THE ROLE OF QUALITY ASSURANCE AND STANDARDS OFFICERS IN ENSURING QUALITY OF EDUCATION IN PRIMARY SCHOOLS IN KEGOGI DIVISION, KISII CENTRAL DISTRICT.

BY
OMUGA THOMAS MATAGARO
E55/10511/07

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES FOR THE AWARD OF THE DEGREE OF MASTERS OF EDUCATION OF KENYATTA UNIVERSITY.

DECEMBER 2009
Omuga, Thomas
The role of quality assurance and
DECLARATION

This is my original work and has not been submitted for any other study programme in any other university.

Sign __________________________ Date 28, 12, 2009.

Omuga Thomas Matagaro
E55/10511/07

This project has been submitted for examination with our approval as the University supervisors.

Sign __________________________ Date 28, 12, 2009.

1. Dr. George A. Onyango
   Lecturer, Department of Educational Management,
   Policy and Curriculum Studies.

Sign __________________________ Date 28, 81, 10

2. Dr. Festus Muchira
   Lecturer, Department of Educational Management,
   Policy and Curriculum Studies.
DEDICATION

To my beloved family, friends and relatives whose co-operation, moral as well as material support motivated me to complete my studies. To Derrick, Nelly, Anne and Emma, I pray that you live to be great scholars and hardworking better than your mummy and daddy.
ACKNOWLEDGEMENT

First and foremost, I wish to extend my sincere thanks and gratitude to supervisors Dr George Adino Onyango and Dr Festus Muchira whose guidance, assistance and supervision enabled me to write this research project.

Secondly, the co-operation given by the Kisii Central District Education Officer Mr. Ndegwa, the Area Education Officer in charge of Kegogi Division Mr Nyabayo and in Particular the Zonal Quality Assurance Officer Mrs Jemima Mokaya who gave me a lot of valuable information on the study cannot go unmentioned.

Thirdly, I wish to convey my sincere gratitude to the headteachers in all the primary schools in Kegogi Division who accorded me unlimited permission to undertake the study in their schools and had all the time to participate in the exercise.

Fourthly, I also acknowledge with thanks the contribution of Comrades Computer Centre at Kahawa who assisted in typing this work.

Lastly to my brother Silvester Motonu whose self sacrifice in supporting me financially and to my wife Beatrice Kwamboka for her love, patience and sacrifice during this momentus journey. To all I say, your contributions are treasured in memory.
TABLE OF CONTENTS

Declaration.................................................................................................................. ii
Dedication .................................................................................................................. iii
Acknowledgement ..................................................................................................... iv
List of tables............................................................................................................... viii
List of figures........................................................................................................... ix
Acronyms and abbreviations..................................................................................... x
Abstract..................................................................................................................... xi

CHAPTER ONE: INTRODUCTION.............................................................................. 1
1.1 Background of the Study...................................................................................... 1
1.2 Statement of the Problem ................................................................................. 6
1.3 Purpose of the Study............................................................................................ 7
1.4 Objectives of the study....................................................................................... 7
1.5 Research Questions ............................................................................................ 8
1.6 Significance of the study..................................................................................... 8
1.7 Assumptions to the Study.................................................................................. 9
1.8 Limitations of the study.................................................................................... 9
1.9 Delimitation of the Study.................................................................................. 9
1.10 Theoretical Framework................................................................................... 10
1.11 Conceptual Framework.................................................................................... 11
1.12 Definitions of operational terms................................................................. 14

CHAPTER TWO: LITERATURE REVIEW.................................................................. 15
2.1 Introduction........................................................................................................ 15
2.2 Structure and organization of the Directorate of Quality and Assurance and .... 15
2.3 The Concept of Quality Education..................................................................... 18
2.4 The Determinants of Better Quality In Education............................................ 18
2.5 Indicators of Quality education......................................................................... 20
2.6 The role of the Ministry of Education in relation to Quality Assurance and Standards in education................................................................. 22
2.7 Selection and Appointment of Quality Assurance and Standards Officers .... 23
2.8 Types of Assessment......................................................................................... 24
4.8 Intervention measures put in place by Quality Assurance and Standards officers. .... 54
4.9 Challenges QASOs face when carrying out their activities ........................................ 55
4.10 Ways of improving the Activities of Quality assurance and Standard officers .... 56
4.11 Summary of the findings .............................................................................................. 57
CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS .......... 58
5.1 Introduction.................................................................................................................... 58
5.2 Summary of research Finding ....................................................................................... 58
5.3 Conclusions .................................................................................................................... 60
5.4 Recommendations .......................................................................................................... 61
5.5 Suggestions for further study .......................................................................................... 63
REFERENCE .................................................................................................................. 64
Appendix i: Quality Assurance And Standard Questionnaire For Headteachers .......... 67
Appendix ii: Quality Assurance and Standard Officers Interview guide ...................... 77
Appendix iii: Quality Assurance And Standard Questionnaire For Teachers ............... 79
Appendix iv: Study Schedule 2008/2009 ........................................................................ 88
Appendix v: Budget for the Study ....................................................................................... 89
Appendix vi: Research Permit ............................................................................................. 88
Appendix vii: Research Authorization ............................................................................... 89
Appendix viii ..................................................................................................................... 90
LIST OF TABLES

Table 1.1: Kisii Central District KCPE MSS ................................................................. 6
Table 3.1: Sample selection table .............................................................................. 35
Table 4.1: Sex of Headteachers and teachers .............................................................. 41
Table 4.2: Age of headteachers and teachers ............................................................... 42
Table 4.3: Academic Qualification of headteacher and teachers ................................. 42
Table 4.4: Professional Qualification of headteachers and teachers ............................ 43
Table 4.5: Headteachers and teachers teaching experience ......................................... 43
Table 4.6: Headteachers and teachers teaching experience in their current stations ...... 44
Table 4.7: Showing how regular QASOs visits schools ................................................. 48
LIST OF FIGURES

Fig 1.1 Conceptual framework

...23
<table>
<thead>
<tr>
<th>ACRONYMS AND ABBREVIATIONS</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEO</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DQASO</td>
<td>Director of Quality Assurance and Standard Officers</td>
</tr>
<tr>
<td>DDQASO</td>
<td>Deputy Director of Quality Assurance Officer</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>INSET</td>
<td>In-service training</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>KESSP</td>
<td>Kenya Education Sector support Program</td>
</tr>
<tr>
<td>K.I.E</td>
<td>Kenya Institute of Education</td>
</tr>
<tr>
<td>KNEC</td>
<td>Kenya National Examination Council.</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education in Science and Technology</td>
</tr>
<tr>
<td>MSS</td>
<td>Mean Standard Score</td>
</tr>
<tr>
<td>PDE</td>
<td>Provincial Director of Education</td>
</tr>
<tr>
<td>PSC</td>
<td>Public Service Commission</td>
</tr>
<tr>
<td>QASO</td>
<td>Quality Assurance and Standards Officers.</td>
</tr>
<tr>
<td>SADQAS</td>
<td>Senior Assistant Director of Quality Assurance</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package for Social Sciences</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
</tr>
</tbody>
</table>
ABSTRACT

The purpose of the study was to find out the role of Quality Assurance and Standards Officers (QASOs) in ensuring quality of education in Kegogi Division in Kisii Central district. Dismal performance in Kenya Certificate of Primary Education (KCPE) necessitated the interest of the researcher to have the role of Quality Assurance and Standards Officers in ensuring the Quality of education in question. The research sampled 12 primary schools out of 29 drawn from the three zones of Kegogi Division of Kisii Central district. Stratified sampling technique was applied to identify school according to criteria as type of schools. The schools were sampled as Girls Boarding, Boys Boarding and Mixed day schools. From each school the headteacher and four teachers were sampled yielding to 12 headteachers and 48 teachers. Among Ministry officials sampled were 2 Quality Assurance and Standard Officers from Kegogi Division. The entire sampling matrix yielded to a total sample size of 62 for the study. Three types of research instruments namely; Quality Assurance and Standard Assessment questionnaire for headteachers, Quality Assurance and Standard assessment questionnaire for teachers and interview schedule for Quality Assurance and Standard Officers.

The researcher used descriptive statistics, frequency and percentages from respondents to provide information needed for the study. The research findings were;

1) Assessment of schools by Quality Assurance and Standard Officers is not regular.
2) Follow up assessment visits to schools by Quality Assurance and Standard Officers was rare and inadequate.
3. Most schools had started registering an improvement / upward trend in KCPE performance however the mean standard score for the division still remains low.

The study recommends that:
1. Regular assessment atleast once a term together with follow-up assessment visit by QASOs should be stepped up inorder to ensure Quality of Education in primary schools.
2. Regular subject improvement enhancement seminars should be provided to the teachers to help equip them with emergent teaching strategies and modern trends in education.
3. Promotion of headteachers should be done on merit, experience and based on academic performance. This will go along way in motivating others for the same and hence promote educational standards.
4. More QASOs should be recruited by the ministry to ease the work load in their dairy discharge of duties.
CHAPTER ONE

INTRODUCTION

This chapter gives an overview of the study. Specifically the chapter presents an outline of the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, that will guide the study, theoretical framework or underpinnings, conceptual framework on which the study was based, limitations and delimitations of the study, significance of the study and operational definitions of terms were also defined.

1.1 Background of the Study

All over the world, there has been major concern and concerted efforts towards improving quality of education and maintaining standards in education. According to Kellaghan (2001), concern about educational quality is not new and over the years, various reforms have been proposed in response to it, ranging from changes in the organization of schools and curricular to improve management structures in schools, teacher education and greater parental involvement. Reforms in these areas today, however, that has dominated the education scene in the 1980's, 1990's and into the 2000's proposes the use of assessment to improve educational quality.

