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Namibian Rural Primary School Teachers Towards Quality Education Framework

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree of Doctor of Philosophy in Education majoring in Educational Leadership and Management, this research proposal entitled "NAMIBIAN RURAL PRIMARY SCHOOL TEACHERS TOWARDS QUALITY EDUCATION FRAMEWORK" was prepared and submitted to the Graduate School of Business Management *by* MUDUMBI MARCELIUS KATANGA. It has been examined and hereby recommended for acceptance and approval.

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DEDICATION

I dedicate this dissertation to the memory of my late father, Patrick Katanga, who departed this life on June 28, 2020, two days after I celebrated my birthday. According to some scholars, education begins at home, thus it was thanks to his leadership and encouragement that I have the chance to be where I am now. He was a kind and significant father therefore as his fourth son his recollections will always be vibrant in my mind. In a similar vein, he taught me how to value and respect other people and be a good neighbor. He also encouraged me to continue my education since he believed that a doctor of philosophy should be earned by a member of the Katanga family. Additionally, he provided for the family's needs and may his spirit rest in eternal peace till we cross paths again.

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I am grateful to all the teachers and school principals who took part in the study. May God grant you greater knowledge because your requisite your important activities to do this assignment. To my dear wife Christine Katanga, thank you for your patience and encouragement while I was working on my project. You provided me with useful data, and I greatly valued the time you spent alone. May God grant you more wisdom and opportunity to follow in my footsteps, my dear children's Otilie Ndahafa Katanga, Patrick Katanga Katanga, Mudi Helena Katanga, Karumbu Kay Katanga, Shepherd Katanga, Rathina Katanga and Elengeya Brighten Katanga. Your perseverance and encouragement throughout my studies have been greatly appreciated. You truly understood me and agreed to make do with what we had on the table during this period when I had to pay for my educational needs and some of your own burdens were not satisfied. May God keep you all safe and lead you. Amen.

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ABSTRACT

Nevertheless, many African nations are plagued by extreme poverty, which has detrimental effects on the ability to provide high-quality education. Primary schools in rural areas encounter significant obstacles specific to their setting. Consequently, this study aimed to ascertain rural primary school's teachers' perceptions towards quality education framework specifically addressing questions such as to what extend do stakeholders perform to deliver quality education, what extend do moderating variables affects stakeholders, to what extend are the effects of stakeholders towards quality education and what quality education framework can be proposed to enhance quality education. The study collected data using quantitative research methodology. 32 teachers and 7 principals were included in the sampling technique with the population consisted of 39 samples. Data were collected by using survey questionnaire and tested with one sample T-test, ANOVA by factors and regression analysis. The result on one sample T-test reveals that the PD, teacher's incentives, policy formulation and efficient management were partly rejected. Meaning, PD and teachers incentives be amplified and context tailored whereas policy and management position as foundational. However, individual activities have been accepted even though it's currently under-developed and needs target strengthening. Moreover, ANOVA by factors on parental involvement has been rejected when it is considered as moderator and they are significant once taken together. Finally on regression analysis the result rejected the Ho5 as stakeholder's integration drives quality education. This clearly shows how this study is linked to theory of stakeholders where everyone gets involved and share expertise as a team.

Keywords: *Namibian, Rural, Primary School, Teachers, Quality Education.*

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CHAPTER ONE
INTRODUCTION

➢ *Problem and Its Background*

- *The Perceived Gap:*

Primary education is considered the fundamental basis for national development by the United Nations UNICEF, (2022). Additionally, primary school is the foundation where children acquire essential skills necessary for their future life, work, and active citizenship. Hence, the provision of quality education enables children and young people to be empowered, protects their health and wellbeing, and breaks the cycle of poverty. Similarly, Quality education also plays a vital role in promoting economic prosperity and social unity within countries. To ensure that all primary school-aged children receive quality education, UNICEF recommends that international strategies should focus on reaching out to marginalized and vulnerable children, such as those in rural primary schools, while enhancing the quality of education.

Hence, majority of studies on excellent education conducted in the past and present have focused on basic education students and teachers at senior secondary schools across Namibia's educational regions. Consequently, based on the examination of the literature, no research has been done on rural primary schools in Namibia's Kavango east region in Ndiyona circuit office up to this point. The researcher will thus try to close this knowledge gap as his addition to the body of already available knowledge, and as a result, will provide a foundational understanding on rural primary school teachers toward excellent education framework.

➢ *Background of the Study*

In recent years, there has been a significant increase in spending on education. However, despite this increase, rural schools have struggled to achieve satisfactory results. As a result, education policymakers have been actively considering reforms to improve the effectiveness of public spending on education. One approach that has gained attention from education investors globally is the idea of providing financial incentives for teachers. While this approach has the potential to encourage teacher performance and improve educational outcomes in rural areas, it is important to recognize that the challenges of living and working in these areas are significant and cannot be easily addressed through financial incentives alone. The Dakar Framework for Action (DFA), which was approved by the World Education Forum in 2000, advocates for complete, free, and high-quality education as a means of addressing educational disparities worldwide (Asadullah, M. N., et al, (2024). Since the adoption of the DFA, Namibia and other African countries have implemented free primary education (FPE) programs by eliminating all primary school fees. According to Emanuely, N. M. (2024), FPE programs in African nations have resulted in increased learner enrolment in school. As a result, primary school enrolment rates in Africa have reached 91%, with 94% and 74% of learners globally completing primary education (Moshoeshoe, R. (2023). In December 2012, free primary education was implemented in Namibia, under the guidelines of article 20 of the Namibian Constitution (Warikandwa, T. V., et al (2023), which mandates free and compulsory primary education.

The constitution further asserts that all individuals are entitled to education, primary education is mandatory, and the state should establish and maintain state schools where primary education will be provided free to ensure that every resident of Namibia has access to education. Despite the government's efforts to make education available to all citizens, regardless of their location, providing quality education to rural residents remains a challenge. In sub-Saharan African countries, including Namibia, learners residing in rural areas face significant challenges in their education. Their parents are often unable to provide the necessities required for their children's academic success, putting them at risk of failure and school dropouts. According to Maslow's Needs theory, fundamental essentials serve as the basis of human survival and actions. If these necessities are not met, individuals cannot strive for advanced principles. Unfortunately, the difficult living conditions in rural areas negatively impact the motivation of learners, resulting in unfulfilled needs and hindered enthusiasm. Namibia, as a part of the sub-Saharan region, is not exempt from these adversities. The quality of education in rural schools continues to deteriorate as the problem of attracting and retaining qualified teachers persists. Rural school locations and socio-economic conditions are major obstacles in recruiting and supporting highly skilled educators. The motivation of teachers is crucial as it directly affects the potential performance of learners. Several studies have shown that the quality of education received by students is closely linked to the quality of their teachers. Therefore, it is imperative to address these challenges to improve the education system in rural areas, (Maharaj, N. (2024). To guarantee optimal performance from teachers, employers bear the responsibility of ensuring that they are provided with the necessary tools to succeed. The aim of this study is to delve into the perspectives of teachers regarding quality education, what extend do stakeholders such as teachers and school principal perform to deliver quality education, what extend do moderating variables affects stakeholders and quality education, what extend are the effects of stakeholders on quality education and what quality education framework can be proposed.

➢ *Review of Related Literature and Studies*

A fresh research task and suitable research methods are often instigated by conducting a literature study only, Jensen, T. M. (2024). Reviews of relevant studies and theories however carried out early in the research process help researchers identify and understand important factors and methodologies and establish a foundation for the study expectations.

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- *Provision of Universal Primary Education (UPE):*

The aim of ensuring universal primary education (UPE) has been a priority in international treaties and United Nations conference declarations since the adoption of the Universal Declaration of Human Rights in 1948. The United Nations Millennium Declaration and the Dakar Framework for Action, both established in 2000, renewed this objective by setting the year 2015 as the deadline for achieving Education for All. It is crucial to emphasize that providing primary education is a human right, a public good, and a duty of the state. According to Ma, S.et al, (2024), primary education is essential for individuals to fully participate in the social, economic, and political activities of their communities. Quality primary education enhances the ability to learn, acquire information, and think critically about that information. It is also the foundation for higher levels of education. Furthermore, research shows that primary education positively affects natural resource management and technological adaptation and innovation, (Fanteso et al., (2022).

A study conducted in Kenya suggested that improving the quality of education requires changes in teaching practices since teachers are a critical component of any educational system, second only to students. Enough qualified teachers are necessary to maintain high educational standards. Education is a lifelong process that enables individuals to acquire knowledge and skills necessary for improving their wellbeing, Tembo, (2022). Pupil performance is crucial in evaluating the quality of education. The performance of pupils in primary schools has been affected by overcrowding since enrolment has surpassed available resources. Schools cannot charge fees or offer incentives for teachers to provide extra coaching to slow learners, which has also been banned, Otswondo, (2022). Ensuring that academic standards are maintained, and quality graduates are produced is crucial. In evaluating educational progress, it is not the number of enrolled students that is the most relevant measure of educational effectiveness, as is often used in developing countries. Rather, it is the number of completers who have attained the required level of training. As documented by Tshabalala, et al, (2024), many African countries have implemented free primary education policies, resulting in a significant increase in primary school student enrolment rates. However, this rise in enrolment rates has raised concerns that although learners are attending school, they may not be effectively learning. Therefore, questions arise as to whether free primary education policies have contributed to a decline in the quality of education and whether the learning effects can be mitigated.

- *An Overview of Quality Education:*

The notion of "educational quality" in relation to education in developing countries has been the subject of growing discussion, beginning with the World Declaration on Education for All (EFA) at the Jomtien Conference in 1990 cited by Tonegawa, (2022). The Education for All (EFA) identified quality as a prerequisite for achieving the fundamental goal of equity. The United Nations Sustainable Development Goals (SDGs) recognize education as a crucial component that will enable the achievement of other SDGs. When individuals have access to quality education, they can break the cycle of poverty. Therefore, quality education plays a critical role in reducing inequalities and promoting gender equality (Domingo, 2022). Quality education also acts as a means of empowering people to lead healthy and long lives.

Education helps develop tolerance among individuals and fosters peaceful societies. Quality education is an essential component for creating and sustaining an independent and economically viable society. Daing, C. A., et al, (2023), identified several factors that contribute to quality education, including appropriate learning resources, the use of technology, the academic program, completed modules, teaching methodology, co-curricular activities, performance awards, and the perspectives of learners and teachers. It is important to note that there is no one-size-fits-all definition for quality education, and there remains a lack of consensus on the optimal approach for ensuring and overseeing quality in higher education, UBA, K, et al (2024). To attain higher educational levels and make meaningful contributions to society, children must first receive basic education. Basic education encompasses more than just completing the first nine years of schooling; it involves equipping children with the necessary knowledge, skills, and motivation to acquire literacy, numeracy, life skills, and the ability to learn. The effectiveness of any educational system is largely measured by the performance of its learners. Therefore, a good education system must produce individuals who can contribute positively to them, society, and are prepared to tackle national and global challenges.

- *Namibian Rural Primary Schools:*

In many African nations, poverty is widespread, which has negative effects on the ability to provide high-quality education. Rural schools encounter significant obstacles specific to their setting. Some of the obstacles to effective education include under qualified teachers, multi-grade teaching, insufficient governmental financing, a lack of resources, and lack of parental engagement in their children's education, Motshusi, M., et al (2024). According to the research, most rural schools lack access to electricity, water, and sanitary facilities and their classrooms are in bad shape. This problem has significant effects on efficient teaching and learning. Although it has been noted that student performance in rural schools is less than desirable, little information about the factors affecting student performance in rural schools is accessible in the literature. The foundation for learning, teacher-to-student ratio, level of English proficiency, and parental involvement in teaching and learning are just a few of the variables that influence how well students perform in Namibia's rural schools. Teaching and learning in rural schools are additionally influenced by factors including topic specialization, workplace dynamics, genetic make-up, and environmental conditions. Additionally, research from the literature demonstrates a variety of characteristics that are sufficient to account for the performance standards of students in rural schools. The report goes on to suggest that these qualities be fostered appropriately to improve the standard of teaching and learning in rural schools, Maharaj, N. (2024).

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According to Sinthumule, L. (2024), Namibia places a great emphasis on its youth, particularly the weak and disadvantaged. National laws have been passed by the Namibian government; including measures to safeguard children's rights like the Universal Primary Education (UPE) program to remove obstacles to their access to education. According to Hamilton, L. S., et al, (2024), the policy promotes and supports an educational system that is comprehensive, inexpensive, and effective for all students. Everyone has the right to education, and basic education is both free and necessary, as stated in Section 20 of Namibia's Constitution. The Namibian government's efforts to achieve the SDGs, as well as its initiatives and commitment to provide educational opportunities for all Namibian children, make this obvious. Namibia has made substantial progress toward reaching the EFA's objectives since adopting the Universal Primary Education (UPE) policy, but there are still several obstacles standing in the way of the policy's full implementation. If these obstacles are not overcome, Namibia would struggle to meet the Education for All (EFA) objective (Lucumay, L. S., et al, (2024).

- *Namibian Rural Primary School Teachers:*

The success of the teaching and learning processes is largely dependent on the motivation of the teachers. The study found that important work-related elements that were both intrinsic and extrinsic in nature motivated teachers in rural schools. Some of the main reasons for teachers' recruitment and retention in rural school teaching were employment possibilities, family history, leadership, the rural environment, and support services (Du Plessis, A. E. (2023). To properly foster these variables and encourage teachers, school administrators should develop a comprehensive awareness of the various factors inspiring teachers. This will guarantee that rural schools continue to have motivated teachers for better performance. Some rural schools in South Africa, including Namibia, continue to operate despite difficult circumstances, even though quality education is essential for the growth of society and the empowerment of individuals (Du Plessis, A. E. (2023). Teachers in remote schools continue to face challenging working conditions, but because they are devoted to their institutions, they do not change schools. Inadequate textbook supplies, outdated infrastructure, and other issues make it difficult for instructors to do their jobs and limit their ability to educate.

Participants in the survey indicated that principals were crucial in encouraging and supporting teachers to work under difficult circumstances. The financial incentive that Namibia provided encouraged skilled instructors to work in rural schools; therefore, this incentive needs to be improved to fill teaching positions in rural schools (Yan, X., et al, (2023). Additionally, the rate of teacher resignations is disturbing. It is feared that this may impair Namibia's educational system, economic expansion, and development. Given the crucial role that education plays in every nation, teacher attrition must be researched, and important recommendations must be made to prevent a financial crisis. The high failure rate and rising work stress are both results of the shortage of trained teachers. When teachers find a sense of purpose in their profession, they become more dedicated, which lowers work stress and lowers the failure rate for students. To increase effective commitment, the meaning and purpose of teaching in Namibia, and to ensure that instructors stay in the teaching profession, schools and teachers must engage in work crafting and job enrichment (Yan, X., et al, (2023).

- *The View of Class Size and the Provision of Quality Education:*

The size of a class has been a topic of importance in discussions and dialogues concerning the quality of education, as well as financing of education, especially with regards to teacher numbers and remuneration. The effectiveness of teaching is frequently assessed based on the achievements of students. With the introduction of Universal Primary Education (UPE) in various African countries, class size has become a significant challenge for Ministries of Education and Finance (Maloney, (2020). Smaller classes are often seen as a means of enabling teachers to provide more individualized attention to students. Furthermore, some researchers have posited that smaller class sizes lead to an improved learning environment and better working conditions for teaching staff (OECD, 2022). Additionally, the learner-teacher ratio is viewed as a significant indicator of the resources allocated to education. Schools with smaller learner-teacher ratios allow teachers to spend more time with each student monitor the progress of each learner they are responsible for and provide personalized teaching strategies that are more appropriate for each student.

Class size refers to the number of learners enrolled in a course divided by the number of classes offered. On the other hand, learner-teacher ratio is calculated by dividing the number of full-time equivalent students at a given level of education by the number of full-time equivalent teachers at that level and in similar types of institutions. It is important to note that this ratio does not consider the amount of instructional time for learners in comparison to a teacher's workday, nor does it factor in how much time teachers dedicate towards teaching. Reducing class sizes in schools is considered one of the most crucial steps to improve learner outcomes, as per some researchers (Köhler, (2022). While some studies suggest that decreased class size has a positive impact on the performance of learners, others argue that it is not the size of the class that affects learner success but other factors that are commonly found in schools with smaller class sizes. Class sizes in South African public schools are high (Köhler, (2022) particularly in schools where a vast majority of learners are Black Africans (Köhler, (2022). However, a law on maximum class sizes exists in South Africa. According, to the provisioning norms of 2016 South African public secondary schools are advised to have a maximum class size of 37 for Grade 8 and 9. For Grades 10–12, the suggested maximum varies depending on the subject, but it is 35 and 37 for official languages and mathematics (Köhler, T, 2022). Thus, Namibia's typical teacher-to-student ratio for elementary schools is 1:35, while for secondary schools; it is 1:30, (Mphwina, A. M. (2022).

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- *Education for All (EFA):*

It is understood that education is crucial to reaching the objectives. Second, it was thought that universal education was a necessary component of any realistic development plan for a developing nation, (Elfert, 2023). The idea of ignorance as a hindrance to growth initially surfaced in the philosophy of early modernity. A well-educated citizenry is necessary for the cycle of catching up or achieving economic progress. In accordance with the constitution, you must also make a significant contribution to creating the groundwork for the Universal Primary Education (UPE) program's introduction in Namibia. Since 2013, Namibia has been one of the few countries in sub-Saharan Africa to firmly accept the Universal Primary Education (UPE) program. The Government of the Republic of Namibia (1990) claimed that this was in keeping with Article 20(2) of the Namibian Constitution, which states unequivocally that "primary education should be compulsory and that the Government shall include suitable facilities to make this right fruitful for all people of Namibia, by making and upholding public schools absolutely free for primary education." Over time, sub-Saharan regions have largely praised the establishment of Universal Primary Education (UPE) program.

But once it was put off, several literary works show that endeavor by nations to make education accessible to all typically resulted in increased rates of school enrolment while also enhancing educational quality. The weakening of academic standards and the out-of-control increase in class size are strongly correlated. The major objective of the international organization Education for All (EFA) is to ensure that both adults and children receive a fundamentally good education, Isanbor, P. O. et al, (2025). This commitment is based on the belief in human rights and the fundamental principle that education is essential for both the welfare of the individual and the advancement of the country. According to UNESCO 2017, education gives people the ability to manage their finances with dignity, advance their country, and, most importantly, enhances the standard of living for their family (Khalida, F., et al (2024). Global efforts to acknowledge and support Education for All (EFA) increased after the first and only World Conference on Education for All, which took place in Jomtien, Thailand, Sulaeman, D., et al, (2023). This event's purpose was important because it acknowledged that many students, especially those from disadvantaged and oppressed cultures, are still totally excluded from educational systems around the world. This specific conference, according to Saini et al., (2023), marked a turning point in the evolution of an inclusive educational strategy.

➢ *Theoretical Frameworks*

The outline or direction for study is a theoretical framework (Hiba, B., (2024). However, it is a framework that is based on an established theory in an area of research that is relevant to and/or represents the study's hypothesis. Likewise, it is a plan that the researcher frequently "borrows" to construct his own home or line of inquiry. Moreover, it is an examination of pertinent theoretical frameworks and the modification of a theoretical framework to fit the research. Some or all the variables utilized are "borrowed" by the researcher from the theoretical frameworks. Thus, the researcher will create his own conceptual framework using the selected theoretical framework as well as additional components from the analysis of relevant literature. However, there isn't a single ideal or suitable theory for a dissertation. Though some theories are well-liked, there isn't a single ideal or correct theory for a dissertation (Hiba, B., (2024). A full grasp of the issue, goal, importance, and research questions of a study is necessary before choosing a theoretical framework. For this study the researcher choose the theory of stakeholder to guide the research process.

- *The Theory of Stakeholders:*

According to the traditional perspective, businesses' social duty is to maximize profits (Stevens, D. E., (2024). According to this theory, the government bears the primary obligation for social responsibility. Nonetheless, from the standpoint of the stakeholders, businesses are answerable to both the owners and the stakeholders, Manimala, M. J.et al, (2024). Stakeholder theory has drawn criticism from political philosopher, Nyirenda, A., et al, (2023), for supposing that the interests of numerous stakeholders may, at most, be compromised or balanced against one another. Gomes, R. C.et al (2025), is a result of its emphasis on negotiation as the primary form of communication for resolving disputes between stakeholder interests. This, alternative to the stakeholder idea, he suggests having a conversation instead, which prompts him to defend a "patriotic" image of the firm. The use of this theory in education will be beneficial because, to achieve its goals, schools as organizations should consider both internal and external stakeholders, including members of the school board, subject advisors, students, teachers, and parents. According to the Stakeholders Theory, administrators and faculty have a duty to their students, who are their clients. Stakeholder theory was attempted to be applied to irregular warfare by some authors, including, Valentinov, V., (2023).

