CONTRIBUTIONS OF QUALITY ASSURANCE AND STANDARDS TO CURRICULUM IMPLEMENTATION IN PRIMARY SCHOOLS OF BARINGO DISTRICT, BARINGO COUNTY, KENYA

BY

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A RESEARCH PROJECT REPORT, SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF MASTERS DEGREE IN EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES OF KENYATTA UNIVERSITY

MAY, 2012
DECLARATION

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

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This work is dedicated to My wife Hellen Chepkuto and our children Lydia, Vincent, Teclah and Kevin who have continuously encouraged me to work hard.
ACKNOWLEDGEMENT

I would like to acknowledge several people who made the completion of this study a success. Special thanks go to my Supervisors Prof. Grace Bunyi and Dr. F.W. Njguna for guidance and support, valuable suggestions and many hours spent in reading and providing feedback.

Special tribute goes to all Head teachers and teachers of the schools who participated in the study and District Education Officer Baringo North District and the staff in his office for their cooperation during data collection for the study. Finally my thanks go to my family members, brothers and sisters for love, patience and prayers.
ABSTRACT
The core function of the directorate of Quality Assurance and Standards is ensuring Quality education. This entails monitoring 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. Reports have indicated that Quality Assurance and Standards in Kenya is a thorny issue. Even with the efforts made for instance (in training, appointing qualified personnel and providing necessary materials) in strengthening the department, it is still wanting. The main objective of the study was to investigate the contributions of Quality Assurance and Standards Officer to curriculum implementation in primary schools in Baringo District, Kenya. The research adopted a descriptive research design. Simple random sampling was used to sample 103 teachers from primary schools in the District. Systematic random sampling was used to select 34 primary schools from 114 schools in the District. Therefore, the sample size included 34 schools, 34 head teachers and 103 teachers from the District. Questionnaires were used to collect data from the head teachers and teachers. Data collected was analyzed using descriptive statistics. The study found that QASOs contribute to effective curriculum implementation. They assisted greatly in organizing work shops on teaching methods, giving advice and ideas on ways of implementing the curriculum, updating teachers on changes in the curriculum and in preparation of schemes of work and checked childrens’ work. The study also found that there was a good relationship between teachers and QASOs. The study concluded that the involvement of QASOs in educational matters benefited teachers in development of work plans, lesson plans and records of work, maintaining quality instruction, improving actual instruction and developing instructional materials. The study recommended that there was need to address the issue of Insufficient materials and rare visits by QASOs by employing more Officers, that the government should employ other officers to oversee the work of QASOs, the officers should regularly monitor schools to find out whether curriculum activities were being implemented as planned and whether they were producing desired results, that the ministry of Education through directorate of Quality Assurance and standards should establish a vetting system for those being in-serviced to ascertain their correctiveness and that there was need for sensitization of community members for increased participation in matters affecting curriculum implementation, through organized workshops.
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<tr>
<td>EFA</td>
<td>Education for All</td>
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<tr>
<td>DQAS</td>
<td>Directorate Quality Assurance and Standards</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>KCPE</td>
<td>Kenya certificate of Primary Education</td>
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<td>QAS</td>
<td>Quality Assurance and Standards</td>
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<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
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<td>UPE</td>
<td>Universal Primary Education</td>
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<td>HMI</td>
<td>Her Majesty’s Inspector</td>
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<td>OFSTED</td>
<td>Office of Standards in Education</td>
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</tbody>
</table>
# TABLE OF CONTENTS

DECLARATION ........................................................................................................ ii
DEDICATION ........................................................................................................ iii
ACKNOWLEDGEMENT ........................................................................................ iv
ABSTRACT .............................................................................................................. v
ABBREVIATIONS .................................................................................................... vi
TABLE OF CONTENTS .......................................................................................... vii
LIST OF TABLES .................................................................................................... viii
LIST OF FIGURES .................................................................................................. ix

## CHAPTER ONE .................................................................................................... 2

### INTRODUCTION ............................................................................................... 2

1.0 Introduction ........................................................................................................ 2
1.1 Background to the Study .................................................................................. 2
1.2 Problem Statement ......................................................................................... 6
1.3 Objectives of the Study ................................................................................... 8
1.4 Research Questions ......................................................................................... 8
1.5 Assumptions of the Study .............................................................................. 9
1.6 Limitation of the Study ................................................................................ 9
1.7 Delimitations of the Study ........................................................................... 9
1.8 Significance of the Study .............................................................................. 9
1.9 Theoretical Framework ................................................................................. 12
1.10 Conceptual Framework ............................................................................... 12

## CHAPTER TWO: ................................................................................................ 15

## LITERATURE REVIEW ...................................................................................... 15

2.1 Introduction ..................................................................................................... 15
2.2 Issues in Quality Assurance in Education ..................................................... 15
2.3 Role of Quality Assurance and Standards Officers ....................................... 17
2.4 Quality Assurance and Standards in Kenya .................................................. 18
2.5 Challenges Facing Quality Assurance and Standards Officers .................... 20
2.6 Relationship Between Teachers and QASO ................................................ 20
2.7 Quality Assurance in Education in Kenya .................................................... 21
2.8 Conclusion and Gaps in Literature ............................................................... 23
CHAPTER THREE .................................................................24
RESEARCH METHODOLOGY ....................................................24
3.0 Introduction ...........................................................................24
3.1 Research Design ....................................................................24
3.2 Variables ..............................................................................24
3.3 Study Locale .........................................................................25
3.4 Target Population .................................................................25
3.5 Sample and Sampling Techniques .........................................25
3.6 Research Instruments ............................................................26
3.7 Validity .................................................................................26
3.8 Piloting ..................................................................................27
3.9 Reliability ..............................................................................28
3.10 Data Collection procedure ...................................................28
3.11 Ethical consideration .............................................................29
3.12 Data Analysis and Presentation ............................................29

CHAPTER FOUR ...........................................................................30
DATA PRESENTATION, ANALYSIS AND INTERPRETATION ...............30
4.1 Introduction ..........................................................................30
4.2 General Information ...............................................................30
4.2.1 Gender of the Respondents ..............................................31
4.1.2 Respondents’ Experience ..................................................32
4.1.3 Type of Schools under Study ..............................................33
4.2 The Role of Quality Assurance and Standards Officers in Curriculum Implementation ...................................................34
4.3 The Relationship between QASOs and Teachers .....................39
4.4 Teachers’ Benefits from Quality Assurance and Standards Officers in Curriculum Implementation ..............................................42
4.5 Teachers’ Opinions on how best they can Work With QASOs in order to implement the Curriculum ........................................46
LIST OF TABLES

Table 1.1 2008-2010: KCPE ANALYSIS - BARINGO DISTRICT. .............................................7
Table 4.1 Distribution of Respondents by Gender..........................................................31
Table 4.2 Distribution of Respondents by Experience ..................................................32
Table 4.3 Respondents’ View on the Role of QASOs......................................................34
Table 4.4 QASOs Visits to Schools .............................................................................36
Table 4.4b Frequencies of QASOs’ Visits to Schools ..................................................36
Table 4.4c Head teachers’ Comments on QASOs Visits..............................................38
Table 4.5: Head teachers’ Attitude Towards QASOs ..................................................41
Table 4.6: Benefits from the QASOs ........................................................................43
Table 4.7: The Extend of Teachers’ Benefits from QASOs .......................................44
Table 4.8 Head teachers’ Benefits ............................................................................45
Table 4.9 Best ways Teachers can Work Best with QASOs in Implementation of Curriculum ...........................................................................................................46
Table 4.10 Teachers Opinion on how best they Cooperate with QASOs .................47
Table 4.11 Head teachers Opinion on How Best they can Cooperate with QASOs ...48
Table 4.12 Hindrances that make it Difficult for Cooperation ....................................49
Tables 4.13 Problems faced by Head teachers interacting with QASOs .................50
LIST OF FIGURES

Figure 1.2 Conceptual Framework showing the Contribution of QASOs on Curriculum Implementation.................................................................13
Figure 4.1 Types of Schools .................................................................33
Figure 4.2 Frequencies of QASOs’ Visits to Schools.................................37
Figure 4.4: Intentions of QASOs Visit to Schools........................................39
Figure 4.5: Teachers’ Relationship with QASOs .......................................40
Figure 4.6: Teachers’ Attitudes Towards QASOs ....................................41
CHAPTER ONE
INTRODUCTION

1.0 Introduction
This chapter deals with the background to the study, the statement of the problem, the research objectives, the research questions, assumptions of the study, limitation of the study, delimitations of the study, significance of the study, theoretical framework and conceptual framework.

