



International Best Practices of School Review Processes and Perceptions of Principals on School Outcomes and Improvement

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Abstract: Education plays a vital role in developing nations and laying the foundation for our future. With the onset of 21st century skills, nations across the world have launched a series of national reform initiatives to remodel their education system with the goal of having a national human capital force that competes globally. One key initiative towards this end is to make the reviews and reports on the performance of all education and training providers in the country more authentic and transparent. These kinds of reviews have invariably helped establish a culture of school improvement and quality assurance. The current study explores the best practices in the school review process in select countries and examines in detail, the case of the Kingdom of Bahrain. Since 2008, all government schools in Bahrain have undergone three cycles of inspection by the Education and Training Quality Authority, previously known as the Bahrain Quality Assurance (BQA). The study thus aims to investigate the impact of external reviews on school improvement and how far the BQA aligns with the international school review frameworks and best practices. For the secondary source of data to conduct the qualitative exploration, information was collected from the BQA records available online to identify the patterns of improvements. For the primary source of data to supplement the quantitative explanation, questionnaire was used to elicit perspectives of principals, vice principals, and acting principals on these school reviews. The study is important to the Bahraini government and may provide a model for other countries to improve education.

Keywords: school improvement, quality assurance, teaching standards, school review framework, educational improvement.

Introduction

All educational systems attempt to provide quality teaching and learning experience. The quality of teaching and learning is a key to the economic growth and nation building. Education Quality Assurance (QA) is a systematic process of evaluating and reviewing the intended learning outcomes against standardized benchmarks of national and /or international quality to maintain and enhance results.

Since 2005, the Kingdom of Bahrain has

launched a series of national reform initiatives, which are in line with the 2030 economic blueprint to overhaul the Kingdom's educational system with the goal to have a national human capital that competes globally. In this respect, the major objective has been to transform the educational system in Bahrain to become the steering wheel that achieves the 2030 vision as the oil resources are diminishing, and policy makers are required to do more with less. In line with this, major projects aiming to bring about fundamental reforms to the Kingdom's education and training were introduced in 2008.



These system-level initiatives were identified based on consultations with all stakeholders and recognized to have a major impact in shifting the educational system in Bahrain from a traditional knowledge transition system towards the one where critical thinking and problem solving are key. These comprehensive reform initiatives have been developed in line with the international best practices and established with the support of key international partners such as Polytechnics International New Zealand, Cambridge International Examinations, the Australian Universities Quality Agency, and the National Institute of Education in Singapore (Economic Development Board, 2011; McKinsey & Company, 2008).

Each system-led initiative addresses a mainstream aspect of educational improvement and development. For example, the establishment of Bahrain Polytechnic aimed to provide school graduates with high quality technical and applied education that equips young Bahrainis with the necessary market skills and practical knowledge to succeed in the 21st century labor market. In addition, the Bahrain Teachers' College (BTC) was established by the Ministry of Education (MOE), as a college of education in the University of Bahrain, to prepare a qualified cadre of teachers, educational administrators, and other educational specialists through a provision for high quality pre-service and in-service training.

The establishment of the Education and Training Quality Authority (previously known as the Bahrain Quality Assurance) was an additional vital reform initiative. The major goal of this project is to conduct independent and transparent reviews and reports on the performance of all education and training providers in the country. The authority is also tasked with developing and implementing a National Examination System that provides a reliable assessment of students' skills and knowledge across the nation's public schools. In 2012, Bahrain Quality Assurance (BQA) was further tasked to develop and implement the National Qualifications Framework to ensure better quality and alignment for both labor

market needs and the outcomes of the different education and training sectors in the Kingdom of Bahrain.

Moreover, the BQA through its Directorate of Government Schools Review (GDS) has been regularly reviewing and publishing reports on the performance of the 211 public schools in Bahrain. These external inspection visits provided the schools with fair and objective assessment of the quality of teaching and learning processes in their classrooms to help them address any possible challenges and ultimately improve the students' academic performance.

Since 2008, all government schools have undergone at least two full inspections by BQA as part of its first and second cycle of reviews which occurred between September 2008 and January 2011 as well as between September 2011 and December 2014, respectively. A third cycle of reviews started in April 2015 and upon its completion all public schools in the Kingdom would have been reviewed for three times.

Although these reviews have helped to establish a culture of improvement and quality, the impact of these external inspections on the schools' and students' performance have not been explored and addressed in depth. Moreover, the teachers', and principals' perspectives on these school reviews have not been comprehensively discussed or thoroughly investigated. Furthermore, to guarantee the direct positive impact of external reviews on both, the schools and the students, there is a need to examine their effect on schools' improvement. The alignment of external schools' review framework with international best practices is also discussed in this study. Therefore, this study sheds some light on the value of continuous review of school performance with the aim of meeting the international standards in terms of effective teaching, creating purposeful student assessments, developing learning communities, establishing connections between school, family, and community, and enhancing student achievement.



RATIONALE

Although the BQA review process has been conducted for the past ten years, there is no study that has empirically examined the impact of the BQA review on school improvement. The impact of these external inspections on the schools' and students' performances have not been explored and addressed in depth. Moreover, principals', assistant principals', and acting principals' perspectives on these school reviews have not been comprehensively discussed and thoroughly investigated. Furthermore, it would help to investigate if the impact of external reviews has direct positive impact on both the students' and schools' improvement. It would also help to know in this study which aspects of the BQA's schools review framework align with the international best practices.

SIGNIFICANCE

The study is significant in that it examines the appropriateness of the process implemented by the BQA, provides some suggestions to improve the process, highlights the challenges that schools face which may seem to hinder their improvement, and finally, helps the BQA consider these challenges that schools face to make their process of assessment and accreditation more effective.

DELIMITATIONS

The study is conducted only on the public schools. The responses are collected only from the principals, assistant principals, and acting principals. The reports of BQA inspections from all three cycles are considered only from these government run schools.

LITERATURE REVIEW

In response to the fast innovations and advances in education and technology, assuring quality through school monitoring became the key policy concerns in many countries around the world. The concept of quality assurance in education guarantees and supports satisfactory norms to be met and maintained (Cheng & Townsend, 2000). In relation to training and educational services, planned and systematic processes provided by suitable establishments

or bodies not only define quality assurance, but invite confidence in educational services provided by training authorities (Burke, McKenzie, Shah, Keating, Vickers, Fearnside, & Bateman, 2009).