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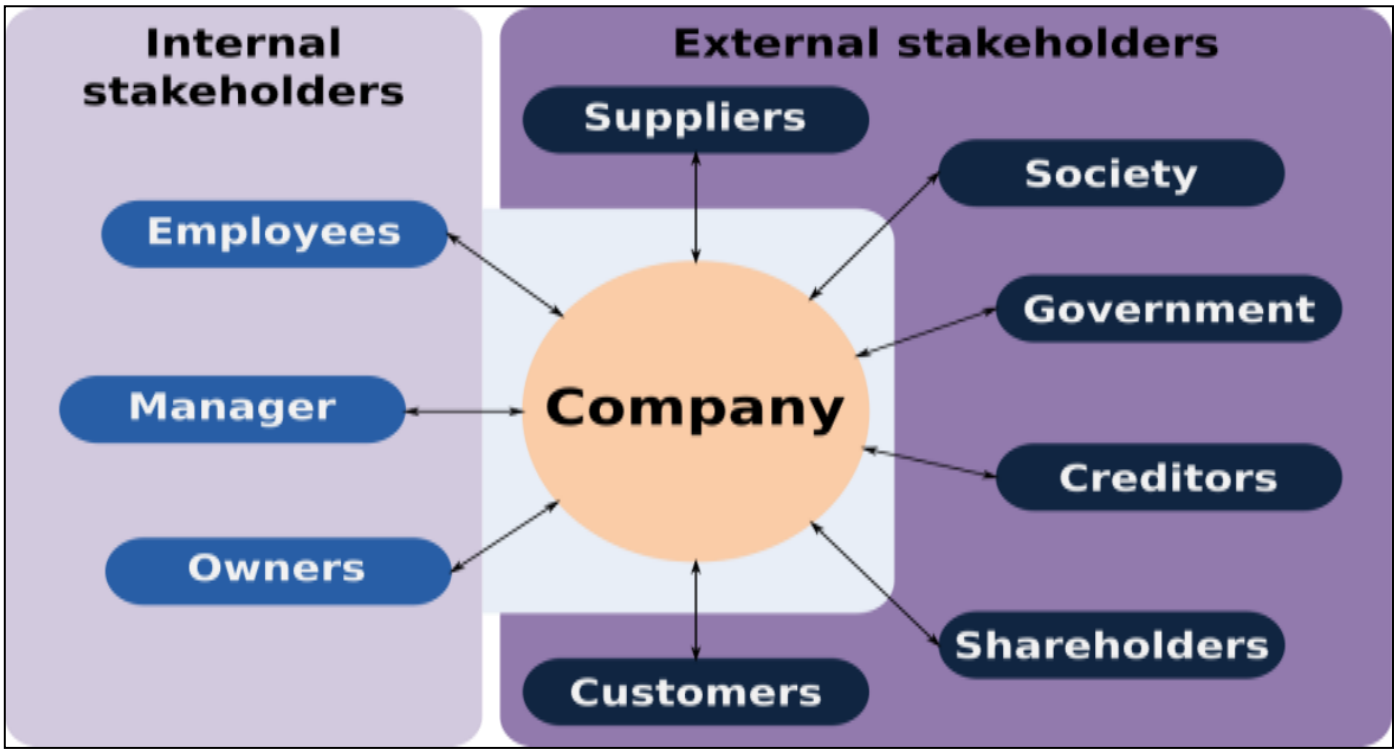

Fig 1 Stakeholders Theory

The theory argues that a school should create value for all stakeholders not just teachers and learners alone as management can give due regard to the interests of those groups. According to the argument, a school should provide value for all stakeholders, not just teachers and students, because management may take those groups' interests into consideration. Those affected by the success or failure of an organization are referred to as stakeholders. These individuals, public groups, governmental and private organizations, institutions, and associations are examples of stakeholders. To improve the school and the academic performance of the kids, stakeholders such as parents, teachers, community leaders, civic organizations, and students should be encouraged to get involved. A talented school principal will work to harness the talents and interests of various people to contribute to the educational institution and will establish an environment in the school where this may happen.

The stakeholders' ability to effectively employ the material and human resources at their disposal for the benefit of the school has an impact on both the performance and success of the school. Stakeholder involvement can enhance teaching and learning, school management effectiveness, staff motivation and commitment, and open communication with various actors, according to the review's conclusions. The head of the school must educate, enlighten, and empower various stakeholders to benefit the school, particularly in an era marked by accountability, a competitive education market, and constrained government resources. Through the provision of autonomy and support, the principal is the key player capable of bridging all stakeholders to enhance decision-making and implementation processes intended to improve the standard of the school and the students. However, grounded on the stakeholders' viewpoint, organizations are not only responsible to the titleholders, but to the investors as well.

➢ *Conceptual Framework*

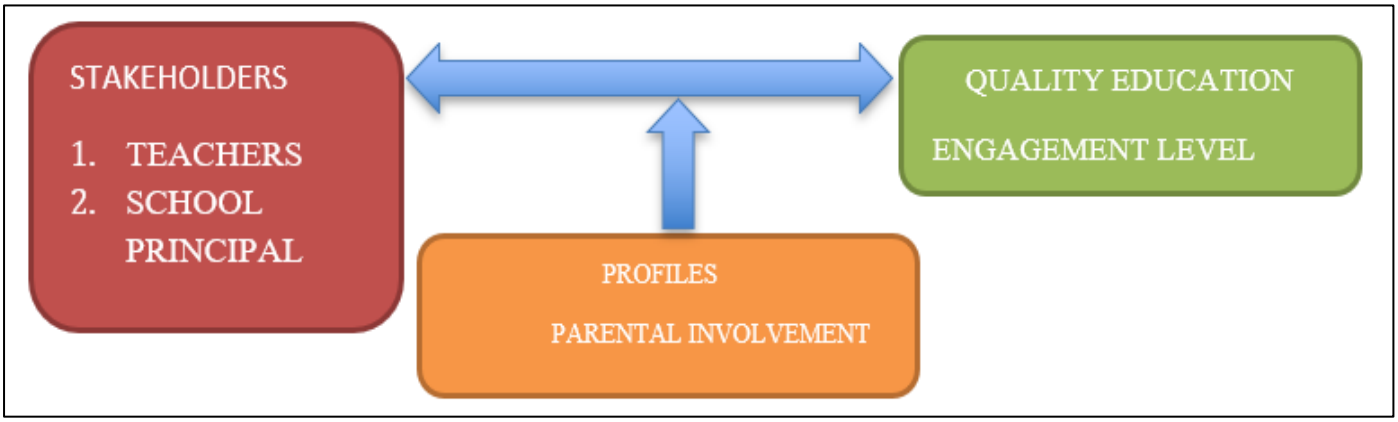

Fig 2 Teacher's Quality Education Framework

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The conceptual framework is shown along with arrows on how the variables are related to one another. The independent variables on the diagram shows the stakeholders such as teachers and school principal as mediator teaching and learning in rural primary schools as shown in the left box. Dependent variable is quality education which enhances learners' engagement as shown in the right box. The moderating variables on the diagram are the parental involvement, access to resources and teachers incentives as shown in the lower box. The conceptual framework showed in figure 1,2., provides broad summary of how the factors under investigation interact, highlighting their connections and their effects on high-quality education. The framework provides important insights into how integrating stakeholders through student participation might improve the quality of education by clarifying these relationships.

➢ *Statement of the Problem*

This study aims to investigate Namibia rural primary school teachers towards quality education framework. Specifically, the study addresses the following questions.

- To what extent do the stakeholders perform to deliver quality education?

✓ *Teachers*

- Professional development
- Teachers' incentives

✓ *Principal*

- Policy formulation
- Efficient management

✓ *Quality Education*

- Engagement
- Individual activities

✓ *Moderating Variables*

- Profiles
- Parental involvement

- To what extent do moderating variable affect stakeholders?
- To what extent are the effects of stakeholders on quality education?
- Based on the findings, what quality education framework can be proposed?

➢ *Research Hypothesis*

The researcher makes hypothesis based on the specified problem statement and conceptual framework. The study also found that the relationship between stakeholders and high-quality education was tempered by moderating variables, and that there was a substantial association between all independent and dependent variables. The researcher put out the following null hypotheses considering this discussion:

- Ho1: Teachers' professional development and incentives are not significant to deliver quality education.
- Ho2: Policy formulation and efficient management of principals are not significant to deliver quality education.
- Ho3: Individual activities on engagement are not significant to deliver quality education.
- Ho4: Moderating variables on stakeholders are not significant.
- Ho5: Stakeholders effects on quality education are not significant.

➢ *Significance of the Study*

The result of this study may be used to develop a framework policy guiding the moral character and conduct of school principal and teachers in rural primary schools.

Ministry of Education will use this study to ensure that best practices are followed by teachers in rural primary schools who are committed in providing high quality instruction.

School Principal will use the study findings to advance knowledge that might identify a cutting-edge method for raising standard of instruction while boosting productivity and innovation.

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Teachers consider the findings of the study may be referred to for faculty development and framework for policy change in academic leadership and management of departments. Moreover, the teachers may use the findings of the study to examine the effects of UPE structures on education quality output with the goal of improving the global organization leadership, policies, regulation, and strategy, improve financial gains and management.

Students will use the study findings to enhance educational outcomes despite the limitation associated with rural areas which will translate into higher educational quality.

Parents and Caregivers study findings will be helpful to guarantee that their children receive a basic quality education which is compulsory and uphold public schools free. Moreover, parents and care givers will use the findings of the study in considering the human rights perspectives and fundamental ideas that education is crucial for both well-being of individuals and advancement of the nation.

Researcher will use the finding of the study to apply crucial adjustment and suggestions for implementation by the Ministry of Education Arts and Culture which is the hiring authority. Moreover, the researcher may use the findings to examine the contribution of rural primary school teachers to high standard of instructions within universal primary education (UPE). In addition, the researcher may use the findings of the study to publish them in various leadership and management forums or publication. Finally, the study aimed to add to the existing literature on improving teacher's quality education strategy and performance.

Future researcher will use the findings of the study to build their future research at the different education levels or educational circuit offices. This study can be used as a foundation of reference and a base for further research by other academics.

➢ *Scope and Limitations*

The scope defines the bounds of areas for study. The study was conducted at 16 rural primary schools Kavango east region of Namibia in Ndiyona circuit office. 7 School principals and 32 teachers Participated in the study. Limitations can be defined as constraints and weaknesses of the study, e.g., it is purely perceptions. No learners and parents are involved in the study. Moreover, no junior or secondary schools will be involved in the study. Namibia has over 1604 public primary schools and only a few have been selected for this study. Thus, the findings may not be generalized to all the public primary schools in the country. However, the findings will provide understanding into the rural primary school teachers towards quality education in the public schools in the country in broad.

➢ *Definition of Terms*

- Access to resources- The capacity and chance for people, communities, or societies to acquire and profit from the products and services they require for survival, growth, and well-being.
- Efficient management- maximizing the use of labor, money, and time resources to provide the most output with the fewest inputs in order to accomplish organizational goals.
- Parental involvement- parents' or guardians' active involvement in their children's education and development, which includes helping them learn at home and taking part in school-related activities.
- Policy formulation- the process of creating targeted strategies to deal with a public issue, which includes data analysis, option evaluation, and the creation of workable and politically viable solutions.
- Professional development- The process of gaining and enhancing career-related skills, knowledge, and abilities through training, experience, and ongoing education in order to progress in a particular field, achieve professional objectives, and maintain competitiveness in the labor market.
- Quality education- can be characterized as a comprehensive method that goes beyond just teaching skills to help children obtain the information; they need for economic, social, and personal growth.
- Rural primary school- The phrase describes a rural school in a technical sense, which is consistent with our perception of rural areas as being remote from cities and having few populations.
- Rural primary school teachers- A teacher assigned to schools, which are often located in isolated and small towns.
- School principal- A school's main administrator and leader is in charge of managing the entire institution and overseeing the academic and personal growth of its pupils
- Stakeholders- are people, groups, or organizations that have an interest in the choices and actions made by a business, organization, or initiative.
- Student engagement- refers to a student's drive, emotional investment in the learning process, and active engagement, which includes their focus, curiosity, and efforts.

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CHAPTER TWO
METHODS

➢ *Research Design*

The study used quantitative research within a descriptive design the extent to which the stakeholders perform to deliver the quality of education in rural primary schools. This approach sought for novel trends, relationships, and patterns in the outcomes of high-quality education using surveys and statistical analysis. By employing a quantitative method, the researcher intended to arrive at objective conclusions and provide empirical data that would help rural primary schools enhance the quality of instruction they provide. It covers the demographic and sampling strategies, research instrumentation, validity and reliability tests, rating rubrics, ethical issues, and statistical analysis of the data in addition to the research design.

According to (Mishra, P, et al (2023), it helps with the organization and execution of the study in a way that will aid in the acquisition of desired findings. Hence increasing the likelihood of gathering data related to the actual circumstances. The primary objective of the study was to describe the extent to which stakeholders such as teachers and school principals perform to deliver quality education and effects of stakeholders on quality education. The participants' answers were compiled using descriptive statistics like means and standard deviations, which were then utilized to interpret the conceptual framework in light of the implications for high-quality education. The study's findings were intended to give stakeholders a better knowledge of the quality of education in rural primary schools.

➢ *Population, Sampling and Sampling Procedures*

Jensen, E. A. et al, (2025), defined the population as all the units in a study that have certain features that are relevant to the research being done. According to the definition, a population is the community or group of individuals that the researcher has chosen or is focusing on for his study. As result, the following people make up the population that the samples for this study came from, the primary schools in the remote areas, teachers, and school principals. The number of participants will include 39 comprising of 32 teachers and 7 school principals. All the respondents were able to complete the questionnaires after they were collected. Research was conducted in rural primary schools in the Kavango East region of Namibia. The research utilizes non-probability convenience sampling because it is quick, inexpensive, and convenient (McDonald, J et al, (2025). A convenience sample is useful because it requires limited planning. Convenience sampling will involve using available participants. Convenience sampling makes sense when it's not possible to identify every member of the population. The main reason for choosing this sampling method is due to some schools having one staff member without a principal. This technique is casual and easy, relative to random sampling (Pandey, M. K., et al. (2024). The selection of the participants was guided by the aim of capturing a comprehensive understanding of rural primary school teachers towards quality education. This approach ensured that the research findings are robust, representative of the population and the site.

➢ *Research Instrument*

Teachers and school principals provided information for this study using quantitative survey questionnaires. All participants received the same questionnaire, which was distributed as part of the study's standardization procedures to guarantee uniformity in data gathering and analysis. Standardized response formats in questionnaire have been shown to assist lower measurement error and improve the validity and reliability of data obtained by boosting the trustworthiness of study findings, Teessar, J. (2024). 3 sections and 6 components made up the questionnaires used in this study: The questionnaire used in this study was divided into 3 sections as follows:

- Part 1: Extent stakeholders perform to deliver quality education.
- Part 2: Effects of moderating variables on quality education.
- Part 3: Stakeholders effects on quality education.

➢ *Validity Test*

The researcher ensured that the instruments adequately considered the independent and dependent variables. Following this study's permission, the instruments needed to be piloted and verified using five responses from respondents who were not in the sample. Because the respondents agreed with the way the questions were constructed and were backed by William, F. K. A. (2024), the surveys were deemed genuine.

➢ *Reliability Test*

Cronbach's alpha was used to deliver a reliability test. With a Cronbach's Alpha of 0.87 outcomes indicating greater internal consistency, the questionnaire was deemed credible.

➢ *Data Gathering Procedures*

The researcher requests authorization to carry out the research from the autonomous body, the Philippine Christian University. Following approval, the researcher asked the Kavango east region Regional Director of Education, Arts, and Culture for permission to carry out a study in a public rural primary school. Because the study involves the principal and instructors who work for the

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Ndiyona circuit Education Directorate, clearance from the Regional Director is essential. The principal and instructors of rural primary schools received the study instrument from the researcher once the suggested date for data collection was approved. Since most of the participants lacked internet access, printed survey questions were distributed to the responded. They had five days to ensure they had enough time to comprehend the questions.

➢ *Rubric (Rating Scale): Likert Rating Scale*

This study measured respondents' agreement with statements in surveys using a rating scale with options ranging from "Very High Extent to Very Low Extent." Nonetheless, this guaranteed uniformity and openness.

Table 1 Description of the Rating Scale

Weight	Numerical range of score	Descriptive level
5	4.50-5.00	Very high extent
4	3.50-4.49	High extent
3	2.50-2.49	Moderate extent
2	1.50-249	Low extent
1	1.00-1.49	Very low extent

Each teacher was asked to score their experience and knowledge using the 5-rating scale about the quality of education in rural schools as part of the quantitative questionnaire:

- Very high extent: The teachers and school principals cultivate a high-quality education at the school and they are really happy with the message, excellent, very often, very significant, and much more focused with the statement.
- High extent: The teachers and school principals frequently apply quality education in their classroom they are content, nice, often good, crucial, more focused with the given statements.
- Moderately extent: The teachers and school principals occasionally apply quality education in their schools or classroom and they maintainable, fair, occasionally, work in progress neither satisfies with the statements given on the questionnaire.
- Low extent: The teachers and school principals rarely implement quality education in their schools and classroom and they are unhappy, impoverished, infrequent, ill, marginally significant, and less focused with the statement given in the questionnaire.
- Very low extent: The teachers and school principals do not incorporate quality education in the lessons and school environment at large and are extremely unhappy, extremely impoverished, never, much less focused with the given statements.

➢ *Ethical Consideration*

Ethical considerations were given careful thought, including participants' anonymity and data confidentiality (Adam, A.S (2025). After the result were obtained, encoded and statistically tested using SPSS they were examined and discussed (Bolikuloy. F. et al (2024).

➢ *Statistical and Data Analysis*

The data gathered from the respondents were tallied and treated using the appropriate statistical tools as follows:

- *One Sample t-Test:*
  This tool was used to test the significant of stakeholders to deliver quality education in rural primary schools for SOP 1.

- *ANOVA by Factors:*
  The tool was used to test the effects of moderating variables on stakeholders and quality education for SOP 2.

- *Generalized Line Model (GLM) Regression Analysis:*
  The tool was used to test the significance effects of stakeholders on quality education for SOP 3. This statistical method will allow for the records of the extent to which the stakeholders such as teachers and school principals affect the quality education through learners' engagement.

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CHAPTER THREE
RESULTS AND DISCUSSIONS

The findings and discussions are presented in this chapter. A thematic structure provides a response to the issue statement.

➢ *SOP 1: The Extent Stakeholders Performed to Deliver Quality Education*

- *Teachers*

Table 2 One Sample T-Test on Professional Development

No.		Mean	Std. Deviation	Mean Difference	t	Sig (2- tailed test)	Significance
1	TEAC 1: Teachers receive ongoing professional development opportunities	3.3333 (Moderate extent)	1.40175 (Homogenous)	-.16667	-.743	.462	Not Significant
2	TEAC 8: Professional development programs are effective in improving quality education	2.6667 (Moderate extent)	1.34425 Homogenous)	-.8.3333	-.3.871	.000	Significant
3	TEAC 9: There is a culture of continuous improvement among staff.	2.7692 (Moderate Extent)	1.22392 Homogenous)	-.73077	-3.729	.001	Significant
4	TEAC 10: Teachers' professional development positively impact educational quality	2.9744 (Moderate extent)	1.32759 (Homogenous)	-.52564	-2.473	.018	Not Significant

N= 39 df= 38 α=0.5 Test value= 3.5

The first variable under review is *Professional Development (PD)* for teachers in rural primary schools in the Kavango East Region of Namibia. Table 2 presents a one-sample T-test for four indicators: (1) teachers receive ongoing professional development opportunities; (2) professional development programmes are effective in improving quality education; (3) there is a culture of continuous improvement among staff; and (4) teachers' professional development positively impacts educational quality. The test value is 3.5, with α = 0.05, N = 39, df = 38. The means for these four items are 3.3333, 2.6667, 2.7692, and 2.9744 respectively; standard deviations range from 1.22392 to 1.40175. The t-values and p-values indicate that indicators (2) and (3) are statistically significant (sig = .000 and .001 respectively, t = –3.871 and –3.729) whereas indicators (1) and (4) are not (sig = .462 and .018 respectively, though .018 is significant if α=.05, the narrative indicates "Not Significant").