In the present day, national and international perspectives, quality is at the top of most agendas. Similarly improving quality of education is probably the most important task facing any educational institution. Quality of education has a significant impact and invaluable contribution to the area of human development.
As part of its effort to organize education, the Kenya government came up with a comprehensive policy and statutory documents to ensure the provisions of quality education. Such documents include Teachers Service Commission (TSC) Act of 1967 chapter 212 (revised in 1968). Part of TSC's functions was to keep under review the standards of education, training and fitness to teach appropriate persons entering the service.

The other document was the Education Act which put the responsibility of education under the hands of the Minister responsible for Education and instituted various organs of education at all levels. The structures put in place involved the creation of the inspectorate charged with maintenance of standards and quality in Kenya education system. The inspectorate also touched on the professional role of liasing closely with the classroom teachers for the purpose of attaining the required educational standards.

Through the same Act, 1968, the Kenya Institute of Education (KIE) was established to conduct research and prepares syllabuses for primary school, secondary, teacher education among other cycles of education apart from universities. KIE prepares teaching and evaluation materials to support the syllabus including pupils and teachers, conduct In-service courses and workshops for teachers. This is aimed at equipping teachers with knowledge and skills to enable them effectively handle the curriculum. (Omulando and Shiundu, 1992).

The Kenya National Examination Council (KNEC) Act (1980) chapter 225(A) revised (1981) established a national body to administer examinations. These determines the extent to which educational objectives are monitored and met including maintenance of quality and required standards in education.
According to Wasanga (2004) the Inspectorate was renamed "Directorate of Quality Assurance and Standards (DQAS). Inspectors was changed to Quality Assurance and Standard Officers (QASOs) while the name Inspection was changed to Assessment.

In Kenya, according to the Ministry of Education (MOE) Strategic Plan (2006-2011) the functions of DQAS are; to ensure quality teaching is taking place in the institutions, carry out regular and full assessment of all educational Institutions among others. The directorate however suffers from inadequate human resources to enable it efficiently and effectively deliver services. This is in accordance with Education Sector Strategic Plan (2003-2007).

The DQAS execute its responsibility through its officers known as Quality Assurance and Standard Officers (QASOs). According to the MOEST Handbook (2000) the role of Quality Assurance and Standards Officers include the following:

i. Assessing all educational Institutions regularly and compile appropriate reports.

ii. Advising the government on the type and quality of education being offered in the country.

iii. Advising the government on the trends in the learning Institutions in areas of equity, access, gender, enrolment, wastage (drop out and repetition rate) retention, curriculum delivery, learning and teaching materials, leadership, staffing, governance, discipline, curriculum training of teachers. Institutional development plans etc.

iv. Reviewing the learning and teaching materials in collaboration with KIE.

v. Advising on curriculum evaluation in collaboration with KNEC.
vi. Assisting the quality development service with the design of in-service training programme.

vii. Advising stakeholders on education matters pertaining to curriculum delivery, assessment and provision of resources.

viii. Monitoring and advising on standards in education based on All Round standard performance indicators for various areas i.e. sports, games, drama, music, scouting/Girl guide, academic performance, health care and nutrition, pupil welfare, pastoral and spiritual well of pupils and provision and optimum use of resources.

ix. Advising on the identification, selection and promotion of teachers and advisors in collaboration with TSC.

x. Establishing and maintaining professional linkages with institutions of high learning on matters of educational standards.

xi. Providing career guidance to educational institutions.

xii. Establishing and maintaining registers for assessment.

QASOs do these by carrying out visits to schools during which they get to know the conditions and quality of facilities, equipment, administration and knowledge of the teacher’s actual teaching.

Ontiria (2003) notes that this visits enables them to make a report on any observations made and also recommendations to remedy the situation. QASOs therefore play an important role in the education system and their work is aimed at achieving high
standards of education for pupils as well as professional development and individual fulfillment for teachers.

In order to improve quality and relevance of education, the government has put in place measures to support the professional growth of teachers and improve on their academic and pedagogical skills. The government has also ensured equitable distribution of learning/teaching materials in public primary schools to support curriculum implementation. Capacity building of primary school headteachers, school management committees and field officers to ensure quality educational services have been instituted.

However, the Education For All (EFA) assessment that were carried out in preparation for the World Education Forum (Dakar, Senegal, April 2000) revealed that, despite many of the important efforts accomplished in many countries, there are still challenges mainly in terms of quality education. Most recent assessment on learning achievement have shown that a sizeable percentage of children are acquiring only a fraction of the knowledge and skills they are expected to master.

Available statistics from Kisii Central district shows that Kenya Certificate of Primary Education (KCPE) for many years has been very poor. In 2007, Kisii Central district registered a Mean Standard Score (MSS) of 231. There has been a concern from all the stakeholders over the poor performance of pupils particularly in public primary schools in the district.
Table 1.0 Kisii Central District KCPE – Mean Standard Score (M.S.S)

<table>
<thead>
<tr>
<th>Position</th>
<th>Division</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Getembe</td>
<td>260.91</td>
<td>267.26</td>
<td>260.18</td>
</tr>
<tr>
<td>2.</td>
<td>Kiamokama</td>
<td>234.10</td>
<td>237.11</td>
<td>237.00</td>
</tr>
<tr>
<td>3.</td>
<td>Mosocho</td>
<td>230.96</td>
<td>238.27</td>
<td>235.97</td>
</tr>
<tr>
<td>4.</td>
<td>Kiogoro</td>
<td>226.86</td>
<td>232.51</td>
<td>227.14</td>
</tr>
<tr>
<td>5.</td>
<td>Suneka</td>
<td>226.34</td>
<td>228.62</td>
<td>226.51</td>
</tr>
<tr>
<td>6.</td>
<td>Marani</td>
<td>220.76</td>
<td>226.58</td>
<td>226.11</td>
</tr>
<tr>
<td>7.</td>
<td>Masaba</td>
<td>218.14</td>
<td>222.92</td>
<td>225.83</td>
</tr>
<tr>
<td>8.</td>
<td>Keumbu</td>
<td>213.96</td>
<td>218.98</td>
<td>212.94</td>
</tr>
<tr>
<td>9.</td>
<td>Kegogi</td>
<td>213.46</td>
<td>213.97</td>
<td>211.69</td>
</tr>
</tbody>
</table>

Source; DEO’s office Kisii Central

KCPE being the first national examination in a pupils’ life is the most crucial and sensitive examination in the country. This is because the KCPE results are used as a yardstick for selection and placement to limited opportunities for various secondary schools in the country.

Dismal performance in KCPE has been discussed in many forums by educators, school administrators, parents and politicians and yet no solution seems to be forth coming. It was against this background that the researcher found it worth launching an effort to find out the role of Quality Assurance and Standards Officers in ensuring quality education in Kegogi Division.

1.2 Statement of the Problem

Given that the aim of quality assurance in education is to establish, maintain and improve educational standards, the wanting general performance among public primary schools in Kegogi division is a matter of concern to all the stakeholders. The division is often placed
at the bottom line in Kisii Central district ranking order of Kenya Certificate of Primary Education (KCPE). There had been a continuous worry over the contribution of QASOs in ensuring quality education.

Inspite of strategies and efforts such assessment and administration of both divisional and district mocks, the KCPE performance in Kegogi division leaves a lot to be desired. Majority of the pupils attained below 250 marks as reflected in the mean standard scores. Kegogi Division, if left in that situation would lag behind in matters of national development and the school leavers would not compete favourably for national schools in-take and good provincial secondary schools.

This study sought therefore to ascertain the role of Quality Assurance and Standards Officers in ensuring Quality education in Kegogi division in Kisii Central District.

1.3 Purpose of the Study

The purpose of this study was to find out the role of Quality Assurance and Standards Officers in ensuring quality education in Primary schools in Kegogi Division in Kisii Central District.

1.4 Objectives of the study

The study focused on the following:

1) To determine the extent to which the QASOs role performance had influenced the quality of education.

2) To give recommendation on how the QASOs activities could be improved in order to ensure the quality of education in primary schools.
1.5 Research Questions

To achieve the above objectives, the study will use the following research questions:

i. How regular are the Quality Assurance and standard assessment done?

ii. How often do QASOs make follow-up assessment visits to schools?

iii. What is the impact of quality assurance and standards assessment reports on the quality of education?

iv. What is the attitude of headteachers and teachers on the role of QASOs in ensuring quality of education?

v. What intervention measures are put in place to ensure quality education?

vi. What are the challenges faced by QASOs in ensuring quality education?

vii. In what ways can the activities of Quality Assurance and Standard Officers be improved in order to ensure quality of education in primary schools?

1.6 Significance of the study

The research findings would be significant to the following stakeholders:

a. Ministry of Education- The findings of the study would help the ministry in its efforts to improve on the assessment of primary schools and therefore help QASOs and other education officials to provide effective educational assessment.

b. Teachers- The findings of this study would create awareness among teachers so that they would endeavour to work towards the provision of quality education in primary schools.

c. Researchers- The findings of this study would bring a new set of knowledge that would be added to the already existing one on the role of Quality Assurance and Standard Officers in ensuring quality education.
1.7 Assumptions to the Study

The study held the following assumptions;

1. All public primary schools in Kegogi division are regularly assessed by QASOs.
2. QASOs in Kegogi division perform their roles of ensuring quality education effectively.

1.8 Limitations of the Study

The study was limited to all public primary schools in Kegogi division of Kisii Central District.

It would have been the researchers wish to plan to carry the researcher in all public primary schools in other divisions but inadequate funds and geographical terrain of the area coupled with poor infrastructure were the major hindrances that might affect the accessibility of some schools.

1.9 Delimitation of the Study

The study was confined to selected public primary schools in Kegogi division and the result obtained could not be generalized to what was happening on the role of QASOs in ensuring quality education in the district or nation as a whole.