By its disposition, the quality assurance body holds careful negotiations with the stakeholders on their involvement in its goals, meanings, and interpretations. Although various parties have diverse expectations of the Quality Assurance (QA) process and its outcomes, the influence of quality assurance on internal school value and worth had been a subject of research in many parts of the world. Findings from a recent study composed of representatives from ten Southeast Asian participating countries summarized the influence of assurance reviews on the school improvement of Early Childhood and Care Development (ECCD) – related policies pertaining to education and children are followed, although such a move has yet to be documented. These policies contain capacity which provides background of a country's goals and expected actions for the young children and their development. Legislations requiring government regulations for ECCD services were established in countries such as Brunei Darussalam, Indonesia, Malaysia, and the Philippines (SEAMEO INNOTECH, 2012).

The findings further provided an overview on the participating countries' existing quality assurance framework, existing national qualification framework and active collaborations with other networks. These countries have a mechanism at institution level, or internal quality assurance. Active internal systems at institutions are utilized in Malaysia, Thailand, Singapore, the Philippines, and Indonesia; while Cambodia, Lao PDR, and Vietnam have designed internal quality assurance mechanisms, but still to be fully implemented and realized. Brunei Darussalam started establishing policies and procedures, aligning with the existing systems of the European Quality Assurance Standards and Guidelines and ASEAN University Network



Quality Assurance (AUN-QA) Guidelines. Myanmar controls quality within its institutions (SEAMEO RIHED, 2012).

A brief overview of cross continent quality assurance agencies in select countries

In some selected Southeast Asian countries, the organizational structures of quality assurance agencies to assess university performance are as follows. In Sri Lanka, the QA body uses three steps in the process, namely, self-evaluation, peer review and reporting. If the standards are met, an accredited status is granted by the agency. However, the validity of the accreditation decisions is time limited. The QA body has the right to suspend and / or renew the license, upon the satisfactory resolution of any identified issues (Perera & Hettiarachchi, 2014). In Thailand, Brunei, and Vietnam universities, the QA body implements three site visits (pre-visit, visit, & post-visit) and the outcome of the visits. Accreditation results may also grant a formal status, such as autonomy. In Indonesian and Malaysian universities, approval, funding incentives, and autonomy are awarded. In the Philippines, there are two quality assurance agencies approved by the Ministry of Education: One is Philippine Accrediting Association of Schools and Universities (PAASCU) which grants formal status, incentives, and autonomy; the second is Accrediting Agency of Chartered Colleges and Universities in the Philippines (AACUP) which grants approval, direct funding, incentive, and prestige. Singapore, however; has no specific outcome for public universities other than a report shared with the institution by the Higher Education Quality Assurance (HEQA) comprised of Singaporean and international academics, captains of industry and quality assurance experts, all appointed by the Ministry of Education. This body provides an action plan for the university being assessed (Frank & Pohlenz, 2016).

In Japan, the administrative authority for education is vested in the Ministry of Education which is responsible for the establishment of the educational system, creation of national standards for teacher certification,

curriculum guidelines, financing salaries of school personnel, subsidizing private schools, textbook screening, and assistance on school management. Decline in academic achievement post second world war resulted in the national assessment of academic achievement that continued from 1948 till 1964. Since 1990s education reforms targeted setting up national standards for curriculum guidelines and teacher training and professionalism. This provided for schools with a flexibility in their curriculum in addition to Course of Study mandated by the ministry. Quality of teachers saw reforms in teacher education and certification. Educational processes at schools were monitored by administrators, bureaucrats, and researchers until recently. While at the national level the Ministry of Education monitored the implemented standards, at the local level education boards operated schools and conducted appraisal of teachers and administrative staff through sending a school advisor to attend some classes, talk to teachers, and observe the state of school management. However, just before the onset of the 21st century educational institutions opened to parents and community members as external reviewers. In 2000, to establish bond of trust with the community, the MoE recommended installing school councils formed out of people from the community alone to evaluate school management, teaching, student guidance, and school atmosphere (OECD, 2001). However, the continued decline in the academic achievement till the end of the twentieth century led to conducting the Program for International Student Assessment (PISA) every three years by the Organization for Economic Co-operation and Development (OECD). This further led to an admiration for the Finnish education system that held top position until 2009. Thus, National Assessment of Academic Ability (NAAA) was introduced in 2007 with the aim to assess nationwide academic achievement of students and improve educational outcomes, to establish ongoing cycle of investigation and educational improvement, and to apply the results in improving teaching and learning on an individual basis. Currently, the quality



assurance structure in Japan consists of the Standards of Establishing University (SEU), the Quality Assurance & Accreditation System (QAAS), and the Establishment-Approval System (EAS). The QAAS came into effect from April 2004 and required all universities to undergo accreditation process once every seven years to periodically check the academic and administrative activity. The QAAS establishes standard regulations with respect to – university admission requirements & course terms, human and material resources, educational activities and graduation. It also checks overall conditions in ‘education, research, organization, management, facilities and equipment’ stipulated by School Education Law and could set up standards stricter than those specified by SEU (Standards for Establishing Universities) if it concludes results as ‘unsatisfactory’.

In UK, since 1995, the Office for Standards in Education (Ofsted) has inspected the quality of all Initial Teacher Training (ITT) on behalf of the Training and Development Agency for Schools (TDA). By the current Ofsted framework, the purpose of inspection included assessment for improvement, comparison, resource management, or compliance for all sponsor-led schools, academy converter schools, academy special schools, free schools, special free schools, maintained nursery schools and alternative provision academics. University technical colleges, independent specialist colleges, studio schools, 16-19 academies, and several independent schools are also inspected under this framework. The framework uses a four-point grading scale (1-outstanding, 2-good, 3-requires improvement, & 4-inadequate) to make key judgements on quality of education, behavior and attitude, personal development, leadership, and management (The Education Inspection Framework, 2019). Research evidence shows in general; inspections were viewed as ‘heavy handed and invasive’ (Furlong et al. 2000) and concerns expressed over their reliability, validity, and credibility. The revised 2005 Ofsted inspection framework comprise of full and short inspections with the objective to, ‘be efficient and cost effective for both providers and Ofsted’ (The Education

Inspection Framework, 2005). Further to this, because of the Dearing Report, UK Quality Assurance Agency (QAA) was set up in 1997 to develop country wide process of subject review and academic audit at higher education. The process delivered evidence-based peer reviews, trained reviewer judgments, published reports and the UK quality code. The QAA conducted external reviews that checked on internal quality assurance systems and published reports. Students and other professional bodies were also part of both internal and external reviews. The UK QAA thus, uses dedicated students’ engagement team of trained reviewers having two student members on QAA board and commissioning research on student engagement in quality and standards. It uses communication channels through applications such as twitter, LinkedIn, Flickr, iTunes, YouTube and QAA news. It also builds partnerships in the quality assurance of transnational education with China, Singapore, Malaysia, Australia, and Dubai.