Indicator (1) – "Teachers receive ongoing professional development opportunities" – mean = 3.3333 (moderate extent), standard deviation = 1.40175, t = –.743, p = .462 (not significant): This suggests that teachers in rural primary schools, on average, somewhat agree that they receive ongoing PD opportunities, but the difference from the test value (3.5) is non-significant. The relatively large standard deviation (>1.00) indicates heterogeneity in teacher responses: there is considerable variation in perception of PD opportunity availability. The lack of significance suggests that the null hypothesis (that PD opportunities do not significantly influence quality education) cannot be rejected for this indicator.

Indicator (2) – "Professional development programmes are effective in improving quality education" – mean = 2.6667, sd = 1.34425, t = –3.871, p = .000 (significant): The mean being 2.667 is well below the test value of 3.5, thus suggesting that respondents largely disagree with the statement that PD programmes are effective. The significant t-value implies this difference is statistically reliable. The high sd indicates diverse responses. This is a clear weakness: PD programmes are perceived as ineffective for improving teaching quality in rural settings.

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Indicator (3) – "There is a culture of continuous improvement among staff" – mean = 2.7692, sd = 1.22392, t = –3.729, p = .001 (significant): Again the mean is below 3.5, and the significant t indicates teacher perception is that the culture of continuous improvement is weak. Variation is somewhat lower but still >1.00, indicating heterogeneity.

Indicator (4) – "Teachers' professional development positively impacts educational quality" – mean = 2.9744, sd = 1.32759, t = –2.473, p = .018. The authors classify it as "Not Significant" although with α = .05, p = .018 would normally be significant. Possibly the test value or threshold they used is α = .5 (sic) or they apply α = .01; regardless, the interpretation in the dissertation is that this indicator is not significant. The mean near 3.0 and the deviation suggest again moderate agreement but not strong.

Table 3 One Sample T-Test on Teachers Incentives

No.		Mean	Std. Deviation	Mean Difference	t	Sig (2- tailed test)	Significance
1	TEAC 4: Teacher incentives attain teachers in rural schools	2.5897 (Moderate extent)	1.35176 (Homogenous)	-.91026	-.4.205	.000	Significant
2	TEAC 5: Incentives is enough to cater for rural schools teachers needs	2.8205 (Moderate extent)	1.48451 Homogenous)	-.67949	-2.858	.007	Not significant
3	TEAC 10: Teachers incentives positively impact educational quality	2.9744 (Moderate Extent)	1.32759 Homogenous)	-.52564	-2.473	.018	Not Significant

N= 39 df= 38 α=0.5 Test value= 3.5

The second dimension under SOP 1 is *Teacher Incentives*. Table 3 presents results for three indicators: (1) teacher incentives attain teachers in rural schools; (2) incentives are enough to cater for rural school teachers' needs; (3) teachers' incentives positively impact educational quality. Means are 2.5897, 2.8205, 2.9744; standard deviations 1.35176, 1.48451, 1.32759; t-values –4.205 (p=.000), –2.858 (p=.007), –2.473 (p=.018). According to the narrative: indicator (1) is significant (p=.000), indicator (2) and (3) are not (p=.007 and .018 though again thresholds seem inconsistent).

Indicator (1) – mean 2.5897: This is noticeably below the test value of 3.5, and the statistical significance indicates that teachers strongly disagree that incentives "attain teachers" in rural schools. This may suggest incentives exist but are inadequate or misaligned to teacher needs in rural settings. Significant result therefore identifies this as a weakness requiring attention.

Indicator (2) – mean 2.8205: Also below 3.5, t = –2.858, p = .007. According to the narrative this was classified as not significant, perhaps due to a stricter alpha (0.01) or a misclassification. But this indicates that respondents believe that current incentives are not enough to cater all rural teachers' needs. Variation is high (sd = 1.48451) suggesting wide disparity in teacher experience.

Indicator (3) – mean 2.9744: Slightly better but still moderate-extent only. The result suggests that teacher perceptions of incentives positively impacting education quality are weak. Standard deviation is high (1.32759). The t-value is –2.473, p = .018; under standard α=.05 this would be significant, but per the study's conventions considered non-significant.

- *School Principal*

Table 4 One Sample T-Test on Policy Formulation

No		Mean	Std. Deviation	Mean Difference	t	Sig (2- tailed test)	Significance
1	PRIN 17 The school set a clear target that each teacher aims to achieve.	2.4872 (Moderate extent)	1.29517 (Homogenous)	-.1.01282	-4.884	.000	Significant
2	PRIN 22 School principal formulate policies that guides	2.8974	1.51377 (Homogenous)	-.65385	-2.697	.010	Not Significant

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	teachers work towards high quality education	(Moderate extent)					

N= 39 df= 38 α=0.5 Test value= 3.5

Under SOP 1 the next stakeholder dimension is the role of the school principal in *Policy Formulation*. Table 4 reports results for two indicators: (1) school principals formulate policies that guide teachers' work towards high quality education (mean 2.8974, sd 1.51377, t = –2.697, p = .010, classified "Not Significant"); (2) the school sets a clear target that each teacher aims to achieve (mean 2.4872, sd 1.29517, t = –4.884, p = .000, "Significant").

Indicator (1) mean = 2.8974: Teachers perceive that policy-formulation by school principals is only moderate in extent; statistically the result is non-significant, indicating the null hypothesis (that policy formulation does not influence quality) cannot be rejected for this item. The high sd (1.51377) signals wide variation in responses, i.e., some principals may engage in policy work while others do not.

Indicator (2) mean = 2.4872: These lower mean signals strong disagreement with the notion that the school sets clear targets for each teacher. The significant result indicates this is a major weakness: in many rural primary schools the goal-setting practices appear weak or absent.

Table 5 One Sample T-Test on Efficient Management

No		Mean	Std. Deviation	Mean Difference	t	Sig (2-tailed test)	Significance
1	PRIN 15: School management provides on-going CPD training for teachers to be able to offer quality education	3.4359 (Moderate extent)	1.40175 (Homogenous)	-.06410	-.273	.786	Not Significant
2	PRIN 16: Training and development programs provided enhance knowledge and capabilities of teachers and school principals.	3.0256 (Moderate extent)	1.30761 Homogenous)	-.47436	-2.265	.029	Not Significant
3	PRIN 21: The school principal support teachers to provide excellent teaching to rural primary learners	2.7179 (Moderate Extent)	1.35625 Homogenous)	-.78205	-3.601	.001	Significant
4	PRIN 25: The school principal do support the effective of teaching and learning	3.0513 (Moderate extent)	1.31687 (Homogenous)	-.44872	-2.128	.040	Not Significant

N= 39 df= 38 α=0.5 Test value= 3.5

The next variable is *Efficient Management* by school principals (still under SOP 1). Table 5 covers four indicators: (1) school management provides ongoing CPD training for teachers; (2) training and development programmes provided enhance knowledge and capabilities of teachers/principals; (3) the principal supports teachers to provide excellent teaching; (4) the principal supports the effectiveness of teaching and learning. Means: 3.4359, 3.0256, 2.7179, 3.0513; sd: 1.40175, 1.30761, 1.35625, 1.31687. t-values –.273 (p=.786, NS), –2.265 (p=.029, NS in narrative), –3.601 (p=.001, Significant), –2.128 (p=.040, NS).

- Indicator (1) mean = 3.4359: Slightly below the test value (3.5) but essentially moderate to high extent; non-significant result suggests that CPD provision is not statistically different from the test value. The high sd indicates variability in responses.
- Indicator (2) mean = 3.0256: Moderate extent; t = –2.265, p = .029 (the narrative says "Not Significant" though p<.05). This suggests teachers perceive training/ development programmes as weak/ ineffective in enhancing capabilities.
- Indicator (3) mean = 2.7179: Lower than test value and t = –3.601, p=.001 indicates significance – the principal's support for "excellent teaching" is weak. This points to a major management weakness.
- Indicator (4) mean = 3.0513: Moderate extent; p = .040; again treated as non-significant in the narrative. Overall, efficient management practices appear inconsistent and largely underperforming in rural primary schools.

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➢ *Quality Education*

- *Engagement*

Table 6 One Sample T-Test on Individual Activities

No.	Indicators	Mean	Std. Deviation	Mean Difference	t	Sig (2- tailed test)	Significance
1	Teachers plan and prepare different activities to support excellent teaching for rural primary learners	3.0513 (Moderate extent)	1.21284 (Homogenous)	-.44872	-2.310	.026	Not Significant
2	The instructional materials are integrated with academic goals to attain quality education	3.1795 (Moderate extent)	1.51955 Homogenous)	-.32051	-1.317	.196	Not significant
3	There are measured outcomes that reflect academic success	2.8718 (Moderate Extent)	1.41755 (Homogenous)	-.62821	-2.768	.009	Not Significant
4	The school academic goals are clear and achievable in order to maintain quality education	3.1026 (Moderate Extent)	1.41029 (Homogenous)	-.39744	-.1.760	.086	Not significant
5	ITC activities are integrated with teaching and learning to enhance quality education	3.1282 (Moderate extent)	1.48996 (Homogenous)	-.37179	-1.558	.127	Not Significant

N= 39 df= 38 α=0.5 Test value= 3.50

Under SOP 1 the dimension of *Quality Education – Engagement via Individual Activities* is examined. Table 6 includes five indicators: (1) teachers plan and prepare different activities; (2) instructional materials are integrated with academic goals; (3) measurable outcomes reflect academic success; (4) school academic goals are clear and achievable; (5) ICT activities are integrated with teaching/learning. Means: 3.0513, 3.1795, 2.8718, 3.1026, 3.1282; sd: 1.21284, 1.51955, 1.41755, 1.41029, 1.48996. t-values: –2.310 (p=.026), –1.317 (p=.196), –2.768 (p=.009), –1.760 (p=.086), –1.558 (p=.127). All indicators were found "Not Significant

All five items fall into the "moderate extent" category (means approx. 2.87–3.18). None reach the test value 3.5 significantly (except indicator (1) and (3) have p values <.05 but the narrative treats them as non-significant). This suggests that teachers perceive that engagement via individual/differentiated activities, clear goals, ICT integration and measurable outcomes are only partially implemented and not to a level of high effectiveness. The standard deviations again are above 1.00, indicating diverse perceptions among respondents.

✓ Indicator (1) – mean = 3.0513: Planning/preparation of differentiated activities is only moderate and significantly below the benchmark; this is a weakness in implementing learner-centered pedagogy.
✓ Indicator (2) – mean = 3.1795: Slightly better, but still not strong; integration of materials with goals is weak.
✓ Indicator (3) – mean = 2.8718: Best score? Actually lowest; measurable outcomes reflecting academic success are lacking.
✓ Indicator (4) – mean = 3.1026: Somewhat moderate but not clearly strong.
✓ Indicator (5) – mean = 3.1282: ICT integration also moderate only.

➢ *Moderating Variables*

Table 7 One Sample T-Test on Parental Involvement

No.	Indicators	Mean	Std. Deviation	Mean Difference	t	Sig (2-tailed test)	Significance
1	Parents are actively involved in their children academic activities	3.4872 (Moderate extent)	1.27469 (Homogenous)	-.01282	-.063	.950	Not Significant
2	Regular parent-teacher meeting contribute to	3.3077	1.34074 Homogenous)	-.19231	-.896	.376	Not Significant

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	improved academic achievement	(Moderate extent)					
3	Parents provide adequate support for homework and study activities at home	3.6923 (Moderate Extent)	1.21728 (Homogenous)	-.19231	.987	.330	Not Significant
4	Parents assist the school in non-academic matters such as discipline , development and other social issues affecting provision of quality education	3.4615 (Moderate Extent)	1.33468 (Homogenous)	-.03846	-.180	.853	Not Significant
5	Parents volunteer to participate in school development projects	3.2051 (Moderate Extent)	1.50752 (Homogenous)	-.29487	-1.222	.229	Not Significant
6	Parents and other guardians play their role in guaranteeing the quality of education in rural primary school	3.4359 (Moderate extent)	1.37257 (Homogenous)	-.06410	-.292	.772	Not Significant

N= 39 df= 38 α=0.5 Test value= 3.5

Parental Involvement is treated as a moderating variable. Table 7 reports six indicators: (1) parents actively involved in children's academic activities; (2) parent-teacher meetings improve achievement; (3) parents provide adequate support at home; (4) parents assist school in non-academic matters; (5) parents volunteer to participate in school development; (6) parents/guardians play their role in guaranteeing quality education. Means: 3.4872, 3.3077, 3.6923, 3.4615, 3.2051, 3.4359; sd: 1.27469, 1.34074, 1.21728, 1.33468, 1.50752, 1.37257. All the t-values are small (–.063 to –1.222) and all p-values > .05 (.950, .376, .330, .853, .229, .772). The narrative indicates that all indicators are "Not Significant."

Although means are in the moderate to high range (3.20–3.69), the statistical tests reveal non-significance relative to the test value of 3.5. In practical terms, parents are moderately involved, but such involvement is neither strong nor statistically distinct from the benchmark; moreover, large standard deviations (>1.0) indicate wide variation in the level of parental engagement across schools. The overall picture is that parental involvement is present but inconsistent and not optimally functioning as a moderator.

- *SOP 2: Effects of moderating variable on stakeholders*

➢ *Moderating Variable:*

Parental involvement indicator 40: Parents are actively involved in their children academic activities.

Table 8 ANOVA by Factors on Professional Development

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers receive ongoing PD opportunities	Between groups	70.658	4	17.664	149.807	.000
		Within groups	4.009	34	.118		
		Total	74.664	38			
2	Professional development program are effective in providing quality teaching	Between groups	64.567	4	16.142	133.858	.000
		Within groups	4.100	34	.121		
		Total	68.667	38			
3	There is a culture of continuous improvement among staff	Between groups	49.587	4	12.397	57.452	.000
		Within groups	7.336	34	.216		
		Total	56.923	38			
4	Teachers PD positively impact education quality	Between groups	59.247	4	14.812	65.172	.000
		Within groups	7.727	34	.227		
		Total	66.974	38			

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Under SOP 2, the study explored how parental involvement moderates stakeholder performance (teachers & principals). The one-sample test alone shows non-significance; however, subsequent ANOVA tables (8 x) show very strong moderating effects (all p = .000) which I will discuss later. In respect to H_{04} ("Moderating variables on stakeholders are not significant to quality education"), the one-sample test supports acceptance (i.e., parental involvement alone is not significant) but the ANOVA shows rejection (i.e., when interacting with stakeholders, parental involvement significantly moderates). This suggests parental involvement is not directly strong in isolation but exerts significant influence when integrated into stakeholder processes.

In the literature, involvement of parents/guardians is widely regarded as critical for improving rural education outcomes (e.g., Adebowale, 2024; Barrera-Osorio et al., 2022). The Namibia data concurs: parental involvement shows potential but is not yet systematically leveraged.

Table 9 ANOVA by Factors on Teacher's Incentives

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers' incentives attain teachers in rural schools	Between groups	64.380	4	16.095	108.244	.000
		Within groups	5.056	34	.185		
		Total	79.310	38			
2	Incentives is enough to cater all rural teachers needs	Between groups	79.310	4	19.828	152.061	.000
		Within groups	4.433	34	.130		
		Total	83.744	38			
3	Teachers' incentives positively impact educational quality	Between groups	59.297	4	14.824	65.647	.000
		Within groups	7.678	34	.226		
		Total	66.974	38			

The table above explores how incentives moderate stakeholders such as teachers and school principals in rural primary schools. Therefore, indicator 1 scores a mean of = 16.095, F= 108.244, sig=.000 while indicator 2 has a mean =19.828, F=152.061, sig=.000. Whereas, indicator 3 has a mean of 14.828, F= 65.647, sig=.000. All computed sig=.000 which is less than @=.01 thus means incentives moderate stakeholders. This can further mean that stakeholders can perform well with the assistance of incentives if quality education can fully be realized. Moreover, incentives can motivate teachers to work more than expected as incentives can enhance their living conditions and capacity.

Table 10 ANOVA by Factors on Policy Formulation

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Schools set clear targets that each teachers aims to achieve	Between groups	53.862	4	13.465	46.330	.000
		Within groups	9.882	34	.291		
		Total	63.744	38			
2	School principal formulate policies that guides teachers work towards high quality education	Between groups	79.641	4	19.910	91.032	.000
		Within groups	7.436	34	.219		
		Total	87.077	38			

According to this Table 10 above indicators 1 on policy formulation such as schools set clear targets that each teachers aims to achieve has scores a mean square of =13.465, F= 46.330, sig=.000 while indicator 2 which states school principal formulate policies that guides teachers work towards high quality education scores the mean square total to=19.910, F= 91.032, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to formulate policies which will address the school need with the involvement of parents and guardians of learners. This further translates that schools need to develop specific plan of actions to address their problems at hand by evaluating and coming up with solutions with the involvement of parents. Thus, parental involvement help the school to enhance quality education once parents are part of all the school activities and can also invest their resources in order to bring about good atmosphere at the school environment.

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Table 11 ANOVA by Factors on Efficient Management

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	School principals provide ongoing CPD training to teachers to able to offer quality education	Between groups	76.308	4	19.077	122.802	.000
		Within groups	5.282	34	.155		
		Total	81.590	38			
2	Training and development programs are provided to enhance knowledge and capacities to teachers and school principals.	Between groups	57.479	4	14.370	65.182	.000
		Within groups	7.495	34	.220		
		Total	64.974	38			
3	The school principals support teachers to provide excellent teaching to rural primary learners	Between groups	60.961	4	15.240	57.984	.000
		Within groups	8.936	34	.263		
		Total	69.897	38			
4	The school principal do support the effective of teaching and learning	Between groups	58.220	4	14.812	64.459	.000
		Within groups	7.677	34	.226		
		Total	65.877	38			

According to this Table 11, above indicators 1 on efficient management such as school principals provide ongoing CPD training to teachers to able to offer quality education has scores a mean square of =19.077, F= 122.802, sig=.000 while indicator 4 which states that the school principal do support the effective of teaching and learning scores the mean square total to=14.812, F= 64.459, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to optimize the use of resources such as money and human resources to achieve quality education such will be achieved once parents get involved in all the planning process. The school principal has the accounting liability for ensuring that the task allocated to each one has been completed accurately and economically without wasting any resources in the process and allowing parent to evaluate the process to avoid repeating the same failure in the future.

- *Moderating Variable:*

parental involvement indicator 41: Regular parent-teacher meeting contributes to the improvement of academic performance.

Table 12 ANOVA by Factors on Professional Development

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers receive ongoing PD opportunities	Between groups	72.044	4	18.011	233.534	.000
		Within groups	2.622	34	.077		
		Total	74.667	38			
2	Professional development program are effective in providing quality teaching	Between groups	63.156	4	15.789	97.407	.000
		Within groups	5.511	34	.162		
		Total	68.667	38			
3	There is a culture of continuous improvement among staff	Between groups	49.934	4	12.484	60.731	.000
		Within groups	6.989	34	.206		
		Total	56.923	38			
4	Teachers PD positively impact education quality	Between groups	59.297	4	14.824	65.647	.000
		Within groups	7.678	34	.226		
		Total	66.974	38			

According to this Table 12, above indicators 1 on professional development such as teachers receive ongoing PD opportunities it has scores a mean square of =18.011, F= 233.534, sig=.000 while indicator 4 scores the mean square total to=14.824, F= 65.647, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate stakeholders such as teachers and school principals. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. However, professional development has been underutilized in rural primary schools in Namibia due to structural and logistical constraints. Likewise, professional development (PD) improves teacher's quality and student

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adaptation but in Namibia due to access and delivery limitation limits its influence. When applied properly PD improves teachers' expertise thus without PD hinders teachers' improvements and increases turnover once financial benefits expire.

Table 13 ANOVA by Factors on Teacher's Incentives

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers' incentives attain teachers in rural schools	Between groups	57.244	4	14.311	39.908	.000
		Within groups	12.192	34	.359		
		Total	69.436	38			
2	Incentives are enough to cater all rural teachers needs	Between groups	73.613	4	18.403	61.763	.000
		Within groups	10.131	34	.130		
		Total	83.744	38			
3	Teachers' incentives positively impact educational quality	Between groups	58.742	4	14.685	60.651	.000
		Within groups	8.232	34	.242		
		Total	66.974	38			

The table above explores how incentives moderate stakeholders such as teachers and school principals in rural primary schools. Therefore, indicator 1 scores a mean of = 14.311, F= 39.908, sig=.000 while indicator 2 has a mean =18.403, F=61.763, sig=.000. Whereas, indicator 3 has a mean of 14.685, F= 60.561, sig=.000. All computed sig=.000 which is less than @=.01 thus means incentives moderate stakeholders. This can further mean that stakeholders can perform well with the assistance of incentives if quality education can fully be realized. Moreover, incentives can motivate teachers to work more than expected as incentives can enhance their living conditions and capacity.