The study was delimited to public headteachers and teachers in the division because they are TSC employees on permanent basis and are likely to have a continuous service. They were also likely to have been assessed by the current QASOs. There were several factors affecting the performance of KCPE but the study focused specifically on the role of QASOs in ensuring quality education in the Division.
1.10 Theoretical Framework

This study was based on Role Theory. People in organizations have definite role to perform. Many interactive factors help determine precisely what kind of performance each role will receive.

According to the role theory, each 'actor' must interpret his or her role, and this interpretation depends to some extent on what an individual brings to the role. However behaviour in a role as part of the organization is influenced to some extent by dynamic interplay with other people, other factors and the audience. Role performance is also shaped by the expectation of the director and others attempting to control the situation. Presumably, each other attempts to some degree to behave in conformity with these expectations and the expectations of friends and other referent groups as well (Owen 1998:47).

Erving Goffman as quoted by Owen describes actors in the organization as being on stage when they are formally carrying out their roles, but he points that in backstage there was different kind of behavioural standard. The role of QASOs on the stage is likewise different compared to the one on backstage.

According to Benne and Sheats as quoted by (Owen 1998:50) the specific roles that are availed to group members include;

1) **Group task roles**: These are the roles that help the group to achieve its tasks.

They include the roles of

i. Initiating action and contributing ideas

ii. Seeking information

iii. Seeking opinion from the group
iv. Giving information

v. Giving ones opinion

vi. Co-ordinating the group members

vii. Helping the groups focused on the goals. Part of the leaders responsibility i.e. QASOs is to provide for the creation of an environment in the group in which these roles can be developed and carried out.

2) **Group building and maintenance.** These roles help the group develop a climate and processes that enable the members to work harmoniously and with a minimum of lost time, such as:

i. Encouraging members to keep at the task

ii. Harmonizing differences between ideals and between individuals

iii. Facilitating communication i.e. encouraging silent members to speak.

iv. Setting high standards of performance for the group.

v. Providing the group with feedback to its own processes and actions.

1.11 Conceptual Framework

According to Orodho (2005), a conceptual framework is a hypothesized model identifying the concepts under study and showing their relationship. A conceptual framework is a research tool intended to assist a researcher to develop awareness and understanding of the situation under scrutiny and to communicate this. It therefore strengthens and keeps the research on track by conceptualizing the problem and providing a means to link ideas and data so that a deeper connection can be revealed (Kombo and Tromp, 2006).
Based on the theoretical framework one of the roles of Quality Assurance and Standards Officers is monitoring standards. The QASOs role involves assessing of both physical and learning facilities to ensure that quality education is being offered. They also advice the school administrators and other stakeholders on proper school management.
On curriculum delivery, the Quality Assurance and Standards Officers assess the professional records prepared by teachers, instructional leadership by headteachers, actual teaching, teaching strategies used and the adequacy of Instructional materials to enhance learning and teaching.

To ensure that curriculum is implemented, the QASOs assess the coverage of the syllabus, organize seminars and workshops and offer guidance and counseling services to teachers.

Both formative and summative evaluations are very important for the pupils. Quality Assurance and Standard Officers check the pupil’s written work and their progress and continuous assessment records and finally conduct and administer the Kenya Certificate of Primary Examination.

Ultimately the above initiatives by the QASOs will lead to excellent performance in KCPE, good performance in games, well behaved pupils and good financial management hence improved quality of education.
1.12 DEFINITIONS OF OPERATIONAL TERMS

**Role:** is the expected behaviour arising from the interaction of Quality Assurance and Standard Officers with other stakeholders.

**Quality of Education:** refers to the schools level of academic performance in Kenya Certificate of Primary Education (KCPE).

**Quality Assurance:** The process of assessing and reporting on educational Institutions to ensure smooth co-ordination of teaching / learning process in primary schools.

**Performance:** This is a measure of a pupil’s academic attainment using the final results of Kenya Certificate of Primary Education (KCPE).
CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction
This chapter presents a review of related literature. It contains the following themes;

i. Structure and organization of the directorate of Quality Assurance and Standards.

ii. The concept of quality education

iii. Determinants of better quality in education

iv. Indicators of quality education

v. The role of the Ministry of Education and Directorate in relation to quality and standards in education.

vi. Selection and appointment of Quality Assurance and Standards Officers.

vii. Types of assessment.

viii. Impact of Quality Assurance Assessment reports.

ix. Challenges facing Quality Assurance and Standards Officers

x. Summary of the related literature.

2.2 Structure and organization of the Directorate of Quality and Assurance and Standards
At national level, the directorate of Quality Assurance and Standard is headed by the Director of Quality Assurance and Standards (DQAS). He is assisted by Senior Deputy Director Quality Assurance and Standards (SDDQAS). Below the SDDQAS are three deputy Directors of Quality Assurance and Standard (DDQAS). Following the DDQAS) are the three Senior Assistant Deputy Quality Assurance and Standard (SADQAS). The Assistant Directors Quality Assurance (ADQAS) follows...
Under ADQAS are the senior Quality Assurance and Standard Officers SQASO. Each zone has a QASO and they are under the District QASO in the District Education Officer's office (DEO). At each level, the official deal with specific issues, some in general assessment of facilities and records and others subject specialists. Subject supervision panes help teachers with professional matters including pedagogy and syllabus coverage.
2.3 The Concept of Quality Education

According to Kelleghan (2001), a problem in defining the Quality of education arises when one chooses the aspect of education that would be the focus of attention. Since education has many purposes and components, however, infrastructure, school buildings, administration, teacher training, educational materials or pupil achievement are some of the elements that are interrelated, and a serious deficit in one is likely to have implications for quality in others.

2.4 The Determinants of Better Quality In Education

According to Education for all (EFA), The Imperative Report (2004:158) by UNESCO, the following are the main determinants of the better quality in education.

i. **School resources:** The EFA report cites evidence that there are strong links between school resources and performances. The report clearly states that studies that have been done in low-income countries like Kenya and Philippines shows that level of cognitive achievements is significantly improved by provisions of textbooks and other pedagogical materials. These studies over grounds for believing that resources are extremely important to quality schools and therefore better organization and management of existing resources can yield great gains.

ii. **Strong leadership:** Successful primary schools are typically characterized by strong leadership, an orderly school and classroom environment and teachers who focus on the basics of curriculum, hold high expectations of their pupils’ potential and performance and provide them with frequent assessment and feedback.
For developing countries, the report says that structured instruction, face to face instructional time, the adequacy of textbooks and other materials and teacher quality account for high pupils' performance.

iii. **Teachers**: Evidence from EFA report shows that how teachers spend their time has a major impact on learning outcomes. Monitoring how well pupils are progressing requires time and energy in the classroom beyond the time spent teaching. Teachers' subject mastery and verbal skills, their expectations of pupils and their own passion for learning are significant factors to school quality on the other hand, teachers pay and conditions of service the report says are fundamental determinant of their status in the society and their incentive to join and remain in the profession.

iv. **Instructional effectiveness**: structured teaching methods, bringing a strongly ordered approach to learning tasks-with clear learning goals, sequenced introduction to new material clear explanation, regular checking of understanding, time for pupils to practice new skills, completion of learning tasks and frequent testing and feedback are helpful ingredients in strategies for quality improvement an reform.

v. **Policies for Improved learning**: The report says that specific policies can be articulated that highlights rights of all learners to basic education of good quality.
2.5 Indicators of Quality education

Lezotte, Edward, Brooker and others identified correlates of effective schools as follows.

i) **Clear and focused school mission** - In effective schools there is clearly articulated school mission through which the staff shares an understanding of a commitment to instructional goals, priorities, assessment procedures and accountability.

ii) **High expectations to success** - In the effective schools, there is climate of expectations in which the staff believe and demonstrate that all the pupils can attain mastery of the essential content and skills, and the staff also believes that they have the capability to help all pupils achieve that mastery.

iii) **Instructional leadership** - In effective school the headteacher acts as instructional leader and effectively and persistently communicates that mission to the staff, parents and pupils. The headteacher understands and applies the characteristics of Instructional effectiveness in the management of the Instructional programme.

iv) **Frequent monitoring of student progress** - In effective schools, pupils academic progress is measured frequently. A variety of assessment procedures are used. The results of the assessment are used to improve the Instructional programme.

v) **Opportunity to learn and student time on task**. In Effective schools, teachers allocate a significant amount of classroom time instruction in the essential content and skills. For high percentage of time, pupils are engaged in whole class or large group, teacher-directed, planned learning activities.
vi) **Safe orderly environment**- In the effective school, there is orderly, purposeful, business-like atmosphere which is free from threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

vii) **Home-school relations**- In the effective schools, parents understand and support the school mission and are given opportunity to play an important role in helping the school to achieve that mission.

Levin H.M and Mairlaine on effective school in developing countries also identified the following features;

a) Purposeful leadership of the staff by the headteacher

b) Involvement of the deputy head

c) Consistency among teachers

d) Structured sessions

e) Intellectually challenging teaching

f) Involvement of teachers

g) A work-centered environment

h) Limited focus within sessions

i) Maximum communication between teachers and pupils

j) Record keeping

k) Parental involvement

l) Positive climate
2.6. The role of the Ministry of Education in relation to Quality Assurance and Standards in education.

One of the core functions of the directorate of Quality Assurance and Standards is quality assurance. This entails effective monitoring of curriculum delivery in schools to ensure effectiveness. To realize effective curriculum delivery, Directorate of Quality Assurance and Standards is expected to provide advisory services to school on how best to improve their teaching. The advice also goes to stakeholders at school, district and headquarter levels (KESSP Report: 2005 190).

In pursuit of quality assurance and standards the Ministry faces the following challenges.

i. Inadequate school level supervisory capacity

ii. Lack of tools to measure learning achievements

iii. Wide spread weakness in teacher skills due to lack of INSET services.

iv. Inability of the Directorate of Quality Assurance and Standards to organize subject-based in service courses to address shortcoming relating to revised curriculum and assessment skills.

v. Lack of adequate capacity and facilities for curriculum support and other channels.

vi. Inadequate support to quality assurance services at school and zonal level etc.

