

INFLUENCE OF QUALITY ASSURANCE AND STANDARDS OFFICERS' ACTIVITIES ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TRANS-NZOIA EAST SUB COUNTY, KENYA

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DECLARATION

This research project is my original work and has not been presented for award of any other degree in any other university.

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DEDICATION

I dedicate this work to my late father David Onzere Unzagu, the most adorable man who ever lived and to my dear mother Peninah Onzere I adore you; to my wife Mable Aleyo, and to my son Gaylord Unzagu Agesa, who showed me great love and offered me encouragement during the whole process of the research. I love you all.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
DQAS	Directorate of Quality Assurance and Standards
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examinations Council
MoE	Ministry of Education
MOEST	Ministry of Education Science and Technology
PTA	Parents Teachers Association
QAS	Quality Assurance and Standards
QASOs	Quality Assurance and Standards Officers
SCEO	Sub County Education Officer
UNESCO	United Nations Educational, Scientific and Cultural Organisation

ABSTRACT

The purpose of the study was to assess the influence of Quality Assurance and Standards Officers' (QASOs) activities on academic performance in public secondary schools in Trans-Nzoia East Sub County, Kenya to enhance quality education. The study was guided by six research objectives. The objectives of the study were as follows: to determine whether Quality Assurance and Standards Officers are adequately trained to handle secondary school curriculum supervision; to establish teachers' perceptions towards QASOs school visits for Quality Assurance and Standards assessment; to find out the usefulness of QASOs assessment reports on academic performance of schools in national examinations; to establish how QASOs frequency of school visits and supervision of curriculum implementation influence academic performance; to establish how class room lesson observation affect academic performance and to determine the influence of the systems for monitoring student progress and achievement on academic performance. The study adopted a descriptive survey research design. The sample population was selected using Yamane's formula with probability to sample ratio at 10% consisting of 1 SCEO, 41 head teachers, 6 QASOs, 41 school DOSs/QASOs and 2011 to 2013 KCSE results for 2467 candidates. The study used stratified sampling. Findings revealed that 60.0% SCEOs and QASOs had received induction workshops on assessment process with no further training. The study also found that 30(37.5%) of teachers strongly agreed that QASOs had effective assessment reports. Data further shows that 25(31.3%) of teachers strongly agreed that QASOs reports help to plan and improve the standards of education that are being offered to the students. Frequency of school visits were once a term by QASOs as indicated by 81.3% of teachers and were routine. The study also found that class room lesson observation influences academic performance. The study concluded that SCEO and QASOs were perceived by teachers to be very helpful in the role of preparation and keeping of teaching records. The study recommended that the government should avail the required resources to facilitate supervision by the QASOs. Teachers should cultivate positive perception towards supervision and inspection by conducting supervision with an aim of assisting teachers in teaching and learning. There is need for the DQASOs to be empowered. This may be made possible if the directorate has autonomy. In that case, the department will receive direct funding without going through the County Education Offices.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is central to economic and political development of any country, and vital to competitiveness in an increasingly globalizing knowledge society. In any group of individuals performing a certain task towards a set objective supervision has to be in place to ensure that the desired objective is achieved (Khawas, Pietro-Jurand, & Nielsen, 2008). The term quality refers to fitness for purpose meeting or conforming to generally accepted standards as defined by an institution, quality assurance bodies and appropriate academic and professional communities. Fitness for purpose varies tremendously by field and program (El-Khawas, Jurand, & Nielsen. 2008).

The discussion on supervision of schools, principals and teachers for effective implementation of curriculum to yield high academic standards has received top priority not only in most sub-Saharan African countries but also in Kenya (Oketch & Ngware, 2012; Orodho, 2014). Measurement of the quality of education using academic and no-academic indicators in secondary education in Kenya cannot be achievable or sustainable without the continuous assessment of these indicators on how they influence the delivery of quality education by public schools in the country.

The core function of the Directorate of Quality Assurance and Standards is ensuring quality education. This entails supervision of curriculum implementation in schools. The members of staff of the directorate are

expected to visit schools regularly, conduct seminars and in-service courses for teachers, and promote advisory services among other activities. Therefore, the Directorate of Quality Assurance and Standards (DQAS) is expected to enhance education effectiveness and efficiency by working in collaboration with teachers and schools. Quality Assurance and Standards is important to school success in terms of its mission, goal and objectives. It is, therefore, imperative that school leadership put in place mechanisms to ensure that quality assurance practices are being followed in their schools with a sole aim of improving education quality and standards (Ajuoga et al, 2010). According to Abenga (2009) in Kenyan secondary schools, there have been concerns expressed by government bureaucrats, politicians and a big proportion of the public over what they perceive as lack of and/or inadequate Quality Assurance practices in schools.

Demand for educational quality is also increasing, as the Government of Kenya views the satisfactory performance of her basic education systems not only instrumentally but also strategically in relation to economic development and international competitiveness (Republic of Kenya/UNESCO, 2012).

According to the Basic Education Act 2012, the supervisory role of schools is deeply entrenched in the Laws of Kenya Chapter 211. The act gives the inspectorate a legal backing. Section 18 of the Education Act states that “school inspectors appointed by Ministry of Education be charged with authority to enter and to inspect any school, or any place at which it is

reasonably suspected that a school is being conducted, any time, with or without notice and to report”(Republic of Kenya, 2013).

This mandate is further enhanced in the Basic Education Act 2013 which also transformed the Directorate of Quality Assurance and Standards (DQAS) into Education Standards and Quality Assurance Council (ESQAC). The responsibility of the inspectorate is elaborated in MOEST Handbook (2000) and in the Legal Notice Number 11 of 2014 on the regulations on Education Standards and Quality Assurance Council. The handbook gives a guide to the inspectors and other stakeholders in education on their role (Republic of Kenya, 2012a).

Since the establishment of the Directorate of QAS, there has been no evaluation of the perceptions of teachers and principals regarding the usefulness and effectiveness of the Quality Assurance and Standards Officers (QASOs’) school supervisory roles. This gap in knowledge spurred the undertaking of this study.

1.2 Statement of the Problem

Quality education is guaranteed by the existence of a robust and relevant quality assurance system. Despite changing the titles, from school inspectors to Quality Assurance and Standards Officers, some QASOs still play the role of inspectors by harassing teachers and serious engagements in fault finding. This has caused negative reputation, lowers their credibility, leading to poor performance in service delivery and draining the existing academic standards. Teachers and other stakeholders often express major concerns about the poor

image pasted against very hardworking and diligent QASOs. Some Schools have complained of lack of quality assessment aimed at standard improvement. The bottom line is that, there is likely to be some QASOs who are conservative and maintain status quo due to lack of understanding of what their job demands.

At the same time, in spite of the fact that the government's effort in strengthening the Quality Assurance Directorate by providing vehicles and motorbikes, there is an increasing concern regarding declining efficiency and effectiveness of quality assurance officers by various stakeholders (Republic of Kenya, 2012a). Koech (2008) further reports that parents, because of the numerous school strikes, have expressed major concerns about mismanagement of schools and poor performance on national examinations.

Opinion is divided on where the focus should be to mitigate the deteriorating quality of education. However, there is a general consensus on the need to investigate the influence of the current quality assurance and standards officer's activities on academic performance. Some have opined that, to improve the quality of learning, the government must focus on teacher recruitment, learning materials and inspection.

Trans-Nzoia East Sub County over the last three years has performed poorly in its KCSE having obtained a mean of 5.17 in 2013 results out of a maximum of 12 points to be scored. This performance is certainly not the best for the Sub County bearing in mind that it is geographically placed in agriculturally

potential area with ample supply of other basic learning facilities and with high presence of QASOs.

Therefore, this study sought to determine the influence of QASOs activities on academic performance and whether they could be responsible for the poor state of education in Trans-Nzoia East Sub County. Recommendations from this study would also help to enhance the Quality Assurance Structures and Policy Framework as a reliable indicator of quality education in Kenya.

1.3 Purpose of the Study

The purpose of the study was to assess the influence of Quality Assurance and Standards Officer's activities on academic performance in public secondary schools in Trans-Nzoia East Sub County, Kenya.

1.4 Objectives of the Study

The objectives of the study were as follows:

1. To determine whether Quality Assurance and Standards Officers are adequately trained to handle secondary school curriculum supervision;
2. To establish teachers perceptions towards QASOs school visits for Quality Assurance and Standards assessment;
3. To find out the usefulness of QASOs assessment reports on academic performance of schools in national examinations;
4. To establish how QASOs frequency of school visits and supervision of curriculum implementation influence academic performance;
5. To establish how class room lesson observation affect academic performance; and

6. To determine the influence of the systems for monitoring student progress and achievement on academic performance.

1.5 Research questions

The research questions include the following:

1. Are quality assurance and standards officers adequately trained to handle effective school curriculum supervision?
2. How do teachers perceive QASOs school visits for quality assurance and standards?
3. How useful are QASOs assessment reports on academic performance of schools in national examinations?
4. To what extent do QASOs frequency of school visits and supervision of curriculum implementation influence academic performance?
5. How does QASOs class room lesson observation affect academic performance?
6. To what extent do the systems for monitoring student progress and achievement influence academic performance?

1.6 Significance of the Study

The study findings would help to make informed decisions on areas of investment within the education sector and specifically school infrastructure, teacher capacity assessment and curriculum development. These have been identified as strong moderating factors to the quality of education in Kenya. This study is not exhaustive in itself and cannot claim to have adequately addressed strategic and implementation issues impacting on the Quality Assurance system for schools in Kenya. It is hoped that the findings of the

study would serve as a launching pad to rejuvenate the formulation and implementation of effective quality assurance strategies and policies in the quest for quality education in Kenya.

1.7 Limitation of the Study

A limitation of the study refers to the constraints or drawbacks both theoretical and practical that the researcher may find and has little or no control over (Orodho, 2004). The researcher acknowledged specific limitations to this study which include the reliance on views of the Sub County Education Officer (SCEO), Quality Assurance and Standard Officer (QASOs) and teachers. Views of other stake holders may be important but would not be included in this study. In addition, some respondents in the sample may give conflicting responses on the same items.

1.8 Delimitations of the Study

Delimitations are used to narrow the scope of the study (Creswell and Plano, 2007). The study was delimited to Trans-Nzoia East Sub County and was not extended to other counties. It only involved public secondary schools because private secondary schools are run differently from public schools and the perspective may be different from that of private secondary schools. Secondly, the researcher was confined to establishing the reasons for continuous poor performance in the Sub County of Trans-Nzoia inspite of the presence of Quality Assurance and Standards Officers. Thirdly, the study was conducted using samples of head teachers and teachers in the selected schools within the Sub County because of time and money constraints. All the head teachers and

teachers in the selected schools and any other school authority such as the BOM and the PTA were not included in the study. The BOM and the PTA are not involved in the day to day running of schools and may therefore not give valuable information on influence of quality assurance activities in schools.

1.9 Assumptions of the Study

The research assumptions were that DQASOs and QASOs are adequately posted to Trans-Nzoia East Sub County and that they are effectively trained. The research also assumed that DQASOs and QASOs perform their duties effectively.

1.10 Definition of Terms

Definitions of significant terms of the study are as follows:

Activity- refers to actions carried out in schools by QASOs such as inspection of infrastructure and assessment on implementation of curriculum

Directorate of quality assurance-refers to the department in the Ministry of Education Science and technology in charge of the supervision of curriculum implementation.

Education- refers to the process of acquiring knowledge, skills, attitudes and values.

Learners- refer to people, including children, youth and adults of both sexes who participate in education programs of a school.

Performance- refers the expected out come in any activity. The real work activities done in an organization or a particular task expressed or measured in set ways like exams

Quality Assurance and Standards Officer- refers to education officers responsible for supervision of curriculum implementation in schools. They are appointed by Directorate of Quality Assurance and Standards.

Secondary school- refers to the second level of the 8-4-4 system of education, also referred to as high school

1.11 Organization of the Study

The study is organized into five chapters. The first chapter consists of the introduction and contains the background of the study, statement of the problem, purpose of the study, general and specific objectives, research questions, and significance of the study, limitations of the study, delimitations, basic assumptions, definition of significant terms. This exposes the intention of the researcher and approaches challenges likely to be encountered during the study.

Chapter two focuses on literature review with deeper discussion on the contextual and conceptual framework of the study. This also touches on the other scholars' views theories and discussions of the subject matter.

Chapter three focuses on the research methodology. It contains research design, target population, sample size and technique to be used, data collection techniques and how the raw data will be processed. Chapter four focused on discussion on the research findings. This included data analysis and drawing conclusions. Chapter five mainly dwelt on dissemination of research findings and making of recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews global ideas, theories and findings of other researchers who have carried out research on the relevance of activities of Quality Assurance and Standards Officers and how they influence academic performance. The chapter specifically covers the roles played by quality assurance and standards officers, teachers' perception towards role of QASOs, training of quality assurance and standards officers and frequency of quality assurance and standards assessment in schools.

2.2 Roles Played by Quality Assurance and Standards Officers

Provision of quality education opportunities to all Kenyan children is central to the government's poverty eradication strategy and the economy recovery strategy. To realize these goals, the MoE has put in place effective assurance mechanisms. It is important to point out that the department of the MoE responsible for the provision of quality education in learning institutions is the DQAS. The DQAS was formerly known as the inspectorate department. It is imperative to remember that with the new policy that emphasizes partnership, mentoring, integrity, trust and collaboration the DQAS must increasingly become a team player and not a policing service as it has been perceived in the past (MoE, 2007).