1.1 Background to the Study
Duff, (2000) defines Quality Assurance as a process through which an education institution guarantees to itself and its stakeholders that its teaching, learning and other services constantly reach a standard of excellence. In England, the earliest form of inspection meant checking the work of the teachers. In many school districts, the person responsible for this task was known as the school inspector. The title is still applied to certain supervisory officers in England and British Common Wealth. The inspection by then was not an attempt to help the teachers improve instruction but was designed to determine whether or not the teachers did their work the way they were supposed to and if they didn’t to replace them with teachers who would do the job better (Elsbree, and Nally, 1967).

According to Elsbree, and Nally (1967), the inspection was focused on the teacher and its immediate purpose was to teach him/her how to teach others. The approach was direct and it assumed that the supervisor had knowledge and the ability sufficiently superior to that of teachers to qualify him/her to do the job.
Clark, (1975) reports that during his time as an inspector of schools, it was his habit as it was with most of other inspectors to watch the teachers at work, set them arithmetic and composition tests then gave their findings on the teacher.

The schools were expected to be written a report after an inspection. Naturally, many of the schools did not look forward to the occasion, because they believed that if a bad report was issued, somebody would be sacked or promotion for head teachers blocked. There were challenges which faced the inspectors: Clark, (1975) mentions that for nearly half of his working life as an inspector, he managed to do his work without a motor car. This made him frustrated but he was convinced in doing his work. He also stated that writing of inspection reports was never easy for language was to be used effectively.

The topic of quality assurance has become one of the central topics in the context of recent educational reforms, and the concept of quality has become one of the most fashionable concepts in contemporary educational terminology. However, the understanding of quality and the possible ways and means of assuring quality in education varies. One could name different structures and institutions in the system of education which are supposed to assure quality. Educational reforms world-wide, and in post-communist countries in particular, are aimed at providing better quality in education, so the previous structures and institutions are reorganized in order to achieve this aim in the best possible way (Rimantas, 2011).

Most European countries are decentralizing their school systems. This has adversely affected the traditional inspectorate that was used in ensuring quality in schools. Traditionally the inspectorate was the central eye that watched, inspected and
controlled schools and teachers in order to assess and if necessary, enforce compliance with the administrative rules. Gradually in the wake of new pedagogical doctrines and ideas, the process has become two way: on the one hand, providing the centre with information and with an evaluative judgment about schools and teachers and, on the other providing schools and teachers with advice, assistance and feedback. In this process, the control function has been doubled by a new task (Kallen, 1997).

Most African countries are battling with illiteracy, inequity, lack of quality and relevance of their education policies and systems, whereby Kenya is no exception. Quality is at the heart of most education policy agendas and improving quality is probably the most important task facing many educational institutions. With this concern has also come an increasing accountability demand. There is growing concern by various stakeholders about the declining student achievement and teacher performance highlighted by strong media publicity and frequently acknowledged in educational analysis in Kenyan schools (Odhiambo, 2008).

Quality Assurance and Standards Officer, (QASO), is a recent term coined to refer to the education officer responsible for supervision of curriculum implementation in schools. This is a new term commonly used in place of the traditional term of “inspector”. The term “inspector” portrayed the QASO as a person who comes from above to see that policies developed at the central education office were being implemented in schools. This notion created a rift between the inspectors and the teachers. Teachers tended to shy away from interacting freely with the “inspector” for fear of fault finding and victimization (Wanzare, 2006). The new term of QASO is intended to remove the stigma associated with the inspector and to portray the officers as people concerned with improving quality and standards of education by working as
partners with the teachers. Quality Assurance and Standards Officers (QASOs) are persons appointed by the Department of Quality Assurance and Standards (DQAS), which is a department in the Ministry of Education, to supervise curriculum implementation in the schools (Wanzare, 2006).

Quality assurance in education entails effective monitoring of curriculum delivery in schools to ensure effectiveness. With emergence of free market economy even in the education sector in Kenya and subsequent proliferation of private academies, the Quality Assurance division must be revitalized and strengthened. Strengthened in order to ensure delivery of quality education at both private and public schools and also to objectively regulate private education (MOEST, 2008). 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, 2000). 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 Education and Training (INSET) courses organized from time to time (Republic of Kenya, 2000).

In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision. This has led to calls for the strengthening of the Directorate of Quality Assurance and Standards (DQAS), particularly improving the knowledge, skills and attitudes of the officers who carry out the role of supervision of education in educational institutions (Ajuoga, 2010).
For a long time, however, it has been noted that those appointed to these roles were not qualified and didn’t know their roles due to lack of guideline (Wanzare, 2006). The QASOs were seen as “snooper visitors”, people (officers) who pounced on prey (teachers) with intent to “catch” and punish wrong doers. For a long time, to date, they are unwelcomed visitors to schools. In most cases during their visits, they focused on facilities, especially buildings at the expense of the curriculum and skills of teachers during instruction. This reflects poorly on the relationship of this quality assurance component and other components, as regards achievement of the aims of education. With poor monitoring, chances are that every other component could be dysfunctional. With nothing done to correct this state, problems affecting the ‘system’ could go undetected (Etindi, 2000). Based on the above background the study investigated contributions of Quality Assurance and Standards Officers to curriculum implementation in primary schools of Baringo District Kenya.

1.2 Problem Statement
Directorate of quality assurance and standards is charged with the responsibility of improvement of standards of education in Kenya (Waweru, 2005). Its role is more of being the policeman for teachers in relation to curriculum implementation. Quality education can only be achieved if the curriculum is effectively implemented. According to Farrant (1980), QASOs provide a link between teachers, administrators and other relevant stakeholders. They also offer In-service training to teachers, educational resources, capacity building to other relevant stakeholders among others. All these are geared towards improving education standards which in turn yield better results in terms of academic performance.

However, the academic performance in most Kenyan primary schools has been dwindling over the previous years. In Baringo District, for example, there have been poor academic results in National Examinations (KCPE) as posted by the District Education Office as shown below:
This poor performance has made most of the educational stakeholders raise eyebrows on the role of QASOs as far as academic results are concerned. From the above table, it was clearly observed that very few candidates scored above 350 marks. Majority of the candidates scored below 299 marks making it difficult for them to get form one places in secondary schools.

These results have not been very impressive despite the fact that the government through Free Primary Education (FPE) is channeling a lot of funds to our schools for the purchase of instructional/learning materials. The government has also deployed quite adequate staff (teachers) to these schools, with an average of 10 teachers per school. The question boggling our minds then is, to what extent do QASOs contribute to effective curriculum implementation in primary schools of Baringo district?
1.3 Objectives of the Study
This study was guided by the following objectives;

i) To analyze the views of teachers of Baringo district on the role of Quality Assurance and Standards Officers in Curriculum implementation.

ii) To establish the extent to which QASOs- teacher relationship influence implementation of curriculum.

iii) To outline the areas in which the teachers have benefited from Quality Assurance and Standards Officers in curriculum implementation in Baringo district.

iv) To determine the problems hindering the cooperation between QASOs and teachers of Baringo District.

v) To obtain the opinions of teachers on how best they can work with Quality Assurance and Standards Officers in order to best implement the curriculum.

1.4 Research Questions

i) What are the views of teachers of Baringo district on the role of Quality Assurance and Standards Officers in curriculum implementation?

ii) To which extent do QASOs- teacher relationship influence implementation of curriculum?.

iii) In which areas have the teachers benefited from the Quality Assurance and Standards Officers in curriculum implementation in Baringo District?

iv) What are the problems hindering the co-operation between QASOs and teachers of Baringo District?

v) What are the opinions of teachers on how best they can work with the QASOs in order to best implement the curriculum?
1.5 Assumptions of the Study
The study assumed that teachers of Baringo District had understanding of the roles of the QASO in curriculum implementation, that teachers had benefitted from the QASOs in matters concerning curriculum implementation, that joint efforts of the teachers and QASOs in curriculum implementation was facing problems and the respondents in this study were truthful and gave information to the best of their knowledge.

1.6 Limitation of the Study
The quantitative limitation of the study was that it only looked at the views of the teachers and did not incorporate the views of the QASOs. A better understanding of the challenges would have been felt if QASOs were included. This would however confound the study. The teachers who were sampled were only those who were available during the sampling and only those who were willing to participate.

1.7 Delimitations of the Study
The study was only done in Baringo District and did not extend to other districts. This was because of the difficulty of working with a large sample size. However, the views on the problems they were facing was obtained from the teachers. The study only looked at the contributions of QASOs to curriculum implementation and did not look at other legal issues affecting their contribution to curriculum implementation.