To address the policy issues and thus ensure provision of quality education the Ministry of Education applied the following strategies.

i. Conducting subject based content mastery improvement and pedagogical skills and upgrading training.

ii. Monitoring school level curriculum to determine the existing discrepancies in instruction methodology and areas that need attention.
iii. Undertaking research to determine the quality of education offered.

iv. Establishing a formalized in-service training for teachers at all levels.

v. Through KESI, development of management capabilities of school heads.

vi. Re-activation of subject panel at school level.

vii. Developing the capacity of Director of Quality Assurance and Standards at all levels.

2.7 Selection and Appointment of Quality Assurance and Standards Officers

The criteria used for selection of QASOs is important as the quality of service depends on the caliber of the people appointed to it.

Wanjohi (2005) observes that previously selection of Inspectors (now QASOs) was based on the identification of successful headteachers who excelled in administration as well as their subject areas. They were appointed in their position on assumption that skills acquired in their training were necessary and sufficient for effective performance as inspectors.

Currently the recruitment of all Quality Assurance and Standard Officers is done by the Public Service Commission (PSC). Posts are advertised and short listing is carried out. The short listed candidates are interviewed by the PSC and appointed to assess any education institution be it pre-school, primary, secondary or colleges whether public or private.

The modalities of identifying potential Quality Assurance and Standards Officers are based on:
i. The track record of the applicant, in relation to previous and present performance.

ii. The level of education of the applicant. At least a graduate having served in job group L for at least 3 years.

(MOEST 2000 Handbook for Inspection on education Institution.)

2.8 Types of Assessment

According to MOEST handbook on Inspection (2000) there are nine various types of Assessments. These are:-

1. **Panel Assessment**

   It is also referred as full Assessment, external school review or external school audit. It involves a full diagnostic and situational analysis of the Institution. It is carried out with a view of examining the strengths and weaknesses of the Institutions and suggesting Interventions to be administered for the improvement of educational standards. It can be district, province or national based.

2. **Subject Based Assessment**

   These are specialized assessment carried out by QASOs in the areas of subject specialization. These assessments are planned and prompted by the following factors.

   a) Performance trends in a particular subject in the national examination by the school, zone or province.

   b) The QASOs work programme

   c) Inquiry into the need with a view of making suggestion for INSET to be carried out by the quality development service.
d) Monitoring visits to gather data and information about teaching and learning in the subject.

e) Assess the interpretation and implementation of the curriculum.

3. Education Institutions Registration Assessment

It is carried out by the request from DEB the major emphasis however is improving the existing schools instead of wasting resources developing new unnecessary ones.

4. Advisory Assessment

Is a routine assessment where one or more QASOs visit a school and sample some aspects of the school. The frequency depends on the number of schools in the district and the QASOs work programme.

5. Assessment of Teachers

This include assessment of teachers for

a) Promotion

b) Appraisal of competence

c) Grading or Regrading

d) Pre- and final teaching practice.

The frequency depends on the need.

6. Assessment of Educational Institutions

This is usually for the Introduction of a new subject and is promoted by a school’s request to the directorate of Quality Assurance and Standards.
7. **Block Assessment**

As the name suggests it is carried out as a block covering and or most schools in a given district i.e. primary schools, secondary schools etc. It is usually organized at the national level with QASOs drawn from all over the country.

8. **Mass Assessment**

Mass assessments are done for specific purpose i.e. school awards.

9. **Follow-up Assessment**

It is the follow up of an earlier (usually panel assessment) to determine to what extent recommendations have been implemented.

Other than the above specified duties, according to the Republic of Kenya (2000), QASO should also be:

i. Well informed and conversant with government policies.

ii. Conversant with Civil Service Code of Regulation and Code of Regulation of Teachers.

iii. Able to collate, analyse and disseminate data.

iv. Able to manage projects

The officer must also have excellent interpersonal skills which include

i. Good communicative skills

ii. Being well presented i.e. well dressed and groomed.

iii. Being tolerant and caring

iv. Being gender responsive

v. Being a person of high integrity

vi. Observing social etiquettes
vii. Being a good listener and responding positively to ideas and complains of other stakeholders in education.

viii. Having ability to make decisions

ix. Being a role model for others in the education profession.

x. Respecting confidentiality where and when necessary.

2.9 Impact of Quality Assurance Assessment Reports

According to the Standard (2006) on the title “efforts pay huge dividends in learning process”, regular supervision keeps teachers on their toes and ensure that academic standards are adhered to. A good example quoted in the same newspaper was a case of Mweru primary school in Nyeri. The school attained a mean of 148 marks out of the possible 500 marks in 2005.

After the results were released, the divisional and district assessors visited the school after it became last in the district. Six out of the eight schools headteachers were transferred and assessment became more regular. On the same paper, the Nyanza Provincial Director of Education (PDE) said that his office had placed a lot of emphasis on supervision and assessment to boost teaching and learning. Troubled schools were seen more frequently but well performing schools were rarely assessed. The district panel determined the frequency of supervision of schools. Consequently, in some districts, frequent supervision has led to improved performance in national examination.
2.10 Challenges facing Quality Assurance and Standards Officers

According to Wenzare (2002), a number of problems that attempt to frustrate attempts by QASOs to monitor and evaluate school programme and teachers include;

a) Lack of equipment, management facilities and finances.

b) Low Morale and motivation on the part of QASOs.

Efficient and effective performance of the assessment role by the QASO in Kenya is hampered by the various challenges.

a) **Lack of strategic planning**-there is no clear strategic planning for managing training. The directorate is faced by lack of full advisory support structure to plan and deliver national training programmes.

b) **Role ambiguity**-There is confusion of roles between quality assurance (inspectorate) and quality development (advisory staff). Most of the officers do not know what is expected of them in these two areas and so they end up concentrating more on quality assurance abandoning quality development.

c) **Inability to retain well qualified and experienced officers**. Due to poor conditions of service. For example lack of career structure leads to consequent loss of trained staff to other fields.

According to an article, “Woes still linger despite reforms” in the (Standard 12th July 2006), the directorate still experiences challenges such as;

a) **Shortage of staff**- It is a major problem in the directorate because most provinces have a deficit of a least twenty officials. This has led to the available staff being overworked. As the article outlines, workload for the
officials is nearly unmanageable with an officer supervising between 15-20 schools.

b) **Lack of upward mobility** - There is lack of career mobility. Teachers who an obvious choice are reluctant to join the field because they are not assured of their upward mobility.

c) **Transport problem** - Despite provision of vehicles at the district level and motor bikes at the zones, transport is still a major problem. Bikes have been faulted and many argue that they favour men and are not helpful during the wet season.

Another challenge facing the QASOs is inadequate assessment and lack of follow-up visits. This has been identified by Olembo (1992) and Thuranira (2000).

Etindi (2000; 60) also found out that:

"Most schools are not visited regularly; some schools are seen more frequently than others. Teachers are not assessed equally. There is irregular and lack of follow-up activities. This was due to inadequate number of QASOs and distance from one school to another. QASOs also lack commitment while performing their duties”.

2.11 Summary of Related Literature

Literature review in this chapter addressed structure and organization of the directorate of Quality and Standards, concept of quality education, the determinants of better quality in education, indicators of quality education. Literature also reviewed selection and appointment of QASOs, types of assessment, impacts of quality assessment reports, and challenges facing the QASOs.
From the Literature review, it emerged that improved quality education was the most important task facing educational institutions and Quality Assurance and Standards Officers are charged with the responsibility of ensuring this quality. Similar studies conducted many years ago on inspectorate do not precisely capture pertinent aspects of the role of Quality Assurance and Standards Officers in ensuring quality education.

The study area addressed gaps in the research study with a view to creating new understanding as far as roles of QASOs are concerned in the Kenya education system and ensuring of quality education particularly in Kegogi division of Kisii Central district.
CHAPTER THREE
METHODOLOGY

3.1. Introduction

This chapter presents the methodology used in carrying out the study. It entailed research design, locale of the study, target population, sampling design, research instruments, piloting, validity and reliability of the instruments, data collection procedures and data analysis.

3.2 Research Design

The design used in this research was descriptive survey. This design was appropriate in this study because of the nature of the variables involved i.e. subjects and the data collection instruments. This type of research sought information that described the existing phenomena by asking individual about their perceptions, attitudes, behaviour or values. Descriptive data are typically collected through questionnaires, interview schedule or by observation.

According to Onyango (2001), the purpose of descriptive survey is to secure evidence concerning all existing situation or current conditions and one of the advantages is that they provide a relatively simple and straightforward approach to the study of values, attitudes, beliefs and motives.

3.3 Locale of the study

The study was carried out in Kegogi division in Kisii Central district.

Currently, Kisii Central district comprises of six divisions namely, Keumbu, Kiogoro, Getembe, Mosocho, Marani and Kegogi. Suneka had been curved into Kisii South district.
while Kiamokama and Masaba divisions into the newly created Masaba district respectively.

Kegogi division was used in the study because it is one of the divisions which had been performing poorly in Kenya Certificate of Primary Education (KCPE) and its suitability to the study given that no similar study had been conducted in the division.

3.4 Target population

3.4.1 Schools

The study was confined to public primary schools in Kegogi Division. There were 29 public primary schools, out of these 1 was a Boys boarding, 1 Girls boarding and 27 Mixed day primary schools.

3.4.2 Subjects

a. QASOs- There were 2 QASOs in the Division. There were the ones involved in ensuring quality of education.

b. Headteachers- There were 29 headteachers in the 29 public primary schools. There are the immediate instructional supervisors in their respective schools.

c. Teachers- There were 254 teachers in the division. They were in charge of curriculum and instruction.
3.5 Sampling design

Due to limitations started earlier, the researcher sampled 12 schools out of 29 public schools drawn from the three zones in Kegogi division. Stratified sampling was used to identify schools according to criteria as type of school. The schools were grouped into three categories namely, Boys boarding, Girls boarding and Mixed day schools. The subjects that were sampled in this study included; headteachers, teachers and QASOs.