Table 14 ANOVA by Factors on Policy Formulation

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Schools set clear targets that each teachers aims to achieve	Between groups	58.844	4	14.711	102.076	.000
		Within groups	4.900	34	.144		
		Total	63.744	38			
2	School principal formulate policies that guides teachers work towards high quality education	Between groups	83.244	4	20.811	184.584	.000
		Within groups	3.833	34	.113		
		Total	87.077	38			

According to this Table above indicators 1 on policy formulation such as schools set clear targets that each teachers aims to achieve has scores a mean square of =14.711, F= 102.076, sig=.000 while indicator 2 which states school principal formulate policies that guides teachers work towards high quality education scores the mean square total to=20.811, F= 184.584, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to formulate policies which will address the school need with the involvement of parents and guardians of learners. This further translates that schools need to develop specific plan of actions to address their problems at hand by evaluating and coming up with solutions with the involvement of parents. Thus, parental involvement help the school to enhance quality education once parents are part of all the school activities and can also invest their resources in order to bring about good atmosphere at the school environment.

Table 15 ANOVA by Factors on Efficient Management

No		Mean	Std. Deviation	Mean Difference	t	Sig (2- tailed test)	Significance
1	School principals provide ongoing CPD training to teachers to able to offer quality education	Between groups	76.801	4	19.200	136.317	.000
		Within groups	4.789	34	.141		
		Total	81.590	38			
2	Training and development programs are provided to enhance knowledge and capacities to teachers and school principals.	Between groups	58.697	4	14.674	79.474	.000
		Within groups	6.278	34	.185		
		Total	64.974	38			

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3	The school principals support teachers to provide excellent teaching to rural primary learners	Between groups	63.353	4	15.838	82.284	.000
		Within groups	6.544	34	.192		
		Total	69.897	38			
4	The school principal do support the effective of teaching and learning	Between groups	59.720	4	14.930	82.168	.000
		Within groups	6.178	34	.182		
		Total	65.877	38			

According to this Table 15, above indicators 1 on efficient management such as school principals provide ongoing CPD training to teachers to able to offer quality education has scores a mean square of =19.200, F= 136.317, sig=.000 while indicator 4 which states that the school principal do support the effective of teaching and learning scores the mean square total to=14.930, F= 82.168, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to optimize the use of resources such as money and human resources to achieve quality education such will be achieved once parents get involved in all the planning process. The school principal has the accounting liability for ensuring that the task allocated to each one has been completed accurately and economically without wasting any resources in the process and allowing parent to evaluate the process to avoid repeating the same failure in the future.

- *Moderating Variable:*

Parental involvement indicator 42: Parents provide adequate support for homework and study activities at home.

Table 16 ANOVA by Factors on Professional Development

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers receive ongoing PD opportunities	Between groups	67.237	4	16.809	76.920	.000
		Within groups	7.430	34	.219		
		Total	74.667	38			
2	Professional development program are effective in providing quality teaching	Between groups	57.374	4	14.344	43.187	.000
		Within groups	11.292	34	.332		
		Total	68.667	38			
3	There is a culture of continuous improvement among staff	Between groups	50.000	4	12.500	61.389	.000
		Within groups	6.923	34	.204		
		Total	56.923	38			
4	Teachers PD positively impact education quality	Between groups	58.742	4	14.685	60.651	.000
		Within groups	8.232	34	.242		
		Total	66.972	38			

According to this Table 16, above indicators 1 on professional development such as teachers receive ongoing PD opportunities it has scores a mean square of =16.809, F= 76.920, sig=.000 while indicator 4 scores the mean square total to=14.685, F= 60.651, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate stakeholders such as teachers and school principals. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. However, professional development has been underutilized in rural primary schools in Namibia due to structural and logistical constraints. Likewise, professional development (PD) improves teacher's quality and student adaptation but in Namibia due to access and delivery limitation limits its influence. When applied properly PD improves teachers' expertise thus without PD hinders teachers' improvements and increases turnover once financial benefits expire.

Table 17 ANOVA by Factors on Teacher's Incentives

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers incentives attain teachers in rural schools	Between groups	63.394	4	15.849	89.189	.000
		Within groups	6.042	34	.178		
		Total	69.436	38			
2	Incentives is enough to cater all rural teachers needs	Between groups	81.052	4	20.263	255.953	.000
		Within groups	2.692	34	.079		
		Total	83.744	38			

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3	Teachers incentives positively impact educational quality	Between groups	58.808	4	14.702	61.208	.000
		Within groups	8.167	34	.240		
		Total	66.974	38			

The table above explores how incentives moderate stakeholders such as teachers and school principals in rural primary schools. Therefore, indicator 1 scores a mean of = 15.849, F= 89.189, sig=.000 while indicator 2 has a mean =20.263, F=255.953, sig=.000. Whereas, indicator 3 has a mean of 14.702, F= 61.208, sig=.000. All computed sig=.000 which is less than @=.01 thus means incentives moderate stakeholders. This can further mean that stakeholders can perform well with the assistance of incentives if quality education can fully be realized. Moreover, incentives can motivate teachers to work more than expected as incentives can enhance their living conditions and capacity.

Table 18 ANOVA by Factors on Policy Formulation

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Schools set clear targets that each teachers aims to achieve	Between groups	50.098	4	12.525	31.207	.000
		Within groups	13.645	34	.401		
		Total	63.744	38			
2	School principal formulate policies that guides teachers work towards high quality education	Between groups	78.652	4	19.663	79.354	.000
		Within groups	8.425	34	.248		
		Total	87.077	38			

According to this Table 18, above indicators 1 on policy formulation such as schools set clear targets that each teachers aims to achieve has scores a mean square of =12.525, F= 31.207, sig=.000 while indicator 2 which states school principal formulate policies that guides teachers work towards high quality education scores the mean square total to=19.663, F= 79.354, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to formulate policies which will address the school need with the involvement of parents and guardians of learners. This further translates that schools need to develop specific plan of actions to address their problems at hand by evaluating and coming up with solutions with the involvement of parents. Thus, parental involvement help the school to enhance quality education once parents are part of all the school activities and can also invest their resources in order to bring about good atmosphere at the school environment.

Table 19 ANOVA by Factors on Efficient Management

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	School principals provide ongoing CPD training to teachers to able to offer quality education	Between groups	76.968	4	19.242	141.539	.000
		Within groups	4.622	34	.136		
		Total	81.590	38			
2	Training and development programs are provided to enhance knowledge and capacities to teachers and school principals.	Between groups	58.755	4	14.689	80.296	.000
		Within groups	6.220	34	.183		
		Total	64.974	38			
3	The school principals support teachers to provide excellent teaching to rural primary learners	Between groups	63.368	4	15.842	82.486	.000
		Within groups	6.530	34	.192		
		Total	69.897	38			
4	The school principal do support the effective of teaching and learning	Between groups	58.978	4	14.744	72.447	.000
		Within groups	6.920	34	.204		
		Total	65.897	38			

According to this Table 19, above indicators 1 on efficient management such as school principals provide ongoing CPD training to teachers to able to offer quality education has scores a mean square of =19.242, F= 141.539, sig=.000 while indicator 4 which states that the school principal do support the effective of teaching and learning scores the mean square total to=14.744, F= 72.447, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to optimize the use of resources such as money and human resources to achieve quality education such will be achieved once parents get involved in all the planning process. The school principal has the accounting liability for ensuring that the task allocated to each one has been completed accurately and economically without wasting any resources in the process and allowing parent to evaluate the process to avoid repeating the same failure in the future.

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➢ *Moderating Variable*

Parental involvement indicator 43: Parents assist the school in non-academic matters such as discipline, development and other social issues that affect provision of quality education.

Table 20 ANOVA by Factors on Professional Development

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers receive ongoing PD opportunities	Between groups	70.750	4	17.688	153.543	.000
		Within groups	3.917	34	.115		
		Total	74.667	38			
2	Professional development program are effective in providing quality teaching	Between groups	64.375	4	16.094	127.500	.000
		Within groups	4.292	34	.126		
		Total	68.667	38			
3	There is a culture of continuous improvement among staff	Between groups	51.781	4	12.945	85.603	.000
		Within groups	5.142	34	.151		
		Total	56.923	38			
4	Teachers PD positively impact education quality	Between groups	58.808	4	14.702	61.208	.000
		Within groups	8.167	34	.240		
		Total	66.974	38			

According to this Table 20, above indicators 1 on professional development such as teachers receive ongoing PD opportunities it has scores a mean square of =17.688, F= 153.542, sig=.000 while indicator 4 scores the mean square total to=14.702, F= 61.208, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate stakeholders such as teachers and school principals. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. However, professional development has been underutilized in rural primary schools in Namibia due to structural and logistical constraints. Likewise, professional development (PD) improves teacher's quality and student adaptation but in Namibia due to access and delivery limitation limits its influence. When applied properly PD improves teachers expertise thus without PD hinders teachers improvements and increases turnover once financial benefits expire.

Table 21 ANOVA by Factors on Teacher's Incentives

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers incentives attain teachers in rural schools	Between groups	63.743	4	15.936	95.169	.000
		Within groups	5.693	34	.167		
		Total	69.436	38			
2	Incentives is enough to cater all rural teachers needs	Between groups	75.562	4	18.890	78.500	.000
		Within groups	8.182	34	.241		
		Total	83.744	38			
3	Teachers incentives positively impact educational quality	Between groups	59.258	4	14.815	65.280	.000
		Within groups	7.716	34	.210		
		Total	66.974	38			

The table above explores how incentives moderate stakeholders such as teachers and school principals in rural primary schools. Therefore, indicator 1 scores a mean of = 15.936, F= 95.169, sig=.000 while indicator 2 has a mean =18.890, F=78.500, sig=.000. Whereas, indicator 3 has a mean of 14.815, F= 65.280, sig=.000. All computed sig=.000 which is less than @=.01 thus means incentives moderate stakeholders. This can further mean that stakeholders can perform well with the assistance of incentives if quality education can fully be realized. Moreover, incentives can motivate teachers to work more than expected as incentives can enhance their living conditions and capacity.

Table 22 ANOVA by Factors on Policy Formulation

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Schools set clear targets that each teachers aims to achieve	Between groups	53.977	4	13.494	46.977	.000
		Within groups	9.767	34	.287		
		Total	63.744	38			
2	School principal formulate policies that guides teachers work towards high quality education	Between groups	79.260	4	19.815	86.189	.000
		Within groups	7.817	34	.230		
		Total	87.077	38			

According to this Table 22, above indicators 1 on policy formulation such as schools set clear targets that each teachers aims to achieve has scores a mean square of =13.494, F= 46.977, sig=.000 while indicator 2 which states school principal formulate

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policies that guides teachers work towards high quality education scores the mean square total to=19.815, F= 86.189, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to formulate policies which will address the school need with the involvement of parents and guardians of learners. This further translates that schools need to develop specific plan of actions to address their problems at hand by evaluating and coming up with solutions with the involvement of parents. Thus, parental involvement help the school to enhance quality education once parents are part of all the school activities and can also invest their resources in order to bring about good atmosphere at the school environment.

Table 23 ANOVA by Factors on Efficient Management

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	School principals provide ongoing CPD training to teachers to able to offer quality education	Between groups	75.673	4	18.918	108.713	.000
		Within groups	5.917	34	.174		
		Total	81.590	38			
2	Training and development programs are provided to enhance knowledge and capacities to teachers and school principals.	Between groups	58.708	4	14.677	79.630	.000
		Within groups	6.267	34	.184		
		Total	64.974	38			
3	The school principals support teachers to provide excellent teaching to rural primary learners	Between groups	62.956	4	15.739	77.089	.000
		Within groups	6.942	34	.204		
		Total	69.897	38			
4	The school principal do support the effective of teaching and learning	Between groups	59.381	4	14.845	77.453	.000
		Within groups	6.517	34	.175		
		Total	65.897	38			

According to this Table 23, above indicators 1 on efficient management such as school principals provide ongoing CPD training to teachers to able to offer quality education has scores a mean square of =18.918, F= 108.713, sig=.000 while indicator 4 which states that the school principal do support the effective of teaching and learning scores the mean square total to=14.845, F= 77.453, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to optimize the use of resources such as money and human resources to achieve quality education such will be achieved once parents get involved in all the planning process. The school principal has the accounting liability for ensuring that the task allocated to each one has been completed accurately and economically without wasting any resources in the process and allowing parent to evaluate the process to avoid repeating the same failure in the future.

- *Moderating Variable:*

Parental involvement indicator 44: Parents frequently assist the school with the curriculum expertise to improve quality education.

Table 24 ANOVA by Factors on Professional Development

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers receive ongoing PD opportunities	Between groups	69.371	4	17.343	111.351	.000
		Within groups	5.295	34	.241		
		Total	74.667	38			
2	Professional development program are effective in providing quality teaching	Between groups	62.246	4	15.562	82.407	.000
		Within groups	6.420	34	.189		
		Total	68.667	38			
3	There is a culture of continuous improvement among staff	Between groups	50.150	4	12.538	62.940	.000
		Within groups	6.773	34	.199		
		Total	56.923	38			
4	Teachers PD positively impact education quality	Between groups	59.258	4	14.815	65.280	.000
		Within groups	7.716	34	.227		
		Total	66.974	38			

According to this Table above indicators 1 on professional development such as teachers receive ongoing PD opportunities it has scores a mean square of =17.664, F= 111.351 while indicator 4 scores the mean square total to=14.815, F= 62.280, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate stakeholders such as teachers and school principals. This, translate that stakeholders can perform well when they involve parents in all related school matters for

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quality education to be realized. However, professional development has been underutilized in rural primary schools in Namibia due to structural and logistical constraints. Likewise, professional development (PD) improves teacher's quality and student adaptation but in Namibia due to access and delivery limitation limits its influence. When applied properly PD improves teachers expertise thus without PD hinders teachers improvements and increases turnover once financial benefits expire.

Table 25 ANOVA by Factors on Teacher's Incentives

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers incentives attain teachers in rural schools	Between groups	63.690	4	15.923	94.226	.000
		Within groups	5.745	34	.169		
		Total	69.436	38			
2	Incentives is enough to cater all rural teachers needs	Between groups	78.907	4	19.727	138.681	.000
		Within groups	4.836	34	.142		
		Total	83.744	38			
3	Teachers incentives positively impact educational quality	Between groups	62.533	4	15.633	119.672	.000
		Within groups	4.442	34	.131		
		Total	66.974	38			

The table above explores how incentives moderate stakeholders such as teachers and school principals in rural primary schools. Therefore, indicator 1 scores a mean of = 15.923, F= 94.226, sig=.000 while indicator 2 has a mean =19.727, F=138.681, sig=.000. Whereas, indicator 3 has a mean of 15.633, F= 119.672, sig=.000. All computed sig=.000 which is less than @=.01 thus means incentives moderate stakeholders. This can further mean that stakeholders can perform well with the assistance of incentives if quality education can fully be realized. Moreover, incentives can motivate teachers to work more than expected as incentives can enhance their living conditions and capacity.

Table 26 ANOVA by Factors on Policy Formulation

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Schools set clear targets that each teachers aims to achieve	Between groups	59.198	4	14.800	110.701	.000
		Within groups	4.545	34	.134		
		Total	63.744	38			
2	School principal formulate policies that guides teachers work towards high quality education	Between groups	82.531	4	20.633	154.334	.000
		Within groups	4.545	34	.134		
		Total	87.077	38			

According to this Table 26, above indicators 1 on policy formulation such as schools set clear targets that each teachers aims to achieve has scores a mean square of =14.800, F= 110.701, sig=.000 while indicator 2 which states school principal formulate policies that guides teachers work towards high quality education scores the mean square total to=20.633, F= 154.334, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to formulate policies which will address the school need with the involvement of parents and guardians of learners. This further translates that schools need to develop specific plan of actions to address their problems at hand by evaluating and coming up with solutions with the involvement of parents. Thus, parental involvement help the school to enhance quality education once parents are part of all the school activities and can also invest their resources in order to bring about good atmosphere at the school environment.

Table 27 ANOVA by Factors on Efficient Management

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	School principals provide ongoing CPD training to teachers to able to offer quality education	Between groups	74.112	4	18.528	84.249	.000
		Within groups	7.477	34	.220		
		Total	81.590	38			
2	Training and development programs are provided to enhance knowledge and capacities to teachers and school principals.	Between groups	58.645	4	14.661	78.755	.000
		Within groups	6.330	34	.186		
		Total	64.974	38			
3	The school principals support teachers to provide excellent teaching to rural primary learners	Between groups	59.716	4	14.929	49.852	.000
		Within groups	10.182	34	.299		
		Total	69.897	38			

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4	The school principal do support the effective of teaching and learning	Between groups	59.750	4	14.937	82.611	.000
		Within groups	6.148	34	.181		
		Total	65.897	38			

According to this Table 27, above indicators 1 on efficient management such as school principals provide ongoing CPD training to teachers to able to offer quality education has scores a mean square of =18.528, F= 84.249, sig=.000 while indicator 4 which states that the school principal do support the effective of teaching and learning scores the mean square total to=14.937, F= 82.611, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to optimize the use of resources such as money and human resources to achieve quality education such will be achieved once parents get involved in all the planning process. The school principal has the accounting liability for ensuring that the task allocated to each one has been completed accurately and economically without wasting any resources in the process and allowing parent to evaluate the process to avoid repeating the same failure in the future.

- *Moderating Variable:*

Parental involvement indicator 45: Parents volunteer to participate in school developmental projects.

Table 28 ANOVA by Factors on Professional Development

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers receive ongoing PD opportunities	Between groups	69.558	4	17.389	115.723	.000
		Within groups	5.109	34	.150		
		Total	74.667	38			
2	Professional development program are effective in providing quality teaching	Between groups	61.046	4	15.262	68.092	.000
		Within groups	7.620	34	.224		
		Total	68.667	38			
3	There is a culture of continuous improvement among staff	Between groups	52.755	4	13.189	107.572	.000
		Within groups	4.169	34	.123		
		Total	56.923	38			
4	Teachers PD positively impact education quality	Between groups	62.533	4	15.633	119.672	.000
		Within groups	4.442	34	.131		
		Total	66.974	38			

According to this Table 28, above indicators 1 on professional development such as teachers receive ongoing PD opportunities it has scores a mean square of =17.389, F= 115.723, sig=.000 while indicator 4 scores the mean square total to=15.633, F= 119.672, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate stakeholders such as teachers and school principals. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. However, professional development has been underutilized in rural primary schools in Namibia due to structural and logistical constraints. Likewise, professional development (PD) improves teacher's quality and student adaptation but in Namibia due to access and delivery limitation limits its influence. When applied properly PD improves teachers expertise thus without PD hinders teachers improvements and increases turnover once financial benefits expire.

Table 29 ANOVA by Factors on Teacher's Incentives

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers incentives attain teachers in rural schools	Between groups	60.609	4	15.152	58.362	.000
		Within groups	8.827	34	.260		
		Total	69.436	38			
2	Incentives is enough to cater all rural teachers needs	Between groups	78.471	4	19.618	126.500	.000
		Within groups	5.273	34	.155		
		Total	83.744	38			
3	Teachers incentives positively impact educational quality	Between groups	57.302	4	14.325	50.354	.000
		Within groups	9.673	34	.284		
		Total	66.974	38			

The table above explores how incentives moderate stakeholders such as teachers and school principals in rural primary schools. Therefore, indicator 1 scores a mean of = 15.152, F= 58.362, sig=.000 while indicator 2 has a mean =19.618, F=126.500, sig=.000. Whereas, indicator 3 has a mean of 14.325, F= 50.354, sig=.000. All computed sig=.000 which is less than @=.01 thus means incentives moderate stakeholders. This can further mean that stakeholders can perform well with the assistance of incentives if quality education can fully be realized. Moreover, incentives can motivate teachers to work more than expected as incentives can enhance their living conditions and capacity.