According to Wasanga (2004), the Ministry of Education, Science and Technology (MOEST) in 2003 was structured into departments which

coordinate and manage the execution of all the education sector policies. These departments are: (1) Basic Education, (2) Higher Education, (3) Quality Assurance and Standards, Technical Education, and Educational Planning and Policy. The Department of Quality Assurance and Standards which was established in 2004 used to be called “the Inspectorate”. It changed this in 2004 to be called the “Department of Quality Assurance and Standards”. This demonstrates the importance the Government of Kenya is placing on issues of quality education. The authorization of this department is to ensure quality and standards in Kenya by working closely with other participants in the education sector.

The DQAS is the professional arm of the MoE charged with the establishment maintenance and improvement of standards of education in Kenyan schools and colleges (School Management Guide, 1999). As the watch-dog of the MoE, the DQAS is responsible for assessing the standards and quality of education provided and assisting in providing guidance in raising these standards. Under this provision, the directorate is empowered to enter all educational institutions, except the universities, to observe, advise, assess the teaching and learning process that goes on (Oketch & Asiachi, 1992). The function of quality assurance entails ensuring that curriculum is delivered appropriately (MoE, 2007).

Wasanga (2004) reports further that the purpose of Quality Assurance in education is to have an overview of the quality of education in Kenya based on agreed “All Round Performance” indicators of the performance of an

educational institute. Some schools are good at recycling their inefficiencies in the name or under the cover of tradition and experience. Inspection is therefore carried out with the purpose of ascertaining whether the institutions have added value to the education of their students (Republic of Kenya, 2000).

To establish value added the QASOs compare the entry behaviour of learners with the end results. Therefore, the QASOs do this with an aim of reporting back to the educational institutions, so that they can plan to improve the standards of education that are being offered to their pupils. It operates under two complementary objectives quality assurance and quality development.

Quality assurance is achieved through inspection of institutions and reporting on these inspections to the institutions and to the MOEST. It is also achieved through assessing the curriculum through valid and reliable national examinations whose results are used as indicators of quality of education in the country. Quality development is achieved through the work of advisory services, the provision of staff development opportunities and the development of teaching and learning materials.

The major responsibilities of the DQAS include conduct of public examinations in conjunction with the Kenya National Examinations Council (KNEC), approval of syllabus as well as instructional materials before being used in schools in conjunction with Kenya Institute of Curriculum Development (KICD), and inspection of learning institutions. Republic of Kenya (2000) asserts that the role of the DQAS is three fold: advisories, inspectorial and administrative. The adversarial role involves inspecting all

educational institutions regularly and compiling appropriate reports, while administrative role involves establishing and maintaining professional linkages with institutions of higher learning and providing career guidance to educational institutions. It also involves establishment and maintenance of register for inspectors of these institutions.

Wasanga (2004) spells out the role of the DQAS in depth as: Inspecting all educational institutions regularly and compiling appropriate report, advising the government on the type and quality of education being offered in the country, advising the government on the trends in the learning institutions in areas of equity, access, equality, gender enrolment, wastage and retention among others, reviewing the teaching and learning materials in collaboration with KICD, In-service training programmes for teachers, advising stakeholders on education matters pertaining to curriculum delivery, assessment and the provision of resources, monitoring and advising on standards in education based on all round standard performance.

The DQAS executes its responsibility through its officers known as Quality Assurance and Standards Officers (QASOs) or Educational Inspectors (EI). An Educational Inspector according to the Republic of Kenya (2000) is an official of the MOEST who identifies and provides feedback on strengths and weaknesses in educational institutions so that these institutions can improve the quality of education provided and the achievement of their students. They do this by carrying out visits to schools during which they get to know the

condition and quality of facilities, equipment, administration, and knowledge of the teacher in actual teaching.

According to Okumbe (2007), this enables QASOs to make a report on any observations made and also recommendations to correct the situation. QASOs therefore play an important role in the education system and their work is aimed at achieving higher standards of education for students as well as professional development and individual fulfillment for teachers. They are seen as advisors who are expected to offer guidance to teachers and schools and also enforce certain rules.

2.3 Teachers' Perception towards Role of QASOs

The teachers' perceptions towards supervision by QASOs is of paramount importance because supervision plays a vital role in the improvement of academic performance by ensuring that quality education is provided. Lack of cordial relationship between the teachers and the supervisors would lead to ineffective supervision and ultimately provision of poor quality education.

Wanjohi (2005) observes that most inspectors are accused of being autocratic and authoritarian; always insisting on maintenance and observance of departmental rules and that whenever they visit schools, they focus on fault-finding instead of advising and encouraging teachers. Olembo (1992) observed that whenever a QASOs visited a school, the atmosphere between him/her and the teacher was usually so tense that the later was not encouraged to improve his/her work.

According to the Kenya Times Editorial (1995), the problem all along was the officiality with which the inspectors went about their duties, putting teachers on the defensive. UNESCO (2005), Stated that teachers had a lot to say on the role of QASOs and other Educational Officers; many teachers were unhappy with QASOs because they were more of “fault finders” than professional advisors. The teachers said the officers intimidated them instead. However, many researchers have indicated that the working relations between Quality Assurance and Standards Officers (QASOs) and the teachers have been characterized at best by fear and suspicion.

Wanjohi (2005) contends that many inspectors went to schools not to make them better but to put teachers in their place. They only visited schools whenever there was a crisis and when their advice was least likely to be sympathetic to the plight of teachers. Wanjohi (2005) further states that, there was a time when the mention of school inspectors was enough to make teachers faint. The officials caused terror as they looked for teachers’ mistakes. They were known of storming in to schools where they harassed, victimized and scared teachers by threatening to write negative reports about them. They would abuse or slap teachers as pupils watched and teachers used to refer to them as flying squads. It also observes that the inspectors would descend on a school without notice, carry out their work and not inform the head teacher of their findings. They wrote reports without consultations and would leave the school without a word.

As a result of the mistrust teachers had of the inspectors, many teachers viewed the inspectors' role with a lot of fear, suspicion and hostility. Wanjohi (2005) contends that teachers perceive inspectors as faultfinders who are only interested in reporting them to the MoEST instead of giving them advice to enable them improve their teaching techniques. This results in a poor relationship between them and the inspectors.

Wafula (2010) investigated the teachers' perception on the role of quality assurance and standards in promoting and maintaining quality of education in Nairobi. The study revealed that principals had perception that the QASOs were important in helping to improve actual teaching. Teachers perceived QASOs to be very helpful in the role of preparation and keeping of teaching records. On assessment and evaluation of students, principals perceived QASOs to be more helpful than did teachers. Similar findings were obtained in the provision of information on organization of classroom resources and in acting as role models

Kinayia (2010) investigated the secondary school teachers' perceptions towards supervision by Quality Assurance and Standards Officers in Narok Sub County. The study revealed that the teachers had a positive perception towards supervision. Mibiru (2008) covered attitudes of teachers towards primary head teachers administrative behaviours in Kirinyaga Sub County. The study revealed that female teachers generally displayed more positive attitudes towards supervision than male ones. Teachers possessing the highest academic qualifications, 73.82% displayed negative attitudes towards the

heads supervision. Mbiru also found that there was no difference in attitudes towards supervision among teachers of different teaching experience. Professionally qualified teachers showed more favourable attitudes towards heads supervision than the less professionally qualified. Marwanga (2004) carried out a study on instructional supervisory practices of schools inspectors and principals in secondary schools in Nakuru Sub County. He found out that teachers have negative attitudes towards supervision because some supervisors either lack skills or have negative attitudes towards teachers.

2.4 Training of Quality Assurance and Standards Officers

Quality Assurance and Standards Officers (QASOs) are persons appointed by the DQAS, which is a department in the Ministry of Education, to supervise curriculum implementation in the schools (Wanzare, 2006). In order to play their role effectively, the QASOs require special skills specific to the job (Etindi, 2001). However, there is currently no special training of QASOs in the colleges of education in Kenya. Instead, QASOs are appointed from among classroom teachers, head teachers and Teacher Advisory Center (TAC) tutors. Such appointees would normally have merely undergone primary teachers training without specific training as QASOs (Etindi, 2001).

Ajuoga et al, (2010) investigated the perception of quality assurance and standards officers and their competence in Kisumu, Kenya. The study revealed that the QASOs competence was average in areas such as human relations, knowledge of subjects, supervisory approach, and report writing and action research. The study recommended that the QASOs needed to be trained. The

study did not however explore the views of the teachers on their interaction with the officers.

Therefore, they need special training as QASOs because this job is not the same as that of teaching. QASOs training has usually been done through In-Service. The legal aspect of school assessment formally known as Inspection is the Education Act of (1968). The Directorate of Quality Assurance and Standards (DQAS) formerly Inspectorate is the Professional arm of Ministry of Education and is charged with the responsibility of improvement of standards of education in Kenya (Waweru, 2005).

Ondicho (2004) conducted a study to determine problems affecting inspection in public secondary schools in Thika Municipality of Thika Sub County. She found that the main problems experienced by inspectors include, inadequate funds, lack of transport and communication facilities, negative attitude from teachers, inadequate professional training and delayed implementation of their recommendations. Ondicho also found out that teachers' positive attitudes towards inspection could be enhanced if supervisors developed a more friendly approach towards teachers.

2.5 Frequency of Quality Assurance and Standards Assessment in Schools

Kipkoech and Kyalo (2010) observed the management challenges facing implementation of free primary education in Keiyo Sub County, Kenya. One of the major challenges was the supervision of schools by education officers. The study revealed that the schools were visited by the officers once in a while mostly once a term. This was despite the fact that they were charged with the responsibility of supervising education programs to ensure efficiency and effective implementation of the curriculum.

A research conducted by Bernard Amwayi (2015) in Kakamega County showed that the visits by the Sub County Quality Assurance and Standards Officers to schools in Kakamega East and Kakamega Central in the period 2009 -2013 were largely irregular. In Kakamega East, 25% of respondents reported that their QASOs had visited their schools regularly while 75% indicated that assessment visits by QASOs were not frequent. The situation was almost replicated in Kakamega Central where 30% indicated that QASOs visits were regular while 70% noted that the QASOs visits were not regular. Consequently, a majority of schools in both sub-counties did not receive timely assessment and follow up advice on quality assurance.

Chetalam (2010) studied the factors influencing performance in Kenya Certificate of primary education in Kabarnet Division of Baringo Sub County. A number of factors were identified and lack of sufficient supervision was also mentioned. The study acknowledged that the supervision had a positive

outcome on performance. However it was noted that in Baringo Sub County the supervision was inadequate.

2.6 Summary of Literature Review

This chapter has discussed the relevant literature on the influence of Quality Assurance and Standard Officers' activities on academic performance in public secondary schools. The review has focused on roles played by Quality Assurance and Standard Officers, teachers' perception towards the role of QASOs; training of quality assurance and standard officers and frequency of quality assurance and standard assessment in schools. The study had a different perspective of school academic programs with different objectives and therefore the need for this study.

2.7 Theoretical Framework

This study was based on two theories namely the human capital theory and the systems theory. According to Psacharopoulos et al. (2004), the human capital theory has roots in the works of classical authors such as Adams Smith (1776) and Alfred Marshall (1999). The human capital theory was formulated by Adam Smith. Slavin (1996) defines human capital as the acquired skills of an individual's education, training, and work habits. Human capital theory is the most influential economic theory of western education, setting the framework of government policies since the early 1960s. It is seen increasingly as a key determinant of economic performance.

The systems theory was developed by biologist Ludwig Von Bertalanffy. Little John (1989) defines a system as a set of objects or entities that

interrelate with one another to form a whole. Systems theory is basically concerned with problems of relationships, of structures, and of interdependence, rather than with the constant attributes of the object. The systems theory views an organization as a social system consisting of individuals who cooperate within a formal framework, drawing resources, people, finance from their environment and putting back into that environment the products they produce or the services they offer. This theory is based on the view that managers should focus on the role played by each part of an organization; rather than dealing separately with the parts (Hannagan, 2002).

Human capital theory influences government's commitment to invest in education through establishment of learning institutions at all levels and financing of education. After the attainment of independence in 1963; the Kenya government lacked the personnel needed to replace the Europeans in the civil service and other sectors of the government. The government therefore undertook to provide education as a way of creating a pool of human resource to promote economic growth. The setting up of education commissions and prioritizing education needs in the subsequent development plans; proved the government's effort to invest in her people. The declaration of Free Primary Education (FPE) in 2003 is a milestone in Kenya government's effort to invest in human capital.

The systems theory maintains that an organization (school) does not exist in a vacuum. It does not only depend on its environment but it is also part of a larger system such as the society or the economic system to which it belongs.

The systems approach is concerned with both interpersonal and group behavioural aspects leading to a system of cooperation (Koontz, 2001). Plomp and Pelgrum (1993) noted that an educational system is a complex system comprising of subsystems at different levels; these are macro (state), Meso (school) and micro (classroom and the student) levels. At each of these levels, educational decisions are influenced by different actors, for example, at the school level the school committee, the head teacher, teachers, and parents make certain decisions and give opinions on the management of the school. Quality Assurance and Standards Directorate is one of the systems that cooperate to make the school system efficient.

2.8 Conceptual Framework of the Study

The conceptual framework of the study is presented in figure 2.1.