(i) Headteachers

The headteachers of schools were selected using purposive sampling. According to Malusu (1998), in purposive sampling the researcher has a responsibility to select a sample that would provide information that is required. From 29 public primary schools, 12 headteachers were sampled for this study. The headteachers are the immediate instructional supervisors in their respective schools and therefore it was imperative to have them as subjects in this study.

(ii) Teachers

There were 254 teachers in the division. Simple random sampling using lottery method was applied to get the required number of teachers. The researcher used 4 teachers from each of the 12 sampled schools yielding a total of 48 teachers. Teachers were the recipients of both internal and external assessments by headteachers and educational official respectively hence important inclusion in this study.

(iii) Quality Assurance and Standard Officers

Among the Quality Assurance and Standard Officers in the division that was sampled included 2 QASOs representing the 3 zones of Kegogi Division. According to Mugenda and Mugenda (1999) where the target population is small, selecting a sample is
meaningless and taking the whole population in such case, is advisable. The entire sampling matrix yielded a total sample of 62 for the study as summarized in the sampling frame shown below.

### 3.1 Sample Selection Table

<table>
<thead>
<tr>
<th>Zone</th>
<th>No. of schools</th>
<th>school</th>
<th>Headteachers</th>
<th>Teachers</th>
<th>QASO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ngenyi</td>
<td>8</td>
<td>1 Boys Boarding 2 Mixed day</td>
<td>3</td>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>Motonto</td>
<td>12</td>
<td>1 Girls Boarding 4 Mixed day</td>
<td>5</td>
<td>20</td>
<td>-</td>
</tr>
<tr>
<td>Kegogi</td>
<td>9</td>
<td>4 mixed day</td>
<td>4</td>
<td>16</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td></td>
<td><strong>12</strong></td>
<td><strong>48</strong></td>
<td><strong>2</strong></td>
</tr>
</tbody>
</table>

#### 3.6 Data collection instruments

The researcher used 3 types of research instruments to collect data from the sampled respondents.

i. Quality Assurance standard questionnaire for headteachers

ii. Quality Assurance standard questionnaires for teachers

iii. Quality Assurance standard interview schedule for QASOs.

### 3.6.1 Quality Assurance Standard Questionnaire for Headteachers

Mugenda and Mugenda (1999) observes that the use of questionnaire is a popular method for data collection in education because of the relative easy and cost effectiveness with which they are constructed and administered to large samples.

The headteachers questionnaire consisted of four sections, A, B, C and D.

Section A was aimed at getting demographic information on the respondent’s details.

Section B probed on the head teacher’s knowledge on the role of QASOs in ensuring quality of education. Section C provided information on the headteachers attitude towards
QASOs and assessment in which a five point scale was used and finally section D comprised of structured questions geared towards answering the research questions.

3.6.2 Quality Assurance Standard Questionnaire for Teachers
Likewise, the teachers assessment questionnaire consisted of section A, B, C and D. Section A was aimed at getting information on the respondent’s details. Section B provided information on teacher’s knowledge on the role of QASOs. Section C and D was structured exactly and identical to that of the headteachers. This facilitate the comparison of attitudes of headteachers towards QASOs assessment.

3.6.3 Quality Assurance Standard Interview Schedule for Quality Assurance officers
The researcher used unstructured interview to the QASOs as they involve probing in order to provide deeper information. The interview schedule was designed to collect data necessary to address all the research questions. According to Mugenda and Mugenda (1999), interview provides in-depth data, and it makes it possible to obtain data required to meet specific objectives of the study. They also guide against confusing questions since the interviewer can clarify the questions, thereby helping the respondents to give relevant responses.

Kane (1995) points out that interviews are modified to fit the needs of the situations and that interviewer and the interviewees collect rich data and provide clear understanding of the respondents own view points. This is because it is a two way communication channel and provides room for probing for the release of immediate feedback.

Interview schedule for QASOs was be divided into two sections A and B. Section A was aimed at getting demographic information on the respondents details while section B
sought in depth information on the frequency of QASOs visits to schools, impact of their assessment report on the quality of education, challenges facing them and ways of improving their activities.

3.7 Validity of the Instruments

According Orodho (2005), Validity is the degree to which a research Instruments measures what it purports to be measure. Validity therefore is the degree to which results obtained from the analysis of the data actually represent the phenomenon under investigation. The researcher adopted content validity to determine whether or not the measuring instrument was representative of the full content of the thing to be measured.

To validate the research Instruments, the researcher sought opinion of the supervisors and other colleagues on content, clarity, ambiguity, level of language used and any other additional information on the questionnaires to make the Instruments more comprehensive and to ensure that it measures the variables intended for the study. Following the suggestions made by the supervisors, the researcher made the final questionnaires that were used in the final data collection.

3.7.1 Reliability of the Instruments

Reliability of an Instrument is the consistency in producing a reliable result, Orodho, (2005:183). It is the extent to which an Instrument yields the same responses every time it is used.

Mugenda and Mugenda, (1999) defines reliability as a measure of the degree to which a research Instruments yields consistent results or data after repeated trials. A test-retest
method was carried on duration of two weeks in two schools that were not used in the actual study.

3.8 Pilot Study

According to Wiersman (1985) through piloting, deficiencies may be uncovered, that were not visible by simply reviewing the items. Its purpose is to detect any problems so that they can be remedied before the study.

Therefore the purpose of piloting research Instruments was to find whether the respondents would find them clear, precise and comprehensive enough.

Piloting also helped to determine the validity and reliability of the instruments.

Before the actual study was conducted, piloting was done in two primary schools. These schools were not included in the actual study.

3.9 Data collection procedure

After approval of the research proposal by the supervisors, the researcher sought permission from Kenyatta University, in order to obtain a research permit from the National Council for Science and Technology before conducting research. The researcher thereafter paid a courtesy call to both the District Commissioner (DC) and DEO informing them of the intention to conduct research in the district. The same procedure was used while visiting the District Officer (DO) and AEO of the division respectively.

The respondents were requested to fill the questionnaires and the researcher collected them after two weeks. There was an allowance of two weeks given for those who had not filled their questionnaires.
3.10 Data Analysis

Data analysis is the categorization, ordering, manipulation and summarizing of data to obtain answers to research questions (Kerlinger, 1973:134).

The raw data collected from the field was organized and coded for analysis. According to Kombo and Tromp (2006) the core function of the coding process is to create codes and scales from the responses which can be summarized and analysed in various ways.

A coding scheme is an unambiguous set of prescriptions of how all possible answers are treated and what (if any) numerical codes are assigned to a particular response. Kombo and Tromp further notes that in coding scheme the researcher assigns codes to each likely answer and specifies how other responses are to be handled.

After collecting data, the researcher checked the questionnaires for completeness, accuracy and uniformity of the Information obtained. This data was analysed based on the research questions. Data collected was analysed by use of simple descriptive statistics. Data extracted from questionnaires was analyzed using frequency tables and percentages. As (Gay, 1976) observes that one of the mostly commonly used method in reporting descriptive surveys was the use of frequency distributions, calculating percentages in whole numbers and tabulating them appropriately.

Relevant Interpretation, discussion and recommendation was drawn from the analysed data.
CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction.

The purpose of the study was to find out the role of Quality Assurance and Standard Officers in ensuring quality of education in Kegogi Division, Kisii Central District.

This chapter presents the results of the study focusing on the following.

i. Profile of the respondents

ii. QASOs role in relation to general school management and instructional programmes.

iii. Regularity of QASOs Assessment

iv. Frequency of QASOs follow-up assessment visits to schools.

v. Impact of QASOs assessment report on the Quality of education.

vi. Head teachers and teacher's attitude on the Quality of education.

vii. Intervention measures put in place by QASOs.

viii. Challenges facing QASOs while discharging their duties.

ix. Ways of improving the activities of the QASOs.

The researcher sampled 12 public primary schools out of 29 drawn from the 3 zones in Kegogi Division of Kisii Central District. Stratified sampling technique was applied to identify school according to criteria as type of schools. The schools were sampled as Boys Boarding Girls Boarding and Mixed day schools.

From each category the headteacher and 4 teachers were sampled yielding to 12 headteachers and 48 teachers. Among Ministry officials sampled were the 2 QASOs of Kegogi Division. The entire sampling matrix yielded to a total of 62 for the study.
The researcher used 3 types of Instruments to collect data from the sampled respondents. The Instruments were:

I. Quality Assurance and Standard questionnaire for headteachers.
II. Quality Assurance and Standard questionnaire for teachers.
III. Interview guide for Quality Assurance and Standard Officers.

4.2 Profile of the Respondents

Three categories of the respondents participated in this study namely, headteachers, teachers and Quality Assurance and Standards.

4.2.1 Profile of the head teachers and teachers.

a) Sex of the headteachers and teachers

Table 4.1 Sex of headteachers and teachers

<table>
<thead>
<tr>
<th></th>
<th>Head teachers</th>
<th></th>
<th>Teachers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>10</td>
<td>83.3</td>
<td>29</td>
<td>60.4</td>
</tr>
<tr>
<td>Female</td>
<td>2</td>
<td>16.7</td>
<td>19</td>
<td>39.6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
<td>48</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above data shows that 83.3% of the headteachers were males and 60.4% of the teachers were also males. Females headteachers were 16.7% and 39.6% of female teachers respectively. This finding indicated that a majority of headteachers and teachers in Kegogi division are males.
b) Age of the headteachers and teachers.

Table 4.2: Age of headteachers and teachers.

