation in their workers. They ensure that the evaluation, planning, redirection, and implementation procedures are operating within appropriate guidelines for successful performance and outcomes. Their administration builds an active team which catches the leader's vision, enthusiasm, and dedication to responsibility. The team gets the work done and its members receive the recognition.

No.	item (s)	1	2	3	4	5
1	The school has an organizational chart showing the administrative bodies, officers and their relationship, chain of command and order of responsibility					
2	The principal/headmaster has a clear vision for the school's operation and growth.					
3	The principal openly communicates this vision to other administrators, staff, students, parents and community.					
4	The principal provides job descriptions for staff responsibilities and maintains healthy relationship with workers.					
5	The principal maintains positive and constructive liaison with superior bodies.					
6	Providing an organizational structure of developmental and/or evaluative committees operating for curriculum revision, performance and development.					
7	Providing an organizational structure of developmental and/or evaluative committees operating for in-service, staff upgrading, planning and implementation.					
8	The principal is free from undue pressure and interference from the governing body in the exercise of his/her official duties					
9	The administrative officers are all qualified for their respective duties					
10	Administration and staff conduct an evaluative analysis of the effectiveness of the total program against the school's mission, philosophy, and objectives.					
11	Staff members interact in productive discussion on the evaluative feedback, making recommendations for change and improvement. Recommended changes from the regular overall program evaluation are implemented promptly, effectively, and according to schedule					
12	Recommended changes from the regular overall program evaluation are implemented promptly, effectively, and according to schedule					
13	The church provides timely support to the school for EIQAP and TQI					
14	The school administration and management demonstrate transparency in handling issues of workers and students.					

Performance Area 4: Personnel Qualification and Administration

People are the most important resource in any institution. The business of education depends on people serving people, and people responding to people. Positive personnel relationships are crucial to effective performance within the school environment. Personnel relationships are strengthened or weakened by attitudes. Positive attitudes toward principles and people build relationships for success, whereas negative attitudes create disharmony and disunity. Success is most possible where unity is experienced.

No.	item (s)	1	2	3	4	5
1	The school has written procedures in the recruitment of faculty and staff in harmony with church policy.					
2	Administration ensures that teachers being recruited are well qualified to meet the curriculum needs of the school.					
3	Administration ensures that supporting staff being recruited are well trained and are capable of doing the task expected of them.					
4	Administration ensures that teachers and non-teaching staff being recruited are committed to the mission, philosophy and objectives of the school.					
5	Administration provides teachers and non-teaching staff a handbook with job description, ethos and objectives of the school.					
6	The school has written policy and procedures in the remuneration and benefits of faculty and staff.					
7	The school has written policy and procedures in disciplining and/or terminating the appointment of faculty and staff.					
8	Leadership provides multi-dimensional in-service training/ orientation for newly appointed staff in the department/school					
9	Administration has established a planned program for the professional staff improvement through appraisal and support the teacher desires					
10	Administration encourages peer-teaming (clinical supervision) for observing in each other's classroom teaching, and for assisting each other for professional development.					
11	School personnel are involved in spiritual activities of in/out-reach, giving students both support and a positive example.					
12	School personnel are involved in planning for curriculum instructional activities enabling students realize their potential.					
13	School personnel model Christian values and principles in and out of school.					
14	Administrators and teachers show care about students and encourage students to show care toward each other.					

15	Administration and staff treat students with respect while correcting student behavior without humiliation.					
16	Administration and staff lead students to be responsible for their own behavior with emphasis on redemptive discipline to students.					
Performance Area 5: Students Administration						
Adventist schools must provide educational opportunities that supply the needs of the students. School services are vital to the effective operation of the institution. School industries are specifically for the purpose of providing possible work opportunities for needy students. Some industries are also able to contribute to the finances of the school's operation. Both school services and industries are to operate within the guidelines of the school's philosophy. Both must contribute to the fulfillment of the school's objectives and mission.						
No.	item (s)	1	2	3	4	5
1	The school has a written policy and procedures of admission of students in harmony with the mission and objective of the school					
2	The new students are screened in reference to their entry point/examination and previous records					
3	The school provides students with the handbook with their expectation and what is expected of them according to the school mission and objectives					
4	The school has effective operation of the registrar's office maintaining all academic records up-to-date in organized manner.					
5	Teachers and staff are committed to teach and guide students to holistically excel in life					
6	Teachers and staff mentor students as model examples in spiritual life					
7	Teachers are committed to teach and complete the syllabus in time					
8	The school has effective operation of the business office maintaining all financial records up-to-date in organized manner.					
9	The school has an effective operation of the instructional media center					
10	The school library has an adequate reading space with seating for up to 20% of the enrollment or two to three classes at any one time					
11	The school provides adequate teaching/learning materials promptly to support quality instructions.					
12	Guidance center personnel provide effective professional help to students who need personal guidance and counseling.					
13	Guidance personnel provide an effective service in career counseling with accompanying printed material					