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Table 30 ANOVA by Factors on Policy Formulation

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Schools set clear targets that each teachers aims to achieve	Between groups	55.634	4	13.909	58.316	.000
		Within groups	8.109	34	.239		
		Total	63.744	38			
2	School principal formulate policies that guides teachers work towards high quality education	Between groups	82.051	4	20.513	138.775	.000
		Within groups	5.026	34	.148		
		Total	87.077	38			

According to this Table30, above indicators 1 on policy formulation such as schools set clear targets that each teachers aims to achieve has scores a mean square of =13.909, F= 58.316, sig=.000 while indicator 2 which states school principal formulate policies that guides teachers work towards high quality education scores the mean square total to=20.513, F= 138.775, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to formulate policies which will address the school need with the involvement of parents and guardians of learners. This further translates that schools need to develop specific plan of actions to address their problems at hand by evaluating and coming up with solutions with the involvement of parents. Thus, parental involvement help the school to enhance quality education once parents are part of all the school activities and can also invest their resources in order to bring about good atmosphere at the school environment.

Table 31 ANOVA by Factors on Efficient Management

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	School principals provide ongoing CPD training to teachers to able to offer quality education	Between groups	75.586	4	18.897	107.017	.000
		Within groups	6.004	34	.177		
		Total	81.590	38			
2	Training and development programs are provided to enhance knowledge and capacities to teachers and school principals.	Between groups	57.340	4	14.335	63.838	.000
		Within groups	7.635	34	.225		
		Total	64.974	38			
3	The school principals support teachers to provide excellent teaching to rural primary learners	Between groups	63.420	4	15.855	83.220	.000
		Within groups	6.478	34	.191		
		Total	69.897	38			
4	The school principal do support the effective of teaching and learning	Between groups	58.263	4	14.566	64.866	.000
		Within groups	7.635	34	.225		
		Total	65.897	38			

According to this Table 31, above indicators 1 on efficient management such as school principals provide ongoing CPD training to teachers to able to offer quality education has scores a mean square of =18.897, F= 107.017, sig=.000 while indicator 4 which states that the school principal do support the effective of teaching and learning scores the mean square total to=14.566, F= 64.866, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to optimize the use of resources such as money and human resources to achieve quality education such will be achieved once parents get involved in all the planning process. The school principal has the accounting liability for ensuring that the task allocated to each one has been completed accurately and economically without wasting any resources in the process and allowing parent to evaluate the process to avoid repeating the same failure in the future.

- *Moderating Variable:*

Parental involvement indicator 46: There are effective mechanisms for stakeholders to provide responses in the rural primary schools.

Table 32 ANOVA by Factors on Professional Development

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers receive ongoing PD opportunities	Between groups	69.812	4	17.453	122.237	.000
		Within groups	4.855	34	.143		
		Total	74.667	38			
2	Professional development program are effective in providing quality teaching	Between groups	61.939	4	15.485	78.261	.000
		Within groups	6.727	34	.198		
		Total	68.667	38			

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3	There is a culture of continuous improvement among staff	Between groups	48.750	4	12.188	50.703	.000
		Within groups	8.173	34	.240		
		Total	56.923	38			
4	Teachers PD positively impact education quality	Between groups	57.302	4	14.325	50.354	.000
		Within groups	9.673	34	.284		
		Total	66.974	38			

According to this Table above indicators 1 on professional development such as teachers receive ongoing PD opportunities it has scores a mean square of =17.453, F= 122.237, sig=.000 while indicator 4 scores the mean square total to=14.325, F= 50.354 sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate stakeholders such as teachers and school principals. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. However, professional development has been underutilized in rural primary schools in Namibia due to structural and logistical constraints. Likewise, professional development (PD) improves teacher's quality and student adaptation but in Namibia due to access and delivery limitation limits its influence. When applied properly PD improves teachers expertise thus without PD hinders teachers improvements and increases turnover once financial benefits expire.

Table 33 ANOVA by Factors on Teacher's Incentives

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers incentives attain teachers in rural schools	Between groups	58.959	4	14.740	47.832	.000
		Within groups	10.477	34	.308		
		Total	69.436	38			
2	Incentives is enough to cater all rural teachers needs	Between groups	76.668	4	19.167	92.100	.000
		Within groups	7.076	34	.208		
		Total	83.744	38			
3	Teachers incentives positively impact educational quality	Between groups	60.001	4	15.000	73.135	.000
		Within groups	6.973	34	.205		
		Total	66.974	38			

The table above explores how incentives moderate stakeholders such as teachers and school principals in rural primary schools. Therefore, indicator 1 scores a mean of = 14.740, F= 47.832, sig=.000 while indicator 2 has a mean =19.167, F=92.100, sig=.000. Whereas, indicator 3 has a mean of 15.000, F= 73.135, sig=.000. All computed sig=.000 which is less than @=.01 thus means incentives moderate stakeholders. This can further mean that stakeholders can perform well with the assistance of incentives if quality education can fully be realized. Moreover, incentives can motivate teachers to work more than expected as incentives can enhance their living conditions and capacity.

Table 34 ANOVA by Factors on Policy Formulation

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Schools set clear targets that each teachers aims to achieve	Between groups	52.189	4	13.047	38.392	.000
		Within groups	11.555	34	.340		
		Total	63.744	38			
2	School principal formulate policies that guides teachers work towards high quality education	Between groups	78.904	4	19.726	82.064	.000
		Within groups	8.173	34	.240		
		Total	87.077	38			

According to this Table 34, above indicators 1 on policy formulation such as schools set clear targets that each teachers aims to achieve has scores a mean square of =13.047, F= 38.392, sig=.000 while indicator 2 which states school principal formulate policies that guides teachers work towards high quality education scores the mean square total to=19.726, F= 82.064, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to formulate policies which will address the school need with the involvement of parents and guardians of learners. This further translates that schools need to develop specific plan of actions to address their problems at hand by evaluating and coming up with solutions with the involvement of parents. Thus, parental involvement help the school to enhance quality education once parents are part of all the school activities and can also invest their resources in order to bring about good atmosphere at the school environment.

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Table 35 ANOVA by Factors on Efficient Management

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	School principals provide ongoing CPD training to teachers to able to offer quality education	Between groups	76.944	4	19.236	140.788	.000
		Within groups	4.645	34	.137		
		Total	81.590	38			
2	Training and development programs are provided to enhance knowledge and capacities to teachers and school principals.	Between groups	58.147	4	14.537	72.394	.000
		Within groups	6.827	34	.201		
		Total	64.974	38			
3	The school principals support teachers to provide excellent teaching to rural primary learners	Between groups	60.816	4	15.204	56.920	.000
		Within groups	9.082	34	.267		
		Total	69.897	38			
4	The school principal do support the effective of teaching and learning	Between groups	58.770	4	14.693	70.089	.000
		Within groups	7.127	34	.210		
		Total	65.897	38			

According to this Table 35, above indicators 1 on efficient management such as school principals provide ongoing CPD training to teachers to able to offer quality education has scores a mean square of =19.236, F= 140.788, sig=.000 while indicator 4 which states that the school principal do support the effective of teaching and learning scores the mean square total to=14.693, F= 70.089, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to optimize the use of resources such as money and human resources to achieve quality education such will be achieved once parents get involved in all the planning process. The school principal has the accounting liability for ensuring that the task allocated to each one has been completed accurately and economically without wasting any resources in the process and allowing parent to evaluate the process to avoid repeating the same failure in the future.

- *Moderating Variable*

Parental involvement indicator 47: Advice from stakeholders is used to improve academic programs in order to enhance quality education.

Table 36 ANOVA by Factors on Professional Development

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers receive ongoing PD opportunities	Between groups	67.943	4	16.986	85.895	.000
		Within groups	6.723	34	.198		
		Total	74.667	38			
2	Professional development program are effective in providing quality teaching	Between groups	59.280	4	14.820	56.682	.000
		Within groups	9386	34	.276		
		Total	68.667	38			
3	There is a culture of continuous improvement among staff	Between groups	52.381	4	13.095	98.035	.000
		Within groups	4.542	34	.134		
		Total	56.923	38			
4	Teachers PD positively impact education quality	Between groups	60.001	4	15.000	73.135	.000
		Within groups	6.973	34	.205		
		Total	66.974	38			

According to this Table above indicators 1 on professional development such as teachers receive ongoing PD opportunities it has scores a mean square of =16.986, F= 85.895, sig=.000 while indicator 4 scores the mean square total to=15.000, F= 73.135, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate stakeholders such as teachers and school principals. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. However, professional development has been underutilized in rural primary schools in Namibia due to structural and logistical constraints. Likewise, professional development (PD) improves teacher's quality and student adaptation but in Namibia due to access and delivery limitation limits its influence. When applied properly PD improves teachers expertise thus without PD hinders teachers improvements and increases turnover once financial benefits expire.

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Table 37 ANOVA by Factors on Teacher's Incentives

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers incentives attain teachers in rural schools	Between groups	62.790	4	15.698	80.314	.000
		Within groups	6.645	34	.195		
		Total	69.436	38			
2	Incentives is enough to cater all rural teachers needs	Between groups	81.232	4	20.308	274.940	.000
		Within groups	2.511	34	.074		
		Total	83.744	38			
3	Teachers incentives positively impact educational quality	Between groups	58.772	4	14.693	60.905	.000
		Within groups	8.202	34	.241		
		Total	66.974	38			

The table above explores how incentives moderate stakeholders such as teachers and school principals in rural primary schools. Therefore, indicator 1 scores a mean of = 15.698, F= 80.314, sig=.000 while indicator 2 has a mean =20.308, F=274.940, sig=.000. Whereas, indicator 3 has a mean of 14.693, F= 60.905, sig=.000. All computed sig=.000 which is less than @=.01 thus means incentives moderate stakeholders. This can further mean that stakeholders can perform well with the assistance of incentives if quality education can fully be realized. Moreover, incentives can motivate teachers to work more than expected as incentives can enhance their living conditions and capacity.

Table 38 ANOVA by Factors on Policy Formulation

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Schools set clear targets that each teachers aims to achieve	Between groups	51.141	4	12.785	34.494	.000
		Within groups	12.602	34	.371		
		Total	63.744	38			
2	School principal formulate policies that guides teachers work towards high quality education	Between groups	78.316	4	19.579	75.979	.000
		Within groups	8.761	34	.258		
		Total	87.077	38			

According to this Table 38, above indicators 1 on policy formulation such as schools set clear targets that each teachers aims to achieve has scores a mean square of =12.785, F= 34.494, sig=.000 while indicator 2 which states school principal formulate policies that guides teachers work towards high quality education scores the mean square total to=19.579, F= 75.979, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to formulate policies which will address the school need with the involvement of parents and guardians of learners. This further translates that schools need to develop specific plan of actions to address their problems at hand by evaluating and coming up with solutions with the involvement of parents. Thus, parental involvement help the school to enhance quality education once parents are part of all the school activities and can also invest their resources in order to bring about good atmosphere at the school environment.

Table 39 ANOVA by Factors on Efficient Management

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	School principals provide ongoing CPD training to teachers to able to offer quality education	Between groups	75.806	4	18.951	111.400	.000
		Within groups	5.784	34	.170		
		Total	81.590	38			
2	Training and development programs are provided to enhance knowledge and capacities to teachers and school principals.	Between groups	58.796	4	14.699	80.895	.000
		Within groups	6.178	34	.182		
		Total	64.974	38			
3	The school principals support teachers to provide excellent teaching to rural primary learners	Between groups	65.356	4	16.339	122.317	.000
		Within groups	4.542	34	.134		
		Total	69.897	38			
4	The school principal do support the effective of teaching and learning	Between groups	59.174	4	14.793	74.809	.000
		Within groups	6.723	34	.198		
		Total	65.897	38			

According to this Table 39, above indicators 1 on efficient management such as school principals provide ongoing CPD training to teachers to able to offer quality education has scores a mean square of =18.951, F= 111.400, sig=.000 while indicator 4 which states that the school principal do support the effective of teaching and learning scores the mean square total to=14.793, F= 74.809, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal

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on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to optimize the use of resources such as money and human resources to achieve quality education such will be achieved once parents get involved in all the planning process. The school principal has the accounting liability for ensuring that the task allocated to each one has been completed accurately and economically without wasting any resources in the process and allowing parent to evaluate the process to avoid repeating the same failure in the future.

- *Moderating Variable:*

Parental involvement indicator 48: Parents and other guardians play their role in guaranteeing the quality of education at rural primary schools.

Table 40 ANOVA by Factors on Professional Development

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers receive ongoing PD opportunities	Between groups	71.183	4	17.796	173.661	.000
		Within groups	3.484	34	.102		
		Total	74.667	38			
2	Professional development program are effective in providing quality teaching	Between groups	64.121	4	16.030	119.907	.000
		Within groups	4.545	34	.134		
		Total	68.667	38			
3	There is a culture of continuous improvement among staff	Between groups	51.587	4	12.897	82.170	.000
		Within groups	5.336	34	.157		
		Total	56.923	38			
4	Teachers PD positively impact education quality	Between groups	58.772	4	14.693	60.905	.000
		Within groups	8.202	34	.241		
		Total	66.974	38			

According to this Table 40, above indicators 1 on professional development such as teachers receive ongoing PD opportunities it has scores a mean square of =17.796, F= 173.661, sig=.000 while indicator 4 scores the mean square total to=14.693, F= 60.905, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate stakeholders such as teachers and school principals. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. However, professional development has been underutilized in rural primary schools in Namibia due to structural and logistical constraints. Likewise, professional development (PD) improves teacher's quality and student adaptation but in Namibia due to access and delivery limitation limits its influence. When applied properly PD improves teachers expertise thus without PD hinders teachers improvements and increases turnover once financial benefits expire.

Table 41 ANOVA by Factors on Teacher's Incentives

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Teachers incentives attain teachers in rural schools	Between groups	62.790	4	15.698	80.314	.000
		Within groups	6.645	34	.195		
		Total	69.436	38			
2	Incentives is enough to cater all rural teachers needs	Between groups	81.232	4	20.308	274.940	.000
		Within groups	2.511	34	.074		
		Total	83.744	38			
3	Teachers incentives positively impact educational quality	Between groups	58.772	4	14.693	60.905	.000
		Within groups	8.202	34	.241		
		Total	66.974	38			

The table above explores how incentives moderate stakeholders such as teachers and school principals in rural primary schools. Therefore, indicator 1 scores a mean of = 15.698, F= 80.314, sig=.000 while indicator 2 has a mean =20.308, F=274.940, sig=.000. Whereas, indicator 3 has a mean of 14.693, F= 60.905, sig=.000. All computed sig=.000 which is less than @=.01 thus means incentives moderate stakeholders. This can further mean that stakeholders can perform well with the assistance of incentives if quality education can fully be realized. Moreover, incentives can motivate teachers to work more than expected as incentives can enhance their living conditions and capacity.

Table 42 ANOVA by Factors on Policy Formulation

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	Schools set clear targets that each teachers aims to achieve	Between groups	53.859	4	13.465	46.317	.000
		Within groups	9.884	34	.291		
		Total	63.744	38			
2		Between groups	79.741	4	19.935	92.388	.000

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	School principal formulate policies that guides teachers work towards high quality education	Within groups	7.336	34	.216		
		Total	87.077	38			

According to this Table 42, above indicators 1 on policy formulation such as schools set clear targets that each teachers aims to achieve has scores a mean square of =13.465, F= 46.317, sig=.000 while indicator 2 which states school principal formulate policies that guides teachers work towards high quality education scores the mean square total to=19.935, F= 92.388, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to formulate policies which will address the school need with the involvement of parents and guardians of learners. This further translates that schools need to develop specific plan of actions to address their problems at hand by evaluating and coming up with solutions with the involvement of parents. Thus, parental involvement help the school to enhance quality education once parents are part of all the school activities and can also invest their resources in order to bring about good atmosphere at the school environment.

Table 43 ANOVA by Factors on Efficient Management

No.	Indicators		Sum of squares	df	Mean square	F	Sig.
1	School principals provide ongoing CPD training to teachers to able to offer quality education	Between groups	78.315	4	19.579	203.260	.000
		Within groups	3.275	34	.096		
		Total	81.590	38			
2	Training and development programs are provided to enhance knowledge and capacities to teachers and school principals.	Between groups	58.454	4	14.613	76.200	.000
		Within groups	6.520	34	.192		
		Total	64.974	38			
3	The school principals support teachers to provide excellent teaching to rural primary learners	Between groups	63.577	4	15.894	85.501	.000
		Within groups	6.320	34	.186		
		Total	69.897	38			
4	The school principal do support the effective of teaching and learning	Between groups	59.077	4	14.769	73.625	.000
		Within groups	6.820	34	.201		
		Total	65.897	38			

According to this Table 43, above indicators 1 on efficient management such as school principals provide ongoing CPD training to teachers to able to offer quality education has scores a mean square of =19.579, F= 203.260, sig=.000 while indicator 4 which states that the school principal do support the effective of teaching and learning scores the mean square total to=14.769, F= 73.625, sig=.000. Moreover, all computed sig=.000 which is less than α=.01 thus means parental involvement moderate principal on policy formulation. This, translate that stakeholders can perform well when they involve parents in all related school matters for quality education to be realized. Moreover, as schools need to optimize the use of resources such as money and human resources to achieve quality education such will be achieved once parents get involved in all the planning process. The school principal has the accounting liability for ensuring that the task allocated to each one has been completed accurately and economically without wasting any resources in the process and allowing parent to evaluate the process to avoid repeating the same failure in the future.

- *SOP 3: Effect of stakeholders on quality education:*

➢ *Stakeholder Indicator 57:*

Teacher-parent relationship prevails at the school and contributes to the provision of quality education.

Table 44 Regression Test Model Summary

Model	R	R Square	Adjusted R square	Std. Error of the estimate
1. Teacher-parent relationship prevails at the school and contributes to the provision of quality education.	.985	.970	.953	.27393

- *Predictors (Constant):*

The school management and teachers are committed to achieve set goals for the realization of quality education, Teachers provide excellent teaching to rural primary learners, The curriculum is regularly updated to meet the needs of learners, Teachers plan and prepare different activities to support excellent teaching in rural primary schools, The education standard of teachers in rural primary school is 100% in terms of providing quality education, Learners academic achievement has improved over the past years, Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings, There are measurable outcomes that reflect academic success, The school academic goals are clear and achievable in order to maintain

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quality education, ITC activities are integrated with teaching and learning to enhance quality education, Teachers use relevant curriculum instruction materials to provide quality teaching, and The instruction materials are integrated with academic goals to attain quality education**.**

Table 45 ANOVAα

Model	Sum of square	df	Mean Square	F	Sig.
Regression	58.507	14	4.179	55.694	.000
Residual	1.801	24	.075		
Total	60.308	38			

- *Dependent Variables:*
  Teacher-parent relationship prevails at the school and contributes to the provision of quality education.

- *Predictors (Constant):*
  The school management and teachers are committed to achieve set goals for the realization of quality education, Teachers provide excellent teaching to rural primary learners, The curriculum is regularly updated to meet the needs of learners, Teachers plan and prepare different activities to support excellent teaching in rural primary schools, The education standard of teachers in rural primary school is 100% in terms of providing quality education, Learners academic achievement has improved over the past years, Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings, The school academic goals are clear and achievable in order to maintain quality education, ITC activities are integrated with teaching and learning to enhance quality education, Teachers use relevant curriculum instruction materials to provide quality teaching, and The instruction materials are integrated with academic goals to attain quality education.

Table 46 Coefficients

Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.321	.178		1.804	.084
Predictor variables					
Teachers provide excellent teaching to rural primary learners	-.428	.129	-.418	-3.304	.003
Teachers plan and prepare different activities to support excellent teaching in rural primary schools	-.288	.187	.277	1.543	.136
Teachers use relevant curriculum instruction materials to provide quality teaching	-.070	.259	-.076	-.270	.790
The curriculum is regularly updated to meet the needs of learners	-.459	.235	-.522	-1.952	.063
The instruction materials are integrated with academic goals to attain quality education	.201	.259	.209	.775	.446
There are measurable outcomes that reflect academic success,	.260	.180	.292	1.440	.163
The school academic goals are clear and achievable in order to maintain quality education	.175	.216	.196	.811	.425
ITC activities are integrated with teaching and learning to enhance quality education	.244	.211	.204	1.157	.259
The education standard of teachers in rural primary school is 100% in terms of providing quality education	.202	.152	.204	1.332	.195
Learners academic achievement has improved over the past years,	.573	.155	.589	3.695	.001
Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings	-.214	.240	-.251	-.892	.381
The school management and teachers are committed to achieve set goals for the realization of quality education	-.171	.172	-.212	-.995	330

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Model Summary: R = .985; R^2 = .970; F = 55.694; p = .000. The predictors (14 variables) collectively explain 97% of the variance. However, individual coefficient significance is limited: only "Learners academic achievement has improved over the past years" is individually significant (Beta = .589; t = 3.695; p = .001). Others (e.g., teachers providing excellent teaching, curriculum updated) show non-significance in isolation.