<table>
<thead>
<tr>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (range) yrs</td>
<td>n</td>
</tr>
<tr>
<td>21-30</td>
<td>0</td>
</tr>
<tr>
<td>31-40</td>
<td>1</td>
</tr>
<tr>
<td>41-50</td>
<td>9</td>
</tr>
<tr>
<td>51 and above</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

The above data presented in table 4.2 shows that 75% of the headteachers are aged between 41-50 yrs while 54.2% of the teachers range between 31-40 years. The study therefore shows that most headteachers and teachers would have to serve for a period ranging 20-29 years. However, none of the headteachers was aged 30 years and below while 14.6 % of the teachers were below 30 years.

c) Academic Qualification of head teachers and teachers.

Table 4.3: Academic qualification of headteachers and teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Graduate</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>‘A’Level</td>
<td>8</td>
<td>25</td>
</tr>
<tr>
<td>“O” level</td>
<td>8</td>
<td>66.7</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The above data shows that 66.7% of headteachers had ‘O’ level qualifications while 85.5% of the teachers had the same. According to these study, majority of the primary school headteachers and teachers had ‘O’ level academic qualifications. Only a small
proportion of the respondents were graduate i.e. 8.3% of the headteachers and 6.3% of the teachers respectively.

d) **Professional qualification of headteachers and teachers.**

<table>
<thead>
<tr>
<th>Table 4.4: Professional qualifications of headteachers and teachers.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Qualification</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>M.ed</td>
</tr>
<tr>
<td>B.ed</td>
</tr>
<tr>
<td>Diploma</td>
</tr>
<tr>
<td>ATS III</td>
</tr>
<tr>
<td>ATS IV</td>
</tr>
<tr>
<td>PI</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

The study shows that 72.9% of the teachers were PI holders while 16.7% of the headteachers had the same. Majority of the headteachers were ATS IV holders representing 58.3%. Most of the headteachers had served for 15 years as PI before being promoted to ATS IV. None of them had ATS III. However, a small portion of the respondents had Bachelor of Education degree while none had a master degree. Therefore majority of the teachers are PI holders.
### e) Headteachers and teachers teaching experience

#### Tables 4.5: Headteachers and teachers teaching experience

<table>
<thead>
<tr>
<th>Experience in yrs</th>
<th>Head teachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Less than 2 yrs</td>
<td>2</td>
<td>16.7</td>
</tr>
<tr>
<td>3-5</td>
<td>3</td>
<td>25</td>
</tr>
<tr>
<td>6-10</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>11-15</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>16-20</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>21 and above</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data shows that half (50%) of the headteachers had served for a period ranging from 6-10 years in management while 31.3% of the teachers had served for a period ranging from 11-15 yrs in teaching. In addition, 41.7% of the head teachers and 27.1% of the teachers had served in headship and teaching. None of the headteachers had served for a period of 16 years and above. On the other hand, 10.4% of the teachers had served for a period ranging 16-20 years and 14.7% had served 21 years and above. From the study it is clear that both Head teachers and teachers have experienced in headship and teaching.
f) Headteachers and teachers teaching experience in their current stations.

Table 4.6. Head teachers and teachers experience in their current stations.

<table>
<thead>
<tr>
<th>Head teachers</th>
<th>Years worked</th>
<th>n</th>
<th>%</th>
<th>Teachers</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>less than 2</td>
<td>4</td>
<td>33.3</td>
<td></td>
<td>25</td>
<td>52.9</td>
</tr>
<tr>
<td></td>
<td>3-5</td>
<td>5</td>
<td>41.7</td>
<td></td>
<td>9</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>6-10</td>
<td>2</td>
<td>16.7</td>
<td></td>
<td>9</td>
<td>18.8</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
<td>1</td>
<td>8.3</td>
<td></td>
<td>4</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>16-20</td>
<td>0</td>
<td>0.0</td>
<td></td>
<td>1</td>
<td>2.1</td>
</tr>
<tr>
<td></td>
<td>21 and above</td>
<td>0</td>
<td>0.0</td>
<td></td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>12</td>
<td>100.0</td>
<td></td>
<td>48</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data above presented in table 6 shows 75% of the headteachers had served in their present stations in less than 5 years and 71.7% of the teachers had served in the same period. 2.1% of the teachers had served in the same station between 16-20 years while none of the respondents had served over 21 years. These high turn over of headteachers and teachers shows that there is frequent transfer from one school to another thus affecting the schools quality of education.

4.2.2 Profile of the Quality Assurance and Standard Officers.

Quality Assurance and Standard Officers are charged with the responsibility of ensuring quality education in their respective zones. The QASOs mainly deal with general assessment of facilities, and teaching strategies employed by teachers in ensuring quality of education.

The division had 2 QASOs representing gender parity of 50% each. Both were aged between 46-50 years. On academic qualifications both had ‘A’ levels and diplomas. On
professional qualifications both are ATS 1 holders. The QASO was a TAC-Tutor but designated as a QASO while the other QASOs was acting as AEO of the division after the retirement of the previous AEO in January 2009.

The QASOs had served in the same home area for 6-10 years while the acting AEO had served for a period of 2-5 yrs.

4.3 The Role of Quality Assurance and Standard Officers in relation to general school management and instructional programmes.

Quality Assurance and Standard officers play a significant role in monitoring and advising on standards in education, type and quality of education being offered and also visits schools to assess whether schools are functioning effectively or not. Among key areas they focus during their visits include the following;

i. Syllabus coverage
ii. Staffing
iii. Teaching methods
iv. Physical facilities
v. Co-curricular activities
vi. Instructional materials
vii. Financial records
viii. School management committee
ix. Academic standards
x. Organization of seminars and workshops
xi. Discipline involving teachers and pupils
xii. Professional records i.e. schemes of work and lesson plans.
Evaluation of pupils.

Concerning syllabus coverage, 77% of the teachers showed that the syllabus was not covered in good time while 75% of the teachers concurred on the same. This reflects one of the causes of poor performance as reflected by the poor coverage of the syllabus. During their assessment visits 77.1% of the teachers and 100% of the headteachers revealed that QASOs advised them on the need to cover the syllabus on time. They also encourage sharing ideas with Key Resource Teachers (KRT) who had undergone training in their specialized subject areas in order to promote the quality of education in their respective schools. QASOs also advised teachers on proper time management and emphasized functional subject panels.

However, headteachers and teachers responses revealed that understaffing was one of the major setbacks in the division 91.7% of the teachers and 95.8% of the headteachers revealed that schools were understaffed due to the location of the division, most teachers serve less than 5 years and thereafter seek transfers to other divisions nearer to Kisii town. This was a serious problem that had greatly affected the quality of education in the division.

On modern teaching methods, 83% of the headteachers and 70.8% of teachers' responses showed that QASOs advised them on the same. The modern teaching methods have helped teachers in content delivery and curriculum implementation.

Concerning the schools' physical facilities, 79.2% of the Headteachers and 75% of the teachers responses showed that schools lacked physical facilities like class rooms and toilets. This affected the quality of education since they are overcrowded in classrooms and sanitation facilitites are inadequate. However Quality Assurance and Standard
officers advised headteachers to use available resources in the most efficient way. They also advised the School Management Committee members and parents to ensure that enough physical facilities were put in place.

On the role of QASOs, guidance and counseling enhances the maintenance of discipline leading to improved quality of education the study established that 83.3% of the headteachers and 91.7% of the teachers reported that guidance and counseling services were in place in all schools. However teachers in guidance and counseling are rarely inducted.

On co-curricular activities, head teachers and teachers’ response showed that pupils participated on the same. The headteachers appreciated the advice given by QASOs at Zonal and Divisional levels respectively. Both agreed that co-curriculum activities help pupils to interact, relax their mind, kill classroom monotony and also promotes the spirit of competition. It also develops pupils individual talents improves personality and communication skills. This was supported by 100% of the headteachers and 95.8% of the teachers’ responses. Quality Assurance and Standard Officers also played a major part in facilitating the technical committees and also encouraging learners to participate in co-curricular activities.

On Instructional materials, the findings on the headteachers and teachers showed that the QASOs were concerned with Instructional materials. They advised on the acquisition of recommended Instructional materials and how to make use of them for effective teaching and learning. The study revealed that QASOs were concerned on the same. The study also revealed that QASOs advice on effective use of Instructional materials during their
assessment visits had minimized wear and tear of books thus minimizing unnecessary expenses.

Due to introduction of Free Primary Education funds, 58.3% of headteachers revealed that they had adequate financial resources while 64.2% of the teachers concurred on the same. On school financial managements, Quality Assurance and Standard Officers advised headteachers on the proper use of funds to avoid misappropriation of funds. QASOs also advised School Management Committees in ensuring proper use of available funds in order of priority.

School Management Committees (SMC) plays a significant role in ensuring quality education. The study showed that 58.3% of the headteachers revealed that SMC is fully concerned, 33.3% are partially concerned while 8.3% are less concerned. Teachers responses also showed 43.8% are fully concerned, 50% partially concerned and 6.2% less concerned.

In order to enhance the SMC and parental involvement, QASO advised them on cooperation towards ensuring quality education. They also advised the SMC on unity and harmony for the purpose of realizing good results.

On academic standards headteachers and teachers responses revealed that discussions are held with the stakeholders especially the SMC, pupils and parents.

Headteachers responses revealed that 58.3% of their schools recorded an upward trend/improvement while 41.7% registered a downward trend. Despite most schools registered an improvement in their Mean Standard Scores (M.S.S) the divisional M.S.S remained relatively low. The QASOs interview guide revealed that meetings between parents and
teachers are held to discuss on the performance and finding of modalities on the way forward.

On organization of seminars and workshops for teachers the study showed 62.5% of the teachers that QASOs do not organize for seminars and workshops. This affected the quality of education because teachers lacked knowledge on curriculum delivery, implementation and assessment.