Established in 1801, the Dutch Inspectorate of Education (DIE) oversees education in Netherlands monitoring the quality of education, adherence to educational laws, and proper spending of funds. Since 2008, the DIE uses a system of risk-analysis to inspect schools. Based on early warnings, it categorizes school quality as: ‘green’ having no risks, ‘orange’ having potential risks, and ‘red’ having high risks. Additional inspections are scheduled to assess the quality of education for ‘orange’ and ‘red’ schools. Failing or highly underdeveloped schools must draft plans to improve quality. Failing schools that do not show improvement within two years, are met with an additional inspection intervention with an official warning. If these too fail to get the result agreed upon, the school categorized as highly underdeveloped is referred to the Minister who may impose administrative and/or financial restrictions. In 2003, the Quality Assurance Netherlands University (QANU) was introduced to conduct study program evaluations of research universities. In 2011, institution quality assurance was introduced based on the argument that non-program specific aspects should be considered for assessment. QANU



consists of a board, director, a deputy director, a senior project manager, project manager and secretarial staff. The board discusses the quality of assessment reports in the light of the study programs. The key responsibilities of QANU are organizing workshops in writing self-assessment reports, assessing training program for general practitioners, development of an assessment program for the council of primary education, internationally cooperate on a regular basis with the University of Ceracao supporting them with the assessment of various degree programs, midterm reviews and training staff on critical reflection.

In Qatar, the Qatar National School Accreditation System (QNSA) was adopted because of an alliance of the Supreme Education Council with achieving the goals of the Qatar National Vision 2030 and focuses on five key areas – educational leadership, educational performance & learning environment, development & care for learners, resource management, parental & community partnership. The QNSA matches global accreditation system in performance and quality. The process is committed to implementation of school accreditation standards, continuous school improvement and implementation of quality assurance. The process of quality assurance for schools consists of preparing for change, planning for quality, management of quality and implementation by means of internal (self-study) and external evaluation. The main highlights of QNSA are that schools must yearly commit to continuous improvement of operations and conduct internal quality assurance.

The Dubai Education System has significantly improved in offering quality education in curricula with a wide range of differences to meet the demands of an increasingly diverse population. The Dubai School Inspection Bureau (DSIB) was established in 2007 to ensure that the government is transparent about the data on private school education for policy improvement reasons. The Knowledge and Human Development Authority (KHDA) consisting of a small team

of inspectors conducted a quality review visit in addition to the routine quality assurance processes used by DSIB. The inspectors made judgements using a four-point scale -outstanding quality, good quality, acceptable, and unsatisfactory. In 2015, the UAE School Inspection Framework was introduced by the Ministry of Education in 2015. It graded the private schools using a six-point scale from very weak, weak, acceptable, good, very good, and outstanding. The inspectors evaluated the performance standards based on - student achievement; personal and social development and innovation skills; teaching and assessment; curriculum; care, protection, guidance, and support; and leadership and management. The performance metrics of the framework are based on seventeen indicators emphasizing inclusion, innovation, entrepreneurship, and national culture.

Abu Dhabi Education Council (ADEC) with a vision to achieve a world-class education system, has carried out inspections on all private schools since 2008. In 2010, it established the Private School and Quality Assurance (PSQA) to monitor all private schools in Abu Dhabi in three important areas – quality and academic outcomes, non-academic outcomes and national identity, and access and affordability. For the inspection of schools, a team of inspectors over a period of four days, measure strengths and weaknesses in the quality of schools. The duration of the inspection is also determined by the school size and the depth of inspection. ADEC also uses self-evaluation form which is an important feature of its inspection. Furthermore, ADEC uses the Irtika'a Framework which mandates all licensed schools to get inspected every two years; all accredited schools get inspected every five years and all new schools get inspected within few months of opening (ADEC 2012).

Oman's Education Council, an independent and supreme governmental entity, is responsible for formulating policies and legislation for all levels of private and public education throughout the sultanate. It includes representatives from the Ministry of Education (MoE), Ministry of



Higher Education (MoHE), and the Ministry of Manpower (MoM). The MoE supervises and regulates all primary and secondary school education. With respect to quality of education, the MoE has adopted an international curriculum. It has also implemented data-driven performance measures to assess teaching standards and increase administrative operations. With Omanis placing more value on the quality of education than ever before and willing to make significant investments in their child's education, a 2016 survey conducted by National Centre for Statistics and Information revealed 83% Omani parents prefer private education. Hence many of Oman's private schools have accreditation through UK, US, or international education systems like the International Baccalaureate diploma (The Report: Oman 2020). Meanwhile the MoHE oversees higher education across Oman's private universities and colleges as well as the kingdom's only public university, Sultan Qaboos University. The MoM regulates all private and governmental technical and vocational education and training. The National Education Strategy 2040 (NES 2040) launched in 2019 guides the work of the Education Council. In addition to this, the Oman Academic Accreditation Authority (OAAA) established in 2010, is an independent entity also accountable to the Education Council for the quality of higher education institutions in the country. It plays a crucial role in comprehensive accreditation of the higher education institutes and ensuring their adherence to the international benchmarks and standards.

Implications of the overview of quality assurance framework across continents

- Based on the brief overview of the existing quality assurance from countries across different continents, the following implications are drawn:
- A system of quality assurance should apply to all levels of school and university system from primary level to higher education, technical and vocational education.
- External assessment should also consider

meeting internal accreditation standards for grater quality assurance.

- Quality assurance system, internal and external, should match the regional and global accreditation system in performance and quality.
- It is the duty of quality assurance to train staff in taking assessment.
- The quality assurance body must take into consideration the feedback from those assessed to make their process smooth and establish greater reliability, validity, and credibility of their findings.
- The process of quality assurance should consider involving community, parents, and students in the evaluation of schools.
- Technology should be used more widely o disseminate reports and follow-up on the assessment procedures.
- To increase the frequency of assessments and follow-up on school progress, the government could certify agencies for quality assurance & accreditation and make them financially independent of government funding.
- The certified agency should be empowered where necessary, to establish a standard higher than set by the ministry of education.
- The process of quality assurance should result in high academic achievement in national and international assessments.
- The process of quality assurance should lead to continuous school improvement.