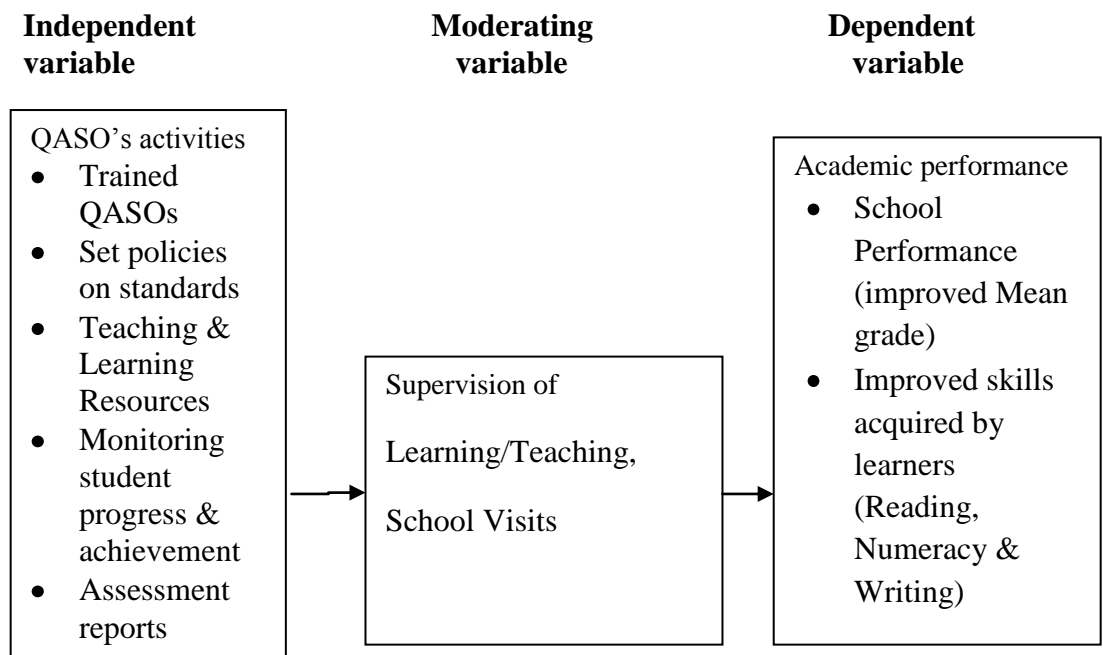


Figure 2.1

Interrelationship between variables in the effect of school assessment on the academic performance

Independent variable

The independent variables included level of QASOs training, trained QASOs set policies on standards, teaching & learning resources, monitoring student progress & achievement and assessment reports

Dependent variable

This comprises the overall academic performance of the schools in the national examinations and the level of skills and knowledge acquired by the learners in various subjects of study.

Moderating variables

Instructively, the linear relationship implied between the dependent and independent variables is moderated by other factors such as supervision of teaching and school visits. These factors comprised the intervening variables in the study.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers various aspects of the research design, target population, sampling techniques and sample size, validity and reliability of research instruments, data collection and data analysis techniques. Legal and ethical considerations are also covered under this chapter.

3.2 Research Design

The research adopted a descriptive survey research design. Descriptive survey design is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals (Orodho, 2009). It can be used when collecting information about people's attitudes, opinions, habits or any of the variety of social issues (Orodho & Kombo, 2002). According to Kothari (2009), descriptive survey design describes the present status of a phenomenon, determining the nature of the prevailing conditions, practices, attitudes and seeking accurate descriptions.

According to Lokesh (1984) survey studies are designed to obtain persistent and precise information concerning the current state of phenomena and whenever possible to draw varied general conclusions from the facts discovered. Survey methods are non- experimental for they deal with the relationships among non-manipulated variables. Since the events or conditions have already occurred or exist the researcher merely selects the relevant variable for the analysis of their relationships (Best and Khan, 1993). The

choice of this research design for the study was based on the fact that the researcher did not manipulated variables.

3.3 Target Population

According to Mugenda and Mugenda (2003) target population is an entire group of individuals, events or subjects having common characteristics. It is the sum total of all that conforms to a given specification. The target population comprised of 1 SCEO, 41 head teachers, 6 QASOs, 41 school DOSs/QASOs and 2011 to 2013 KCSE results for 2467 candidates (SCEO Trans-Nzoia East Sub County, 2015).

3.4 Sampling Techniques and Sample Size

The study used stratified sampling. In a stratified sample the sampling frame is divided into non-overlapping groups or strata (clusters), such as geographical areas, age-groups, genders. A sample is taken from each stratum (cluster), and when this sample is a simple random sample it is referred to as stratified random sampling. In this regard, the researcher used stratified sampling to select 65 schools for the study in Trans-Nzoia East Sub County. The researcher wrote names of the schools of each stratum on pieces of paper and picked the required sample size from each cluster. The study considered clusters such as boarding schools, day schools, boy schools and girls and mixed schools to ensure similarity considerations in the study.

Purposive sampling was used to select the Sub County Education officer and all the 5 Quality Assurance & Standard Officers. It is a non-probability sampling technique that is used to select individuals from a given population

who have unique characteristics and hold specific information desired for the study. The power of purposive sampling lies in selecting information rich-cases for in-depth analysis related to the central issues being studied.

The sample size was determined as follows (Yamane, 1967);

$$n = \frac{N}{1 + N(e)^2} + 10\% \text{ for non-respondents.}$$

Table 3.1

Sample Size

Respondents	Sampling technique	Target Population	Sample Size	Reasons for sampling procedure
QASOs	Purposive	6	6	They are only five
SCEO	Purposive	1	1	He is only one
DOS's/ QASOs	Simple random	41	37	They are from different schools
Head teachers	Simple random	41	37	Are in charge of different schools
KCSE candidates	Simple random	2467	344	Sat exams in different schools
Boys Schools	Simple random	10	10	Are from different schools
Girls schools	Simple random	12	12	Schools are different
Mixed schools	Simple random	19	18	Different schools

3.5 Research Instruments

Three different structured and open ended questionnaires were developed for the Sub County Education officer, QASOs, Head teachers and DOSs/school QASOs to collect data on the variables for the study. In-depth interviews were also used. The questionnaires were filled by both teachers and head teachers. A questionnaire has the ability to collect a large amount of

information in reasonably quick space of time. Through use of questionnaires, information can be collected from a large number of people and the questions can be easily analysed, and it allows anonymity (Orodho, 2009). Each survey questionnaire consisted of items which were closed, open-ended/ free response and rating scale in nature. This is necessary to diversify responses and also reduces what Watson and Coombes (2009) calls 'question fatigue'. The open-ended or free response section or items offered the respondents an opportunity to make comments, expand, or clarify information on their responses and thus help the researcher to gain some insight on views regarding influence of QASOs activities on KCSE performance in public schools. In-depth interviews were used to collect qualitative data. The respondents were engaged in the interviews. This is because they permit much greater depth than other methods and provides true picture of opinion and feelings.

3.5.1 Validity of the Research Instruments

Validity can be defined as the degree to which a test or research tool actually measures what is supposed to measure (Mugenda & Mugenda, 2012). Face validity refers to the likelihood that a question was misunderstood or misinterpreted, thus, the pilot study helped to iron out ambiguity. Pre-testing a survey is a good way to increase the likelihood of face validity. According to Borg and Gall (1989), content validity of an instrument is improved through expert judgment. Content validity refers to whether an instrument provides adequate coverage of a topic. Expert opinions help to establish content validity (Wilkinson, 1991). As such, assistance was sought from the supervisors and

other experts from the University, in order to help improve content validity of the instruments. Pre-testing was used to refine the data collection tools. 10% respondents who were not included in the study shall be used for the pilot study. This helped to identify errors and minimize bias in the study.

3.5.2 Reliability of the Instruments

Reliability is concerned with the extent to which the instrument yielded the same results on repeated trials (Mugenda & Mugenda, 2003). In order to improve the reliability of the instrument, an assessment of the consistency of the responses on the pilot questionnaires was made to make a judgment on their reliability. Test-retest technique of reliability testing was employed whereby the pilot questionnaires were administered twice to the respondents, with a one week interval, to allow for reliability testing. Then the scores were correlated using Pearson Product-Moment Correlation formula to determine the reliability coefficient. A correlation coefficient was determined.

3.6 Data Collection Procedure

This study, as discussed earlier, was quantitative in nature with complimentary qualitative data. A questionnaire regarding each school and KCSE performance was filled by a trained enumerator. To understand the relationship between KCSE performance and QASOs activities, a questionnaire was administered to the respondents to evaluate demographic, educational and behavioural variables, as well as any existing preconceptions or understanding on knowledge, attitude and practices related to the activities. Interviews were carried out for those participating in the study.

3.7 Ethical Considerations

The researcher sought for a research permit from the National Commission for Science, Technology and Innovation (NCOSTI) and permission from the Sub County Education Officer and the Deputy County Commissioner. The researcher then wrote letters to the head teachers to be allowed to carry out the study. The selected schools were visited and the questionnaires administered to the respondents. The respondents were assured that strict confidentiality would be maintained.

3.8 Data Analysis Techniques

Data collected through the interviews, group discussions and questionnaires was collated with the help of the research assistants. The data was coded according to the study thematic areas. The questionnaires were numbered and checked for completeness. Responses for each question were collated under the various subthemes of the study. The Statistical Program for Social Sciences (SPSS) version 20 was used to generate tables of percentages to present the study responses in a statistically meaningful manner.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents analyses, interpretation and discussion of the research findings. The study sought to study the influence of quality assurance and standards activities on academic performance in public secondary schools in Trans-Nzoia East Sub County, Trans-Nzoia County, Kenya. Specifically, the study analyzed the views of teachers and QASO's of Trans-Nzoia East Sub County on the role of Quality Assurance and Standards Officers in Curriculum implementation; determined the relationship between QASOs and teachers; outlined the areas in which the teachers had benefited from Quality Assurance and Standards Officers in curriculum implementation; and obtained the opinions of teachers on how best they could work with Quality Assurance and Standards Officers in order to best implement the curriculum.

4.2 Questionnaire Return Rate

Data was collected from three groups; teachers, head teachers and QASO's. The researcher administered one questionnaire (1) to the SCEO, six (6) QASO's, forty one (41) questionnaires to head teachers, forty one questionnaires to DOS's and school QASO's (41) schools within the sub county, of the questionnaires administered there was a positive return rate where 39 head teachers' questionnaires representing 95% were returned fully answered and 41 teachers' questionnaires representing 100% were returned.

This was an indication that there was good cooperation in the field and respondents showed interest in the study.

4.2 General Information of Head teachers and Teachers

Head teachers and teachers general information was worth establishing since it gave the study an insight of the information expected since the results were embedded in their background. Data is presented in the following section:

4.2.1 Gender of head teachers and Teachers

The respondents who participated in the study were required to state their gender. The results are presented in Figure 4.1 tabulates gender of head teachers and teachers.

WHAT IS YOUR SEX?				
	Frequency	Percent	Valid Percent	Cumulative Percent
F	30	37.5	37.5	37.5
M	50	62.5	62.5	100.0
Total	80	100.0	100.0	

Figure 4.1 shows that majority 50(62.5%) of teachers were male while 30(37.5%) of teachers were female. This shows that there were more male teachers than female in the schools.

4.2.2 Academic Qualification of Head teachers and Teachers

The study further sought to establish the academic qualification of teachers. Table 4.1 presents the findings

Table 4.1

Academic Qualification of Head teachers and Teachers

WHAT IS YOUR QUALIFICATION?				
	Frequency	Percent	Valid Percent	Cumulative Percent
	DIPLOMA	5	6.3	6.3
Valid	BED	66	82.5	88.8
	PGDE	2	2.5	91.3
	MASTERS	7	8.8	100.0
	Total	80	100.0	100.0

The research findings showed that 66(82.5%) of teachers held a BED, 7(8.8%) had masters, 2(2.5%) had PGDE and 5(6.3%) had diplomas. These results indicate that the teachers had the required academic qualification to serve in public secondary schools.

4.2.3 Teaching Experience of Head teachers and Teachers

The study further sought to establish the teaching experience of teachers. Table 4.2 presents the findings.

Table 4.2

Distribution of Head teachers and Teachers According to Teaching Experience

Years	F	%
1-5	18	22.5
6-10	11	13.8
11-15	5	6.3
16 and above	46	57.6
Total	80	100.0

Table 4.2 shows that majority 46(57.6%) of teachers had served in schools for more than 16 years, 18(22.5%) of teachers for between 1 and 5 years. Data further shows that 11(13.8%) of teachers had been teaching for between 6 and 10 years while 5(6.3%) of teachers had been teaching for between 11 and 15 years. This implies that the teachers had taught for considerable number of years and hence were in a position to provide information on the influence of quality assurance and standards activities on academic performance in public secondary schools in Trans-Nzoia East Sub County.

4.2.4 Type of Schools of Head teachers and Teachers

Head teachers and teachers were asked to indicate their category of schools. The results are presented in figure 4.2.