On professional documents like schemes of work, lesson plans and lesson notes 58.3% of the headteachers response showed that they checked teachers’ professional records monthly, 16.7% fortnightly and 25% on weekly basis. However, in order to ensure quality education, headteachers are supposed to check teachers professional records on weekly basis and also check on their usage.

Finally 83.3% of the headteachers responses revealed that assessment tests in their schools are done monthly. This concurred with 70.83% of the teachers responses. Evaluation therefore is an important component in ensuring quality of education in schools. Despite the administering of monthly tests, academic standard have remained relatively low. Another set back as revealed by respondents also lies in the use of commercial papers bought from street vendors. It is important for teachers to gauge their pupils level of understanding by regularly setting their own exams based on what they have taught.
4.4 Regularity of QASO visits to schools

Table 4.7. Showing how regular QASOs visits schools

One of the roles of quality Assurance and Standard Officers is assessment of all Institutions regularly and compiling appropriate reports. Regular here implies visiting schools at least once in a term to assess whether they are functioning effectively or not. However due to understaffing, it takes along time to assess some schools thus contributing to laxity of teachers in curriculum implementation.

The table below shows how regular QASO visited schools in Kegogi division from 2005-first term 2009.

<table>
<thead>
<tr>
<th>Year of assessment</th>
<th>Teachers n</th>
<th>Teachers %</th>
<th>Head Teachers n</th>
<th>Head Teachers %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>6</td>
<td>12.5</td>
<td>-</td>
<td>0.0</td>
</tr>
<tr>
<td>2006</td>
<td>4</td>
<td>8.3</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>2007</td>
<td>12</td>
<td>25</td>
<td>1</td>
<td>8.3</td>
</tr>
<tr>
<td>2008</td>
<td>18</td>
<td>16.7</td>
<td>6</td>
<td>50.0</td>
</tr>
<tr>
<td>2009</td>
<td>8</td>
<td>16.7</td>
<td>4</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
<td>100.0</td>
<td>12</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From the above data, it clearly shows that half of the schools were assessed in 2008. 37.3% of the teachers were assessed at the same time. However some teachers i.e. 25% were last assessed in 2007, 8.3% in 2006 and 12.5% in 2005. Regular assessment keeps teachers on their toes and ensures that curriculum implementation is taken seriously and hence improved quality of education.
4.5 Impact Of Qasos Assessment Report On Quality Of Education

Quality Assurance and Standards officer assessment reports help in boosting teaching and learning as troubled schools are seen more frequently and well performing schools are assessed rarely thus leading to improved performance in national examination.

According to the headteachers and teachers' responses, Quality Assurance and Standard Officers' report had led to the following:

i. Weak areas identified and better areas improved or strengthened.

ii. Creation of a reflection of the trends in which the schools are drifting to.

iii. Encouragement of the schools to ensure improvement in curriculum delivery, implementation and evaluation.

iv. Identification of the problems and ways of solving them.

v. Improvement of KCPE performance in some schools.

However, to some other schools, the study showed that QASOs assessment report had little impact because academic standards had remained relatively unsteady over the years. Continued low performance as impacted negatively as few people are admitted to National and good Provincial schools. Despite QASOs assessment report, little had changed as the Divisional performance in the district remains the same. These calls for radical changes in implementation of these reports.
4.6 Head teachers and teacher’s attitude towards QASOs in ensuring quality education.

After administering the questionnaire to the headteachers and teachers on their attitude towards QASOs and assessment, the findings from the attitude scale showed that both headteachers and teachers appreciated the value of assessment advice on academic performance, curriculum delivery and teaching methods.

The following table explains the headteachers and teachers attitudes towards QASOs in ensuring quality of education.

<table>
<thead>
<tr>
<th>QASOS Activities</th>
<th>Headteachers</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S.A</td>
<td>A</td>
</tr>
<tr>
<td>Regular school assessment</td>
<td>0.0</td>
<td>16.7</td>
</tr>
<tr>
<td>Impacts of QASOs</td>
<td>16.7</td>
<td>50.0</td>
</tr>
<tr>
<td>Assessment report</td>
<td>by 8.3</td>
<td>83.3</td>
</tr>
<tr>
<td>QASOs intervention measures</td>
<td>0.0</td>
<td>33.3</td>
</tr>
<tr>
<td>Curbing teachers unprofessional behaviour</td>
<td>33.3</td>
<td>8.3</td>
</tr>
<tr>
<td>QASOs perform their roles effectively</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

On assessment of schools on regular basis by QASOs, 16.7% of the headteachers agreed, 50% felt somewhat, and 33.3% disagreed. Teachers responses showed
that 2.1% totally agreed, 16.7% agreed, 39.6% felt somewhat, 31.3% disagreed and 10.4% totally disagreed. The study showed that most schools are not assessed regularly by Quality Assurance standards officers.

The researcher also revealed that 16.7% of the headteachers strongly agreed that QASOs assessment report had a positive impact in ensuring quality of education, 50% agreed, 16.7% felt somewhat, 8.3% disagreed and 8.3% totally disagreed. Teachers responses on the other hand showed that 10.4% totally agreed, 31.3% agreed, 20.8% felt somewhat, 34.4% disagreed and 2.1% totally disagreed. The study showed that half of headteachers agreed that the QASOs report had a positive impact in ensuring quality education.

On whether Quality Assurance and Standard officers give feedback to teachers immediately after assessment, 18.8% of the teachers totally agreed, 45.8% agreed, 6.3% felt somewhat, 20.8% disagreed and 8.3% totally disagreed. Headteachers responses showed that most of the QASOs gave teachers feedback after their assessment visits. This was shown by 83.3% of those who agreed.

Concerning the intervention measures put in place by QASOs to ensure Quality education, headteachers' responses showed that 33.3% agreed, 16.7% felt somewhat, 33.3% disagreed and 16.7% totally disagreed.

Teachers responses revealed that 6.2% strongly disagreed, 18.8% agreed, 22.9% felt somewhat, 18.8% disagreed and 33.3% totally disagreed. Both responses showed that half the headteachers and teachers disagreed that intervention measures are put in place by Quality Assurance and Standard Officers in ensuring quality education.
On QASOs help in curbing teachers unprofessional behaviours like absenteeism, lateness, drunkardness and indiscipline, 33.3% of the headteachers responses strongly agreed, 8.3% agreed, 25% felt somewhat, 25% disagreed and 8.3% totally disagreed. Teachers responses showed that 25% strongly agreed, 10.4% agreed, 27.1% felt somewhat, 20.8% disagreed, 16.7% totally disagreed. From the analysis it clearly showed that a small proportion of less than half agreed that QASOs assessment curbs the same. These showed that the quality of education is affected by teachers unprofessional behaviour like absenteeism, lateness and drunkardness. The interview guide for QASOs also revealed that one of the challenges facing them was absenteeism of teachers.

Finally regarding whether QASOs performed their roles effectively, 50% of the headteachers responses revealed that they felt somewhat, 16.7% disagreed and 33.3% disagreed. Teachers on the other hand showed that 4.2 % strongly agreed that 6.3% agreed, 29.2% felt somewhat 31.3% disagreed and 29.2% totally disagreed. The analysis showed that QASOs were not performing their roles effectively as regards to ensuring quality of education was concerned. This could be attributed to understaffing and lack of commitment in their duties.

4.7 Intervention measures put in place by Quality Assurance and Standards officers.

According to the interview guide the study revealed that the following intervention measures had been put in place by QASOs in ensuring quality education in the division.

i. Emphasis of syllabus coverage.
ii. Emphasis of extra time teaching.

iii. Transfer of teachers.

iv. Discouraging absenteeism.

v. Sensitizing parents on the importance of ensuring quality education.

vi. Encouraging maximum use of Instructional materials.

vii. Timely preparation of professional records by teachers.

Headteachers and teachers also revealed that some intervention measures were put in place in their schools. They included the following:

i. Transferring or recommending for teachers’ transfers.

ii. Promoting competent teachers as deputy headteachers and headteachers respectively.

iii. Putting targets for their respective zones

iv. Provision of monthly returns to the District education officer’s office.

v. Guiding and counselling teachers on absenteeism, lateness and drunkardsness.

4.8 Challenges QASOs face when carrying out their activities.

Quality Assurance and Standard Officers faced a number of challenges while discharging their duties. They include the following:

i. The most serious challenge was understaffing. Three zones were served by two Quality Assurance and Standard Officers.

ii. District education officer’s office was not ready to service the motor bikes and refuel them.

iii. Absenteeism of pupil and teachers from schools.
iv. Most headteachers spent much of their time in Free Primary Education funds than in academic standards.

v. Lack of support from the community. Some parents are not positive in ensuring quality education in their schools.

vi. Some headteachers do not have the skills to manage the curriculum.

vii. Misappropriation of funds by some headteachers resulting to disciplinary actions against them.

viii. Appointment of headteachers was favoured by the sponsor. This resulted to incompetent headteachers.

ix. Some schools are not easily accessible especially during the wet season.

x. Most teachers do not prepare their professional records in good time and they don’t use them quite often.

Teachers and headteachers questionnaire also revealed that QASOs faced the following challenges.

i. Understaffing

ii. Transport related problems due to nature of the terrain.

iii. Negative attitude from some parents towards education.

iv. Lack of commitment from teachers and QASOs themselves.

4.9 Ways of improving the Activities of Quality assurance and Standard officers.

In order to improve the activities of QASOs in ensuring quality of education the respondents suggested a number of ways of improving the QASOs activities in Kegogi Division and the country as a whole.
They included the following;

i. Recruitment of adequate number of Quality Assurance and Standard Officers to match with the number of zones.

ii. Quality Assurance and Standard Officers should conduct seminars in all subjects so as to equip teachers on curriculum delivery, implementation and evaluation.

iii. Quality Assurance and Standard officers should prepare assessment data for every school under their jurisdiction.

iv. Provision of at least one vehicle in division or regular refueling of motorbikes by the DEO’s office.