In Bahrain, the National Authority for Qualification Assurance of Education and Training (also known as the BQA) became a part of the educational reforms of 2005, which also became a permanent government body in 2008. This body was formed to oversee and check on the education system for better quality. The Bahrain Quality Authority also collaborates with different ministries and government agencies, such as the Ministry of Labor, the Ministry of Education, and the Economic



Development Board (EDB) in pursuance of the goals of Economic Vision 2030 (The Report: Bahrain 2016).

Bahrain has a notable commonality with the countries mentioned in this review of literature as far as commitment for quality education is established in countless mechanisms for quality assurance. The countries mentioned and Bahrain, maybe in different stages of maturity or growth, show that quality improvements has been a continuous process from the early minimal standards imposed on education in each case respectively. In Bahrain, the Quality Assurance Authority was established as part of the National Education Reform Project, a pioneering initiative of Bahrain's Economic Vision 2030.

There are still many challenges ahead, such as better alignment between education aims and focus of quality assurance, what is expected to be measured and what is being measured, external and internal reviews, government expectations and stages of school development, the methods for monitoring and support given to schools, and the effort spent on the review exercise and expected outcomes.

RESEARCH QUESTIONS

Following are the research questions the study will investigate -

1. How far is external schools review framework aligned with international school improvement process?
2. What are the aspects considered by the external framework for school reviews?
3. What are the aspects considered by international best practices for school reviews?
4. How do schools perceive the external schools review process?
5. How do teachers perceive the external schools review process?
6. How does the school administration perceive the external schools review process?
7. How do schools perceive the external review

recommendations?

8. How does the school administration perceive the external school review recommendation?
9. How do teachers perceive the external school review recommendations?

7. METHODOLOGY

The study follows a mixed method design. The quantitative data was accumulated in the form a questionnaire on perceptions of BQA review procedures to find out how schools perceive the external review process and recommendations. The qualitative data for the study was collected from the principals and the assistant principals on their suggestions for improving the external review process, their observations that can improve school performance, and any challenges that hinder school performance improvements.

Sample

A random sample of schools which are showing improvements and schools not showing improvements was approached for investigation. After identifying the schools that show improvements and those not showing improvements, a random and representative sample of each category was selected. The schools that show improvements and those not showing improvements were identified based on their most recent assessment and accreditation reports by the BQA. All principals and assistant principals in the selected schools were asked to respond to the questionnaire. The sample consisted of 26 principals and 82 assistant principals (45 males and 63 females) from 45 schools. 46 of them are from primary school, 34 from middle school, and 28 from high school). The participants have different experiences in schools, 18 (17%) of them have less than 10 years, 58 (53%) have between 10 to 20 years, and 32 (30%) have more than 20 years of experience.

Instrument

For answering the first research question, external schools review framework/performance standards were obtained from



the Education and Training Quality Authority through its Directorate of Government Schools Review (known as the BQA) and the most recent Schools Review Handbook (ETQA, 2019). These standards were compared to international best practices for school reviews, looking for commonalities and differences.

The other two research questions are answered by using a questionnaire. It was used for collecting data on the perceptions of BQA from principals and vice- principals in the chosen school, about their perception of the review process and if they respond, and act in accordance with the recommendations of external reviewers for improvement. The questionnaire had 44 items with three parts in addition to the demographic questions. The items were taken from the standards used by BQA to evaluate schools' performance. The structure of the questionnaire was as given below:

Part One: Review procedures and practices

Quality of outcomes

Students' academic achievement aspect (3 Items)

Students' personal development aspect (5 Items)

Quality of main processes

Teaching and learning aspect (5 Items)

Students' support and guidance aspect (6 Items)

Quality assurance of outcomes and processes

Leadership, management, and governance aspect

(6 Items)

Part Two: How far does the school implement the recommendations of the external reviewers for improvements? (5 Items)

Part Three: The review key principles (14 Items)

The response options on the questionnaire were strongly agree/disagree/neutral/agree/

strongly disagree. The questionnaire was developed and validated for the appropriateness of its use by 4 experts in an education college. The internal consistency was checked and found to have a correlation coefficient of 0.79.

RESULTS

Descriptive statistics is used to describe the quantitative data. Coding and themes were used to analyze open ended questions for qualitative analysis. The means and standard deviations were obtained for all the items used in the questionnaire and reported below. All the items for each of the questionnaire categories are presented below in the tables.

The first part which is about the review procedures and practices has three areas: quality of outcomes, quality of main processes, and quality assurance of outcomes and processes.

The first area has two aspects: students' academic achievement aspect and students' personal development aspect. Each is analyzed in a separate table, Tables 1 and 2.

Quality of outcomes

Students' academic achievement aspect (3 Items)

Students' personal development aspect (5 Items)

Table 1.

| Sr. No. | Descriptive statistic for Students' Academic Achievement Aspect | | |
|---------|--|------|------|
| | Statements | Mean | SD |
| 1. | The school keeps records, as evidence, of all students' academic achievements. | 4.82 | 0.39 |
| 2. | The school analyzes students' performance for the sake of improving teaching and learning. | 4.72 | 0.51 |
| 3. | The school analyzes students' performance for the sake of improving teaching and learning. | 4.70 | 0.53 |



Table 1 shows the participants responses to each item under the students' academic achievement aspect of the quality of outcomes. They strongly agree that the school keeps records, as evidence, of all students' academic achievements (Mean = 4.82, SD = 0.39), the school analyzes students' performance for the sake of improving teaching and learning (Mean = 4.72, SD = 0.51), the school analyzes students' performance for the sake of improving teaching and learning (Mean = 4.70, SD = 0.53).

Table 2.

| Sr. No. | Descriptive statistic for Students' Personal Development Aspect | | |
|---------|---|------|------|
| | Statements | Mean | SD |
| 4. | The school constantly keeps records of students' attendance and punctuality | 4.71 | 0.55 |
| 5. | The school documents incidents of any misbehavior and the actions taken | 4.59 | 0.60 |
| 6. | The school deals properly with any incidents of students' misbehavior and take legitimate actions | 4.40 | 0.81 |
| 7. | The school conducts extracurricular (remedial) activities to improve students learning | 4.34 | 0.61 |
| 8. | The school keeps records of students' participation in extracurricular (remedial) activities | 4.33 | 0.68 |

The students' personal development aspect results are presented in Table 2. The results show that the participants strongly agree that the school constantly keeps records of students' attendance and punctuality (Mean = 4.71, SD = 0.55), the school documents incidents of any misbehavior and the actions taken (Mean = 4.59, SD = 0.60), the school deals properly with any incidents of students misbehavior and take legitimate actions (Mean = 4.40, SD = 0.81), the school conducts extracurricular (remedial) activities to improve students learning (Mean = 4.34, SD = 0.61), and the school keeps records of students' participation in extracurricular (remedial) activities (Mean = 4.33, SD = 0.68).