	regarding career opportunities.					
14	Guidance personnel maintain effective communication with the teachers and parents on a professional basis and within the legal expectations of the country.					
15	The school provides a system of advising students to ensure that their social needs are met through the best choices involvement in co-curricular activities					
16	The school provides a system of advising students to ensure that their needs are met through the best choices of work education.					
17	The school provides opportunities of involving teachers and students regarding possible additions or changes in the school's programs to meet student needs.					
18	Administration provides meaningful and ensures quality supervision of co-class and work education activities for the students.					
19	Administrators communicate regularly with the officers of the school's Alumni Association to ensure the Association function's to its maximum potential for the benefit of the school.					
20	Administration ensures that the alumni data files are kept up-to-date and a synergy of media communication.					
21	Administrators and teachers encourage personal and financial support for the school from members of the alumni.					
22	Alumni Association officers visit the school campus often as part of their program of personal support.					
Performance Area 6: Quality of Academic Programs						
In a quality school, teachers and students are expected to do the best they can in everything they attempt. The teachers are expected to provide quality information, challenge the students into developing quality learning and performance skills, and use effective methods in the instructional procedures. Students are expected to reach high levels of attainment and success in keeping with their abilities.						
No.	item (s)	1	2	3	4	5
1	Teachers provide a well-structured scope and sequence for every course and ensure appropriateness to each class level.					
2	Teachers demonstrate thoroughness in course planning by a complete coverage of necessary content relating the course content to the everyday practical life of the students.					
3	Teachers demonstrate thoroughness in course planning by integrating faith and learning throughout the course structure.					

4	Teachers prepare and submit professional documents to HoDs/principal for each subject taught					
5	Teachers plan activities appropriate for the level of difficulty at each grade level.					
6	Teachers use a variety of methods and techniques in their teaching that every student can understand clearly.					
7	Student progress meets Teacher's, parent's and student's expectations.					
8	Teachers and students treat each other with respect and students practice being helpful and caring to one another					
9	Teachers provide time and opportunity for students to learn what is to be tested sharing their ideas in class.					
10	Teachers give prompt feedback on student learning by immediately providing the student knowledge of accuracy of response.					
11	The school administration orders and supervises the use of textbooks and other instructional materials					
12	The administration has a team of quality assurance to coordinate and averse the effectiveness of teaching/learning process					
13	Teachers help students work toward their potential by taking a personal interest in each student's progress, monitoring and consistently giving immediate feedback to learners					
14	Teachers model commitment in their quality of teaching.					
15	Teachers and students show a spirit of willingness and cooperation being friendly toward one another					
16	Administration and teachers plan for external interaction though bench-marking, symposiums and joint academic exposure					

Performance Area 7: Business and Financial Administration

The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently. Sound financial management is essential for maintaining the confidence of the constituency, staff and students. Promptness in producing financial statements, paying salaries, and making payments maintains credibility. A realistic projected plan for operation and development, a consistent regard for keeping expenses within the budget, and efficient office procedures in processing all accounts contribute to boosting the overall morale of the institution

No.	item (s)	1	2	3	4	5
1	All business and financial functions in the school are managed and supervised by qualified personnel					
2	There is a clear and feasible system of requisition and procurement of text books and other instructional materials					

3	The collection of fees and accounts is effective which gives the school a sound financial base					
4	Departments provide input in the budgeting process according to projected needs based on actual expenses over the previous twelve months.					
5	The school follows the Mission/Union approved remuneration plan for teachers and staff with salaries paid in full and on time.					
6	Administration provides monthly financial statements on time for school/departmental operations, student and staff personal accounts.					
7	Maintains accurate and efficient professional accounting procedures					
8	Funds are mobilized and used for the purpose for which they were collected					
9	Communicates financial and management information concerning budgets and benefits regularly to staff, students and/or parents					
10	Work toward increasing the level of self-support by having a long-term plan with realistic objectives, schedule and a sound academic program that will sustain the plan.					
11	Maintains efficient office procedures and provides prompt and courteous service to parents, students, and businesses.					
12	There is at least an annual external audit of the accounting books of the school					
13	Operates a progressive marketing program to increase/maintain enrollment to/at the optimum level by providing an adequate budget for marketing procedures					

Performance Area 8: Institutional Planning and Development

God prepared a garden home for our first parents. Its beauty surpassed anything that surrounded it. It is important that the school communicates a message of beauty and order to students, parents, and the community so as to strengthen staff and student morale. A beautiful, clean, well-kept, safe campus contributes to an atmosphere that is conducive to learning. It helps to inspire students to be respectful and industrious.

No.	item (s)	1	2	3	4	5
1	The institution has a provision for long-term and short-term planning which includes mechanisms and procedures for regular updates and review					
2	There is a professional personnel responsible for the institutional planning					
3	The plans address themselves to all aspects of the institution and are directed towards the realization of the mission and the objectives of the school					

4	The plans seek to meet national, regional and local goals and needs					
5	The Board and administration maintain an up-dated five-year master plan for facilities, school plant, and campus development.					
6	Board and administration provide an adequate financial plan in keeping with projected enrollment and student needs.					
7	Board and administration have a realistic schedule for implementation of the various stages of the plan					
8	All entities in the academic community (faculty, staff, administrators and students) participate in the planning process					
9	There is appropriate allocation of resources to ensure the realization of the institutional planning objectives					
10	Administration and staff make effective use of facilities and resources (building and campus space) available to respective departments (academic, service, and industrial departments).					
11	The school personnel Maintains cleanliness and the aesthetic quality of school campus and buildings					
12	School buildings, walkways, and stairways are kept free from safety hazards which could cause personal injury.					
13	Administration provides adequate precautions for the safety of the students in cases of emergencies with emergency evacuation routes posted in each classroom and monthly emergency drills.					
14	The school has effective operation of food services with a person in-charge trained or has experience in food preparation and catering.					
15	Food service personnel effectively operate with a high standard of hygiene and sanitation and are provided with appropriate attire.					
16	The school provides effective operation of dormitories adequate to meet student needs clean, attractive with safety precautions					
17	Board and administration select deans/persons preferably of mature ages who can be surrogate parent figures, experienced in guiding young people spiritually, academically, physically and socially.					