The very high R^2 indicates that when taken together, stakeholder variables (teacher practice, materials, goals, monitoring etc.) robustly explain quality education outcomes (here operationalized via teacher-parent relationship). The fact that individual coefficients are mostly non-significant indicates multi or those individual effects are difficult to isolate in this context; yet the model confirms stakeholder systems matter. Importantly, "Learners academic achievement has improved" emerges as the strongest predictor within teacher-parent relationships, signaling performance outcomes matter for relational dynamics in school communities.

➢ *Stakeholder Indicator 58:*
Resources are equitable allocated to all teachers to provide quality education to learners.

Table 47 Regression test Model Summary

Model	R	R Square	Adjusted R square	Std. Error of the estimate
1.	.984	.968	.950	.28862

- *Predictors (Constant):*
The school management and teachers are committed to achieve set goals for the realization of quality education, Teachers provide excellent teaching to rural primary learners, The curriculum is regularly updated to meet the needs of learners, Teachers plan and prepare different activities to support excellent teaching in rural primary schools, The education standard of teachers in rural primary school is 100% in terms of providing quality education, Learners academic achievement has improved over the past years, Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings, There are measurable outcomes that reflect academic success, The school academic goals are clear and achievable in order to maintain quality education, ITC activities are integrated with teaching and learning to enhance quality education, Teachers use relevant curriculum instruction materials to provide quality teaching, and The instruction materials are integrated with academic goals to attain quality education**.**

Table 48 ANOVAα

Model	Sum of square	df	Mean Square	F	Sig.
Regression	59.552	14	14.888	130.324	.000
Residual	3.884	24	.144		
Total	63.436	38			

✓ Dependent Variables: Resources are equitable allocated to all teachers to provide quality education to learners.

- *Predictors (Constant):*
The school management and teachers are committed to achieve set goals for the realization of quality education, Teachers provide excellent teaching to rural primary learners, The curriculum is regularly updated to meet the needs of learners, Teachers plan and prepare different activities to support excellent teaching in rural primary schools, The education standard of teachers in rural primary school is 100% in terms of providing quality education, Learners academic achievement has improved over the past years, Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings, The school academic goals are clear and achievable in order to maintain quality education, ITC activities are integrated with teaching and learning to enhance quality education, Teachers use relevant curriculum instruction materials to provide quality teaching, and The instruction materials are integrated with academic goals to attain quality education.

Table 49 Coefficients

Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.222	.187		1.187	.247
Teachers provide excellent teaching to rural primary learners	-.241	.136	.230	1.771	.089
Teachers plan and prepare different activities to support excellent teaching in rural primary schools	-.197	.197	-.185	-1.002	.326
Teachers use relevant curriculum instruction materials to provide quality teaching	.215	.273	.230	.789	.438

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The curriculum is regularly updated to meet the needs of learners	.316	.248	.351	1.276	.214
The instruction materials are integrated with academic goals to attain quality education	-.281	.273	-.330	-1.028	.314
There are measurable outcomes that reflect academic success,	.008	.190	.008	.040	.969
The school academic goals are clear and achievable in order to maintain quality education	.164	.228	.179	.721	.478
ITC activities are integrated with teaching and learning to enhance quality education	-.142	.222	-.163	-.637	.530
The education standard of teachers in rural primary school is 100% in terms of providing quality education	.135	.160	.133	.848	.405
Learners academic achievement has improved over the past years,	.387	.163	.387	2.366	.026
Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings	.086	.253	-.098	-.340	.737
The school management and teachers are committed to achieve set goals for the realization of quality education	.304	.181	.367	1.677	106

The table above shows a model summary: R = .984, R^2 = .968, F = 130.324, p = .000. Predictors explain 96.8% of variance in "Resources are equitably allocated to all teachers to provide quality education". Only "learners' academic achievement" is individually significant (Beta = .387; t = 2.366; p = .026).

Again, combined stakeholder variables strongly relate to resource equity. The low significance of individual predictors suggests that stakeholder contributions operate in a system rather than as isolated effects. Thus equity in resource allocation is not solely a function of one variable (e.g., teacher practice) but of the combined stakeholder system.

- *Stakeholder Indicator 59:*

  There is a clear accountability for both school principal and teachers.

Table 50 Regression test Model Summary

Model	R	R Square	Adjusted R square	Std. Error of the estimate
1.	.971α	.943	.909	.39036

- *Predictors (Constant):*

  The school management and teachers are committed to achieve set goals for the realization of quality education, Teachers provide excellent teaching to rural primary learners, The curriculum is regularly updated to meet the needs of learners, Teachers plan and prepare different activities to support excellent teaching in rural primary schools, The education standard of teachers in rural primary school is 100% in terms of providing quality education, Learners academic achievement has improved over the past years, Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings, There are measurable outcomes that reflect academic success, The school academic goals are clear and achievable in order to maintain quality education, ITC activities are integrated with teaching and learning to enhance quality education, Teachers use relevant curriculum instruction materials to provide quality teaching, and The instruction materials are integrated with academic goals to attain quality education**.**

Table 51 ANOVAα

Model	Sum of square	df	Mean Square	F	Sig.
Regression	60.240	14	4.303	28.237	.000
Residual	3.657	24	.152		
Total	63.897	38			

- *Dependent Variables*:

  There is a clear accountability for both school principal and teachers.

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- *Predictors (Constant):*

The school management and teachers are committed to achieve set goals for the realization of quality education, Teachers provide excellent teaching to rural primary learners, The curriculum is regularly updated to meet the needs of learners, Teachers plan and prepare different activities to support excellent teaching in rural primary schools, The education standard of teachers in rural primary school is 100% in terms of providing quality education, Learners academic achievement has improved over the past years, Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings, The school academic goals are clear and achievable in order to maintain quality education, ITC activities are integrated with teaching and learning to enhance quality education, Teachers use relevant curriculum instruction materials to provide quality teaching, and The instruction materials are integrated with academic goals to attain quality education.

Table 52 Coefficients

Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.195	.253		.770	.449
Teachers provide excellent teaching to rural primary learners	-.111	.184	-.106	-.602	.553
Teachers plan and prepare different activities to support excellent teaching in rural primary schools	.450	.266	.421	1.693	.103
Teachers use relevant curriculum instruction materials to provide quality teaching	-.585	.369	-.622	-1.584	.126
The curriculum is regularly updated to meet the needs of learners	-.106	.335	.117	-.317	.754
The instruction materials are integrated with academic goals to attain quality education	.198	.370	.232	.536	.597
There are measurable outcomes that reflect academic success,	-.341	.257	-.373	-1.326	.197
The school academic goals are clear and achievable in order to maintain quality education	.700	.308	-.762	2.272	.032
ITC activities are integrated with teaching and learning to enhance quality education	-.200	.301	-.230	-.666	.511
The education standard of teachers in rural primary school is 100% in terms of providing quality education	.494	.216	.485	2.289	.031
Learners academic achievement has improved over the past years,	.908	.221	.906	4.106	.000
Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings	-.599	.342	-.680	-1.750	.093
The school management and teachers are committed to achieve set goals for the realization of quality education	.197	.245	.236	.802	.431

The table above shows a model summary: R = .971, R^2 = .943, F = 28.237, p = .000. Only two predictor variables show individual significance: “school academic goals are clear and achievable” (Beta = .762; t = 2.272; p = .032); “education standard of teachers … in rural primary school is 100%” (Beta = .485; t = 2.289; p = .031); “learner’s academic achievement improved” (Beta = .906; t = 4.106; p = .000). The model shows 94.3% variance explained. This outcome indicates that accountability (for principals and teachers) is strongly influenced by systemic stakeholder variables. Key drivers here are clear academic goals and teacher standards, pointing to leadership and teacher quality as vital components of accountability mechanisms in rural schools. Financial constraints and geographical isolation sometimes demotivate teachers in rural Namibia. Teachers can preserve incentives bring quick respite and praise. PD opportunities, while useful are less accessible and inconsistently offered, reducing their effects on teaching and learning. Incentives are useful for retention and performance but PD is a long-term capacity-building strategy that requires on-going commitment and delivery. Thus, a balance approach combining leadership-driven PD with structured incentives framework- improves immediate and sustainable education quality. However, while incentives dominate rural Namibia’s short term outcomes, increasing PD delivery is essential for systemic and sustainable quality education improvements.

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➢ *Stakeholder Indicator 60:*
Teachers and school principal appointment criteria underscores through their specialization.

Table 53 Regression Test Model Summary

Model	R	R Square	Adjusted R square	Std. Error of the estimate
1.	.989α	.978	.965	.26549

- *Predictors (Constant):*

The school management and teachers are committed to achieve set goals for the realization of quality education, Teachers provide excellent teaching to rural primary learners, The curriculum is regularly updated to meet the needs of learners, Teachers plan and prepare different activities to support excellent teaching in rural primary schools, The education standard of teachers in rural primary school is 100% in terms of providing quality education, Learners academic achievement has improved over the past years, Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings, There are measurable outcomes that reflect academic success, The school academic goals are clear and achievable in order to maintain quality education, ITC activities are integrated with teaching and learning to enhance quality education, Teachers use relevant curriculum instruction materials to provide quality teaching, and The instruction materials are integrated with academic goals to attain quality education**.**

Table 54 ANOVAα

Model	Sum of square	df	Mean Square	F	Sig.
Regression	75.98	14	5.421	76.915	.000
Residual	1.692	24	.070		
Total	77.590	38			

✓ Dependent Variables: Teachers and school principal appointment criteria underscores through their specialization.

- *Predictors (Constant):*

The school management and teachers are committed to achieve set goals for the realization of quality education, Teachers provide excellent teaching to rural primary learners, The curriculum is regularly updated to meet the needs of learners, Teachers plan and prepare different activities to support excellent teaching in rural primary schools, The education standard of teachers in rural primary school is 100% in terms of providing quality education, Learners academic achievement has improved over the past years, Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings, The school academic goals are clear and achievable in order to maintain quality education, ITC activities are integrated with teaching and learning to enhance quality education, Teachers use relevant curriculum instruction materials to provide quality teaching, and The instruction materials are integrated with academic goals to attain quality education.

Table 55 Coefficients

Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.104	.172		.602	.553
Teachers provide excellent teaching to rural primary learners	-.124	.125	-.107	-.990	.332
Teachers plan and prepare different activities to support excellent teaching in rural primary schools	.141	.181	.120	.782	.442
Teachers use relevant curriculum instruction materials to provide quality teaching	.128	.251	.123	.508	.616
The curriculum is regularly updated to meet the needs of learners	.123	.228	.123	.540	.594
The instruction materials are integrated with academic goals to attain quality education	.295	.251	.313	1.173	.252
There are measurable outcomes that reflect academic success,	-.086	.175	-.085	-.491	.628
The school academic goals are clear and achievable in order to maintain quality education	.099	.210	.098	.474	.640

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ITC activities are integrated with teaching and learning to enhance quality education	-.227	.205	-.237	-1.109	.279
The education standard of teachers in rural primary school is 100% in terms of providing quality education	-.109	.147	-.097	-.745	.464
Learners academic achievement has improved over the past years,	-.308	.150	.279	2.046	.052
Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings	-.101	.233	-.104	-.434	.668
The school management and teachers are committed to achieve set goals for the realization of quality education	.512	.167	.559	3.069	.005

The table above shows a model summary: R = .989, R^2 = .978, F = 76.915, p = .000. The only (marginal) individual significance: "school management and teachers are committed to achieving set goals" (Beta = .559; t = 3.069; p = .005).

Again, an extremely high system-variance explanation (97.8%) underscores that stakeholder systems (including appointment criteria) influence outcomes strongly in aggregate. Commitment to goals emerges as the most salient individual predictor for appointment criteria, implying that selecting or developing staff aligned to school goals is critical. Financial constraints and geographical isolation sometimes demotivate teachers in rural Namibia. Teachers can preserve incentives bring quick respite and praise. PD opportunities, while useful are less accessible and inconsistently offered, reducing their effects on teaching and learning. Incentives are useful for retention and performance but PD is a long-term capacity-building strategy that requires on-going commitment and delivery. Thus, a balance approach combining leadership-driven PD with structured incentives framework-improves immediate and sustainable education quality. However, while incentives dominate rural Namibia's short term outcomes, increasing PD delivery is essential for systemic and sustainable quality education improvements.

➢ *Stakeholder Indicator 61:*

The school has a clear communication channel between the school, teachers, parents and other external stakeholders in education.

Table 56 Regression Test Model Summary

Model	R	R Square	Adjusted R square	Std. Error of the estimate
1.	.989α	.978	.965	.24887

- *Predictors (Constant):*

The school management and teachers are committed to achieve set goals for the realization of quality education, Teachers provide excellent teaching to rural primary learners, The curriculum is regularly updated to meet the needs of learners, Teachers plan and prepare different activities to support excellent teaching in rural primary schools, The education standard of teachers in rural primary school is 100% in terms of providing quality education, Learners academic achievement has improved over the past years, Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings, There are measurable outcomes that reflect academic success, The school academic goals are clear and achievable in order to maintain quality education, ITC activities are integrated with teaching and learning to enhance quality education, Teachers use relevant curriculum instruction materials to provide quality teaching, and The instruction materials are integrated with academic goals to attain quality education**.**

Table 57 ANOVAα

Model	Sum of square	df	Mean Square	F	Sig.
Regression	65.744	14	4.696	75.821	.000
Residual	1.486	24	.062		
Total	67231	38			

✓ Dependent variables: The school has a clear communication channel between the school, teachers, parents and other external stakeholders in education.

- *Predictors (Constant):*

The school management and teachers are committed to achieve set goals for the realization of quality education, Teachers provide excellent teaching to rural primary learners, The curriculum is regularly updated to meet the needs of learners, Teachers plan and prepare different activities to support excellent teaching in rural primary schools, The education standard of teachers in rural primary school is 100% in terms of providing quality education, Learners academic achievement has improved over the past

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years, Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings, The school academic goals are clear and achievable in order to maintain quality education, ITC activities are integrated with teaching and learning to enhance quality education, Teachers use relevant curriculum instruction materials to provide quality teaching, and The instruction materials are integrated with academic goals to attain quality education.

Table 58 Coefficients

Models	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	.092	.162		.572	.572
Teachers provide excellent teaching to rural primary learners	-.350	.118	-.328	-2.977	.007
Teachers plan and prepare different activities to support excellent teaching in rural primary schools	.269	.170	.245	1.585	.126
Teachers use relevant curriculum instruction materials to provide quality teaching	.217	.235	-.243	-.920	.366
The curriculum is regularly updated to meet the needs of learners	.226	.214	.021	-1.058	.301
The instruction materials are integrated with academic goals to attain quality education	.018	.236	.322	.077	.939
There are measurable outcomes that reflect academic success,	.013	.164	.014	.080	.937
The school academic goals are clear and achievable in order to maintain quality education	.053	.196	.056	.269	.791
ITC activities are integrated with teaching and learning to enhance quality education	-.105	.192	-.117	-.547	.590
The education standard of teachers in rural primary school is 100% in terms of providing quality education	.499	.138	.477	3.623	.001
Learners academic achievement has improved over the past years,	.328	.141	.319	2.325	.029
Regular monitoring and evaluation are conducted by management to track the progress and address the shortcomings	.294	.218	.326	1.348	.190
The school management and teachers are committed to achieve set goals for the realization of quality education	.179	.156	.210	1.147	.263

The table shows a model summary: R-square of .978 which is less than 01, with a mean square= 4.696, F= 75.821 and df=14 and sig=.000. Moreover, the R square score translate that 97 of the predictors are valid to the dependent variable: the school has a clear communication channels between the school, teachers, parents and other external stakeholders in education. This shows that the test is highly significant thus the predictors are valid to be used. Moreover, the coefficient constant model have a B=.092, std. error=.162, T=.572 and sig=.572. Moreover, the predictor variable the school academic goals are clear and achievable in order to maintain quality education has a Beta= .056, T= .269 sig=.791 which shows a high effects of stakeholders on quality education. The rest of the predictor variables are not significant as they are taken single however they become significant when they are taken together. Likewise, according to the regression analysis PD and incentives statistically affect the rural primary school quality education. Financial constraints and geographical isolation sometimes demotivate teachers in rural Namibia. Teachers can preserve incentives bring quick respite and praise. PD opportunities, while useful are less accessible and inconsistently offered, reducing their effects on teaching and learning. Incentives are useful for retention and performance but PD is a long-term capacity-building strategy that requires on-going commitment and delivery. Thus, a balance approach combining leadership-driven PD with structured incentives framework- improves immediate and sustainable education quality. However, while incentives dominate rural Namibia's short term outcomes, increasing PD delivery is essential for systemic and sustainable quality education improvements.

- *Implication for Each Research Findings*

On SOP 1 where the study looked at the stakeholder's performance to deliver quality education in rural primary schools, specifically addressing the teachers (PD, incentives), school principal (policy formulation and efficient management), quality education (engagement, individual activities) and moderating variables (parental involvement) the study have the following results.

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Some of the indicators from PD, Incentives, policy formulation, efficient management, individual activities and parental involvement were found not to be significant. This shows that the responses were not in agreement with the statement because the sig. was above α=0.5. Moreover, the standard deviation of this indicators were also found to be more that 1.00 that shows that their responses were heterogeneous, meaning they differ significantly from the mean. Thus, since this calculated mean is bigger than α=0.5 then the test of significance of the mean was not significant and the null hypothesis has been accepted. However, other indicators were found to be significant showing that the responses were in agreement with the statement. These indicators standard deviation were above 1.00 thus their responses were heterogeneous meaning they differ significantly from the mean. Likewise, their sig of this indicators were below α=0.5 thus the test significance of the mean is significant and the null hypothesis has been rejected.

On SOP 2 where the study looked at the moderating variable (parental involvement) affect stakeholders the study found that all the computed sig for all the indicators we at=.000 which support that parental involvement moderate teachers and school principals. Therefore, the study shows that schools need to utilize PD, incentives, policy formulation, efficient management through which parental involvement takes the priority or major role in uplifting school quality of education in rural area.

On SOP 3 the first predictor variable has R square of = .970, mean square= 4.179, F= 55. 694 and sig=.000. However the coefficient has a Beta=321, t=1.804 and sig=.084. The second predictor variable has R square= .968, mean square=14.885, F=130.324, sig=.000. The coefficient B= 222, std. error=.187, t=1.187 and sig=.247. The third predictor variable has R square=.943, mean square= 4.303, F= 28.237 and sig= .000. The coefficient B= .195, std. error=.253, t=.770 and sig= 449.

The fourth predictor variable has R square=.978, mean square=5.421, F=76.915 and sig=.000. The coefficient B=.104, std. error= .172, t=.602 and sig=.553. The firth predictor variable has R square= .978, mean square= 4.696, F= 75.821, sig=.000. The coefficient B=. 092, std. error=.162, t=.572 and sig=.572.

This translate that all the R square of the predictor were found to be between 96 and 98 respectively which is less than, ≤01. Thus, the result is that out of all the predictor 96-98 predictors are valid to be used to the dependent variable tested. This, further show that the test was highly significant and the predictor are valid to be used. Even though, rest of the predictor are not significant once they are taken single but however they become significant when they are taken together. This study shows how PD, incentives, and policy formulation, efficient management statistically affect the rural primary school quality education. However teachers need incentives to bring respite and praise, they need continuous training to develop their expertise and knowledge, school need policy formulated to address the school needs and efficient management to wisely use the limited resources to enhance quality education.

This is supported by literature that shows instructor rewards and professional development may improve rural primary schools' education therefore this reinforces previous findings that teachers must continually improve education. Darling-Hammond, L, et al (2022) says professional development enhances teachers' methods and student success hence cash incentives and professional credit keep rural educators, minimizing turnover (Opio, P. (2021). The nation's stable teaching staff maintains education high because children learn from experienced, well-trained teachers who care about them. The model analysis considered teacher, principal, professional development, and incentive contributions. Incentives and teachers contributed most (standard deviation= 1.40175, t=-743, df= 38 and sig=.462), followed by principals (standard deviation= 1.46530, T= -273, df=38, sig=.786). The effect of positive professional advancement was small (standard deviation= 1. 22392, T=-3.729, df= 38 and sig=.001). Extrinsic motivators and direct teaching duties impact educational quality more in rural locations, where development alternatives are limited. This implies that Namibian school principals improve education achievements by providing strong instructional leadership and supportive environments for teachers and students despite favorable findings, this research challenges policy and practice. First, professional development and incentives boost education, but rural primary school's instructors require resources.