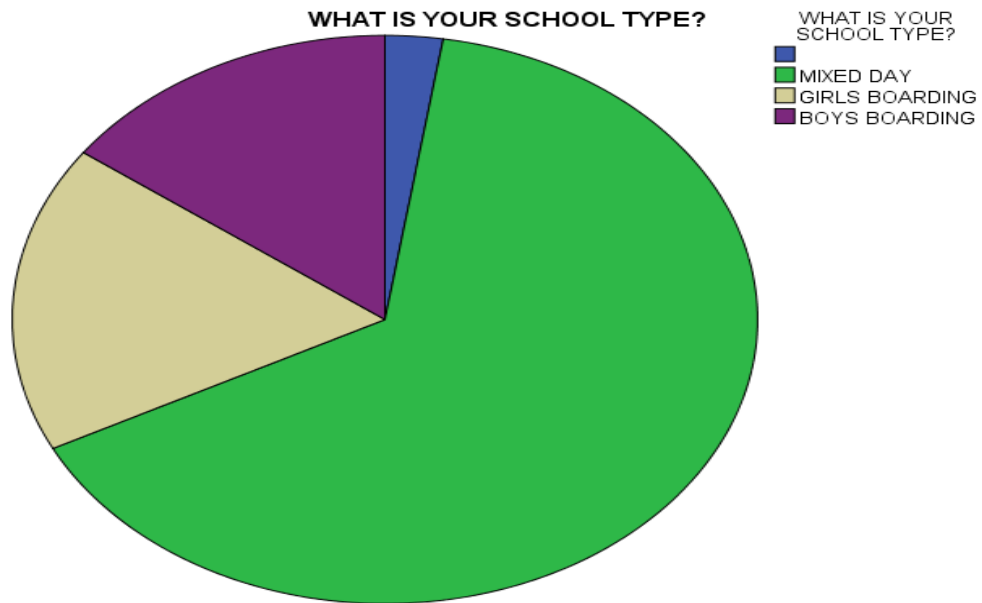


Figure 4.1

Distribution of head teachers and teachers by type of schools

The findings indicated that 52(65%) were from mixed day schools, 14(17.5%) were from girls boarding schools, 12(15%) were from boys boarding schools and 2(2.5%) did not indicate the type of their schools. This implies that a few respondents were from boarding schools compared to those from mixed day schools in the Sub County.

4.3 General Information of Sub County Education Officer and Quality Assurance and Standard Officers

General Information of Sub County Education officers and Quality Assurance and Standard Officers was based on gender, academic qualification, working experience and job group. Data is presented in the following section:

4.3.1 Gender of Sub County Education Officer and Quality Assurance and Standard Officers

Figure 4.2 presents gender of Sub County Education officers and Quality Assurance and Standard Officers.

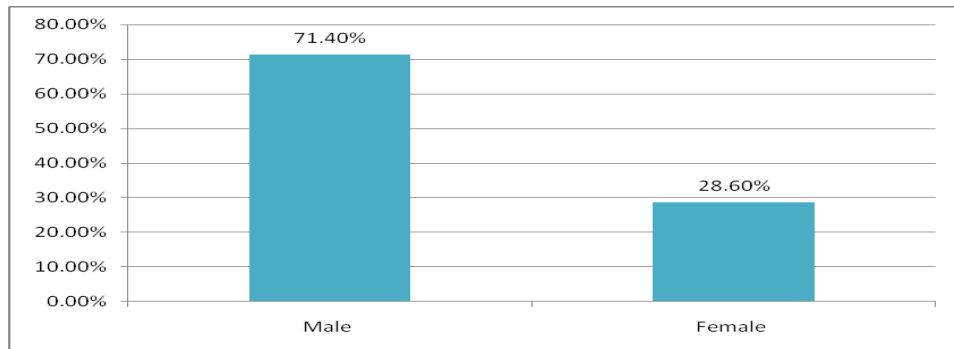


Figure 4.2

Distribution of Sub County Education Officer and Quality Assurance and Standard Officers According to Gender

Data shows that majority 5 (71.4%) of Sub County Education officers and Quality Assurance and Standard Officers were male while 2 (28.6%) of Sub County Education officers and Quality Assurance and Standard Officers were female. This shows that there were more male officers than female officers in the Sub County. This implies the 30 percent representation of women in leadership positions has not been implemented in the sub county.

4.3.2 Academic Qualification of Sub County Education Officers and Quality Assurance and Standard Officers

The study sought to establish the academic qualification of sub county education officers and Quality Assurance and Standard Officers. The

respondents were asked to indicate their highest academic qualifications. The data is presented in Table 4.3.

Table 4.3

Distribution of Sub County Education Officer and Quality Assurance and Standard Officers According to Qualification

Academic qualification	F	%
Bachelors	4	57.1
Masters	3	42.9
Total	7	100.0

Data presented in Table 4.3 shows that majority 4(57.1%) of officers had bachelors education while 3(42.9%) of Sub County Education officers and Quality Assurance and Standard Officers had masters academic qualification. This shows that the Sub County Education officers and Quality Assurance and Standard Officers had the required education to serve in the offices. The implies that their responses on the influence of Quality Assurance and Standards Officer’s activities on academic performance in public schools in the sub county could be relied upon.

4.3.3 Experience of Sub County Education Officer and Quality Assurance and Standard Officers

The study sought to establish the experience of Sub County Education officers and Quality Assurance and Standard Officers. The data is presented in Table 4.4.

Table 4.4

Working Experience of Sub County Education Officer and Quality Assurance and Standard Officers

Years	F	%
6-10	1	14.3
11-15	1	14.3
16 and above years	5	71.4
Total	7	100.0

Data shows that majority 5(71.4%) of SCEO & QASO's had been working for more than 16 years, 1(14.3%) of SCEO & QASO's had been working for between 11 and 15 years while the same number of SCEO & QASO's had worked for between 6 and 10 years. This is an indication that the responses given were from experienced respondents and a group that had interacted with the QASOs at all levels or at one point they had worked with them. Further this showed the reliability of the information given by the SCEO & QASO's.

4.3.4 Job Group of Sub County Education Officer and Quality Assurance and Standard Officers

The job group of the Sub County Education officers and Quality Assurance and Standard Officers was sought in the study. The findings are presented in Table 4.5.

Table 4.5

Job Group of Sub County Education officer and Quality Assurance and Standard Officers

Job Group	F	%
M	1	14.3
N	3	42.9
N/A	3	42.9
Total	7	100.0

Data shows that 42.9% of the SCEO and QASO's job groups were in the senior graduate category of job group N while 14.3% of and SCEO were in job group M. The data shows that most of the Sub County Education officers and Quality Assurance and Standard Officers had a relatively long working experience hence had moved upwards in their job groups.

4.4 Quality Assurance and Standards Officers Training to Handle Secondary School Curriculum Supervision

The study in one of the objectives sought to determine whether Quality Assurance and Standards Officers were training to handle secondary school curriculum supervision. Data is presented in Table 4.6

Table 4.6
Other Training Received by Sub County Education Officer and Quality Assurance and Standard Officers

Training	F	%
No training	3	30.0
Induction workshops on assessment process	6	60.0
Monitoring & evaluation	1	10.0
Total	7	100.0

Table 4.6 shows that majority 6(60.0%) of Sub County Education officers and Quality Assurance and Standard Officers had received induction workshops on assessment process, 3(30.0%) of officers had not received any training while 1(10.0%) of officers had received Monitoring & evaluation training. This shows that the officers had received various forms of training which enabled them carry out their job effectively.

Table 4.7 tabulates Head teachers' and Teachers' responses on Quality Assurance and Standards Officers training and secondary school curriculum supervision

Table 4.7

Head teachers' and Teachers' Responses on Quality Assurance and Standards Officers Training and Secondary School Curriculum Supervision

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Are you trained to supervise curriculum implementation in the schools	13	16.3	20	25.0	35	43.8	12	15.0
There is a special training of QASOs in the colleges of education in Kenya	22	27.5	9	11.3	19	23.8	30	37.5
QASOs need to be trained	34	42.5	26	32.5	15	18.8	5	6.3
QASOs training improve standards of education in schools	0	0.0	35	43.8	18	22.5	27	33.8

Data shows that 35(43.8%) of teachers disagreed that they were trained to supervise curriculum implementation in the schools, 30(37.5%) of teachers strongly disagreed that there was a special training of QASOs in the colleges of education in Kenya. Data further shows that 34(42.5%) of teachers strongly agreed that QASOs need to be trained while 35(43.8%) of teachers agreed that QASOs training improve standards of education in schools. This implies that there was need for special skills for QASOs in order to play their role effectively. Table 4.8 presents SCEO and QASOs on the same items.

Table 4.8**SCEO and QASOs' Responses on Quality Assurance and Standards Officers Training and Secondary School Curriculum Supervision**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	Are you trained to supervise curriculum implementation in the schools	4	57.1	3	42.9		0	0.0
There is a special training of QASOs in the colleges of education in Kenya	1	14.3	1	14.3	1	14.3	4	57.1
We need to be trained	3	42.9	2	28.6	1	14.3	1	14.3
QASOs training improve standards of education in schools	2	28.6	3	42.9	1	14.3	1	14.3

The majority 4(57.1%) of SCEO and QASOs strongly agreed that they were trained to supervise curriculum implementation in the schools, the same number of strongly disagreed that there was a special training of QASOs in the colleges of education in Kenya. Data further shows that 3(42.9%) of SCEO and QASOs strongly agreed that there was need for them to be trained while the same number of SCEO and QASOs agreed that QASOs training improve standards of education in schools. Further training would ensure responsibility of QASOs for improvement of standards of education in Kenya

4.5 Teachers' Perceptions towards QASOs School Visits for Quality Assurance and Standards Assessment

The study further sought to establish teacher's perceptions towards QASOs school visits for Quality Assurance and Standards assessment. Respondents were posed with items that sought the same. Figure 4.4 Presents SCEO and QASOs' Responses on the teachers' attitude towards inspection

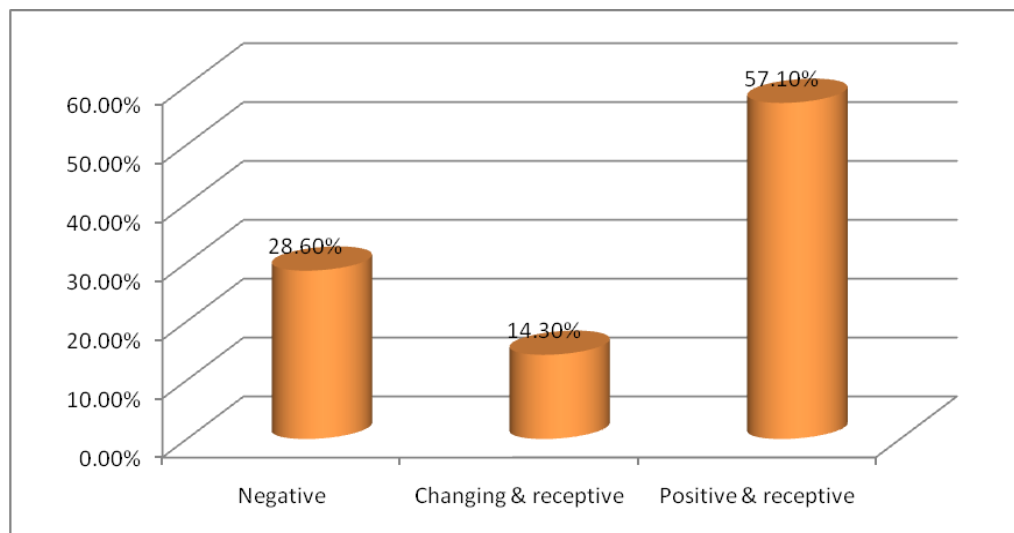


Figure 4.3
SCEO and QASOs' Responses on the Teachers' Attitude towards Inspection

Data shows that majority (57.1%) of SCEO and QASOs indicated that teachers had Positive & receptive attitude towards inspection, 28.6% of SCEO and QASOs indicated that teachers had negative attitude towards inspection while 14.3% SCEO and QASOs of indicated that the attitude towards inspection of teachers was changing and receptive.

When head teachers and teachers were asked to indicate their feeling towards QASOs, they responded as Figure 4.5

WHAT IS YOUR FEELING TOWARDS QASOs?

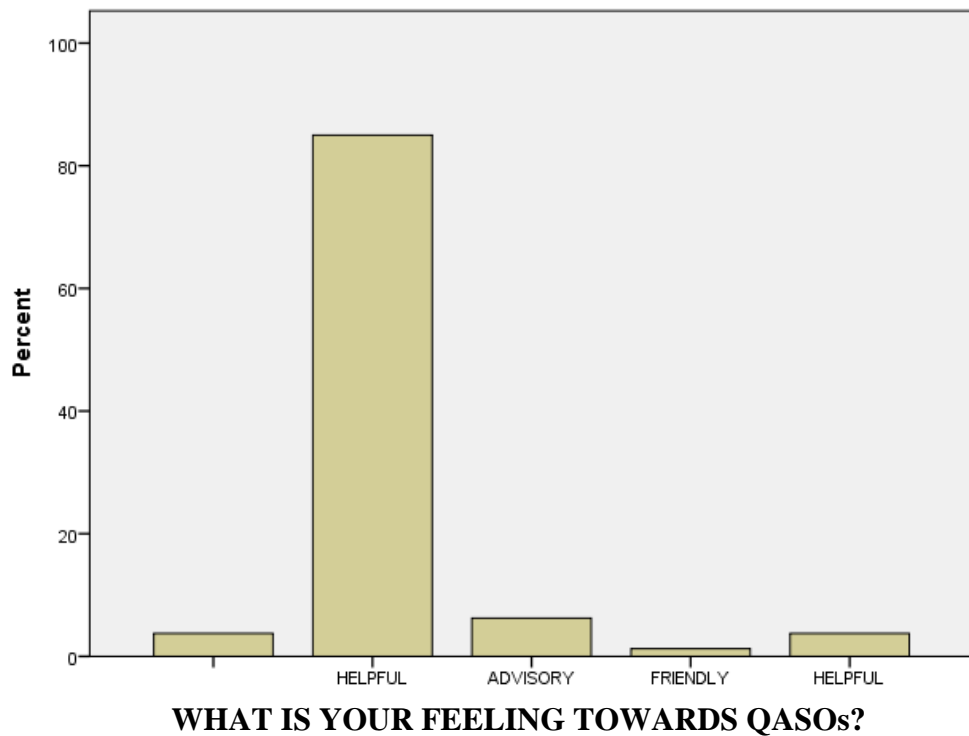


Figure 4.4

Head teachers' and Teachers' Feeling towards QASOs

From the findings, 71(88.8%) of head teachers indicated that QASOs were helpful, 5(6.3%) of head teachers and teachers indicated that offered advisory role. Data further shows that 1(1.3%) of head teachers and teachers indicated that they were friendly while 3(3.8%) of head teachers and teachers did not mention their perceptions. This implies that there was a good relationship between teachers and QASOs in the Sub County. This was contrary to Olembo *et al.*,(1992) who observed that whenever a QASOs visited a school, the atmosphere between him/her and the teacher was usually so tense and that the later was not encouraged to improve his/her work.