1.8 Significance of the Study
The study provided information on the views of the teachers on the contributions of the QASOs to curriculum implementation. Information from these views of teachers provide useful data for the Ministry of Education in coming up with guidelines that
could be used in strengthening quality assurance and standards. The information provides useful literature to other scholars who may wish to explore the area further. The study is also significant in that it will help teachers understand the roles of QASOs in Curriculum implementation hence work harmoniously with them. It will also be of useful to school administration; on how to involve students, parents and the stakeholders in decisions affecting the school hence reducing tension in the school. The Ministry of Education will be able to use the research findings to improve the operations of QASOs so as to be more effective in their work.

1.9 Theoretical Framework
This study was based on two theories namely the human capital theory and the systems theory. 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 1960’s. It is seen increasingly as a key determinant of economic performance.

The systems theory was developed by biologist Ludwig Von Bertalanffy. Little John (1983) 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 behavioral 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 department is one of the system that cooperate to make the school system efficient.

The systems theory emphasizes unity and integrity of the organization and focuses on the interaction between its component parts and the interactions with the environment. It suggests that organizations must be studied as a whole taking into consideration the interrelationships among its parts and its relationship with the external environment. Schools are open systems hence they respond to the external influences as they attempt to achieve their objectives. The implementation of the free primary education is an example of a change from the outer environment.

1.10 Conceptual Framework
The conceptual framework for this study based on the variables that affected the contributions of DQASO to curriculum implementation. These variables subsequently affect curriculum implementation and hence performance. The variables included the teachers’ perception on the role of QASOs in assisting them effectively implement the curriculum. Most of the teachers may view the Officers as being out to punish and hence might not co-operate with them. The perception and approach might affect the willingness of the teachers to co-operate with them. Lack of clear work plan and inspection schedule for QASOs might hinder the general curriculum implementation.

The variables, both independent and dependent include the following:

**Independent variables:**
The independent variables included Quality Assurance and Standards Assessment, effective classroom instruction, school administration processes and Pupils’ factors; commitment and hardwork.
**Dependent variable**

This included performance of pupils.

**Moderating variables**

Ministry of Education policy on instructions and
TSC employment capacity

**Intervening Variables**

Attitudes of the learner’s

The variables are summarized in the figure below:

**Figure 1.2 Conceptual Framework showing the Contributions of QASOs to Curriculum Implementation**

*Source: Author*

The above diagram shows the relationship between the independent variables (Quality assessment, school administration, pupils factors, effective classroom instruction) and dependent variable pupils performance. The relationship indicates that when there is quality assessment by QASOs, effective school administration
by head teachers, pupils commitment and hard work and effective classroom instruction characterized by adequate teachers and positive attitude by the learners there is bound to be good performance.
CHAPTER TWO:
LITERATURE REVIEW

2.1 Introduction
Literature was reviewed in this chapter on issues in quality assurance in Education, role of Quality Assurance and Standards Officers, Quality Assurance and Standards in Kenya, challenges facing Quality Assurance and Standards Officers, relationship between Teachers and Quality Assurance and Standards Officers and quality assurance in education in Kenya, areas of primary education sector in Kenya and quality assurance in education in Kenya.

2.2 Issues in Quality Assurance in Education
Quality assurance and standards has been a thorny issue both regionally and internationally. In South Africa quality education has been compromised with high number of learners compared to teachers. However, the country has expressed its seriousness in managing quality in education. There are several concerns on the problems the quality assurance and standards officers are facing. These problems include short time frames and notices, unavailability of transport and shortage of assessment tools, (Horsolman, 2002).

In Scottish schools the initiative of quality was formally launched in June (1997) as a partnership between schools, education authorities and the Scottish office. The intention was to raise educational standards and deliver excellence by improving the quality of educational provisions in Scottish schools. The quality initiative in Scottish schools was improved to include a culture of co-operation, collaboration and consultation (Clark, 2000).
Nigeria has experienced massive growth in aspect of quantitative growth. In the process however, quality seems to have suffered with all the attendance consequences. Without quality, education becomes wastage and even poses danger to individual beneficiary and the society. The quality of education in Nigeria being provided for children has been a source of grave concern for a long time as reported by Nwagwu, et al., (2000). Quality control practices in Nigerian education are based essentially in school inspection, monitoring and control. School inspection has been criticized for its inadequacy to assist classroom teachers to improve their performance (Tuoyo, 1999). West-Burnham (1994) also sees inspection as an external imposition which is prone to rejection by teachers. This is more so when inspectors behave like tin-gods (Ijaiya, 1991). School inspection is particularly criticized for its limitations as a post-mortem examination of certain school activities, searches for lapses and wastages rather than preventing them and then seeking ratification which is often more costly (West-Burnham, 1994) in terms of time, money and energy to the student, government, teachers and parents.

In United Kingdom (UK), there is a long history of ‘Inspection’ thoroughly documented (Taylor, 1996). Starting in 1839, Her Majesty’s Inspectors (HMI) were employed as masters in their fields to inspect schools without ‘fear or favour’. They reported to the education minister and the chief (HMI). However, the inspections were few and far between, and in 1993 HMI were either disbanded or re-employed in the Offices of Standards in Education (OFSTED). These offices were headed by a part-time chief who was to inspect one school in four each with teams headed by trained registered inspectors including lay members (Taylor, 1996).
2.3 Role of Quality Assurance and Standards Officers

Quality Assurance is an all-embracing term covering all policies, processes and actions through which the quality of higher education is maintained and developed (Campell and Rozsnyai, 2002).

According to Elsbree and Nally (1976), supervision of teachers i.e. inspecting the work of teachers in many school districts in England was done by Inspectors. They say that supervision meant inspection of the work of the teachers and it was not an attempt to help the teachers improve their performance but to determine whether or not teachers did what they were supposed to do and if they didn’t to replace them with other teachers.

Clark, (1975) reports that during his time as an Inspector of schools, it was his habit as it was with most of other inspectors to watch the teachers at work, hear children read, set them arithmetic and composition tests and then gave their findings to the teachers. The inspectors were expected to write a report of the inspection after doing it.

Today’s inspection approach is cooperative. It concerns itself with the improvement of the total teaching and learning situation. It enlists the cooperative efforts of all the school staff in the study of educational problems in the school. Much attention is directed to the function and operation of the processes and the contribution of all members, as members of the group, is deliberately sought. Leadership for all members is provided for and encouraged (Clark, 1975).
2.4 Quality Assurance and Standards in Kenya
In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision (Rep. of Kenya, 1988, 1999). This has led to calls for the strengthening of the Directorate of Quality Assurance and Standards (DQAS), particularly improving the knowledge, skills and attitudes of the officers who carry out the role of supervision of education in educational institutions.

Quality Assurance and Standards Officers (QASO) 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 QASO require special skills specific to the job (Etindi, 2001). However, there is currently no special training of QASO in the colleges of education in Kenya. Instead, QASO 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 QASO (Etindi, 2000).

Therefore, they need special training as QASOs because this job is not the same as that of teaching. QASOs’ training has usually been done though 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, S. N, 2005).

In Kenya, the provision of education opportunities to all Kenyan children is central to the government’s poverty eradication strategy and the economic recovery strategy. To realize their goals and to provide primary pupils with opportunities to acquire
basic education to enable them exploit their potential to the fullest, Ministry of Education should put in place effective quality assurance mechanisms (Ministry of Education, Science and Technology, 2005).

According to Farrant, (1980), the roles of Inspectorate (DQAS) are dual; the first of these is to act as administrative Inspectors with the purpose of ensuring that the educational systems work efficiently and the standards are maintained. The second major role is to improve the performance of teachers by offering professional encouragement, guidance and counseling and by seeing to it that they get whatever In-service training they need to do their jobs effectively. He further 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 are also able to offer the teachers access to in-service training, various teachers support services and such educational resources as the teachers might find it difficult to obtain on their own.

The roles of the Inspectorate now Directorate of Quality Assurance and Standards in the Ministry of Education include: first it is responsible for development and implementation of the curriculum. Secondly, the DQAS gathers data on number of schools, QASOS and other professional staff available at all administrative levels; (Zonal, Divisional, District, Provincial and National Levels) (Mwiria and Wamahiu, 1995).

Olempo and Cameron (1992) stated that the school inspectors now, QASOs’ function is to see what is going on in the school as a whole and in the classroom in particular.
The QASO is there to observe children learning and teachers teaching. When necessary, the QASO advises the head teachers on how to do their jobs better.