The second area of the quality of Review procedures and practices, namely quality of main processes, also has two aspects: teaching and learning aspect and students' support and guidance aspect. Each is analyzed in a separate table, Tables 3 and 4.

Quality of main processes

Teaching and learning aspect (5 Items)

Students' support and guidance aspect (6 Items)

Table 3.

| Sr. No. | Descriptive statistic for Teaching and Learning Aspect | | |
|---------|---|------|------|
| | Statements | Mean | SD |
| 9. | Teachers are obligated to prepare lesson plans that guide their teaching practices | 4.31 | 0.77 |
| 10. | Teachers are encouraged to start and end their lessons on time | 4.31 | 0.77 |
| 11. | Most teachers in the school have appropriate professional qualifications for their duties | 4.29 | 0.83 |
| 12. | Teachers in this school share the learning objectives of each lesson with their students | 4.19 | 0.75 |
| 13. | Teachers evaluate students' work and provide constructive feedback to support on-going learning | 4.18 | 0.73 |

Table 3 shows the participants' responses for the teaching and learning aspect. Participants strongly agree that teachers are obligated to prepare lesson plans that guide their teaching practices (Mean = 4.31, SD = 0.77), teachers are encouraged to start and end their lessons on time (Mean = 4.31, SD = 0.77), most teachers in the school have appropriate professional qualifications for their duties (Mean = 4.29, SD = 0.83), agree that teachers in their school share the learning objectives of each lesson with their students (Mean = 4.19, SD = 0.75), and teachers evaluate students' work and provide constructive feedback to support on-going learning (Mean = 4.18, SD = 0.73).

**Table 4.**

| Sr. No. | Descriptive statistic for Students' Support and Guidance Aspect | | |
|---------|--|------|------|
| | Statements | Mean | SD |
| 14. | The school keeps records of maintenance and risk assessment related to health and safety | 4.63 | 0.56 |
| 15. | The school keeps all records and evidence of monitoring students' academic progress | 4.50 | 0.59 |
| 16. | The school has rules and routines defining acceptable and unacceptable behavior | 4.52 | 0.60 |
| 17. | The school constantly keeps parents informed of their children's progress | 4.45 | 0.66 |
| 18. | The school keeps records of monitoring students' personal development | 4.34 | 0.75 |
| 19. | The school provides curriculum information and different academic tracks to students | 4.25 | 0.75 |

The aspect of students' support and guidance is presented in Table 4. The results show that participants strongly agree that the school keeps records of maintenance and risk assessment related to health and safety (Mean = 4.63, SD = 0.56), the school keeps all records and evidence of monitoring students' academic progress (Mean = 4.50, SD = 0.59), the school has rules and routines defining acceptable and unacceptable behavior (Mean = 4.52, SD = 0.60), the school constantly keeps parents informed of their children's progress (Mean = 4.45, SD = 0.66), the school keeps records of monitoring students' personal development (Mean = 4.34, SD = 0.75) and the school provides curriculum information and different academic tracks to students (Mean = 4.25, SD = 0.75).

The third category of review procedures and practices was about quality assurance of outcomes and processes. This category has one aspect which is leadership, management, and governance. The results are shown in Table 5.

Quality assurance of outcomes and processes

Leadership, management, and governance aspect (6 Items)

Table 5.

| Sr. No. | Descriptive statistic for Leadership, Management and Governance Aspect | | |
|---------|---|------|------|
| | Statements | Mean | SD |
| 20. | The Leadership, management and governance aspect | 4.83 | 0.40 |
| 21. | All school staff have clear job descriptions that explain their roles and responsibilities | 4.67 | 0.56 |
| 22. | The school has clear plans and procedures for curriculum structure and sequence | 4.61 | 0.53 |
| 23. | The school keeps records of staff professional development needs and the programs implemented in the school | 4.43 | 0.63 |
| 24. | The school regularly seeks students' and parents' views about the quality of its provision | 4.36 | 0.78 |
| 25. | The school uses clear systems for ensuring and monitoring the school's performance | 4.28 | 0.77 |

Table 5 shows the results for the leadership, management, and governance aspect. Participants strongly agree that the Leadership, management and governance aspect (Mean = 4.83, SD = 0.40), all school staff have clear job descriptions that explain their roles and responsibilities (Mean = 4.67, SD = 0.56), the school has clear plans and procedures for curriculum structure and sequence (Mean = 4.61, SD = 0.53), the school keeps records of staff professional development needs and the programs implemented in the school (Mean = 4.43, SD = 0.63), the school regularly seeks students' and parents' views about the quality of its provision (Mean = 4.36, SD = 0.78), and the school uses clear systems for ensuring and monitoring the school's performance (Mean = 4.28, SD = 0.77).

The second part of the questionnaire



was about the implementation of the recommendations of the external reviewers for improvements by the schools. The results are presented in Table 6.

How far does the school implement the recommendations of the external reviewers for improvements? (5 Items)

Table 6.

| Sr. No. | Descriptive statistic for the Implementation of the Recommendations of the External Reviewers | | |
|---------|--|------|------|
| | Statements | Mean | SD |
| 26. | The school produces an action plan identifying the measures and procedures it will implement to achieve the required results | 4.57 | 0.60 |
| 27. | The school works immediately on the recommendations provided by the external reviewers to improve its performance | 4.39 | 0.68 |
| 28. | The school realizes that the task of improvement is its responsibility | 4.25 | 0.73 |
| 29. | The recommendations provided by the external reviewers are logical | 4.01 | 0.77 |
| 30. | The recommendations provided by the external reviewers are achievable | 3.94 | 0.81 |

Table 6 shows that the participants strongly agree that the school produces an action plan identifying the measures and procedures it will implement to achieve the required results (Mean = 4.57, SD = 0.60), the school works immediately on the recommendations provided by the external reviewers to improve its performance (Mean = 4.39, SD = 0.68), the school realizes that the task of improvement is its responsibility (Mean = 4.25, SD = 0.73), agree that the recommendations provided by the external reviewers are logical (Mean = 4.01, SD = 0.77), and the recommendations provided by the external reviewers are achievable (Mean = 3.94, SD = 0.81).