Table 4.9 tabulates Head teachers and teacher responses on their perceptions towards QASOs school visits for Quality Assurance and Standards assessment

Table 4.9

Head teachers' and Teachers' Responses on their Perceptions towards QASOs School Visits for Quality Assurance and Standards Assessment

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
The atmosphere is usually tense when QASOs visits	20	25.0	25	31.3	26	32.5	9	11.3
QASOs are fault finders	34	42.5	36	45.0	5	6.3	5	6.3
QASOs be professional advisors	27	33.8	20	25.0	23	28.8	10	12.5
QASOs victimize and scare teachers	23	28.8	37	46.3	20	25.0	0	0.0

Table 4.9 shows that 26(31.3%) of head teachers and teachers agreed that the atmosphere between QASOs and the teacher is usually so tense that when they visit teachers, 36(45.0%) of teachers agreed that QASOs were fault finders to teachers. Data further shows that 27(33.8%) of teachers strongly agreed that QASOs should be professional advisors while 37(46.3%) of teachers agreed that QASOs victimize and scare teachers by threatening to write negative reports about them. This shows that teachers perceived QASOs being autocratic and authoritarian.

Table 4.10 tabulates SCEO and QASOs' responses on the same items

Table 4.10

**SCEO and QASOs' Responses on Teacher's Perceptions towards QASOs
School Visits for Quality Assurance and Standards Assessment**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	The atmosphere usually so tense	3	42.9	3	42.9	1	14.3	
QASOs are fault finders	0	0.0	1	14.3	2	28.6	4	57.1
QASOs are professional advisors	3	42.9	2	28.6	1	14.3	1	14.3
QASOs victimize and scare teachers	1	14.3	1	14.3	3	42.9	2	28.6

Findings shows that 3(42.9%) of SCEO and QASOs agreed that the atmosphere between them and the teacher is usually so tense that when they visit teachers, the same number of strongly agreed that they should be professional advisors and they further disagreed that they victimized and scared teachers by threatening to write negative reports about them. Data further shows that majority 4(57.1%) of SCEO and QASOs strongly disagreed that they were fault finders to teachers. This disagrees with Olembo (1992) who observed that whenever a QASOs visited a school, the atmosphere between him/her and the teacher was usually so tense that the later was not encouraged to improve his/her work.

4.6 The Usefulness of QASOs' Assessment Reports on Academic Performance of Schools in National Examinations

To establish the usefulness of QASOs' assessment reports on academic performance of schools in national examinations, the researcher posed item to the respondents on the same. Data is presented in the following section:

Table 4.11

Head teachers' and Teachers' Responses on their Feeling towards QASOs Assessment Reports on Performance

Response	F	%
N/a	3	3.8
Helpful	71	88.8
Advisory	5	6.3
Friendly	1	1.3
Total	80	100.0

From the findings, majority 71(88.8%) of teachers indicated that QASOs were helpful in their work, 5(6.3%) of teachers indicated that they offered advice to teachers, 1(1.3%) of teachers said they were friendly while 3(3.8%) did not indicate the contribution they make in their work.

Table 4.12**Teachers' Responses on the Usefulness of QASOs Assessment Reports on Academic Performance of Schools in National Examinations**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
QASOs make effective assessment reports	30	37.5	20	25.0	30	37.5	0	0.0
QASOs reports compare the entry behaviour of learners with the end results	19	23.8	31	38.8	30	37.5	0	0.0
QASOs reports help to plan and improve the standards of education	25	31.3	20	25.0	19	23.8	16	20.0
QASOs have the register for inspectors of the schools	20	25.0	36	45.0	20	25.0	4	5.0

Data shows that 30(37.5%) of teachers strongly agreed that QASOs had effective assessment reports, 31(38.8%) of teachers agreed that QASOs reports compare the entry behaviour of learners with the end results. Data further shows that 25(31.3%) of teachers strongly agreed that QASOs reports help to plan and improve the standards of education that are being offered to the students while 36(45.0%) of teachers agreed that QASOs has got register for inspectors of the schools. The study revealed that principals had perception that the QASOs were important in helping improve actual teaching. Teachers

perceived QASOs to be very helpful in the role of preparation and keeping of teaching records. The assessment reports would ensure quality and standards in Kenya by QASOs working closely with other participants in the education sector.

The teachers were further asked to state the areas in which they benefited from QASOs visits. The findings on setting discipline are shown in **Figure 4.7.1** below

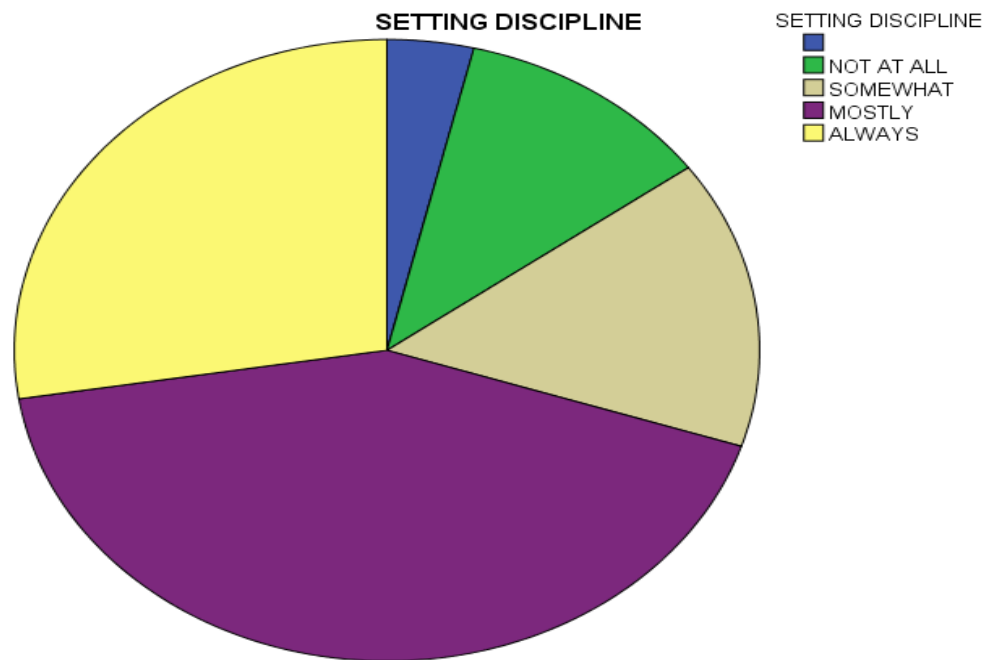


Figure 4.5

Setting Discipline

From the findings 34(42.5%) of the teachers mostly benefited, 22(27.5%) always benefited, 12(15.0%) somewhat benefited, 9(11.3%) did not benefit at all while 3(3.8%) did not respond.

Table 4.13 tabulates SCEO and QASOs' responses on the usefulness of QASOs assessment reports on academic performance of schools in national examinations

Table 4.13

SCEO and QASOs' Responses on the Usefulness of QASOs Assessment Reports on Academic Performance of Schools in National Examinations

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
QASOs make effective assessment reports	2	28.6	3	42.9	1	14.3	1	14.3
QASOs reports compare the entry behaviour of learners with the end results	4	57.1	2	28.6	1	14.3		
QASOs reports help to plan and improve the standards of education	3	42.9	3	42.9	1	14.3		
QASOs have the register for inspectors of the schools	3	42.9	3	42.9	1	14.3		

Table 4.13 shows that 3(42.9%) of SCEO and QASOs agreed that they had effective assessment reports and that their reports help to plan and improve the standards of education that are being offered to the students, the same number of SCEO and QASOs agreed that they had register for inspectors of the schools. Data further shows that majority 4(57.1%) of SCEO and QASOs

strongly agreed that their reports compared the entry behaviour of learners with the end results. The findings were in line with Wafula (2010) who investigated the teacher's perception on the role of quality assurance and standards in promoting and maintaining quality of education in Nairobi.

When the SCEO and QASOs were asked whether they discuss inspection report, they responded as Figure 4.6

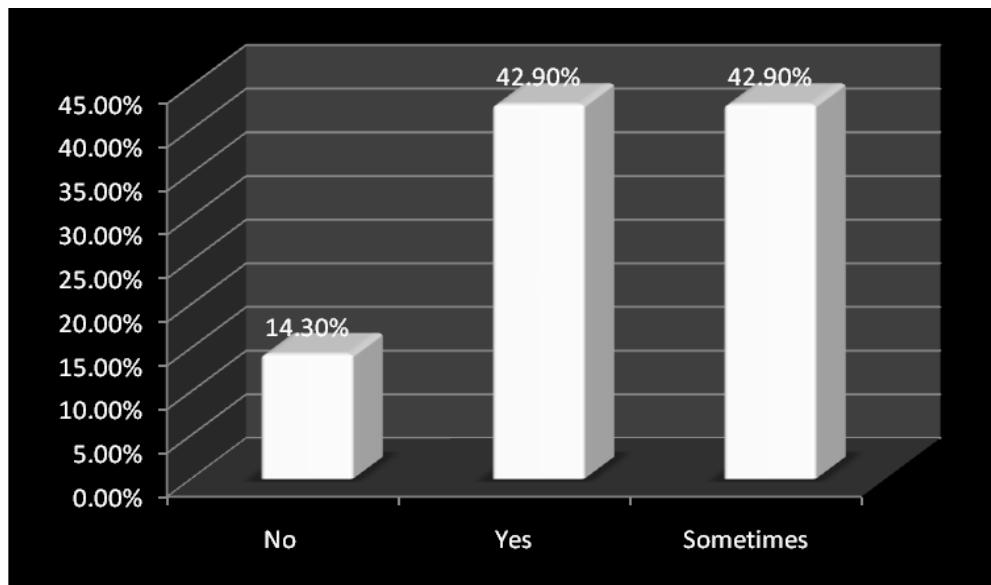


Figure 4.6

SCEO and QASOs' Responses on whether they Discuss Inspection Report

Figure 4.6 shows that 42.9% of SCEO and QASOs indicated that they discuss inspection report, the same number of SCEO and QASOs discuss inspection report sometimes while 14.4% of SCEO and QASOs never discuss inspection report.

4.7 QASOs' Frequency of School visits and Supervision of Curriculum Implementation Influence Academic Performance

The fourth objective of the study was to establish QASOs frequency of school visits and supervision of curriculum implementation influence academic performance. For proper inspection to take place and to fulfill the roles of QASOs there must be frequent visits or visits should take place. This was to make sure that they observed the progress of pupils in their education.

Head teachers and teachers were asked to indicate whether QASOs visited schools. The results are presented in Figure 4.7.

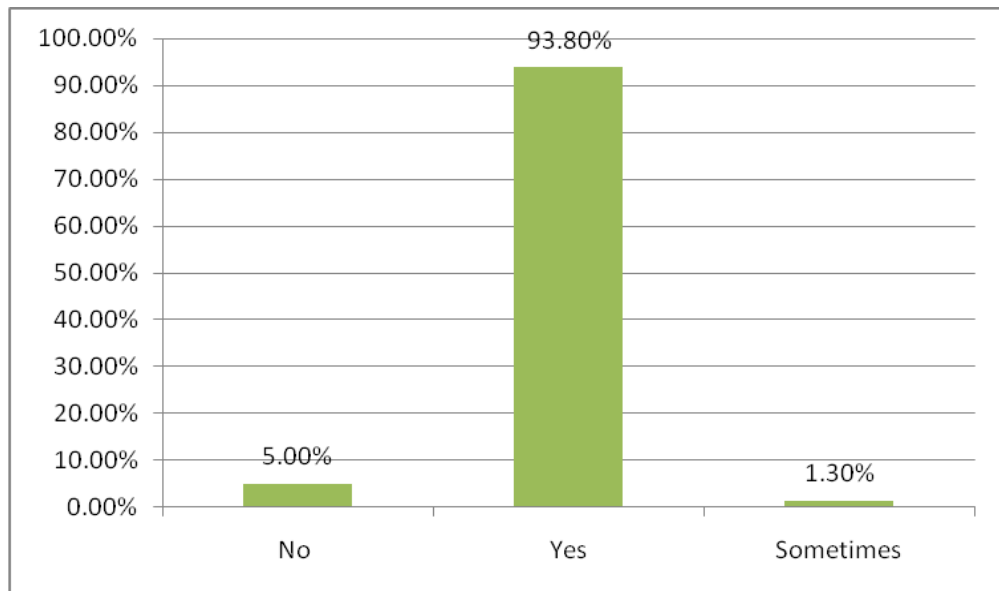


Figure 4.7
Head teachers' and Teachers' Responses on whether QASOs Visited Schools

Figure 4.7 shows that there was a unanimous agreement that QASOs visited schools as indicated by (93.8%) of teachers. This implies that, QASOs office was active and up to the task. As Olembo and Cameron (1992) and Nyakwara,

(2009) stated, QASOs' function is to see what is going on in the schools as a whole and in the classroom in particular. Further, teachers were asked to indicate the frequency of QASOs' visits. The results are presented in Figure 4.8.