Quality Assurance and Standards Officers monitor schools. They find out whether activities are being implemented as planned and whether they are producing desired results. All activities in a school should be monitored to ensure they are properly implemented. Performance should also be monitored. It should measure against the standards set during planning process so that necessary actions can be taken. (Nyakwara, 2009).

2.5 Challenges Facing Quality Assurance and Standards Officers
Maranga (1981) mentions lack of commitment and positive approach as a challenge. He argues that training and quality of personnel do not guarantee improved supervisory practices unless such are accompanied by total commitment, dedication and change of attitude by both QASOS and teachers towards each other.

Another problem is that of irregular schools assessment and inadequate follow up of assessment visits to schools and services. Assessment has at times, been marked by impromptu, irregular visits by QASOS aimed at “catching” the teacher doing wrong (Maranga, 1981).

2.6 Relationship between Teachers and QASO
Olembo (1992), Observed that whenever a QASO 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.
UNESCO (2005), Stated that teachers had a lot to say on the role of QASO 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 researches 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. In the light of this, inspection of schools in the past has been viewed by teachers with reservations and this may be to the detriment of effective instruction in schools. The Ministry of Education has been conducting in-service training for Quality Assurance and Standards Officers with a view to improving professionalism in the way they performed their duties. Therefore the study investigated whether there exists the same fear and suspicion.

2.7 Quality Assurance in Education in Kenya
The Quality Assurance and Standards (QAS), formerly known as the inspectorate, arm of the Ministry of Education is meant to play a supervisory and advisory role to teachers. Specifically, the QAS department checks on the quality of implementation of educational policies at all levels: (zonal, divisional, district and national). This covers quality of instruction, materials, equipment and facilities and quality of training.

Ajuoga (2009), 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, report writing and action research. The study recommended
that the QASO needed to be trained. The study did not however explore the views of the teachers on their interaction with the officers.

Kipkoech and Kyalo (2010), observed the management challenges facing implementation of free primary education in Keiyo district, 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.

Chetalam (2010), investigated the factors affecting performance in Kenya Certificate of primary education in Kabarnet Division of Baringo district. Several factors were identified and lack of enough supervision was also mentioned. The study acknowledged that the supervision had a positive effect on performance. However it was noted that in Baringo district the supervision was inadequate.

Wafula (2010), investigated the teacher’s 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 district. The study revealed that the teachers had a positive perception towards supervision. However it also revealed that the QASO faced many problems in their job such as inaccessible schools, resistance from teachers, inadequate personnel, hostile environment and poor communication.

2.8 Conclusion and Gaps in Literature
The literature reviewed herein touched on the perceptions of teachers on the supervision by QASOs. The studies explored the factors influencing performance in KCPE whereby inadequate school assessment had been cited. The studies also looked at the perceptions of inspection in primary schools by teachers. However the studies did not assess the views of the teachers on the contributions of the QASOs in curriculum implementation. The studies did not outline the areas in which the QASOs had contributed positively in enhancing proper curriculum implementation. The studies had not assessed the problems facing the co-operation of the QASOs and teachers in curriculum implementation. Hence this study assessed the contribution of the QASO in curriculum implementation as well as the problems facing the co-operation of the QASO with teachers.

The literature indicated that training and quality of personnel do not guarantee improved supervisory practices unless such are accompanied by total commitment, dedication and change of attitude by both QASOS and teachers towards each other but there was no any elaboration on what to be done to guarantee improved supervision. Also the studies revealed that other problem was that of irregular schools assessment and inadequate follow up of assessment visits to schools and services but there was no recommendations on what to be done to curb the issue of irregular visits.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction
This chapter is organized under the following subsections, the research design, target population, sample size and sampling procedures, research instruments, data collection procedures and data analysis.

3.1 Research Design
The research adopted a descriptive research design. Descriptive 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 and Kombo, 2002).

Borg and Gall (1985), noted that descriptive research is intended to produce statistical information about aspects of education that interests policy makers and educators. Survey research designs allow researchers to gather information, summarize, present and interpret for the purpose of clarification (Orodho, 2002). It utilizes both the quantitative and qualitative approaches. The questionnaires were used to access qualitative data. In this way, verification, deeper explanation and appropriation of findings of the survey were sought for the sake of accuracy in interpretation of data (Kerlinger and Lee, 2000).

3.2 Variables
The independent variables of the study included the teacher’s attitudes and views on the roles of QASO in curriculum implementation. These independent variables impacted on the effective implementation of the curriculum. The dependent variable
was effective implementation of the curriculum. The effective implementation of the primary school curriculum depends on the co-operation of both QASO and teachers, hence the view and attitudes of teachers go a long way in ensuring effective implementation.

3.3 Study Locale
The study was carried out within the Baringo District. Baringo District is located in the Northern part of Rift Valley Province. To the north it borders Baringo North District, Marigat District to the East, Koibatek and Mogotio Districts to the South and Keiyo South District to the West (Ministry of planning and national development, 2005).

3.4 Target Population
Orodho (2009), states the target population, also called universe are all members of a real or hypothetical set of people, events or objects to which the researcher wishes to organize the results of the study. In this study, the target population consisted of all the 114 public primary schools, 114 head teachers and 1119 teachers in Baringo District.

3.5 Sample and Sampling Techniques
Kimutai (1995), gives the meaning of sampling as selecting a given number of persons from a defined population in such a way that the sample selected is representative of that population. Systematic sampling technique was used to select 34 out of the 114 schools. Three teachers from each sampled school were selected using simple random sampling (total 103). Simple random sampling enhances an equal and independent chance of being selected as a member of the sample. Simple random
sampling yields research data that can be generalized to a larger population within margins of error that can be determined statistically (Orodho, 2009).

To select three teachers from say 10 teachers in a school, the researchers wrote numbers 1, 2 and 3 on three papers and left rest unwritten. The papers were folded and the teachers were allowed to pick. The teachers who picked papers written 1, 2 or 3 were included in the sample. All the head teachers of the selected schools were included in the study as respondents.

**3.6 Research Instruments**

To carry out the research, questionnaires were used. The questionnaires were filled by both teachers and head teachers. The questionnaire allowed measurement for or against a particular viewpoint. 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 analyzed, and it allows anonymity (Orodho, 2009). In this study questionnaires were convenient because all the teachers in the sample were literate and therefore were able to fill the questionnaire without difficulty. The questionnaires for both teachers and head teachers consisted of closed-ended questions with a few open-ended questions.

**3.7 Validity**

Validity refers to extent to which an empirical measure adequately reflects the real meaning of the subject under investigation (Babbie, 1995).

Mugenda and Mugenda (1999), defines validity as the accuracy and meaningfulness of the inferences, which is based on the research results. It is the degree to which the
results obtained from the analysis of the data actually represent the phenomena under study.

To ensure that the data acquired is valid in this study, the following steps were taken; An extensive literature review was undertaken to understand how personal in-depth interviews and school surveys should be conducted (Finn, et al., 2000). Interview guidelines focused on the topic under investigation.

Further the validity of the instruments was determined through the content validity of the instrument. Content validity is concerned with whether or not a test or measuring instrument is a representative of the full content of the thing under study. Thus, the questionnaire developed included almost all items on the role of QASOs in the administration of public schools. In this study, validity of the instruments chosen was verified through piloting the instruments in two public primary schools in the district not included in the study. The Supervisors checked the questionnaire for its general content, content validity and thoroughness. Their noteworthy advice and comments were incorporated in the final survey instrument. Other research experts further checked the instrument before it was finally administered. The questionnaire were pre-tested and piloted to ensure that the questions were not ambiguous.

3.8 Piloting

Piloting was done in two schools that were not included in the study. The sample was drawn from the primary schools which did not take part in the study. The piloting ensured that the research instruments did not have potential misunderstanding. It was also used to identify problems respondents would encounter when filing the questionnaires.
3.9 Reliability
Orodho (2009) defines reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The stability of questions was assessed in terms of test-retest reliability. The questionnaire was administered twice to the same group of respondents. The second administration was done after a two weeks lapse time to check whether the same results could be obtained. A Pearson’s product moment formula for the test-retest was employed to compute the correlation coefficient in order to establish the extent to which the contents of the questionnaire were consistent in eliciting the same responses every time the instrument was administered. A correlation coefficient of about 0.8 is considered high enough to judge the instrument as reliable for the study. In this case both the tests gave a value of $r > 0.8$, this was an indication that the instruments were reliable.