The third part of the questionnaire was

about the review key principles. The results are presented in Table 7.

The review key principles (14 Items)

Table 7.

| Sr. No. | Descriptive statistic for the Review Key Principles | | |
|---------|---|------|------|
| | Statements | Mean | SD |
| 31. | External reviewers provide information for the school about its strength and areas for improvement | 4.45 | 0.60 |
| 32. | All reports are published to insure increased public accessibility | 4.44 | 0.69 |
| 33. | Reviewers commit to a code of conduct, in accordance with the external review's policies and procedures | 4.44 | 0.68 |
| 34. | The review process is a driver that helps improving the school's overall effectiveness, and the processes related to self-evaluation, planning, and ongoing development | 4.37 | 0.65 |
| 35. | The whole process of review is initiated through school's self-evaluation and its leadership participation in all stages of the review process | 4.36 | 0.73 |
| 36. | The review team thoroughly evaluates how effectively teaching promotes learning and leads to improving students' levels of achievement | 4.31 | 0.65 |
| 37. | The review process focuses on the growth in students' experience and the development in their achievements and skills | 4.28 | 0.58 |
| 38. | The huge number of students is a big obstacle to the improvement | 4.26 | 0.99 |
| 39. | Reviewers evaluate schools objectively and impartially while making fair, accurate and consistent judgements | 4.05 | 0.72 |
| 40. | All reports are based on objectivity and accuracy | 3.99 | 0.81 |
| 41. | The school has enough technological resources that facilitate teaching and learning | 3.56 | 1.08 |
| 42. | The school has enough highly qualified teachers | 3.53 | 1.08 |
| 43. | The school has enough financial support to conduct extracurricular (remedial) activities | 3.41 | 1.00 |
| 44. | The school has enough technical support | 3.31 | 1.07 |



Table 7 shows that the participants strongly agree that external reviewers provide information for the school about its strength and areas for improvement (Mean = 4.45, SD = 0.60), all reports are published to insure increased public accessibility (Mean = 4.44, SD = 0.69), reviewers commit to a code of conduct, in accordance with the external review's policies and procedures (Mean = 4.44, SD = 0.68), the review process is a driver that helps improving the school's overall effectiveness, and the processes related to self-evaluation, planning, and ongoing development (Mean = 4.37, SD = 0.65). The whole process of review is initiated through school's self-evaluation and its leadership participation in all stages of the review process (Mean = 4.36, SD = 0.73), the review team thoroughly evaluates how effectively teaching promotes learning and leads to improving students' levels of achievement (Mean = 4.31, SD = 0.65), the review process focuses on the growth in students' experience and the development in their achievements and skills (Mean = 4.28, SD = 0.58), the huge number of students is a big obstacle to the improvement (Mean = 4.26, SD = 0.99), agree that reviewers evaluate schools objectively and impartially while making fair, accurate and consistent judgements (Mean = 4.05, SD = 0.72), all reports are based on objectivity and accuracy (Mean = 3.99, SD = 0.81), the school has enough technological resources that facilitate teaching and learning (Mean = 3.56, SD = 1.08), the school has enough highly qualified teachers (Mean = 3.53, SD = 1.08), the school has enough financial support to conduct extracurricular (remedial) activities (Mean = 3.41, SD = 1.00), and neutral on that the school has enough technical support (Mean = 3.31, SD = 1.07).

The questionnaire also had three open-ended questions. Each of the question was analyzed by categorizing the responses based on themes. Themes consisted of codes based on the vocabulary of the response patterns. The first open-ended question asked the school principals and assistant principals about their suggestions for improving the external review process, the second question asked about observations that

can improve school performance, and the third question asked about the challenges that hinder them from making improvements. Each open-ended question is analyzed as given below:

Do you have any suggestions for improving the external review process?

The responses of school principals and assistant principals for improving the external review process were categorized into four themes. The first suggestion was to provide schools' staff and leaders with workshops and training on BQA review process prior to the review visit, for example providing training workshops on BQA review process for teachers and school leaders prior to the review visit and providing schools with the new review framework. The second suggestion was that BQA and Ministry of Education should provide regular support for schools to improve its performance throughout the academic year. They also stated that schools should share expertise with each other regardless of the level and school's type. The third suggestion was that each school context should be taken in consideration when reviewing its performance. For example, they should focus on the context of the school and both its strengths and weaknesses and that the school type and level should be taken into consideration when reviewing the schools. Furthermore, they emphasized that the students' capabilities in every school should also be taken into consideration review the school's relative performance compared to its previous performance, schools' reviews should be different for different schools' levels, and should take in consideration the school population, technical schools' reviews should be different. Their fourth main suggestion was that the review criteria and procedures should be changed. For example, make it a one-day review visit and annual reviews instead of periodic visits every 3 years and focusing on the teaching and learning aspects and on students' behaviors and attitudes towards learning

Do you have any observations that can improve school performance?

The responses of school principals and



assistant principals on observations that can improve school performance stated five observations. The first one is by providing more support to schools by different stakeholders such as MoE and BQA. For example, provide regular support and monitoring for the school performance, providing better infrastructure for classrooms, take the schools challenges in consideration and providing support to overcome any challenges. Then, they highlighted that school performance can be improved by improving the teaching and learning processes inside the classrooms and may focus more on e-learning and students' academic achievement. Another thing they think is important is to improve teachers' performance, roles and responsibilities by increasing the number of senior teachers and more robust teachers' bylaws should be implemented. They also mentioned that MoE and BQA should establish more robust school internal review and self-assessment procedures.

They did not forget the role of students in their observation to improve school performance. They focused on nurturing students' talents and potential from the intermediate level to determine their future careers and educational pathways, in addition to decreasing the number of students per classroom.

Are there any challenges that hinder school performance improvements?

The responses of school principals and assistant principals on school performance improvement in the of challenges listed several reasons. The first one was students' overpopulation in schools which makes classrooms very crowded. Another one was the lack of infrastructure and financial resources, like lack of infrastructure especially instructional technologies, lack of proper classrooms, and lack of financial support and resources. Weak home-school communication was an obstacle that that may affect schools' improvement. To improve school performance, they highlighted that schools should have highly qualified and competent teachers to replace schoolteachers due to the early or voluntary retirement. Finally,

they also voiced that the weak school leadership is a result of regular school leadership turnover during the academic year and due to the lack of competent middle and senior school leadership.