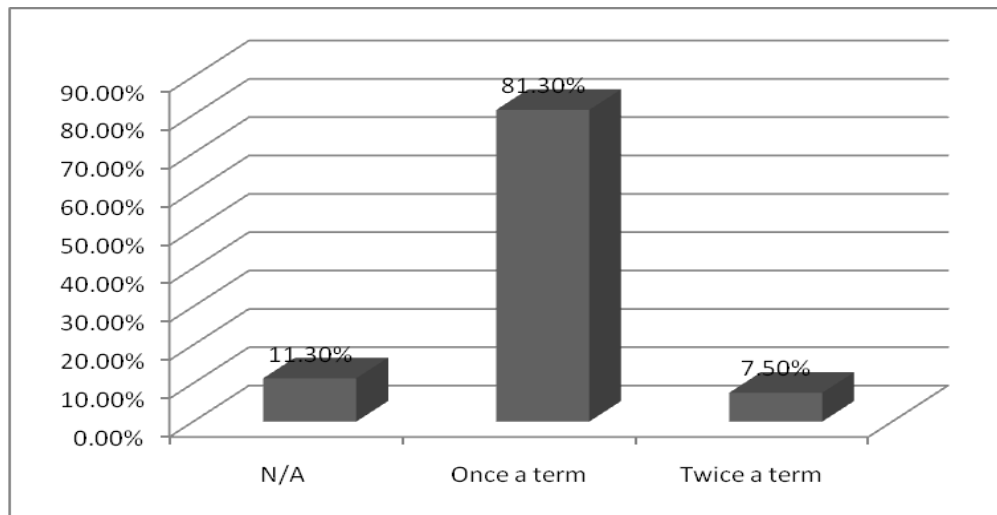


Figure 4.8

Teachers' Responses on the Frequency of QASOs' Visits

Figure 4.8 shows that majority 81.3% of teachers indicated that they were visited once a term by QASOs' while 7.5% of teachers indicated that they were visited twice a term by QASOs'. Teachers were asked to indicate the purpose of the QASOs' visit, head teachers and teachers responded as table 4.14 .

Purpose	F	%
N/A	6	7.5
Routine visit	32	40.0
Curriculum	11	13.8
Advisory	20	25.0
Advisory	2	2.5
Inspection	1	1.3
KCSE supervision	2	2.5
Routine	6	7.5
Total	80	100.0

Table 4.14

Head teachers' and Teachers' Responses on the Purpose of the QASOs' Visit

Data shows that 40.0% of teachers indicate that QASOs' visit was a routine visit, 13.8% of teachers indicated that the purpose of QASOs' visit was for Curriculum, 25.0% of teachers indicated that it was for advisory purpose. Data further shows that 2.5% of teachers indicated that QASOs' visited them for KCSE supervision.

Table 4.15

Head teachers' and Teachers' Responses on QASOs Frequency of School Visits and Supervision of Curriculum Implementation Influence Academic Performance

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Schools challenges of supervision by QASOs	30	37.5	25	31.3	13	16.3	12	15.0
Supervision for efficient and effective implementation of curriculum	35	43.8	19	23.8	17	21.3	9	11.3
QASOs irregular visits to the schools	31	38.8	30	37.5	15	18.8	4	5.0
Insufficient supervision influences academic performance	30	37.5	23	28.8	23	28.8	4	5.0

Data shows that 30(37.5%) of teachers strongly agreed that their schools had challenges of supervision of schools by education officers, 35(43.8%) of teachers strongly agreed that Supervision of education programs ensure efficiency and effective implementation of the curriculum. Data further shows that 30(37.5%) of teachers agreed that Education officers pay irregular visits to the schools while the same number of teachers strongly agreed that lack of sufficient supervision influence academic performance . Frequent Inspection is

important at it ascertain whether the institutions have added value to the education of their students.

Table 4.16
SCEO and QASOs’ Responses on QASOs Frequency of School Visits and Supervision of Curriculum Implementation Influence Academic Performance

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
I have challenges of supervision of schools	2	28.6	2	28.6	2	28.6	1	14.3
Supervision of education programs ensure efficiency and effective implementation of the curriculum	3	42.9	2	28.6	1	14.3	1	14.3
Education officers pay irregular visits to the schools	2	28.6	2	28.6	2	28.6	1	14.3
Lack of sufficient supervision influence academic performance	3	42.9	2	28.6	2	28.6		

Table 4.16 shows that 2(28.6%) of SCEO and QASOs agreed that they had challenges of supervision of schools and that Education officers pay irregular visits to the schools while 3(42.9%) of SCEO and QASOs strongly agreed

that Supervision of education programs ensure efficiency and effective implementation of the curriculum and that lack of sufficient supervision influence academic performance. This implies that SCEO and QASOs were charged with the responsibility of supervising education programs to ensure efficiency and effective implementation of the curriculum.

4.8 QASOs' Frequency of School Visits and Supervision of Curriculum Implementation Influence Academic Performance.

To establish the QASOs' frequency of school visits and supervision of curriculum implementation influence academic performance, the researcher posed items to the respondents on the same. Data is presented in the following section:

Table 4.17 tabulates SCEO and QASOs' responses frequency at which they inspect schools.

Table 4.17

SCEO and QASOs' Responses Frequency at which they Inspect Schools

Responses	F	%
Throughout the year	1	14.3
Once in a year	3	42.9
Once in 3 years	2	28.6
N/A	1	14.3
Total	7	100.0

Table 4.17 shows that 3(42.9%) of SCEO and QASOs indicated that they inspected schools once in a years, 2(28.6%) of SCEO and QASOs inspected schools once in 3 years while 1(14.3%) of SCEO and QASOs inspected schools through the year. This agrees with Kipkoech and Kyalo (2010) study that observed that the schools were visited by the officers once in a while mostly once a term.

4.9 Classroom Lesson Observation and Academic Performance

To establish the influence of classroom lesson observation and academic performance, the researcher posed items to the respondents on the same items, Data is presented in the following section:

Table 4.18

SCEO and QASOs' Responses on how well Teacher are Prepared

Responses	F	%
Ill prepared	2	28.6
Well prepared	3	42.9
Plan lessons	1	14.3
N/A	1	14.3
Total	7	100.0

Findings shows that 2(28.6%) of SCEO and QASOs indicated that teachers were ill prepared, 3(42.9%) of SCEO and QASOs indicated that teachers were well prepared while 1(14.3%) of SCEO and QASOs indicated teachers had planned for lessons.

Table tabulates SCEO and QASOs' responses on classroom lesson observation and academic performance.

Table 4.19

SCEO and QASOs' Responses on Classroom Lesson Observation and Academic Performance.

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Class room lesson observation influence academic performance	3	42.9	3	42.9	1	14.3	0	00
Teacher summarize lesson and gave follow-up activities	3	42.9	2	28.6	2	28.6	0	00
Education officers are attentive to needs of teachers of both low and high academic ability.	2	28.6	3	42.9	2	28.6	0	00

Findings showed that 3(42.9%) of SCEO and QASOs agreed that class room lesson observation influence academic performance and that Education officers were attentive to needs of teachers of both low and high academic ability while the same number of SCEO and QASOs strongly agreed that teachers summarize lesson and gave follow-up activities.

Table 4.20**Head teachers' and Teacher's Responses on Classroom Lesson Observation and Academic Performance.**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
	Class room lesson observation influence academic performance	23	28.8	38	47.5	15	18.8	4
Teacher summarize lesson and gave follow-up activities	18	22.5	29	36.3	23	28.8	10	12.5
Education officers are attentive to needs of teachers of both low and high academic ability	24	30.0	29	36.3	15	18.8	12	15.0

Findings showed that 38(47.5%) of teachers agreed that class room lesson observation influence academic performance. Data further shows that 29(36.3%) of teachers agreed that they summarize lesson and gave follow-up activities and that Education officers were attentive to needs of teachers of both low and high academic ability. This shows that classroom supervision had a positive outcome on performance.

4.10 Influence of the Systems for Monitoring Student Progress and Achievement on Academic Performance

To establish the influence of the systems for monitoring student progress and achievement on academic performance, the researcher posed item to the respondents. Data is presented in the following section.

Table 4.21 presents SCEO and QASOs' responses on how teaching was monitored

Table 4.21 SCEO and QASOs' Responses on how Teaching was Monitored

Responses	F	%
Assessment	4	57.1
By school heads & their teachers	3	42.9
Total	7	100.0

The majority 4(57.1%) of SCEO and QASOs indicated that teaching was monitored through assessment while 3(42.9%) of SCEO and QASOs indicated that teaching was monitored by school heads and their teachers. The SCEO and QASOs were asked to indicate the influence of the systems for monitoring student progress and achievement on academic performance. Table 4.22 presents the responses of SCEO and QASOs on the influence of the systems for monitoring student progress and achievement on academic performance.

Table 4.22

SCEO and QASOs' Responses on the Influence of the Systems for Monitoring Student Progress and Achievement on Academic Performance

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Systems for monitoring student progress influence achievement on academic performance	4	57.1	3	42.9				
Education officers manage the execute systems for monitoring student progress	1	14.3	3	42.9	2	28.6	1	14.3
Department of Quality Assurance and Standards ensure quality by working closely with other participants in the education sector for easier students monitoring	1	14.3	4	57.1	1	14.3	1	14.3
Systems for monitoring student progress have added value to the education of their students	3	42.9	4	57.1				

Data shows that majority 4(57.1%) of SCEO and QASOs strongly agreed that Systems for monitoring student progress influence achievement on academic performance, the same number of SCEO and QASOs agreed that Department of Quality Assurance and Standards ensure quality by working closely with other participants in the education sector for easier students monitoring and that Systems for monitoring student progress have added value to the

education of their students while 3(42.9%) of SCEO and QASOs agreed that Education officers manage the execute systems for monitoring student progress. This agrees with Kinayia (2010) who had investigated the secondary school teacher's perceptions towards supervision by Quality Assurance and Standards Officers in Narok Sub County, found that the teachers had a positive perception towards supervision despite facing resistance from teachers. Head teachers and teacher were asked influence of the systems for monitoring student progress and achievement on academic performance. Their responses are presented inTable 4.23.

Table 4.23

**Head teachers' and Teachers' Responses on the Influence of the Systems
for Monitoring Student Progress and Achievement on Academic
Performance**

Statement	Strongly agree		Agree		Disagree		Strongly Disagree	
	F	%	F	%	F	%	F	%
Systems for monitoring student progress influence achievement on academic performance	23	28.8	27	33.8	25	31.3	5	6.3
Education officers manage the execute systems for monitoring student progress	20	25.0	32	40.0	20	25.0	8	10.0
Department of Quality Assurance and Standards ensure quality by working closely with other participants in the education sector for easier students monitoring	27	33.8	20	25.0	20	25.0	13	16.3
Systems for monitoring student progress have added value to the education of their students	25	31.3	25	31.3	17	21.3	13	16.3

Findings in Table 4.23 shows that 27(33.8%) of teachers agreed that Systems for monitoring student progress influence achievement on academic performance, the same number of teachers strongly agreed that Department of

Quality Assurance and Standards ensure quality by working closely with other participants in the education sector for easier students monitoring. Data further shows that 32(40.0%) of teachers agreed that Education officers manage the execute systems for monitoring student progress while 25(31.3%) of teachers strongly agreed that Systems for monitoring student progress have added value to the education of their students. This implies that principals perceived QASOs to be more helpful than did teachers. Similar findings were obtained in the provision of information on organization of classroom resources and in acting as role models.