3.10 Data Collection procedure
The study sought an approval from the Kenyatta University graduate school. A permit was obtained from the Ministry of Higher Education, Science and Technology before the study was conducted. Consent was sought from individual respondents and the institutions that were included in the study. The respondents were guided through the questionnaire. Relevant documents for example log book and inspection reports were then analyzed to give information on the various visits the QASO had made in the schools.
3.11 Ethical consideration
Data obtained from the study was treated as confidential as possible to safeguard the respondents from abuse. The respondents were recruited into the study on voluntary basis and were at liberty to leave the study at any time if they wished to.

3.12 Data Analysis and Presentation
Data collected was analyzed using descriptive statistics methods, especially the measures of central tendency. Data collected through the questionnaires were analyzed according to emerging patterns or opinions derived through statistics using Statistical programme for Social Science (SPSS). Data was organized in frequency distribution tables as well as measures of dispersion such as a standard deviation. Graphical presentation of data included:- histograms, tables and bar graphs.
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 investigate the contributions of quality assurance and standards to curriculum implementation in primary schools of Baringo District, Kenya. Specifically, the study analyzed the views of teachers of Baringo District 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.

Data was collected from two groups; teachers and head teachers. The researcher administered thirty four (34) questionnaires to head teachers and hundred and three (103) questionnaires to teachers in thirty four (34) schools within the district, of the questionnaires administered there was a positive return rate where 32 head teachers’ questionnaires representing 94% were returned fully answered and 103 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
Respondents’ general information was worth establishing since it gave the study an insight of the information expected since the results were embedded in their background.
4.2.1 Gender of the Respondents

The respondents who participated in the study were required to state their gender. The results are presented in Table 4.1.

**Table 4.1 Distribution of Respondents by Gender**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Teachers</th>
<th>Head teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>Male</td>
<td>45</td>
<td>43.7</td>
</tr>
<tr>
<td>Female</td>
<td>58</td>
<td>56.3</td>
</tr>
<tr>
<td>Total</td>
<td>103</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the findings, 58(56.3%) of teachers who participated in the study were female while 45(43.7%) were male. Also 28(87.5%) of head teachers were male while 4(12.5%) were female. This implies that there were more female teachers than male who participated in the study, while there were also more male head teachers than female who participated in the study. This was an indication of gender imbalance in the institutions where leadership of schools was vested mostly on male than female gender. This is an indication that female teachers were not given chance to lead their institutions. Poor representation of female teachers in leadership could make female pupils dislike teaching. Gender balance in school leadership encourages both boys and girls to aim at becoming school leaders in future.
4.1.2 Respondents’ Experience

The respondents were asked to indicate their length of service. The results are presented in Table 4.2.

Table 4.2 Distribution of Respondents by Experience

<table>
<thead>
<tr>
<th>Length of service in years</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percent</td>
</tr>
<tr>
<td>1-5</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>6-10</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>11-15</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>16-20</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>over 20</td>
<td>2</td>
<td>6.3</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.2 revealed that 11(34.4%) of head teachers were in the service for 6-10 years, 9(28.1%) had been in the service for 1-5 years, 8(25%) were in the service for 11-15 years, 2(6.3%) had been in the service for 16-20 years while 2(6.3%) had been in the service for over 20 years. Further, majority of teachers 67(65%) indicated that they had been in the service for 16-20 years, 20(19.4%) indicated 11-15 years, 12(11.7%) indicated 6-10 years while 4(3.9%) indicated that they had been in the service for 1-5 years. This is an indication that majority of both teachers and head teachers had over 5 years experience which implied 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 respondents.
4.1.3 Type of Schools under Study
Respondents were asked to indicate their category of schools. The results are presented in figure 4.1

![Figure 4.1 Types of Schools](image)

The findings indicated that 58(82.5%) were from primary day schools, 14(13.6%) were from primary boarding schools and 4(3.9%) were from primary day and boarding schools. This implies that a few respondents were from boarding schools compared to those from day primary schools in the district. This is the situation in many schools in the District apart from Upper area in Rift Valley where Boarding schools were introduced to encourage pupils from pastoralist community to remain in Schools.

Teacher respondents’ were asked to indicate their area of specialization. According to the responses given, it was observed that, they had no specific areas of specialization; rather they indicated that they could handle all areas of subjects given.
4.2 The Role of Quality Assurance and Standards Officers in Curriculum Implementation.

The first objective of the study was to determine the views of teachers on the role of QASOs in curriculum implementation. The results are presented in Table 4.3.

<table>
<thead>
<tr>
<th>Respondents’ View on the Role of QASOs</th>
<th>Freq</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visiting schools regularly and assist greatly in organizing workshops on teaching methods.</td>
<td>51</td>
<td>49.5</td>
</tr>
<tr>
<td>They give advice and ideas and ways of implementing the curriculum.</td>
<td>40</td>
<td>38.8</td>
</tr>
<tr>
<td>See that the curriculum is fully implemented.</td>
<td>40</td>
<td>38.8</td>
</tr>
<tr>
<td>They update teachers on changes in the curriculum and in preparation of schemes of work.</td>
<td>28</td>
<td>27.2</td>
</tr>
<tr>
<td>They should not dwell on professional records but check children’s work</td>
<td>12</td>
<td>11.7</td>
</tr>
</tbody>
</table>

N= 103., 100%

Majority 51(49.5%) of respondents indicated that the role of QASOs was to visit schools regularly and assist in organizing workshops on teaching methods, 40(38.8%) indicated that they gave advise and ideas on ways of implementing the curriculum, 40(38.8%) indicated that they oversee that the curriculum was fully implemented, 28(27.2%) indicated that they updated teachers on changes in the curriculum and in preparation of schemes of work and 12(11.7%) indicated that they not only dwell on professional records but checked children’s work. The findings were in line with Farrant, (1980), Olempo and Cameron (1992), Mwiria and Wamahiu (1995) who gave the same sentiments, the major one being that they acted as administrative supervisors with the purpose of ensuring that the educational systems worked efficiently and the standards were maintained. This implies that teachers knew exactly what the purpose of the QASOs in their institution as demonstrated by showing positive perception towards the officers. According to Mwiria and Wamahiu (1995) and the Ministry of
Education, the role of QASOs include:- development and implementation of the curriculum, gathering data on number of schools, QASOs and other professional staff available at all administrative levels. According to Farrant, (1980) and Olempo and Cameron (1992) the roles of QASOs are dual; the first of these is to act as administrative Inspectors with the purpose of ensuring that the educational systems work efficiently and the standards are maintained. The second major role is to improve the performance of teachers by offering professional encouragement, guidance and counseling and by seeing to it that they get whatever In-service training they need to do their jobs effectively. The QASOs not only provide a link between teachers and administration but through contacts, they are also able to offer the teachers access to in-service training, various teachers’ support services and such educational resources as the teachers might find it difficult to obtain on their own.

Further they stated that the QASOs’ function was to see what to assess in schools as a whole and in the classroom in particular. The QASO is there to observe children learning and teachers in the classroom. When necessary, the QASO advises the head teachers on how to do their jobs in a better way. Based on what other scholars had indicated to be the role of QASOs, teachers were asked to give their views on the role of QASOs.

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.

Respondents were asked to indicate whether QASOs visited schools. The results are presented in Table 4.4
Table 4.4 QASOS Visits to Schools

<table>
<thead>
<tr>
<th>Have you been visited by QASOs at any given time?</th>
<th>Freq</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>103</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>103</td>
<td></td>
</tr>
</tbody>
</table>

From the observation of the findings, there was a unanimous agreement that QASOs visited schools as indicated by (100%). This implies that, QASO’s office was active and up to the task. As Olempo 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. The QASO is there to observe children learning and teachers teaching. When necessary, the QASO advised the head teachers on how to do their jobs in a better way. Quality Assurance and Standards Officers monitor schools. They find out whether activities were being implemented as planned and whether they are producing desired results. All activities in a school should be monitored to ensure they were properly implemented. Performance should also be monitored to ensure it measures against the standards set during planning process and if not, necessary actions could be taken.

Further, respondents were asked to indicate the frequency of QASOs’ visits. The results are presented in Table 4.4b.