DISCUSSION

The concept of quality assurance in education "ensures and endorses acceptable standards which are to be maintained and enriched" (Cheng & Townsend, 2000). The influence of quality assurance processes and its outcomes on internal school value and worth have been a subject of ongoing research in many parts of the world. This discussion will elaborate on the results acquired quantitatively and qualitatively through explanatory as well as exploratory means. To answer the first research question, how far is external schools review framework aligned with international school improvement process, the study investigates the evaluation standards and processes set by the BQA external school review framework and by the international best practices. With an intent to evaluate the whole educational process to improve school performance, the external schools review framework is formed of three domains represented by aspects or areas of schoolwork, respectively. The Quality of outcomes reviews academic achievement (academic standards, progress based on abilities, and learning skills), and personal development and social responsibility aspects (behavior, work ethics, citizenship values, self-confidence, leadership, decision making, communication, social relationships, health, environmental awareness, competitiveness, and innovation). The Quality of main processes reviews teaching, learning, and assessment (teaching, learning strategies, classroom management, assessment, learning support, expectations, challenging abilities, technology utilization, differentiation), empowerment, and meeting special needs aspects (academic support, personal development support, reinforcement of experiences, talents, and creativity, environment safety, meeting and supporting the needs of students with disabilities). The Quality assurance of outcomes and processes reviews leadership, management,



and governance aspect (self-evaluation and improvement, strategic planning, developing, and monitoring staff performance, modelling leadership principals, resources and facilities management, communication with stakeholders, and governance for private schools). The areas, criteria, and procedures evaluating international school improvement processes in selected countries were also identified. While the QA body in Sri Lanka uses three steps process (Self-evaluation, Peer review and Reporting), in Thailand, Brunei and Vietnam, the QA body implements three site visits (Pre-visit, Visit & Post-visit). In both cases, if the standards are met, an accredited status is granted. In the Philippines, the QA agencies grant formal status, incentives, and autonomy. In UK, the QA process delivers evidence-based peer reviews, trained reviewer judgments, and published reports. It also engages students in quality and standards, use of communication channels through applications such as twitter, LinkedIn, Flickr, iTunes, YouTube and QAA news, and builds partnerships in the Quality Assurance of transnational education with China, Singapore, Malaysia, Australia, and Dubai. The QA Netherlands organizes workshops in writing self-assessment reports, assess training program for general practitioners, development of an assessment program for the council of primary education. Internationally, it supports University of Ceracao with the assessment of various degree programs, midterm reviews and training staff on critical reflection. To match the global accreditation system, the Qatar National Vision 2030, yearly commits the schools to continuous improvement and internal quality assurance on five key areas – educational leadership, educational performance & learning environment, development & care for learners, resource management, parental & community partnership. The process of quality assurance relies on internal (self-study) and external evaluation. Coming back to how far the external framework and international best practices review processes and standards align, the study found that with slight exceptions, several aspects were common to both cases. The core focus of both the review processes rest on meeting

the preset educational standards in terms of teaching, assessing, supporting, planning, leading, and monitoring improvement. While the external BQA framework in comparison to the international best practices appears a far more inclusive accreditation system, some aspects of the international best practices do seem worth considering such as, establishing transnational partnership for external evaluation in the review process, granting incentives and autonomy when standards are met, use of social media to engage students in the process of setting standards and follow up on assessment procedures, engaging parental and community partnership in this process, establishing internal assessment standards for greater quality assurance, having government certified and financially independent agencies for setting quality assurance and accreditation standards, and providing school -wide training in critical reflection for effective self-assessment.

To answer the second question how school administration and teachers perceive the external schools review process, Tables 1 & 2 show the participants' responses to each item under the students' academic achievement and personal development aspect of the quality of outcomes, respectively. In both cases, the participants strongly agree that the school keeps records, as evidence, of all students' academic achievements, analyzes students' performance for the sake of improving teaching and learning, analyzes students' performance for the sake of improving teaching and learning, keeps records of students' attendance and punctuality, documents incidents of any misbehavior and the actions taken, deals properly with any incidents of students misbehavior and take legitimate actions, conducts extracurricular or remedial activities to improve students learning, and keeps records of students' participation in extracurricular or remedial activities.

Tables 3 and 4 show the participants' responses to the quality of Review procedures and practices namely, teaching and learning aspect and students' support and guidance aspect. In responses for the teaching and learning aspect, the participants strongly agree



that teachers are obligated to prepare lesson plans that guide their teaching practices, teachers are encouraged to start and end their lessons on time, most teachers in the school have appropriate professional qualifications for their duties, agree that teachers in their school share the learning objectives of each lesson with their students, and teachers evaluate students' work and provide constructive feedback to support on-going learning. In response to the students' support and guidance, the participants strongly agree that the school keeps records of maintenance and risk assessment related to health and safety, the school keeps all records and evidence of monitoring students' academic progress, the school has rules and routines defining acceptable and unacceptable behavior, the school constantly keeps parents informed of their children's progress, the school keeps records of monitoring students' personal development and the school provides curriculum information and different academic tracks to students.

Table 5 shows the participants' responses to the leadership, management and governance aspect which is about Quality assurance of outcomes and processes. The

participants strongly agree with respect to the Leadership, management and governance aspect that, all school staff have clear job descriptions which explain their roles and responsibilities, the school has clear plans and procedures for curriculum structure and sequence, the school keeps records of staff professional development needs and the programs implemented in the school, the school regularly seeks students' and parents' views about the quality of its provision, and the school uses clear systems for ensuring and monitoring the school's performance.

Table 6 shows the results for the implementation of the recommendations of the external reviewers. The participants strongly agree that the school produces an action plan identifying the measures and procedures it will implement to achieve the required results, the school works immediately on the recommendations provided by the external reviewers to improve its performance, the school

realizes that the task of improvement is its responsibility, agree that the recommendations provided by the external reviewers are logical, and the recommendations provided by the external reviewers are achievable.