The mean scores of the schools in KCSE performance were also indicated by teachers and Head teachers. 47(58.8%) had mean scores of 4.6-6.5, 21(26.3%) had mean scores of 2.6-4.5, 9(11.3%) had mean scores of 6.5-8.4, 1(1.3%) had mean scores of above 8.5 and 2(2.5%) of respondents did not indicate their mean scores. The results are as shown in the **figure 4.9** below

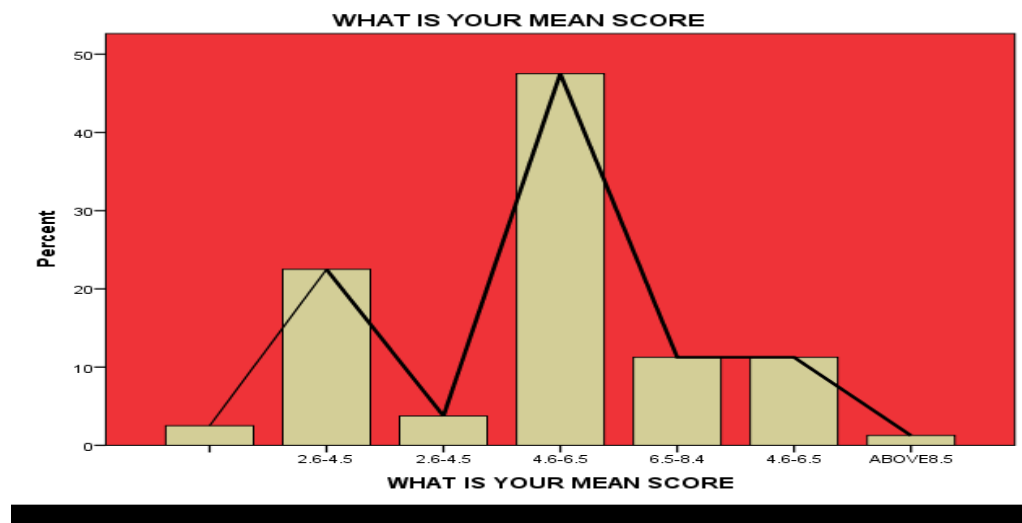


Figure 4.9 Mean Score

4.11 Discussion

Findings revealed that the respondents understood quality assurance as the supervision of curriculum implementation in schools where by the directorate are expected to visit schools regularly, conduct seminars and in-service courses for teachers, and promote advisory services among other activities.

The major role According to Mwiria and Wamahiu (1995), Farrant, (1980) and Olempo and Cameron (1992) and the Ministry of Education, include:- development and implementation of the curriculum, gathering data on number of schools, QASOs and other professional staff available at all administrative levels, act as administrative Inspectors with the purpose of ensuring that the educational systems worked efficiently and the standards were maintained, improve the performance of teachers by offering professional encouragement, guidance and counseling and by seeing to it that they got whatever In-service training they needed to do their jobs effectively, provide a link between teachers and administration through contacts and providing various teachers support services. Further they stated that the QASOs" function was to see what was going on in the school as a whole and in the classroom in particular and to observe children learning and teachers teaching and when necessary, the QASOs advises the head teachers on how to do their jobs better.

This sentiments were in line with the current study where it found that the roles of the QASOs in the sub county were to visit schools regularly and assist greatly in organizing works on teaching methods, giving advice and ideas on ways of implementing the curriculum, oversaw that the curriculum was fully

implemented, updated teachers on changes in the curriculum and in preparation of schemes of work. This was an indication that teachers knew exactly the purpose of the QASOs in their institutions, showing positive perceptions towards the officers.

The study also revealed that for proper inspection to take place and to fulfill their roles, QASOs were to undertake frequent visits to schools. This was to make sure that they observed the progress of the curriculum implementation. As Olembo and Cameron (1992) and Nyakwara, (2009) stated, QASOs' function is to see what is going on in the school as a whole and in the classroom in particular.

The study revealed that QASOs visited schools although not frequently, an indication that QASOs were active and up to their tasks. This further proved that although the visits were not frequent, there was an effort despite the fact that there were many other schools within the sub county that were not included in the study, but still the QASOs visited. These sentiments were further indicated by the head teachers and teachers who asserted that QASOs visited their schools but not frequently. On the intention of the visits, it was revealed that it was for routine inspection and advisory and administration purposes. The findings concur with Elsbree and Nally (1976) who asserted that the work of QASOs was supervision of teachers i.e. inspecting the work of teachers in school.

As Olembo (1992) observed in their study that whenever a QASOs visited a school, the atmosphere between him/her and the teacher was usually so tense,

this was different in Trans Nzoia east sub county where respondents indicated that there was a good relationship between teachers and the QASOs, sentiments that were sealed by the head teachers, thus an indication of a positive attitude towards the officers. Further the study revealed that teachers had mentioned that the officers were helpful in their work. These findings were in line with Wafula (2010). Further Kinayia (2010) investigated the teacher's perception on the role of quality assurance and standards in promoting and maintaining quality of education. The study revealed that the head teachers had perception that the QASOs were important in helping to improve the actual teaching.

The findings revealed that respondents benefited in development of work plans, lesson plans and records of work, in maintaining quality instruction, improving actual class room instruction, collegiate teaching, setting discipline, assessment of curriculum and developing instructional materials. This findings concur with those of Farrant, (1980), who asserted that teachers were also able to benefit from the in-service training organized by the QASOs, further he stressed that it was to the advantage of the teachers to make the fullest possible use of QASOs, for such people, not only provided a link between teachers and administration but through contacts, they were also able to offer the teachers access to in-service training and various teachers support services. Head teachers indicated that they benefited in management through advice, curriculum implementation techniques, guiding and counseling teachers, management issues, in leadership roles and motivation, matters of

professionalism and financial management and utilization of materials and covering syllabus.

On how best teachers could work with Quality Assurance and Standards Officers in order to best implement the curriculum, the study revealed that, the intention of QASOs was to raise educational standards and deliver excellence by improving the quality of educational provisions in schools. The quality initiative in schools was improved when a culture of co-operation, collaboration and consultation was included (Clark, 2000). These findings by Clark are in line with the current study where they work best in preparation of lesson plan and implementation, stressing syllabus coverage, in preparation of teaching learning aids, in disciplinary matters for example guidance and counseling, proper selection of teaching and learning materials and resources, assessment of pupils work and progress and in mobilizing other stakeholders for support towards education.

Further the study revealed that head teachers could cooperate best with QASOs in organizing workshops and seminars for teachers, identifying areas of weakness and retraining, creating good relationships, promoting cooperation among the stakeholders, QASOs visiting schools to attend open discussions with teachers, minimizing frequent transfers of teachers and when they made frequent visits and mobilizing stakeholders. This implied that head teachers had a high spirit to cooperate with the QASOs in all areas they were required. The study further revealed that there were challenges and hindrances which included QASOs harassing teachers, negative approach by the officers,

lack of frequent visits to schools, frequent quarrels with the officers, fear to meet QASOs due to lack of preparation and insufficient teaching materials and professional documents. These findings were in line with Maranga, (1981) who asserted that the major problem was that of irregular schools assessment and inadequate follow up of assessment visits to schools and services. Further head teachers indicated that they were faced by the problem of insufficient materials and rare visits by QASOs, lack of enough time for interaction, lack of friendly environment, transferring teachers without consultation, lack of trust by teachers, teachers absenteeism and lack of preparation of schemes of work. The findings brought in the issues raised by Kinayia (2010) which revealed that the QASOs and head teachers faced many problems in their job such as inaccessible schools, resistance from teachers, inadequate personnel, hostile environment and poor communication.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter summarizes the study, discusses the findings of the study and presents conclusions, recommendations and provides suggestions for further research.

5.1 Summary of the Study

The purpose of the study was to assess the influence of Quality Assurance and Standards Officer's activities on academic performance in public schools in Trans-Nzoia East Sub County, Kenya to enhance Quality Education. The study was guided by six research objectives. The research objectives sought to establish the influence teacher's perceptions towards QASOs school visits on academic performance in public secondary schools in Trans-Nzoia East Sub County; assess the usefulness of QASO's assessment reports academic performance in public secondary schools; determine the influence of frequency of QASOs school visits and supervision of curriculum implementation academic performance in public secondary schools; determine the influence of QASO's frequency of school visits and supervision of curriculum implementation on academic performance in public secondary schools; assess the influence of classroom lesson observation academic performance in public secondary schools and lastly to establish the influence of systems for monitoring student progress and achievement on academic performance in public secondary schools in Trans-Nzoia East Sub County. The study adopted a descriptive research design. The target population

comprised of 1 SCEO, 41 head teachers, 6 QASOs, 41 school DOSs/QASOs and 2011 to 2013 KCSE results for 2467 candidates. The study used stratified sampling.

5.2 Summary of Findings

Findings revealed that Sub County Education officers and Quality Assurance and Standard Officers had received induction workshops on assessment process as indicated by majority 6(60.0%) of officers. Data shows there was need for special skills for QASOs in order to play their role effectively as indicated by Sub County Education Officers and Quality Assurance and Standard Officers. Findings shows that 3(42.9%) of SCEO and QASOs agreed that the atmosphere between them and the teacher is usually so tense when they visit teachers. The majority 4(57.1%) of SCEO and QASOs strongly disagreed that they were fault finders to teachers.

The study also found out that 30(37.5%) of teachers strongly agreed that QASOs had effective assessment reports. Teachers agreed that QASOs reports compare the entry behaviour of learners with the end results. Data further shows that 25(31.3%) of teachers strongly agreed that QASOs reports help to plan and improve the standards of education that are being offered to the students. It was also sound out that there was a unanimous agreement that QASOs visited schools as indicated by (93.8%) of teachers. It was also found out that schools were visited once a term by QASOs as indicated by majority 81.3% of teachers. Data shows that 40.0% of teachers indicated that QASOs'

visit was a routine visit. The study also shows that the schools were visited by the officers once in a while mostly once a term.

The study also found out that class room lesson observation influence academic performance and that Education officers were attentive to needs of teachers of both low and high academic ability and teachers summarize lesson and gave follow-up activities. Majority 4(57.1%) of SCEO and QASOs indicated that teaching was monitored through assessment.

It was also found that system for monitoring student progress influence achievement on academic performance. Teachers strongly agreed that Department of Quality Assurance and Standards ensure quality by working closely with other participants in the education sector for easier students monitoring. Education officers managed the executed systems for monitoring student progress.

5.3 Conclusions

The roles of QASOs is to visit schools regularly and assist greatly in organizing workshops on teaching methods, giving advise and ideas on ways of implementing the curriculum, overseeing that the curriculum was fully implemented, updating teachers on changes in the curriculum, preparation of schemes of work and other professional staff available at all administrative levels. They should act as administrative Inspectors with the purpose of ensuring that the educational systems worked efficiently and the standards were maintained, improved the performance of teachers by offering

professional encouragement, guidance and counselling and by seeing to it that they got In-service training they needed to do their jobs effectively.

Teachers benefit from QASOs in development of schemes of work, lesson plans and records of work, ability to maintain quality instruction, ability to improve actual classroom instruction and ability to develop instructional materials. It was found that teachers could work best with the QASOs in preparation of lesson plans and implementation of curriculum, in stressing syllabus coverage in time, preparation of teaching and learning materials, disciplinary matters for example, guidance and counseling, proper selection of teaching and learning materials and resources, assessment of pupils work and progress and mobilizing other stakeholders for support towards education.

5.4 Recommendations

Based on the findings of study it was recommended that the government should provide adequate resources to the counties that will allow more frequent supervision visits, increased in-service training and allow for sharing of experiences in quality assurance assessment. Instead of the usual 2 weeks induction courses, they should be trained for at least one month coupled with constant evaluation by the Director Quality Assurance and Standards. There is also need to address the issue of insufficient materials and rare visits by QASOs by employing more officers. The government should employ other officers to oversee the work of QASOs. Quality Assurance and Standards Officers should regularly monitor schools to find out whether activities are being implemented as planned and whether they are producing desired results

and there is also need for sensitization of community members for increased participation in matters affecting curriculum implementation, through organized workshops.

5.5 Recommendations for Further Research

Taking the limitations and delimitations of the study into consideration, the researcher makes the following suggestions for further research.

- i) A similar study be carried out in other sub counties.
- ii) A study be carried out to determine the performance of QASOs in implementation of curriculum and
- iii) A study be undertaken to determine the relationship between QASOs' level of training and effectiveness in duty performance.

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APPENDICES

APPENDIX I:

INTRODUCTORY LETTER

The University of Nairobi
Department of Educational
Administration and Planning
P.O. Box 30197-00100
Nairobi, Kenya

Dear Respondent,

I am a post graduate student at the University of Nairobi. I am undertaking a research on the topic **Influence of Quality Assurance and Standards activities on academic performance in public secondary schools in Trans-Nzoia East Sub County**. Kindly assist me to conduct the study in your school. Respondents' identity will be treated with strict confidentiality.

Thank you in advance.

Yours faithfully,

Onzere Reuben Agesa

APPENDIX II

QUESTIONNAIRE FOR SCEO

This questionnaire has been developed as a main component of a research study to study the influence of quality assurance and standards activities on academic performance in public secondary schools in Trans-Nzoia East Sub County. It is the researchers request that you spare a few minutes in your precious time to fill this questionnaire in full. Your response will be treated with absolute confidentiality and will be used only for academic purposes.

PART A: Background information

1. What is the name of your organisation/ school?
2. What is your academic qualification? (tick as appropriate)
 - a) Diploma [] b) B.Ed [] c) Masters []
 - d) Others, specify.....
3. What is your sex? [] a) Female [] b) Male []
4. What is your designation/ job group?
5. How many years have you worked?
 - a) 1- 5 [] b) 6- 10 [] c) 11- 15 [] d) 16 and above []
6. What is the mean score of your school/ organisation?
 - a) 1.0- 2.5 [] b) 2.6-4.5 [] c) 4.6-6.5 [] d) 6.6-8.5 []
 - e) 8.5 and above []

Section B: Quality Assurance and Standards Officers training to handle secondary school curriculum supervision.

7. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
Are you trained to supervise curriculum implementation in the schools				
There is a special training of QASOs in the colleges of education in Kenya.				
QASOs need to be trained				
QASOs training improve standards of education in schools				

Section C: Teachers’ perceptions towards QASOs school visits for Quality Assurance and Standards assessment

8. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
The atmosphere between QASOs and the teacher is usually so tense when they visit teachers				
QASOs are fault finders to teachers				
QASOs should be professional advisors.				
QASOs victimize and scare teachers by threatening to write negative reports about them				

Section D: The usefulness of QASOs assessment reports on academic performance of schools in national examinations

9. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
QASOs have effective assessment reports				
QASOs reports compare the entry behaviour of learners with the end results.				
QASOs reports help to plan and improve the standards of education that are being offered to the pupils				
QASOs has got register for inspectors of the schools.				

Section E: QASOs frequency of school visits and supervision of curriculum implementation influence academic performance

10. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
My schools has a challenges of supervision of schools by education officers				
Supervision of education programs ensure efficiency and effective implementation of the curriculum				
Education officers pay irregular visits to the schools				

Lack of sufficient supervision influence academic performance				
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Section F: Classroom lesson observation and academic performance

11. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
Class room lesson observation influence academic performance				
Teacher summarize lesson and gave follow-up activities				
Teach education officers are attentive to needs of teachers of both low and high academic ability.				
Classroom Lesson observation encourage learners to draw conclusions				

Section G: Influence of the systems for monitoring student progress and achievement on academic performance

12. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
Systems for monitoring student progress influence achievement on academic performance				
Education officers manage the execute systems for monitoring student progress				
Department of Quality Assurance and Standards ensure quality by working closely with other participants in the education sector for easier students monitoring				
Systems for monitoring student progress have added value to the education of their students				

APPENDIX III

QUESTIONNAIRE FOR QASOs

This questionnaire has been developed as a main component of a research study to study the influence of quality assurance and standards activities on academic performance in public secondary schools in Trans-Nzoia East Sub County. It is the researchers request that you spare a few minutes in your precious time to fill this questionnaire in full. Your response will be treated with absolute confidentiality and will be used only for academic purposes.

PART A: Background information

1. What is the name of your organisation/ school?
2. What is your academic qualification? (tick as appropriate)
 - a) Diploma [] b) B.Ed [] c) Masters []
 - d) Others, specify.....
3. What is your sex? [] a) Female [] b) Male []
4. What is your designation/ job group?
5. How many years have you worked?
 - a) 1- 5 [] b) 6- 10 [] c) 11- 15 [] d) 16 and above []
6. What is the mean score of your school/ organisation?
 - a) 1.0- 2.5 [] b) 2.6-4.5 [] c) 4.6-6.5 [] d) 6.6-8.5 []
 - e) 8.5 and above []

Section B: Quality Assurance and Standards Officers training to handle secondary school curriculum supervision.

7. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
Are you trained to supervise curriculum implementation in the schools				
There is a special training of QASOs in the colleges of education in Kenya.				
We need to be trained				
QASOs training improve standards of education in schools				

Section C: Teachers’ perceptions towards QASOs school visits for Quality Assurance and Standards assessment

8. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
The atmosphere between us and the teacher is usually so tense when they visit teachers				
We are fault finders to teachers				

We should be professional advisors.				
We victimize and scare teachers by threatening to write negative reports about them				

Section D: The usefulness of QASOs assessment reports on academic performance of schools in national examinations

9. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
We have effective assessment reports				
Our reports compare the entry behaviour of learners with the end results.				
Our reports help to plan and improve the standards of education that are being offered to the pupils				
I have got register for inspectors of the schools.				

Section E: QASOs frequency of school visits and supervision of curriculum implementation influence academic performance

10. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
I have challenges of supervision of schools by				

education officers				
Supervision of education programs ensure efficiency and effective implementation of the curriculum				
Education officers pay irregular visits to the schools				
Lack of sufficient supervision influence academic performance				

Section F: Classroom lesson observation and academic performance

11. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
Class room lesson observation influence academic performance				
Teacher summarize lesson and gave follow-up activities				
Teach education officers are attentive to needs of teachers of both low and high academic ability.				
Classroom Lesson observation encourage learners to draw conclusions				

Section G: Influence of the systems for monitoring student progress and achievement on academic performance

12. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
Systems for monitoring student progress influence achievement on academic performance				
Education officers manage the execute systems for monitoring student progress				
Department of Quality Assurance and Standards ensure quality by working closely with other participants in the education sector for easier students monitoring				
Systems for monitoring student progress have added value to the education of their students				

APPENDIX IV

QUESTIONNAIRE FOR HEAD TEACHERS AND TEACHERS

This questionnaire has been developed as a main component of a research study to study the influence of quality assurance and standards activities on academic performance in public secondary schools in Trans-Nzoia East Sub County. It is the researchers request that you spare a few minutes in your precious time to fill this questionnaire in full. Your response will be treated with absolute confidentiality and will be used only for academic purposes.

PART A: Background information

1. What is the name of your school?
2. What is your academic qualification? (tick as appropriate)
 - a) Diploma [] b) B.Ed [] c) Masters []
 - d) Others, specify.....
3. What is your sex? [] a) Female [] b) Male []
4. What is your designation/ job group?
5. How many years have you worked?
 - a) 1- 5 [] b) 6- 10 [] c) 11- 15 [] d) 16 and above []
6. What is the mean score of your school?
 - a) 1.0- 2.5 [] b) 2.6-4.5 [] c) 4.6-6.5 [] d) 6.6-8.5 []
 - e) 8.5 and above []

Section B: Quality Assurance and Standards Officers training to handle secondary school curriculum supervision.

7. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
QASOs are trained to supervise curriculum implementation in the schools				
There is a special training of QASOs in the colleges of education in Kenya.				
QASOs need to be trained				
QASOs training improve standards of education in schools				

Section C: Teachers’ perceptions towards QASOs school visits for Quality Assurance and Standards assessment

8. What is your feeling towards QASO?

a) They are out to punish the teacher [] (b) They are helpful in my work [] (c) They have no contribution to my work []

9. Are you always ready to cooperate with the QASOs?

Yes [] No []

10. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	S A	A	D	SD
The atmosphere between QASOs and the teacher is usually so tense when they visit teachers				
QASOs are fault finders to teachers				
QASOs should be professional advisors.				
QASOs victimize and scare teachers by threatening to write negative reports about them				

Section D: The usefulness of QASOs assessment reports on academic performance of schools in national examinations

11. In which of the following areas have you benefited from the QASOs?

- a) Instructional material development [] (b) Development of work plans, lesson plans and records of work [] (c) Improving actual class room instruction [] (d) Maintaining quality instruction [] (e) None []

12. To what extent have you benefited from the QASOs in each of the following:

- a) Team work and collegial teaching;

Not at all [] somewhat [] Mostly [] Always []

- b) Management of large classes; Not at all [] somewhat []

Mostly [] Always [] c) Remedial teaching Not at all [] somewhat []

Mostly [] Always []

d) Setting discipline;

Not at all [] somewhat [] Mostly [] Always [].

e) Assessment of curriculum coverage

Not at all [] somewhat [] Mostly [] Always []

13. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
QASOs have effective assessment reports				
QASOs reports compare the entry behaviour of learners with the end results.				
QASOs reports help to plan and improve the standards of education that are being offered to the pupils				
QASOs have got register for inspectors of the schools.				

14. What is your general view of the role of QASOs in assisting you in implementing the curriculum?

.....
.....

Section E: QASOs’ frequency of school visits and supervision of curriculum implementation influence academic performance

15. Have you been visited by QASOs at any given time? Yes [] No []

If yes how frequent in a term?

a) Once a term [] (b) Twice a term [] (c) Three times a term [] (d) More than three times a term []

16. What was the intention of the visit?

- a) Routine inspection [] (b) Curriculum [] (c) Advisory visit []
 (d) Any other (Specify)

17. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
QASOs have challenges of supervision of schools by education officers				
Supervision of education programs ensure efficiency and effective implementation of the curriculum				
Education officers pay irregular visits to the schools				
Lack of sufficient supervision influence academic performance				

Section F: Classroom lesson observation and academic performance

18. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
Class room lesson observation influence academic performance				
Teacher summarize lesson and gave follow-up				

activities				
Teach education officers are attentive to needs of teachers of both low and high academic ability.				
Classroom Lesson observation encourage learners to draw conclusions				

Section G: Influence of the systems for monitoring student progress and achievement on academic performance

19. Please indicate your level of agreement or disagreement by ticking (✓) the appropriate response using the following key.

SA -Strongly Agree A - Agree D -Disagree SD- Strongly Disagree

Statement	SA	A	D	SD
Systems for monitoring student progress influence achievement on academic performance				
Education officers manage the execute systems for monitoring student progress				
Department of Quality Assurance and Standards ensure quality by working closely with other participants in the education sector for easier students monitoring				
Systems for monitoring student progress have added value to the education of their students				

20. In which areas can you work with the QASOs to effectively implement the curriculum?

.....
.....

21. What are the hindrances that make it difficult for you to cooperate with these officers?

.....
.....

22. What are your opinions on how best you can cooperate with QASOs?

.....
.....

APPENDIX V

HEAD TEACHERS/ TEACHERS INTERVIEW SCHEDULE

1. What do you understand by quality assurance?

.....
.....

2. Comment on the frequency of visits of the QASOs

.....
.....

3. When you were appointed, did the QASOs organize an induction seminar for you?

.....
.....
.....

4. What is usually the feeling when the QASOs visits your school?

.....
.....
.....

5. What are the areas in which you have benefited from the QASOs activities?

.....
.....
.....

6. Which are the problems that you face in interacting with the QASOs?

.....
.....
.....

7. What are your opinions on how best you can co-operate with QASOs in implementing the curriculum?

.....
.....

8. How is teaching quality monitored, maintained and enhanced in your school?

.....
.....
.....

9. How effective are the systems for monitoring student attendance, progression and achievement in your school?

.....
.....
.....

APPENDIX VI

QASOs INTERVIEW SCHEDULE

1. What roles do the QASOs play in school inspection?

.....
.....

What are your educational and professional qualifications?

.....
.....

What other training have you received in relation to school supervision?

.....
.....

2. How often do you inspect the public secondary schools within your area of jurisdiction and for what reasons?

.....
.....

What are the teacher's reactions to the inspection process?

.....
.....

3. How do you rate the attitudes of teachers toward inspection exercise in education?

.....
.....

What are the key factors that influence attitudes of teachers toward the inspection?

.....
.....

4. In terms of curriculum implementation and evaluation, how well are the teachers prepared?

.....
.....

5. Do you always discuss the inspection report with the individual teachers and the school administration?

.....
.....

6. To which extent are the inspection recommendation implemented in these schools?

.....
.....

7. What challenges do you face in relation to adequacy of working tools and resources for effective secondary school curriculum supervision?

.....
.....

8. What challenges do you face in relation to transport systems to secondary schools in Trans-Nzoia east Sub County?

.....
.....

9. How is teaching quality monitored, maintained and enhanced in your Sub County?

.....
.....

How can quality assurance and standards officers be assisted to offer effective school supervision services to secondary schools in Kenya?

.....
.....

10. What are your comments regarding the working conditions of QASOs in Trans-Nzoia east Sub County?

.....
.....

APPENDIX VII SCEO’S INTERVIEW SCHEDULE

1. What roles do the QASOs play in school inspection?

.....
.....

2. What is the frequency of quality assurance and standards officers“ visits to primary schools in Trans-Nzoia east Sub County?

.....
.....

3. What challenges do your quality assurance and standards officers have in relation to adequacy of working tools and resources for effective secondary school curriculum supervision?

.....
.....
.....

4. How is teaching quality monitored, maintained and enhanced in your Sub County?

.....
.....

5. What problems do your quality assurance and standards officers face in reference to attitudes of teachers toward supervision?

.....
.....

6. To what extent have your quality assurance and standards officers been adequately trained and in-serviced to handle secondary school curriculum supervision?

.....
.....

7. How can quality assurance and standards officers be assisted to offer effective school supervision services to secondary schools in Kenya?



.....
.....

APPENDIX V

RESEARCH PERMIT

CONDITIONS



1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.


REPUBLIC OF KENYA

National Commission for Science, Technology and Innovation
RESEARCH CLEARANCE PERMIT
Serial No. A 4791
CONDITIONS: see back page

THIS IS TO CERTIFY THAT:

MR. ONZERE REUBEN AGESA
 of UNIVERSITY OF NAIROBI, 201-30200
 Kitale, has been permitted to conduct
research in Transzoia County
 on the topic: **INFLUENCE OF QUALITY ASSURANCE AND STARNDARDS ACTIVITIES ON ACADEMIC PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN TRANS-NZOA EAST SUB-COUNTY, KENYA**
 for the period ending:
25th September, 2015

Permit No. : NACOSTI/P/15/7293/5383
Date Of Issue : 2nd April, 2015
Fee Received :Ksh 1,000


Applicant's Signature

Director General
National Commission for Science, Technology & Innovation

APPENDIX VI

AUTHORISATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
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Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

2nd April, 2015

NACOSTI/P/15/7293/5383

Onzere Reuben Agesa
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Influence of Quality Assurance and Standards activities on academic performance in public secondary schools in Trans-Nzoia East Sub-County, Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Trans-Nzoia County** for a period ending **25th September, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Trans-Nzoia County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Trans-Nzoia County.

The County Director of Education
Trans-Nzoia County.