Table 4.4b Frequencies of QASOs’ Visits to Schools

<table>
<thead>
<tr>
<th>Frequency of QASOs visits at any given time</th>
<th>Freq</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a term</td>
<td>87</td>
<td>85</td>
</tr>
<tr>
<td>Twice a term</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Three times a term</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>More than three times a term</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Non</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>
The frequencies of QASOs visits to schools at any given time was further presented in figure 4.2

![Figure 4.2 Frequencies of QASOs’ Visits to Schools](image)

**Figure 4.2 Frequencies of QASOs’ Visits to Schools**

Respondents were asked to respond by indicating the number of times the QASOs visited per term and from the findings a mean of (M=1.19, SD=0.50) and (85%) was realized, an indication that QASOs visited schools once per term. There was also indication by a significant number that, QASOs in some schools visited twice per term. This proved that although the visits were not frequent, there was an effort made by QASOs to visit other schools not included in the study. To ascertain their visits, head teachers were asked to comment on the frequency of the visits by the QASOs. The findings are outlined in figure 4.3
Table 4.4c Head teachers’ Comments on QASOs Visits

<table>
<thead>
<tr>
<th>Comment</th>
<th>Freq</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>They visit regularly</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>They rarely visit</td>
<td>15</td>
<td>46.9</td>
</tr>
<tr>
<td>They never visit</td>
<td>6</td>
<td>18.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

The above data was further presented in figure 4.3 below.

Respondents were asked to indicate how rarely the QASOs visited schools and what they thought about the visits. The findings showed, a mean of (M=1.84, SD=0.723) (46.9%), an indication that the visits were rare. The respondents gave a comment that this should be improved. This confirmed findings from the teachers that QASOs visited once a term. It was necessary for the study to find out what the intention of the visits was. The findings are presented in figure 4.4.
Majority 66 (64.1%) of the respondents indicated that the intention of QASOs visit was for routine inspection, 22 (21.4%) indicated that the purpose of their visit was for advisory, 14 (13.6%) indicated that the intention of the visit was for administration purposes, and 1 (1%) indicated that the visit was for both routine and advisory purposes. The findings concurred with Elsbree and Nally (1976) findings who asserted that the work of QASOs was supervision of teachers i.e. inspecting the work of teachers in many district schools. They further indicated that supervision meant inspection of the work of the teachers and to help them improve their performance and determine whether or not teachers did what they were supposed to do and if not, replace them with other teachers.

4.3 The Relationship between QASOs and Teachers.
The second objective was to determine the relationship between QASOs and teachers. The results are presented in figure 4.5.
From the findings, 51(49.5%) indicated that they had a good relationship, 28(27.2%) had a fairly good relationship, 20(19.4%) mentioned that they had a very good relationship and 4(3.9%) indicated that they had a bad relationship. This implies that there was a good relationship between teachers and QASOs in the District. This was contrary to Olembo et al.,(1992) who observed that whenever a QASO 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. Further, the researcher sought to find out about the attitude of teachers towards QASOs. The results are presented in figure 4.6.
Figure 4.6: Teachers’ Attitudes Towards QASOs

From the findings, majority of respondents 80(77.7%) indicated that QASOs were helpful in their work, 21(20.4%) indicated that they were out to punish teachers and 2(1.9%) indicated that they had no contribution to make in their work. Basing on the mean realized (M=1.8, SD=0.4) majority of teachers had a positive attitude towards the officers although a few number were found to have a negative attitude as indicated by (SD=0.4). On the same note Head teachers were asked how they felt about the officers. The findings are presented in Table 4.5

Table 4.5: Head teachers’ Attitude Towards QASOs

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>They assist.</td>
<td>24</td>
<td>75.0</td>
</tr>
<tr>
<td>They assist in getting new materials and educational matters.</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>They come to harass and victimize teachers.</td>
<td>1</td>
<td>3.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>32</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Form the findings majority 24(75%) of respondents indicated that they assisted and therefore they felt good about them, 7(21.9%) indicated that they assisted in getting new materials and educational matters while 1(3.1%) indicated that they came to harass and victimize teachers. This implies that majority of head teachers had a positive attitude towards QASOs. 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. The study revealed that principals had perception that the QASO were important in helping 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. Further Kinayia (2010) who had investigated the secondary school teachers’ perceptions towards supervision by Quality Assurance and Standards Officers in Narok District, found that the teachers had a positive perception towards supervision despite facing resistance from teachers.

4.4 Teachers’ Benefits from Quality Assurance and Standards Officers in Curriculum Implementation.
The third objective of the study was to outline the areas in which the teachers had benefited from Quality Assurance and Standards Officers in curriculum implementation. The findings are provided in Table 4.6.
Table 4.6: Benefits from the QASOs

<table>
<thead>
<tr>
<th>Development of work plans, lesson plans and records of work.</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintaining quality instruction.</td>
<td>27</td>
<td>26.2</td>
</tr>
<tr>
<td>Improving actual class room instruction.</td>
<td>19</td>
<td>18.4</td>
</tr>
<tr>
<td>Instructional materials development.</td>
<td>9</td>
<td>8.7</td>
</tr>
<tr>
<td>All</td>
<td>17</td>
<td>16.5</td>
</tr>
</tbody>
</table>

| Total                                                      | 103       | 100.0   |

Majority of respondents 31(30.1%) indicated that they had benefited in development of work plans, lesson plans and records of work, 27(26.2%) indicated that they were able to maintain quality instruction, 19(18.4%) indicated they were able to improve actual class room instruction, 9(8.9%) indicated that they were able to develop instructional materials and 17(16.5%) indicated that they had benefited from all the above outlined benefits.

According to Farrant, (1980), the roles of QASOs are dual; the first of these is to act as administrative Inspectors with the purpose of ensuring that the educational systems worked efficiently and the standards were maintained. The second major role is to 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. He further 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 are also able to offer the teachers access to in-service training, various teachers support services and such educational resources as the teachers might find it difficult to obtain on their own.
This implies that QASOs were of great benefit to the teachers, and the 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 teachers were asked to indicate the extent they had benefited from the QASOs in some areas in their institution. Based on what Farrant found, respondents were asked to state the areas they had benefited from the QASOs. The results are presented in Table 4.7

**Table 4.7: The Extend of Teachers’ Benefits from QASOs**

<table>
<thead>
<tr>
<th>Area</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team work and collegial teaching</td>
<td>102</td>
<td>2.6863</td>
<td>.75754</td>
</tr>
<tr>
<td>Management of large classes</td>
<td>103</td>
<td>2.5437</td>
<td>.94741</td>
</tr>
<tr>
<td>Remedial teaching</td>
<td>103</td>
<td>2.5922</td>
<td>.96444</td>
</tr>
<tr>
<td>Setting discipline without the cane</td>
<td>103</td>
<td>2.5728</td>
<td>.91397</td>
</tr>
<tr>
<td>Assessment of curriculum coverage</td>
<td>103</td>
<td>3.0971</td>
<td>.79846</td>
</tr>
<tr>
<td><strong>Valid N (listwise)</strong></td>
<td></td>
<td>102</td>
<td></td>
</tr>
</tbody>
</table>

The study found that teachers benefited from QASOs in team work and collegial teaching where a mean of (M=2.67, SD= 0.76) was realized, an indication that, they mostly benefited, although a number of respondents had a contra opinion as indicated by (SD=0.76), this implies that not all the respondents had the same opinion. On management of large classes, a mean of (M=2.54, SD=0.94) was realized, an indication that majority of respondents benefited although again a significant number of respondents had a contra opinion as indicated (SD=0.94). This implied that, there was a contra opinion. On remedial teaching, a mean of (M=2.59, SD=0.96) was realized, also an indication that teachers mostly benefited although a significant number had a different opinion as indicated by (SD=0.96). On setting discipline without the cane, a mean of (M=2.57, SD=0.91) was realized, an indication that
teachers benefited mostly, although as indicated by (SD=0.91), there was no unanimous agreement. This implied that a number of respondents had a different opinion and on assessment of curriculum coverage, a mean of (M=3.09, SD=0.79) was realized an indication that teachers fully benefited mostly, although again there was no unanimous agreement on the benefits, where a number had a contrary opinion as indicated by (SD=0.79).

Head teachers also were asked to indicate the areas they had benefited from the QASOs. The findings are presented in Table 4.8

**Table 4.8 Head teachers’ Benefits**

<table>
<thead>
<tr>
<th>Area</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management through giving advice</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>Curriculum implementation techniques</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>Managements issues and management of resources</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>Guide and counsel teachers</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>Leadership role and motivation</td>
<td>12</td>
<td>37.5</td>
</tr>
<tr>
<td>Professionalism and financial management</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>Utilization of materials and covering syllabus</td>
<td>8</td>
<td>25.0</td>
</tr>
</tbody>
</table>

N= 32., 100%

Emanating from the findings, head teachers indicated that, they benefited in management through advice given by the QASOs as represented by 17(53.1%), they indicated that they further benefited with curriculum implementation techniques 17(53.1%), they benefited in guiding and counseling teachers 8(25%), also they benefited from management issues and management of resources 17(53.1%), also they indicated that they benefited in leadership roles and motivation 12(37.5%), further they benefited with the matters of professionalism and financial management 11(34.4%) and lastly they indicated that they benefited in utilization of materials and covering syllabus 8(25%). This implied that there was a lot that head teachers
benefited from QASOs in regards to management of primary schools in Baringo District ranging from management of finances and other school resources.