Table 7 shows the descriptive statistic for the Review Key Principles. The results presented show that the participants strongly agree that external reviewers provide information for the school about its strength and areas for improvement, all reports are published to insure increased public accessibility, reviewers commit to a code of conduct, in accordance with the external review's policies and procedures, the review process is a driver that helps improving the school's overall effectiveness, and the processes related to self-evaluation, planning, and ongoing development, The whole process of review is initiated through school's self-evaluation and its leadership participation in all stages of the review process, the review team thoroughly evaluates how effectively teaching promotes learning and leads to improving students' levels of achievement, the review process focuses on the growth in students' experience and the development in their achievements and skills, the huge number of students is a big obstacle to the improvement, agree that reviewers evaluate schools objectively and impartially while making fair, accurate and consistent judgements, all reports are based on objectivity and accuracy, the school has enough technological resources that facilitate teaching and learning, the school has enough highly qualified teachers, the school has enough financial support to conduct extracurricular (remedial) activities, and neutral that the school has enough technical support.

To answer the third question how school administration and teachers perceive the external review recommendations, the study explored what school principals, vice principals and acting principals thought about the suggestions and recommendations proposed by the external review, what were their observations that can improve school performance, and challenges they noticed, if any, that can hinder the improvement of school



performance. In response to the suggestions for improving the external review process, the school administration stated the BQA and the MoE to fulfill the following needs: provide training workshops on BQA review process for teachers and school leaders prior to the review visit and provide schools with the new review framework, provide regular support for schools to improve its performance throughout the academic year stating the need for schools to share expertise with each other regardless of the level and school type, each school context with respect to both its strengths and weaknesses as well as its level, population, student abilities, and school type (for example, technical schools) should be taken in consideration when reviewing its performance, and finally, give due consideration to the school's relative performance compared to its previous performance, and finally, the review criteria and procedures should fit a one-day annual review visit and instead of periodic visits every 3 years focusing more on the teaching and learning aspects and on students' behaviors and attitudes towards learning. This implies that although the school administration welcomes the schools review process, they need more preparation and support in this process. They also expressed the need to limit the period and duration of the review procedure to a day and run it annually. Furthermore, they propose individual school capacities to be considered duly as these may play a key role in their improvement. In response to the observations that can improve school performance the participants expressed the following: different stakeholders such as, MoE and BQA to provide schools with regular support in monitoring of performance, provide better infrastructure for classrooms, consider individual schools' challenges and provide support to overcome those; work towards improving the school performance by improving teaching and learning processes inside the classrooms, more focus on e-learning, and improving students' academic achievement; to improve teacher performance, roles and responsibilities by increasing the number of senior teachers and more robust teacher bylaws should be

implemented; the MoE and BQA should establish more robust school internal review and self-assessment procedures; and finally, role of students to improve school performance by nurturing student talents and potential at the intermediate level to determine their future careers and educational pathways in addition to decreasing the number of students per class. This means, based on their observations to improve the review process, the school administration voiced the need for better school facilities in relation to the existing challenges specific to each school. They also seek improvements in pedagogy for classroom and on-line learning to enhance academic achievement. They desire bylaws clearly governing teacher roles and responsibilities. They shared the need for internal review and self -assessment system. They also proposed reducing the class size and working towards cultivating talents at intermediate level to prepare students for future employability and job market. In response to any challenges that hinder school performance improvements, participants listed a number of reasons: student overpopulation in schools makes classrooms very crowded; the lack financial resources for basic infrastructure in terms of instructional technologies, proper classrooms, and financial support; weak home-school communication affects and obstructs schools improvement; have highly qualified and competent teachers; make arrangements in advance to substitute teachers due for early retirement; finally, weak school leadership which is affected by regular school leadership turnover during the academic year and lack of competent middle and senior school leadership. This indicates that school administration faces major blocks in their school improvement process with respect to class size, resource crunch, and infrastructure deficit. They perceived the absence of strong home and school relationships as a block in progress and school improvement. They further believed that the absence of competent teachers and gaps left by early retirement of teachers can only be overcome with capable school leadership.

10. CONCLUSION



While it is starkly evident from the cross-continental school reviews that the quality of education is vital to a country's national vision and goals, it also comes to light that good standards in education are achieved by continuous monitoring of its quality. One major initiative towards this goal should be enabling schools with training in self-evaluation and making evaluation mechanisms context specific to challenges and needs specific to each school. In the case of the Kingdom of Bahrain, this validates the importance of collaboration between the Bahrain Teachers College and the Ministry of Education in providing teachers and school leaders training workshops on BQA review process.

Also observed in the literature review, is that the single common goal of nearly every nation's quality assurance is educational reform that enables schools to improve learning and prepare a generation with skills for the existing job market. Indeed, the Partnership for 21st Century Skills emphasizes for schools to improve their approach to learning and has laid out clear guidelines towards the achievement of this (Partnership of 21st Century Skills, 2009). However, school improvement in all aspects must decree change in the context of national goals as well as regional and global market. This undoubtedly requires nationwide government initiatives in outlining a framework of performance standards and indicators, systematically engaging a network of human resource with establishing a chain of command and accountability, training of personnel to carry out the outlined procedures, allocating of funds, training of faculty and administration in following through the procedures set by assessment and accrediting body, dissemination of findings, targeting timeline for uplifting standards, supporting institutes that appear as unsatisfactory or inadequate in any aspect, offering incentives to institutes that appear outstanding or good in any aspect, and above all taking into account the feedback from school administration, faculty, non-teaching staff, students, parents, community representatives, and others if any, who are part of the process. Such an in-depth

and all engaging effort is the prerequisite to the shift in the way we teach, and the way students learn in the 21st century and establishing quality education which is also one of the seventeen sustainable development goals set by the United Nation's General Assembly to be achieved by 2030.

RECOMMENDATIONS

- Based on the findings of the current study, and to make the current BQA assessment and accreditation procedures more effective in having a lasting impact, for future research, following recommendations are made –
- The study can be extended to include principals and assistant principals from private schools
- The study can be extended to include the deans and heads of department from the higher education
- The study can also include teaching staff/faculty from schools and colleges, admin staff, representatives from the community, parents, and students
- A study can be conducted to compare the effectiveness of the BQA assessment and accreditation between the public and private schools
- A longitudinal study can be conducted tracking the improvement of schools assessed as inadequate to satisfactory and good
- A study can be conducted to compare the public and private school teachers' perception on the BQA inspections
- A study can be conducted to study the relationship between school improvement and the BQA accreditation
- More procedural research can be conducted on the best practices of school review processes for all levels.
- More opportunities can be made available for research on improving school performance by upskilling teaching and



learning processes inside the classrooms

- A study can be conducted on shared school governance and school improvement

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