Ingersoll, R. M., & Tran, H. (2023) found that teacher needs and delivery environment impacted professional development program success. Namibian rural primary school teacher's professional development must address teaching issues, and resource difficulties. The results show that stakeholders, especially school administrators, are outperforming expectations, but this may not persist. Rural school principals may burn out due to high expectations, limited resources, and difficult working circumstances. School principals need help and training to keep improving education. Finally, the one-sample t-test shows that teacher professional development and incentives improve rural primary school education in Namibia. Teachers and administrators need context-specific techniques and continuing assistance to continue this research therefore addressing these issues may help policymakers and educators provide high-quality education to rural students.

Research shows that rural and urban students have varied financial and educational chances (Hoadley & Jansen, 2022). Rural primary schools often lack libraries, labs, and technology for a complete education therefore these schools may fall behind city youngsters on standardized examinations and national standards (Hanushek & Woessmann, 2023). Moreover, rural primary school students may excel according to Ellis, T. (2024), rural primary schools may flourish with qualified instructors and community involvement. The one sample T-test examines engagement indicators (individual activities) in rural primary schools. The results demonstrated significant in learners' engagement (standard deviation= 1.21284, t = -5131, df= 38, sig=.000. This suggests that learner growth affects engagement. Schools require urgent targeted intervention to address the performance gap. These suggestions may provide rural primary school teachers with textbooks and digital learning tools to improve courses and meet national standards.

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Teacher training should also prepare rural primary school teachers for their students' specific needs as they should use individualized training and informal evaluation to detect and fill learning gaps. A normal technique may not work in rural primary schools since students aren't engaged during the presentation instead, use stage-specific teaching methods to interest primary students. Rural primary schools may boost academic achievement and student involvement by adapting lessons to student development.

Professional development is crucial for rural primary school teachers with multi-grade classes and limited resources, according to Darling-Hammond, L, et al (2022). Continuous teacher training may improve rural primary school teaching and student achievement.

Hanushek and Woessmann (2023) say high-quality education requires books, technology, and lab equipment therefore remote schools with limited resources may struggle to provide comprehensive learning, reducing student performance and engagement thus increasing resource availability in rural primary Namibian schools is crucial for enhancing educational outcomes and equipping all students. Parental engagement affects educational quality, supporting school-family linkages result despite its low coefficient

➢ *Derived Conceptual Framework*

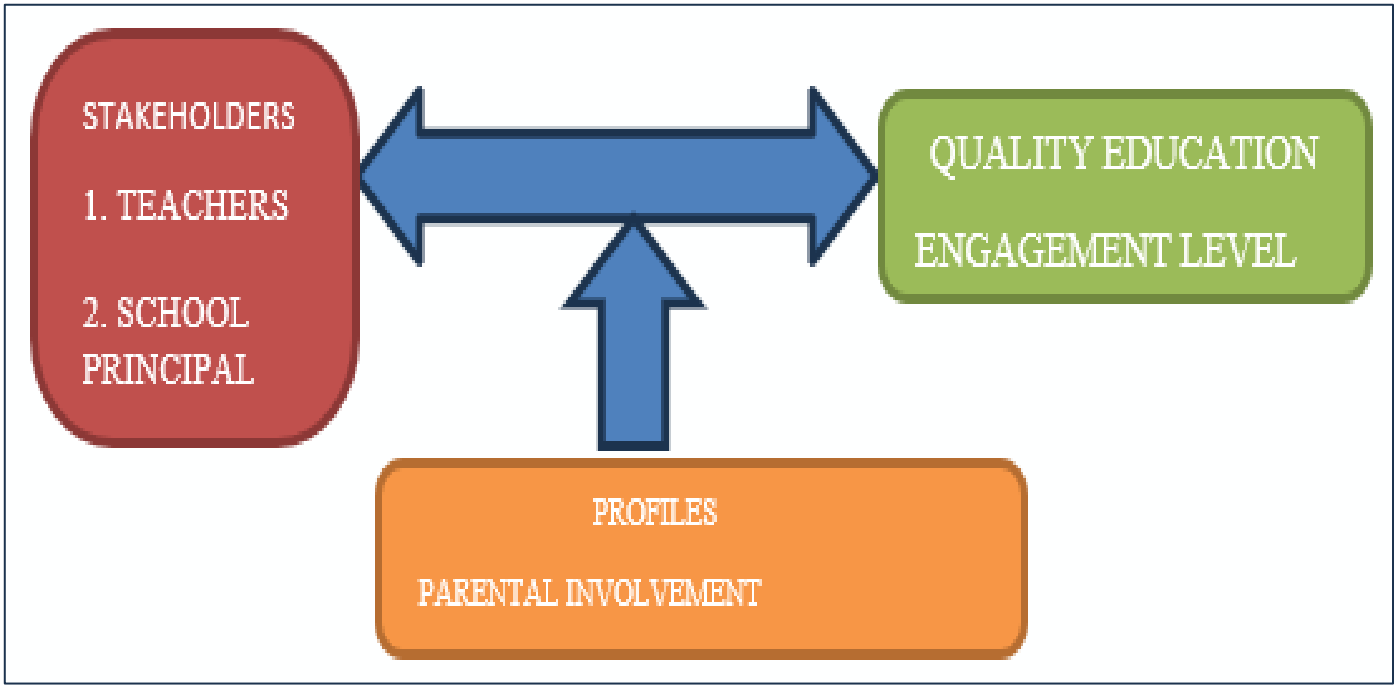

Fig 3 Derived Conceptual Framework

It is clear from careful consideration of all hypotheses testing outcomes that a significant situation occurs to support the veracity of the initial conceptual framework. The study's findings consistently demonstrate the strong positive relevance and relationship between the important variables, including stakeholder's involvement, profiles and high-quality education. The significance and use of the original conceptual framework are confirmed by this association, which briefly highlights the underlying themes of higher quality educational accomplishment procedures. The framework suggests that it be both theoretically thorough and practically viable, even though it has been developed or tested in educational settings and proven to be implementable without significant obstacles. The reliability results demonstrated its adaptability to a variety of educational environments. Its sustainability and long-term use are thus supported by its reality.

Moreover, it shows that school-family-community links for supportive learning. Rural Namibian parents may lack formal education, restricting their capacity to help their children study. Still, evidence shows that student performance improves when parents attend school meetings, events, or support education. Teachers and parental involvement are crucial to the conceptual framework to acknowledge the complex home-school interaction. Teachers supply competence and parents provide emotional and social support, creating a complete learning environment. Improved educational quality requires interdependence, particularly in resource-constrained rural schools with little outside aid. This derived conceptual framework should be the way it is because according to the result they each moderate each other and has an effect on one another especially the moderating variables on quality education and stakeholders.

Based on the findings, what quality education framework can be proposed for teachers in the rural primary schools in Kavango East region of Namibia?

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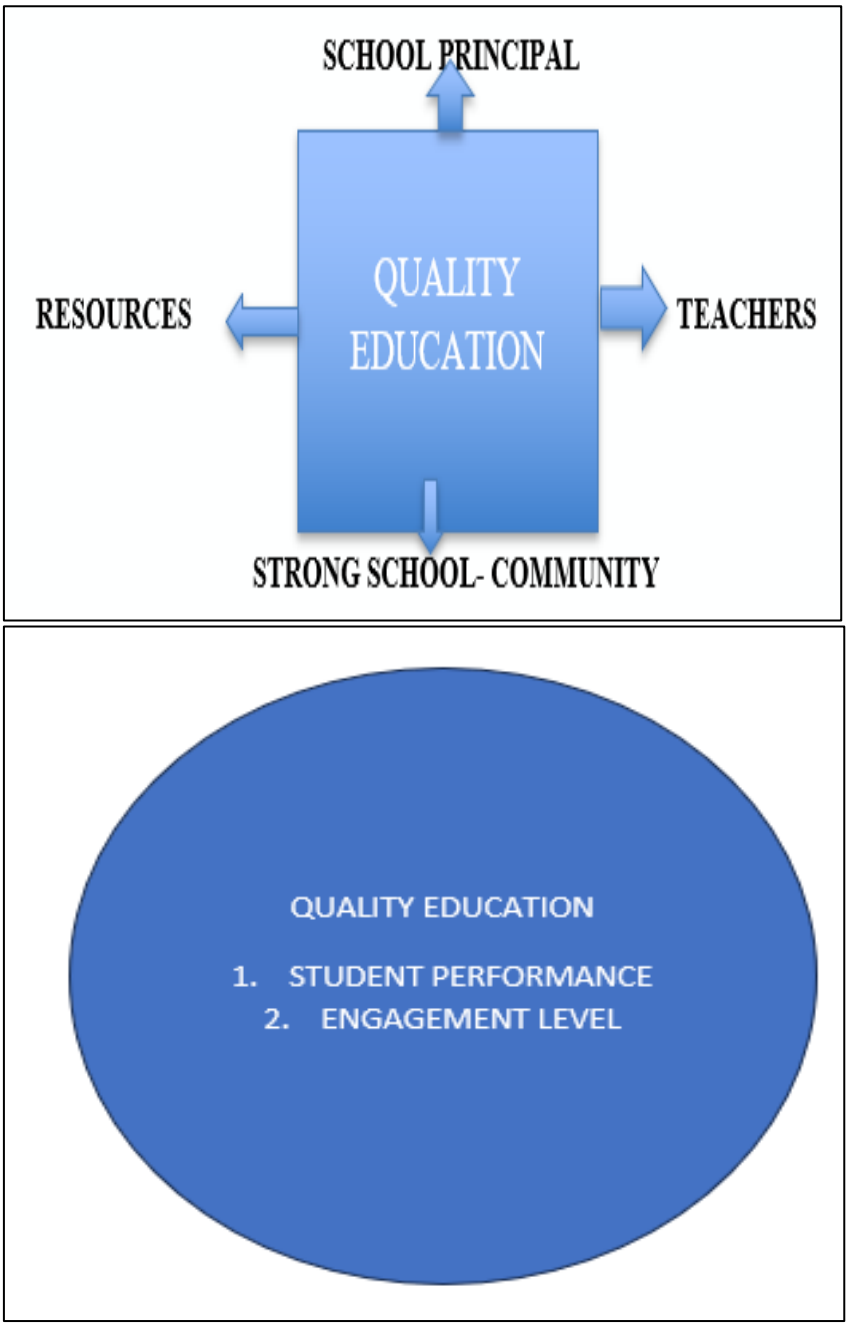

Fig 4 Quality Education

➢ *Quality Education Framework*

The research's conclusions showed that access to resources, school-community partnership, teachers and school principals are essential to the quality of education in Namibia's rural primary schools. The statistical analyses support research that links, ongoing training and motivation to both teaching effectiveness and student engagement by showing that teacher professional development and incentives significantly improve educational outcomes. The educational environment was also greatly influenced by community involvement and school principal as the head which emphasizes the need of good collaboration between principals, parents, and teachers in creating a positive learning environment. Developing a relationship between schools and families can be crucial for increasing student involvement and performance, even though parental participation had a lower coefficient than some other factors thus it also had a positive effect on the quality of education.

The study also demonstrates how access to resources has a significant influence on educational attainment even though rural schools frequently struggle with access to instructional resources, which makes it more difficult for instructors to carry out their duties and for students to learn. It is crucial to address these issues by investing funds in particular equipment and structures to make the educational system more equitable. In summary, this study provides a plan for improving conditions and demonstrates the complexity of providing quality education in rural primary schools. It necessitates an all-encompassing approach with strong school

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principal as a head, parental involvement, and teacher assistance. Legislators and school administrators can ensure that all children in Namibia's rural communities have a good and safe environment to learn by keeping an eye on these issues.

In sum, the proposed Quality Education Framework emerges from rigorous interpretation of the empirical findings across professional development, teacher incentives, policy and management leadership, instructional practices and parental involvement. The evidence indicates that isolated interventions are insufficient; rather a system of interlinked stakeholder dimensions is required. The dominance of combined stakeholder variance in the regression models underscores the systemic nature of quality education. Therefore, the framework emphasizes pillars of leadership, teacher capacity, instruction, resources, with parental/community involvement as a key moderator.

This framework responds directly to the research question: *"Based on the findings, what quality education framework can be proposed for teachers in rural primary schools in the Kavango East region of Namibia?"* It offers a structured, evidence-based model with clear components, relationships and strategic implications tailored for the rural Namibian context.

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CHAPTER FOUR
CONCLUSIONS AND RECOMMENDATIONS

A critical synthesis of the research findings and their consequences is presented in this chapter. An extensive synopsis of the study's results is given, along with insights from the research that was done. The chapter attempts to provide a deeper understanding of the topic under investigation by combining the key results. It also goes on to talk about the findings' wider ramifications, coming to insightful conclusions that add to the body of knowledge already known in the subject. Finally, based on the applications in pertinent sectors, practical recommendations are given. This summary of the study's findings, conclusions, and suggestions sheds light on the study's importance and possible effects.

➢ *Statement of the Problem*

This study aims to investigate Namibia rural primary school teachers towards quality education framework. Specifically, the study addresses the following questions.

- To what extent do the stakeholders perform to deliver quality education?

✓ *Teachers*
- Professional development
- Teachers' incentives

✓ *Principal*
- Policy formulation
- Efficient management

✓ *Quality Education*
- Engagement
- Individual activities

✓ *Moderating Variables*
- Profiles
- Parental involvement

- To what extent do moderating variable affect stakeholders?
- To what extent are the effects of stakeholders on quality education?
- Based on the findings, what quality education framework can be proposed?

➢ *Conclusion and Recommendations*

The results of the problem statement and hypothesis testing are used to draw the conclusions, which are then cross-referenced with the results of the review of related literature.

- *H01: Teachers' Professional Development and Incentives Performance do not Significantly Influence Educational Quality*

Hypothesis H_{01} states: "Teachers' Professional Development and Incentives performance do not significantly influence Educational Quality." The PD component thus is partly supported and partly not: certain indicators (2 and 3) show significance (i.e., PD programmes are ineffective; culture is weak), which rejects the null for those parts; whereas indicators (1 and 4) do not show significance, supporting the null. The mixed result suggests that while PD is a theoretically important construct, in this context it is inconsistently implemented and insufficiently impactful. The literature supports the positive role of PD (Darling-Hammond et al., 2022; Asadullah et al., 2024), yet in rural Namibia the structural issues (access, resources, logistics) hinder its full effect. Thus the researcher must recognize PD as a key dimension in the proposed framework, but with caveats about quality, continuity and context-specific design.

Again H_{01} posits non-significance of PD & Incentives on quality education. The findings demonstrate a partial rejection: indicator (1) shows significant weakness, indicating incentives are not fulfilling intended roles; hence we reject H_{01} in respect of the attainment of incentives. The non-significant indicators (2 and 3) suggest that, in their current form, incentives are not sufficient or strongly linked to quality outcomes. The literature (Barrera-Osorio et al., 2022) highlights that incentives help retain rural teachers and improve performance; the Namibia data suggests this potential is not being realized. Therefore, in the framework, *Incentives* must again form a separate pillar, emphasizing both adequacy (sufficient in amount and type) and alignment (linked to quality outcomes) in rural contexts. This demonstrates that teacher effectiveness and rural education quality require PD and incentives. Faculty training and incentives enhance teaching. The outcome confirms extensive studies on teacher development and motivation for better education (Darling-Hammond, L, et al 2022). Well-structured professional development programs promote teaching and student learning, according to Ingersoll, R. M., & Tran, H. (2023). Ejumudo, K. B., & Ejumudo, T. (2023) further suggest that

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financial and non-financial prizes may boost teacher satisfaction, retention, and school community connection. Since rural schools are remote and lack basic resources, these characteristics are even more important for motivating and enhancing teaching in Namibia. Thus, teacher professional development and incentives support quality education.

- *Ho2: Policy Formulation and Efficient Management of Principals are not Significant to Deliver Quality Education.*

Hypothesis H_{02} states: "Policy formulation and efficient management of principals are not significant to deliver quality education." The findings show indicator (2) is significant (so policy formulation—goal-setting—does influence quality) but indicator (1) is not. These mixed findings imply that while principals' policy formulation practices are inconsistent, goal-setting (a sub-dimension of policy) emerges as an important factor. The literature (Darling-Hammond et al., 2022) emphasizes that strong school leadership, including policy development, contributes to improved educational outcomes; the Namibia results reinforce that leadership practice is critical but under-developed in rural settings. The hypothesis H_{02} holds that policy formulation/efficient management are not significant to delivering quality education. The results indicate that at least one indicator (principal support for excellent teaching) is significantly weak, which means effective management (or lack thereof) is significant in the process. Because some items are non-significant, one cannot fully reject H_{02}; but the significant weakness suggests management matters. The literature on instructional leadership (Daing & Mustapha, 2023) supports the importance of management capacity in school improvement. This evidence emphasizes that in rural settings resource constraints and leadership capacity combine to hamper management effectiveness.

- *Ho3: Individual Activities are not Significant to Deliver Quality Education.*

Hypothesis H_{03} states: "Individual activities are not significant to deliver quality education." The findings indicate that indeed the indicators of engagement via individual activities are weak and non-significant; thus H_{03} is accepted in this context. The literature on learner engagement (Zhang, 2022) emphasizes the central role of differentiated activities and ICT integration in promoting language learning and general learner engagement, but the Namibia data shows limited implementation. This suggests that individual/learner-centered practices are an underdeveloped dimension in rural primary schools and require greater attention in the framework. Moreover the standard deviation of some of these indicators on policy formulation and efficient management were greater than 1.00 which shows that the response were heterogeneous meaning they differ significantly from the mean. Thus, since the mean is bigger than α=0.5 the test significance of the mean was not significant and the null hypothesis has been accepted. Strong school leadership, even in underfunded institutions, enhances student results, according to, Gechere, T.,et al, (2025). Programs for developing leaders should also exhort administrators to involve community people, parents, and educators in decision-making thus through shared accountability, this would encourage academic success. Leadership in challenging circumstances can also be taught through mentoring programs that pair up freshly appointed or rural school principals with more seasoned principals (Young, C. J. (2024).

- *Ho4: Moderating Variables on Stakeholders are not Significant to Quality Education.*

The ANOVA by factors examined how parental involvement influence stakeholders in Namibian rural primary schools. The ANOVA result shows that all the computed sig=.000 which is below the test value of 3.5 thus, parental involvement moderate teachers and school principal. These results largely reject the null hypothesis as most moderating predictors are valid thus shows that the test is highly significant. PD, incentives, and community involvement influence stakeholders with t=1.804 and sig=.000. Teacher engagement and retention are improved by incentives and PD for resource constraints. Barrera-Osorio et al. (2022) also recommend recognizing excellent rural instructors consequently importantly are community support, including family engagement. The study indicated that external influences affect education quality even though rural primary schools' social, economic, and local contexts matter.

- *H05: Stakeholders Effects on Quality Education are not Significant.*

Hypothesis H_{05} states: "Stakeholders' effects on quality education are not significant." The very high R^2 values (94–98 %) and highly significant F-values (p = .000) across all models lead to rejection of the null hypothesis: stakeholders in the system (teacher practices, leadership, resource allocation, etc.) significantly influence quality education in rural primary schools. This aligns with literature emphasizing human capital, instructional leadership and resource use in educational quality (Hanushek & Woessmann, 2023; Darling-Hammond et al., 2022). Thus, the test was highly significant thus the predictors are valid to be used. Moreover, the coefficient constant model have a B=.321, T=1.804 and sig=.084. But the rest are not significant if they are taken single however they become significant once taken together. The null hypothesis has been rejected as stakeholder has significant effects on quality education once taken together according to the regression analysis table. These findings imply that while all three moderating variables influence educational quality, material resources are the most critical factor in maintaining excellent outcomes. Research shows these attributes boost rural education (Darling-Hammond, et al, 2022). Teachers employ textbooks, libraries, and resources. Clean classrooms and dependable utilities can boost teaching (Correia, C. M. D. A. (2024). Rural schools require community assistance to overcome resource difficulties; thus, parental participation is vital but not crucial. This study's substantial associations demonstrate that these moderating variables must be addressed to guarantee rural schools can provide high-quality education to all pupils.

- *Recommendation*

Recommendations for Teachers, Parents, School Principals and Ministry of Education, Innovation, Sport Arts and Culture.