4.5 Teachers’ Opinions on how best they can Work With QASOs in order to implement the Curriculum.

The fourth objective was to obtain the opinions of teachers on how best they can work with Quality Assurance and Standards Officers in order to best implement the curriculum. With this regard, the teachers were asked to indicate in which areas they could work best with QASOs to effectively implement the curriculum. The results are presented in Table 4.9.

Table 4.9 Best ways Teachers can Work Best with QASOs in Implementation of Curriculum.

<table>
<thead>
<tr>
<th>Area</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>In preparation of lesson plan and implementation.</td>
<td>50</td>
<td>48.5</td>
</tr>
<tr>
<td>Stressing syllabus coverage in time.</td>
<td>47</td>
<td>45.6</td>
</tr>
<tr>
<td>In preparation of teaching learning aids.</td>
<td>34</td>
<td>33.0</td>
</tr>
<tr>
<td>In disciplinary e.g guidance and counseling.</td>
<td>33</td>
<td>32.0</td>
</tr>
<tr>
<td>In proper selection of teaching and learning materials/ resources.</td>
<td>29</td>
<td>28.2</td>
</tr>
<tr>
<td>Assessment of pupils work and progress.</td>
<td>17</td>
<td>16.5</td>
</tr>
<tr>
<td>Mobilizing other stakeholders for support towards education.</td>
<td>17</td>
<td>16.5</td>
</tr>
</tbody>
</table>

N=103, 100%

From the findings 50(48.5%) indicated that they could work best with the QASOs in preparation of lesson plans and implementation, 47(45.6%) indicated that they could work best in stressing syllabus coverage in time, 34(33%) indicated in preparation of teaching learning aids, 33(32%) in disciplinary matters for example guidance and counseling, 29(28.2%) in proper selection of teaching and learning materials and resources, 17(16.5%) in assessment of pupils’ work and progress and 17(16.5%) indicated in mobilizing other stakeholders for support towards education. According
to the responses given, it showed clearly that teachers could work best with QASOs in all aspects in implementation of the curriculum. The study found 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 is improved when a culture of co-operation, collaboration and consultation is included (Clark, 2000). This was an implication that there was a good relationship and positive perception towards the QASOs and teachers were comfortable in working with them. To work best, there was need for a lot of cooperation; therefore teachers were asked to indicate how best they could cooperate with QASOs. The result is presented in Table 4.10.

Table 4.10 Teachers Opinion on how best they Cooperate with QASOs

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>When they have positive attitude towards teacher and show readiness in guiding and assisting.</td>
<td>49</td>
</tr>
<tr>
<td>When QASOS avail themselves in school.</td>
<td>41</td>
</tr>
<tr>
<td>Following instructions and doing their work effectively.</td>
<td>34</td>
</tr>
<tr>
<td>By setting appropriate time for consultation.</td>
<td>33</td>
</tr>
<tr>
<td>Organize ways of motivating teachers as per their talents.</td>
<td>32</td>
</tr>
<tr>
<td>Organizing insets and workshop.</td>
<td>28</td>
</tr>
<tr>
<td>Give room to teachers to state their problems in implementing the curriculum.</td>
<td>26</td>
</tr>
<tr>
<td>When there is teamwork in preparation of teaching materials.</td>
<td>19</td>
</tr>
</tbody>
</table>

N=103, 100%

From the findings 49(47.6%) indicated that they could cooperate with QASOs when they had a positive attitude towards teachers and showed readiness in guiding and assisting, 41(39.8%) indicated when QASOs availed themselves in schools, 34(33%) indicated when they followed instructions and doing their work effectively, 33(32%) indicated when QASOs set appropriate time for consultation, 32(31.1%) indicated when there was organized ways of motivating teachers as per their talents, 28(27.2%) indicated when there was organized INSETS and workshop, 26(25.2%) indicated
when given room to state their problems in implementing the curriculum and 19(18.4%) indicated when there was teamwork in preparation of teaching materials. This implied that teachers were always ready to cooperate with the Officers stressing more on aspects of good relationship, positive attitude and being given time to express themselves. Head teachers were also asked to indicate how best they could cooperate with the QASOs in implementation of curriculum. The results are presented in Table 4.11

Table 4.11 Head teachers Opinion on How Best they can Cooperate with QASOs

<table>
<thead>
<tr>
<th>Activity</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizing workshops and seminars for teachers</td>
<td>18</td>
<td>56.3</td>
</tr>
<tr>
<td>Identifying areas of weakness and retraining</td>
<td>16</td>
<td>50.0</td>
</tr>
<tr>
<td>Creating good relationships</td>
<td>14</td>
<td>43.8</td>
</tr>
<tr>
<td>Promoting cooperation among the stakeholders</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>QASO visiting schools to attend open discussions with teachers</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>Working together to minimize frequent transfers of teachers</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>Making frequent visits and involving stakeholders</td>
<td>9</td>
<td>28.1</td>
</tr>
</tbody>
</table>

N= 32., 100%

Emanating from the findings, 18(56.3%) of head teachers indicated that they could cooperate best with QASOs in organizing workshops and seminars for teachers, 16(50%) indicated they could cooperate in identifying areas of weakness and retraining, 14(43.8%) indicated in creating good relationships, 11(34.4%) indicated promoting cooperation among the stakeholders, 11(34.4%) indicated QASO visiting schools to attend open discussions with teachers, 9(28.1%) indicated in working together to minimize frequent transfers of teachers and 9(28.1%) indicated that they could cooperate when they made frequent visits and involving stakeholders. This implied that head teachers had a high spirit to cooperate with the QASOs in all areas
they were required. As mentioned, to cooperate there was need for good relationship and a positive attitude which creates a positive atmosphere for cooperation.

In every situation or work station and places, challenges arise due to differences in environment, therefore it was necessary for the study to find out what were the challenges and hindrances faced or that made it difficult for the respondents to cooperate with the QASOs in curriculum implementation. The findings are presented in Table 4.12.

Table 4.12 Hindrances that make it Difficult for Cooperation

<table>
<thead>
<tr>
<th>Hindrance</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher harassment</td>
<td>46</td>
<td>44.7</td>
</tr>
<tr>
<td>Negative approach</td>
<td>36</td>
<td>35.0</td>
</tr>
<tr>
<td>QASOs rarely visit school</td>
<td>33</td>
<td>32.0</td>
</tr>
<tr>
<td>Quarrelling teachers</td>
<td>28</td>
<td>27.2</td>
</tr>
<tr>
<td>Fear to meets QASO due to lack of preparation</td>
<td>24</td>
<td>23.3</td>
</tr>
<tr>
<td>Insufficient teaching materials and professional documents</td>
<td>24</td>
<td>23.3</td>
</tr>
</tbody>
</table>

N=103, 100%

Emanating from the findings, 46(44.7%) indicated that the major hindrance was that some QASOs were out to harass teachers, 36(35%) indicated negative approach by the officers, 33(32%) indicated lack of frequent visits to schools, 28(27.2%) indicated frequent quarrels with the officers, 24(23.3%) mentioned fear to meet QASO due to lack of preparation and 24(23.3%) mentioned insufficient teaching materials and professional documents. This implied that the work of QASOs was faced by many challenges ranging from harassment, negative perception, lack of commitment and insufficient resources. 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. Assessment had at times, been marked by impromptu, irregular visits by QASOs aimed at “catching” the teacher doing wrong which lead to lack of cooperation. Consequently head teachers
were asked to state their side of problems they faced in interaction with the QASOs.