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- *Strengthening Professional Development and Teacher Incentives*

The Namibian Ministry of Education, Innovation, Youth, Sport, Arts, and Culture must establish more structured and continuous professional development programs since they improve education. It is important to tailor these kinds of programs to the requirements of rural primary school instructors. They ought to concentrate on innovative teaching methods, managing a classroom, and integrating technology into the classroom. This is consistent with global best practices, where it has been demonstrated that continual professional development increases teachers' effectiveness and improves student performance (Darling-Hammond, L., 2020). It is also advisable to reevaluate the financial and non-financial benefits to ensure that they continue to be sufficient in keeping teachers in remote locations motivated. More country compensation, living aid, and opportunities for professional advancement could be provided to teachers in rural locations to increase their attraction to the position. According to research by Barrera-Osorio et al. (2020), awards assist teachers stay in their positions and improve their performance. By making these reward systems stronger, the Ministry can ensure a more stable and motivated workforce, which is crucial for the long-term sustainability of education in rural schools. The result shows some indicators on PD and incentives that were not significant thus, to address that that's it will be wise enough to enhance PD and incentives especially in rural primary schools.

- *Enhancing School Leadership*

The result shows how significant the policy formulation and efficient management towards a leader in a school environment thus rural schools need to have leaders with plans and are able to use the little resources wisely without incurring into financial difficulties. The literature support that school leadership has an impact on educational quality, rural school principals ought to receive leadership training. Principals should be taught through programs how to make connections with the community, manage few resources, and foster a collaborative learning environment. Strong school leadership, even in underfunded institutions, enhances student results, according to Gechere, T.et al, (2025). Programs for developing leaders should also exhort administrators to involve community people, parents, and educators in decision-making thus through shared accountability, this would encourage academic success. Leadership in challenging circumstances can also be taught through mentoring programs that pair up freshly appointed or rural school principals with more seasoned principals (Young, C. J. (2024).

- *Addressing Resource Deficits*

The findings demonstrate that money availability and amenities have a significant impact on educational attainment. Most of the government funding should go toward updating rural schools' infrastructure and ensuring that classrooms are secure, well-lit, and conducive to learning. Rural schools require immediate repair and improvement, and a school infrastructure development program could provide funding through government initiatives or public-private partnerships (Menezes, D. C. et al., 2022). Additionally, it is necessary to make learning resources like textbooks, teaching aids, and library access more accessible thus through cooperation with international educational groups, schools who lack the necessary tools for instruction could receive additional resources and assistance

- *Promoting Parental Involvement*

ANOVA by factors results indicate how crucial parental participation is to raising academic performance. Schools in Namibia's rural areas should devise plans to improve relationships with the community and motivate parents and guardians to get more involved. According to Salac, L. M. et al. (2022), student performance can be significantly improved by structured programs that encourage regular parent-teacher communication, involve parents in school events, and give them resources to support learning at home.

- *Expanding Access to Technology*

The use of technology in rural primary school education may improve instruction as schools' ought to have computers, projectors, and internet access. Moreover, to assist teachers in incorporating digital resources into their lessons, teacher training programs must incorporate modules on educational technology. Consequently, projects related to technical infrastructure for rural schools should be investigated by the government in collaboration with non-governmental organizations and business sector partners. Examples of such projects are digital learning platforms for rural primary teachers and students to learn remotely, and solar-powered devices for remote schools without consistent electricity. With the use of technology, rural primary schools may use their physical and architectural limitations to give every student a top-notch education.

- *Recommendations for Future Researchers*

Lastly, research in the future needs to look at how socioeconomic factors impact education. The issues surrounding rural schools can be better understood by looking at the ways that social infrastructure, health, and poverty impact the standard of education. A comprehensive strategy would guide more efficient and well-coordinated policy responses. The future researcher may now add more moderating variables to test in order to find the significance of stakeholders on quality education by involving more participants from different parts of the country in order to see the visibility of quality education in school

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APPENDIXES

APPENDIX 1: LETTERS TO CONDUCT RESEARCH

Philippine Christian University
Sampaloc 1, City of Dasmariñas, Cavite, Philippines 4114
https://dasma.pcu.edu.ph

LETTER TO CONDUCT RESEARCH

Katangamm7@gmail.com

23 September 2024

Dear Ms. Shilima

Attention: The acting director

Directorate of education

Kavango East region

RE: REQUEST TO COLLECT DATA FOR RESEARCH PURPOSE

In reference to the above title, I am *Mudumbi Marcelius Katanga* a school principal at Tara-Tara senior primary school currently pursuing a *Doctor of Philosophy in Educational Leadership and Management (PHDELM) at Philippines Christian University (PCU).*

My research topic for my dissertation is: *NAMIBIAN RURAL PRIMARY TEACHERS TOWARDS QUALITY EDUCATION*. I am at a data collection phase now; thus, my population consists of *teachers and school principals*. I therefore request your office to allow me to conduct this study targeting rural primary schools in *Kavango east region in Ndiyona circuit office* only.

The data will be treated with confidentiality and be used for the study purpose only.

Attached is the list of schools to take part in the study together with the number of participants from each school.

Hope to hear from your office soon.

Best regard cell: 0812183562

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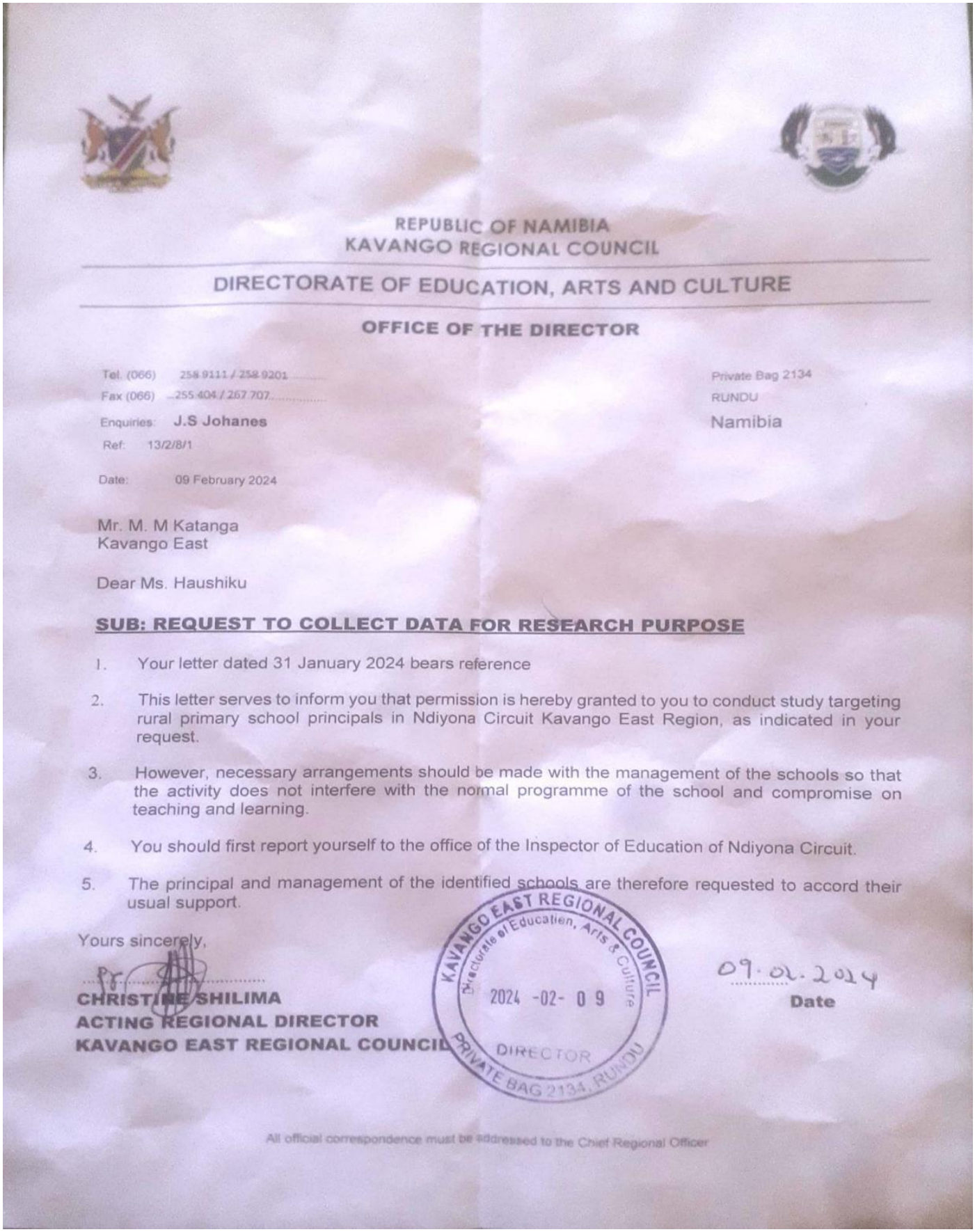
APPENDIX 2:
PERMISSION LETTER TO CONDUCT RESEARCH



REPUBLIC OF NAMIBIA
KAVANGO REGIONAL COUNCIL

DIRECTORATE OF EDUCATION, ARTS AND CULTURE

OFFICE OF THE DIRECTOR

Tel. (066) 258 9111 / 258 9201
Fax (066) 255 404 / 267 707
Enquiries: J.S Johanes
Ref: 13/2/8/1

Private Bag 2134
RUNDU
Namibia

Date: 09 February 2024

Mr. M. M Katanga
Kavango East

Dear Ms. Haushiku

SUB: REQUEST TO COLLECT DATA FOR RESEARCH PURPOSE

1. Your letter dated 31 January 2024 bears reference
2. This letter serves to inform you that permission is hereby granted to you to conduct study targeting rural primary school principals in Ndiyona Circuit Kavango East Region, as indicated in your request.
3. However, necessary arrangements should be made with the management of the schools so that the activity does not interfere with the normal programme of the school and compromise on teaching and learning.
4. You should first report yourself to the office of the Inspector of Education of Ndiyona Circuit.
5. The principal and management of the identified schools are therefore requested to accord their usual support.

Yours sincerely,

Pp .....
CHRISTINE SHILIMA
ACTING REGIONAL DIRECTOR
KAVANGO EAST REGIONAL COUNCIL

KAVANGO EAST REGIONAL COUNCIL
Directorate of Education, Arts & Culture
2024 -02- 09
DIRECTOR
PRIVATE BAG 2134, RUNDU

09.02.2024
Date

All official correspondence must be addressed to the Chief Regional Officer

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APPENDIX 3:
LIST OF RURAL PRIMARY SCHOOL AS SAMPLED PARTICIPATED IN THE STUDY

Philippine Christian University
Sampaloc 1, City of Dasmariñas, Cavite, Philippines 4114
https://dasma.pcu.edu.ph

SCHOOLS TO PARTICIPATE IN THE STUDY

RURAL SCHOOLS

SCHOOL NAME	PARTICIPANTS		TOTAL
	PRINCIPAL	TEACHERS	
BARAMASHONI J. P	0	1	1
NCUMUSHI J. P	1	1	1
VIKOTA J. P	0	1	1
SHINUNGA J. P	0	1	1
NGCONGO J. P	0	1	1
KORO S. P	1	4	5
SHANDAGHO J. P	0	1	1
MAKANDU J. P	1	3	4
SCHOLASTICA J. P	1	5	6
KAMUNDEMA J. P	0	2	2
KANYUMARA S. P	1	4	5
KARUKUTA S. P	1	5	6
MUKUNI S. P	1	3	4
TOTAL	7	32	39

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APPENDIX 4:
SURVEY QUESTIONNAIRE USED IN THE STUDY

RESEARCH INSTRUMENTS

Philippine Christian University
Sampaloc 1, City of Dasmariñas, Cavite, Philippines 4114
https://dasma.pcu.edu.ph

RESEARCH TOPIC: *NAMIBIAN RURAL PRIMARY SCHOOL TEACHERS TOWARDS QUALITY EDUCATION FRAMEWORK*

- *Dear Participants*

Your participation in this study is voluntary and you have been chosen to take part. The goal of this interview is to conduct educational research for my doctoral of Philosophy dissertation in Educational Leadership and Management at Philippine Christian University (PCU).

Note: *I will appreciate if you could answer the questions completely. All given information will be kept private, please note. If you have any questions about the study questionnaire, please get in touch with the researcher using the information below:*

Cellphone: +264812183562

Email: *katangamm7@gmail.com*

INSTRUCTIONS: Please indicate your level of agreement with each statement by crossing X in the appropriate number

SECTION 1: To what extent do stakeholders perform to deliver quality education?

Statement	Very low extent (1)	Low extent (2)	Moderate extent (3)	High extent (4)	Very high extent (5)
Teachers					
1. Teachers are committed to providing personalized support to learners.					
2. Teachers frequently communicate with parents regarding learner's progress					
3.Teachers utilizes diverse teaching method to cater to different learning styles					
4. Teacher's incentives attain teachers in rural school					
5. Incentives is enough to cater all rural teacher's needs					
6. Teachers receive on-going professional Development opportunities					
7. Teachers attend school on daily basis and maximize time on task.					
8. Professional Development programs are effective in improving teaching quality					
9. There is a culture of continuous improvement among staff					
10. Teachers PD and incentives positively impact educational quality.					
11. The UPE money is enough to cater all rural primary school needs.					

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12. Monies for Universal Primary Education improve the standard of quality education at rural primary schools.					
13. Since Universal Primary Education was implemented at rural primary schools, the quality of education has suffered					
14. The universal primary education program at rural primary schools is implemented 100%.					
School Principal (School Administrators)	**Very low extent (1)**	**Low extent (2)**	**Moderate extent (3)**	**High extent (4)**	**Very high extent (5)**
15. The school management provides ongoing CPD training for teachers to be able to offer quality education.					
16. Training and development programs are provided to enhance knowledge and capabilities of teachers and school management.					
17. The school set a clear target that each teacher aims to achieve.					
18. Community members volunteer to support school activities					
19.Local business and organizations contribute resources to the school					
20. Partnerships enhance educational opportunities for rural primary learners					
21. The school management support teachers to provide excellent teaching to rural primary learners					
22. School's principals should formulate policies that guide teachers to work towards a high quality of education					
23. The principal do class visit to assess the teaching and learning in the classroom as well as giving proper guidance to teachers to improve.					
24. The principal takes appropriate measures to guarantee quality of education in the rural primary schools					
25. The school principals do support the effective of teaching and learning					
Quality education	**Very low extent (1)**	**Low extent (2)**	**Moderate extent (3)**	**High extent (4)**	**Very high extent (5)**
26. Teacher provide excellent teaching to rural primary learners					
27. Teachers plan and prepare differentiated activities to support excellent teaching for public rural primary school learners					
28. Teachers use relevant curriculum instructional materials to provide quality teaching.					
29. The curriculum is regularly update to meet the needs of rural primary learners					
30. The instructional materials are integrated with academic goals to attain quality education					
31. Learners' academic achievement (examination results) has improved over the past year					

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32. There are measurable outcomes that reflect academic success of rural primary schools					
33. The school's academic goals are clear and achievable in order to maintain quality education					
34. ITC activities are integrated with teaching and learning to enhance quality education					
35. The education standard of teachers in the rural primary schools is 100% in terms of providing quality of education.					
36. The learner's performance in the rural primary schools scores through test and grades is different to the regional and national assessment benchmark					
37. The learner's engagement levels in the rural primary schools measured through problem solving, experiment, group and individual activities enhance quality of education.					
38. Regular monitoring and evaluation are conducted by the management to track the progress and address any shortcomings.					
39. The school management and teachers are committed to achieve set goals for the realization of quality education					
Parental involvement and community support	**Very low extent (1)**	**Low extent (2)**	**Moderate extent (3)**	**High extent (4)**	**Very high extent (5)**
40. Parents are actively involved in their children's academic activities.					
41. Regular parent-teacher meetings contribute to improved academic achievement thus enhance quality education					
42. Parents provide adequate support for homework and study activities at home					
43. Parents assist the school in non-academic matters such as discipline, development, and other social issues that affect provision of quality education.					
44. Parents frequently assist the school with their curriculum expertise for improved quality education at rural primary schools					
45. Parents volunteer to participate in school development projects to enhance good relationship with the school.					
46. There are effective mechanisms for stakeholders to provide response at the rural primary schools.					
47. Advice from stakeholders is used to improve academic programs that enhance quality education.					
48. Parents and other guardians should play their role in guaranteeing the quality of education at rural primary schools.					

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Access to Resource	**Very low extent (1)**	**Low extent (2)**	**Moderate extent (3)**	**High extent (4)**	**Very high extent (5)**
49. The school allocates sufficient resources to support academic programs at the rural primary schools					
50. Technological resources are adequate and effectively used in teaching to enhance quality education.					
51. Financial resources are managed efficiently to enhance academic achievement and quality education to the rural primary schools.					
52. The school have all the necessary resources such as teachers, textbooks, desks and chairs					
53. The Sanitation is available at the school and functioning					
54. The school have permanent structure where proper teaching and learning takes place					
55. The school resources at hand are in good condition					
56. The school have ITC material such as computers, laptop, internet and projector and it's functioning well					
SECTION B: To what extent do moderating variables affects:	**Very low extent (1)**	**Low extent (2)**	**Moderate extent (3)**	**High extent (4)**	**Very high extent (5)**
Stakeholders					
57. Teacher- parent relationship prevails at the school and contributes to the provision of quality education.					
58. Resources are equitably allocated to all teachers to provide quality education to learners.					
59. There is a clear accountability for both school management and teachers.					
60. Teachers and school principal appointment criteria underscore through their specialization.					
61. The school has a clear communication channel between the school, teachers, parents and other external stakeholders in education.					
SECTION C: To what extent are the effect of stakeholders on quality education	**Very low extent (1)**	**Low extent (2)**	**Moderate extent (3)**	**High extent (4)**	**Very high extent (5)**
62. Teachers are given freedom by the management to take decision and necessary steps to achieve academic goals.					
63. Teachers have control of their works to optimize the performance of the school.					
64. The workload is shared among teachers in the school.					
65. There is sufficient support from the school management for teachers to accomplish their work.					
66. The school management conducts regular meetings with teachers.					

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APPENDIX 5:
INFORMED CONSENT USED IN THE STUDY

Philippine Christian University
Sampaloc 1, City of Dasmariñas, Cavite, Philippines 4114
https://dasma.pcu.edu.ph

Research Instruments

Informed Consent and declaration for all participants

Dear Participant,

Mr. Mudumbi Marcelius Katanga kindly welcomes you to participate in this research study as a Doctoral candidate at Philippine Christian University, PCU, Manila, for a Doctor of Philosophy in Education Leadership and Management. You have been chosen to take part in the study because you are a direct stakeholder at the chosen rural primary schools in the Ndiyona circuit in the Kavango East region, which is the study's focal point. The study's focus will be on the following topic: "Namibian rural primary school teachers towards quality education framework"

- *The main study objective:*

✓ To assess how much is done by stakeholders, such principals and teachers, to improve the quality of education.

- *Take note of the followings.*

✓ Your identity will always be kept private and will never be revealed to a third party. Participation is completely voluntary, and there are no fees associated with leaving at any time.
✓ Educational stakeholders, including parents, teachers, and school principals, can utilize the study's findings to identify effective ways and recommendations for actively participating in high-quality education that will enhance students' academic performance.
✓ The researcher will be very grateful if you could respond to all the questions honestly.
✓ If you would want more information about this study, please email me at katangamm7@gmail.com or call me at +264812183562.

Thank very much

Truly yours

Signature …… Date ……..

Mudumbi Marcelius Katanga (Mr)

Declaration by the participant/s

I …. …… (Participant's full name), hereby attest that I have been made aware of the nature and objectives of the study: "To assess how much is done by stakeholders, such principals and teachers, to improve the quality of education". After carefully considering all that was given to me, I have chosen to participate in this study.

Participant's signature ……... Date ……

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BIO NOTE

Mudumbi Marcelius Katanga

School Principal- Tara-Tara Primary School

Mr. Mudumbi Marcelius Katanga a devoted educator from Namibia, has 27 years of teaching experience, including 23 years as a school principal. He has gained a reputation for his abilities to inspire students to learn and his teaching approach during his career. Performance and personal growth were impacted by his creative teaching methods and emphasis on student achievement. In addition to teaching, he actively engages in educational programs and activities that enhance the educational experience for both students and teachers. Outside of the classroom, he likes to read, research different teaching strategies, and stay current with technology. He frequently goes to training and seminars to keep up with the latest developments in education.

He has superior knowledge and abilities in school leadership and administration thanks to his master's degree in education from the University of Pretoria in South Africa, where he majored in Educational Management, Law, and Policy Studies. He graduated from Northwest University in South Africa with a bachelor's degree in education. In addition, he obtained a Basic Education Diploma (BETD) from Rundu College of Education in Namibia, a Higher Education Diploma (HED) Secondary from Potchefstroom University in South Africa, and a Certificate & Diploma in Transformational Leadership from the African Leadership Institute in Namibia.

He is currently based in Namibia and uses his love of teaching to inspire and educate future generations.