The results are presented in Table 4.13

**Tables 4.13 Problems faced by Head teachers interacting with QASOs**

<table>
<thead>
<tr>
<th>Problem</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insufficient materials and rare visits by QASOs</td>
<td>11</td>
<td>34.4</td>
</tr>
<tr>
<td>Lack of enough time for interacting with QASOs</td>
<td>10</td>
<td>31.3</td>
</tr>
<tr>
<td>Overseeing some issues and not friendly</td>
<td>17</td>
<td>53.1</td>
</tr>
<tr>
<td>Transferring teachers without consultation</td>
<td>8</td>
<td>25.0</td>
</tr>
<tr>
<td>Teachers don’t trust head teachers who work with QASOs</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>Absenteeism by teachers</td>
<td>7</td>
<td>21.9</td>
</tr>
<tr>
<td>Lack of preparation and schemes of work</td>
<td>8</td>
<td>25.0</td>
</tr>
</tbody>
</table>

N =32., 100%

Emanating from the findings, 11(34.4%) of head teachers indicated that they had problems of insufficient materials and rare visits by QASOs, 10(31.3%) indicated lack of enough time for interaction, 17(53.1%) indicated lack of friendly environment, 8(25%) mentioned transferring teachers without consultation, 9(28.1%) indicated lack of trust by teachers, 7(21.9%) mentioned teachers absenteeism and 8(25%) indicated lack of lesson preparation and schemes of work. As the findings revealed the major problems faced in interacting with QASOs was the fact that there was lack of trust in all areas, that is between head teacher and teachers and head teacher and QASOs. The findings brought in the issues raised by Kinaiya (2010) which revealed that the QASOs faced many problems in their job such as inaccessible schools, resistance from teachers, inadequate personnel, hostile environment and poor communication.
Discussion

The major role According to Mwiria and Wamahi (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 QASO 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 District were to visit schools regularly and assist greatly in organizing works on teaching methods, giving advise 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 attitude towards the officers. The study also revealed that, for proper inspection to take place and to fulfill the roles, QASOs were to undertake, there must be frequent visits to schools. This was to make sure that they observed the progress of the pupils. As Olempo 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 districts that were not included in the study, but still the QASOs visited. These sentiments were further indicated by the head 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 QASO visited a school, the atmosphere between him/her and the teacher was usually so tense, this was different in Baringo district 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 principals 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 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, indentifying 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 QASO 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 OF THE FINDINGS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction
In this chapter, a summary of the study findings, conclusions, recommendations and suggestions for further research based on the analysis of the data is presented. There are four sections that are presented in this chapter. The first section presents a summary of the research findings, the second section deals with conclusion, the third section deals with recommendations and the fourth section deals with suggestions for further research.

The aim of the study was to analyze the views of teachers of Baringo District on the role of Quality Assurance and Standards Officers in Curriculum implementation. Determine the relationship between QASOs and teachers. Outline the areas in which the teachers have benefited from Quality Assurance and Standards Officers in curriculum implementation in Baringo district and determine the problems hindering the cooperation between QASOs and teachers of Baringo District. Obtain the opinions of teachers on how best they can work with Quality Assurance and Standards Officers in order to best implement the curriculum. Further the study formulated research question that guided the study. The study used questionnaires for teachers and headteachers to collect data that was used in the study.

5.2 Summary of the Findings
From the findings, majority of teachers who participated in the study were female. While majority of head teachers were male. The findings further revealed that
majority of teachers had been in the service for 16-20 years. On the type of schools involved in study, majority were from primary day schools.

On the roles played by QASOs, the findings revealed that they rarely visited schools and when they did, they assisted greatly in organizing workshops on teaching methods, giving advice and ideas on ways of implementing the curriculum, they oversaw that the curriculum was fully implemented, updated teachers on changes in the curriculum and in preparation of schemes of work and checked childrens’ work. There was unanimous agreement by the respondents that QASOs visited schools once per term although a significant number indicated that they visited sometimes more than once. Further, the findings revealed by majority of the respondents that the intention of QASOs' visit to schools was for routine inspection, advisory services, administration purposes, and for both routine and advisory purposes. The findings revealed that, there was good relationship between the Officers and the teachers and that there was an indication of a positive attitude by the teachers towards the Officers, further the respondents indicated that they got the assistance they needed for curriculum implementation. On the benefits they got from QASOs, found that they benefited in development of work plans, preparation of lesson plans, records of work, maintaining quality instruction, improving actual classroom instruction and developing instructional materials.

On how they could work best with the QASOs, the study found that they work best in preparation of lesson plans, stressing syllabus coverage in time, preparation of teaching learning aids, 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. On how they could cooperate with QASOs, they indicated that they could cooperate when QASOs availed themselves in schools, if teachers followed instructions given and if they did their work effectively, if QASOs set appropriate time for consultation, in organizing ways of motivating teachers as per their talents, when there was organized INSETS and workshops, when given room to state their problems in implementing the curriculum and when there was teamwork in preparation of teaching materials.

On the hindrances and problems, the findings revealed that the major hindrance was that some QASOs were out to harass 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. On the problems faced by head teachers, the finding revealed that they were faced with the problems of insufficient materials, rare visits by QASO, 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 and schemes of work.

5.3 Conclusion

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 checked children’s’ work, collect data on QASOs 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 counseling and by seeing to it that they got In-service training they needed to do their jobs effectively.

Teaches 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, there is need to address the issue of insufficient materials and rare visits by QASO 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

The study recommends that, a similar study could be curried out in other Districts. A study should be carried out to determine the performance of QASOs in implementation of curriculum and also a study should be undertaken to determine the relationship between QASOs’ activities and pupils’ performance.
REFERENCES


Clark, B. (2000). The Quality Initiative in Scottish Schools. Working together to achieve excellence. HMI


APPENDICES

Appendix 1: Consent Letter

School of Education,
Kenyatta University.

Dear Respondent,

REF: CONSENT LETTER
I am a student in the school of Education, Kenyatta University. I am currently conducting a research for my masters of Education Degree.

My research objective is to investigate contributions of Quality Assurance and Standards to Curriculum Implementation in Primary Schools of Baringo District, Baringo County, Kenya.

I kindly request you to participate in my study by honestly and accurately responding to all items in the questionnaire.

The information you provide will be used for the purposes of the research and will be held in strict confidence. Do not write your name or the name of your school in the questionnaire.

You may ask the researcher to inform you about the findings of the study.

Thanks very much for participating in this study.

Yours faithfully

…………………………………………

WILLIAM KEINO CHEPKUTO
E55/CE/11799/2008
Appendix II: 
Questionnaire for teachers

Instructions: Answer the following questions as free as possible. The answers provided will be kept confidential and will only be used for the purposes of this study.

Background information

1. Age
2. Gender
   i) Male
   ii) Female
3. What is your relationship with QASOs?
   (i) Fairly good (ii) Good (iii) Very good (iv) Bad
4. How long have you served as a teacher?
   i) Less than 5 years ii) 5-10 years iii) 10-15 years iv) more than 15 years
5. Subject area of specialization .................................................................
6. Type of school
   i) Primary day school
   ii) Primary boarding school

The Role of QASO in curriculum implementation

1. i) Have you been visited by QASO at any given time?
   Yes ( ) No ( )
   ii) 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
   iii) What was the intention of the visit?
      a) Routine inspection
      b) Administration
      c) Advisory visit
      d) Any other (Specify)
2. What is your general view of the role of QASO in assisting you in implementing the curriculum?

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…………………………………………………………………………………………………….

3. 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 make in my work

4. In which of the following areas have you benefited from the QASO?
   a) Instructional material development
   b) Development of work plans, lesson plans and records of work
   c) Improving actual classroom instruction
   d) Maintaining quality instruction
   e) None

5. To what extent have you benefited from the QASO 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 without the cane
      Not at all ( ) Somewhat ( ) Mostly ( ) Always ( )
   e) Assessment of curriculum coverage
      Not at all ( ) Somewhat ( ) Mostly ( ) Always ( )

6. In which areas can you work with the QASO to effectively implement the curriculum?

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Problems facing the cooperation of teachers with the officers and opinions

1. i) Are you always ready to cooperate with the QASO?
   Yes (   ) No (    )
   iii) What are the hindrances that make it difficult for you to cooperate with these officers?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………

2. What are your opinions on how best you can cooperate with QASO?
   ……………………………………………………………………………………………
   ……………………………………………………………………………………………
Appendix III: Questionnaire for head teachers

1. Personal Information
   - Division ..............................................
   - Zone ..............................................
   - Number of teachers in your school ..............
   - Sex: Female (    ) Male (    )
   - Professional qualification ........................
   - Length of service as a head teacher .............. years.

2. What do you understand by quality assurance?
   ..............................................................
   ..............................................................

3. Comment on the frequency of visits of the QASO
   ..............................................................
   ..............................................................

4. When you were appointed as head teacher, did the QASO organize an induction seminar for you?
   (i) Yes (    ) (ii) No (    )

5. What is usually the feeling when the QASO visits your school?
   ..............................................................
   ..............................................................

6. What are the areas in which you have benefited from the QASO?
   ..............................................................
   ..............................................................

7. Which are the problems that you face in interacting with the QASO?
   ..............................................................
   ..............................................................

8. What are your opinions on how best you can co-operate with QASO in implementing the curriculum?
   ..............................................................
   ..............................................................
Appendix V: Research Permit