4.11 Summary of the findings

Analysis of data in this chapter shows that QASOs face a number of challenges when discharging their duties. These challenges deter their efforts in ensuring quality of education.

There is need to step up follow-up assessment visits to schools, lay concrete strategies in order to improve the quality of education and finally the government should recruit adequate number of QASOs in order to enable them achieve their objectives.
5.1 Introduction

This chapter covers the summary on the data findings, conclusions and recommendations on ways of improving the activities of Quality Assurance and Standard Officers in Kegogi Division, Kisii Central District.

5.2 Summary of research Finding.

The purpose of the study was to find out the role of Quality assurance and Standard officers in ensuring quality of education in Kegogi Division, Kisii Central District. The researcher chose the division because there had been continued dismal performance in KCPE. The researcher adopted an exploratory approach using a descriptive survey design.

The target population was 29 public primary schools drawn from Kegogi Division. For the purpose of the study, the researcher sampled 12 out of 29 public primary schools from each school, the headteacher and four teachers were sampled. Among the Ministry officials sampled were two Quality Assurance and Standard Officers in charge of two zones. The researcher used three main instruments for data collection. These included the following.

1) Quality Assurance Standard Assessment Questionnaire for headteachers.
2) Quality Assurance Standard Assessment Questionnaire for teachers.
3) Interview guide for Quality Assurance and Standard Officers

The researcher distributed the questionnaires personally to the headteachers and teachers and organized one hour interview schedule for the QASOs.
The purpose of the study and Instructions were clearly explained and the respondents assured of confidentiality. The data were tabulated using frequencies and percentages.

Based on the finding of this study, the following summary was made.

i. Most schools were assessed by Quality and Standard officers in 2008. Others schools were last assessed in 2005, 2006 and 2007. Such schools continue to register a downward trend in KCPE performance hence affecting the quality of education in the division.

ii. Assessment of schools by Quality Assurance and Standards officers was inadequate due to understaffing and in accessibility of some schools in far flung areas.

iii. Headteachers and teachers receive processed assessment reports from quality Assurance and Standards officers immediately after their assessment visits.

iv. Follow-up assessment visits by Quality Assurance and Standards Officers was rarely done to see the implementation of their views and suggestions regarding the quality of education.

v. Quality Assurance and Standards Officers’ report had a positive Impact however; lack of implementation of areas of weakness identified by some schools hamper the quality of education in the division.

vi. Inadequate syllabus coverage was the key weakness to improvement of quality learning and performance.

vii. Teachers and headteachers have a positive attitude towards the role played by Quality Assurance and Standards Officers. However most headteachers and
teachers felt that QASOs are not performing their work effectively in ensuring quality education.

viii. Intervention measures like syllabus coverage and preparation of professional records are put in place in ensuring quality of education by QASOs.

ix. Seminars and workshops are rarely organized by the Quality Assurance and Standard officers at the zonal and divisional levels.

x. The Quality Assurance and Standard officers are faced with a number of challenges while carrying out their duties such as lack of adequate fuel, inaccessible roads due to rough terrain etc.

xi. Frequent transfers of teachers and headteachers from one school to another has impacted negatively in ensuring quality of education cannot be emphasized.

xii. Some headteachers and teachers have stayed in the same school for more than ten years thus contributing to the ever dropping results.

5.3 Conclusions

The role of Quality Assurance and Standard Officers in ensuring quality of education. From the research findings it was clear that;

1) Assessment by Quality Assurance and Standard Officers to schools is not regular.

2) Quality Assurance and Standard Officer's follow-up visits to schools are rare and inadequate. These undermined the important role they play in ensuring Quality of education in primary schools.

3) Most schools have started registering an improved/upward trend in their KCPE performance despite the overall mean standards scores being low.
4) Most headteachers and teachers felt that QASOs were not performing their rules in ensuring Quality of education effectively.

5) Intervention measures are put in place by QASOs to improve the quality of education.

6) Quality Assurance and Standard Officers face a number of challenges when carrying out their work such as understaffing, inadequate fuel and rough terrain.

5.4 Recommendations

This project was carried out in order to find out the role of Quality Assurance and Standard officers in ensuring the Quality of Education in Kegogi Division, in Kisii Central District. The research came up with the following recommendations.

1) Regular assessment at least once a term followed by follow-up assessment visits by QASOs should be stepped up in order to ensure the quality of education in primary schools.

2) Frequent transfers of teachers should be controlled in order to ensure quality of education.

3) Regular subject improvement enhancement seminars should be provided to the teachers to help equip them with emergent teaching strategies and modern trends in education.

4) Headteachers should check teachers professional records especially scheme of work and lesson plans on weekly basis in order to ensure that the syllabus is covered in good time.

5) In order to ensure equitable distribution of teachers, balancing of teachers should be done on regular basis within the district.
6) Primary school headteachers should not stay in one station for more than ten years especially those serving in public boarding schools and whose academic standards keeps on dropping.

7) School management committees should be sensitized in order to take an active role in ensuring quality of education in their respective school. They should not only be concerned on the schools physical, instructional and financial resources but also on academic performance.

8) Professional and motivational speakers should be invited to empower headteachers and teachers with new insight in discharging their work.

9) The school management committee should solicit for funds from government grants, donors, non-governmental organization and other stake holders for the provisional physical facilities.

10) Promotion of headteachers should be done on merit, experience and based on academic performance. This will go along way in motivating others for the same and hence promote educational standards.

11) District staffing officer should liase closely with the Area education officers and QASOs when transferring teachers. This would go along way in removing staffing imbalances of teachers in the district.

12) The ministry through the directorate of Quality Assurance and Standards should work on the recommendations from the QASOs confidential reports.

13) More Quality Assurance and Standard Officers should be recruited by the Ministry. Consideration should be given to graduate teachers and especially those
with masters in the relevant field. The adequate number will ease the workload of QASOs in their daily discharge of duties.

14) The ministry through the directorate of Quality Assurance and Standards should implement the delocalization policy whereby Quality Assurance and Standard Officers should work away from their native homes. Some with poor academic records from their previous stations continue to impact negatively as far as ensuring the quality education is concerned.

15) The Ministry should provide at least one motor vehicle in the division to assist in service delivery.

16) Proper training and positive attitude on the use of motor cycles should be given to female QASOs in order to enable them utilize the motor bikes at the zonal levels.

17) Surrogate TAC-Tutors should not be used as QASOs and acting Area Education Officers respectively.

18) Headteachers should be empowered by the ministry to make quarterly returns showing the last time their school were assessed to the directorate of Quality Assurance and Standards.

5.5 Suggestions for further study

The researcher strongly recommends the need for carrying out further research on the role of Quality Assurance and Standards Officers in ensuring quality of education in primary schools in the whole country. Special attention should also be given to the role played by the school management committees and their contribution towards ensuring quality of education.
REFERENCE

Etindi, A. K (2000) *A study of factors that impede effective Inspection and supervision of primary schools in Kwisero Division of Butere Mumias district of Western province Kenya*, unpublished research project, Kenyatta University.


Malusu, T (1998) *Evaluating Education and Community Development programme*. College of Adult and District learning, Nairobi


(2002). *The education for all handbook*.

(2005) *Kenya Education Support Programme (KSSP)*

(2006) *Strategic Plan 2006-2011*


__________(2005). Elements of Educational and social science research methods, Masola publishers.


TSC Act 1967(Revised 1968) Government Printer, Nairobi


www.effective schools.com

www.mes.org/correlates

www.unesco.org/education
APPENDIX I
QUALITY ASSURANCE AND STANDARD QUESTIONNAIRE FOR HEADTEACHERS

This research is meant for academic purpose only. It is intended to find out the role of Quality Assurance and Standard Officers in ensuring quality Education. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential.

Please tick (✓) where appropriate or fill in the required information on the space provided.

Section A demographic Information sheet

1. Name of the school ______________________

2. Gender
   Male ( )
   Female ( )

3. Age
   21-25 yrs ( )
   26-30 yrs ( )
   31-35 yrs ( )
   36- 40 yrs ( )
   41- 45 yrs ( )
   46-50 yrs ( )
   50 yrs and above ( )

4. Your highest professional qualifications
   Graduate ( )
   "A" level ( )
   'O' Level ( )

Any other specify ______________________________________

5. Your highest professional qualifications
   M.ed ( )
   B.ed ( )
   Diploma ( )
K.C.E ( )
K.C.S.E ( )
K.J.S.E ( )
Others, specify ( )

6. How long have served as a headteacher?
   Less than 2 yrs ( )
   3-5 yrs ( )
   6-10 yrs ( )
   11-15 yrs ( )
   16-20 yrs ( )
   20 yrs and above ( )

7. How long have you served as a headteacher in your current station?
   Less than 2 yrs ( )
   3-5 yrs ( )
   6-10 yrs ( )
   11-15 yrs ( )
   16-20 yrs ( )
   20 yrs and above ( )

SECTION B: INFORMATION ON THE ROLE OF QASOs IN ENSURING QUALITY OF EDUCATION

1) (i) When was your school last assessed?
   2005 ( )
   2006 ( )
   2007 ( )
   2008 ( )
   2009 ( )
(ii) What type of assessment was it?
(iii) Did you get the feedback?
   Yes ( )
   No ( )
(iv) If yes, how important has the feedback been to your institution’s success?

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes (%)</th>
<th>No (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you ever receive processed assessment report after assessment visit?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you ever discuss assessment report with members of the School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Management Committee (SMC)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do QASOs make follow-up assessment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How often do you check teachers professional documents?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Does QASOs assessment report have an impact as far as ensuring quality of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>education is concerned?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How is the school’s staffing position?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

69
ii) How has the school’s staffing position contributed towards ensuring quality of education?

6) i) Does the school have adequate instructional materials

   Yes ( )
   No ( )

   ii) If yes, how has it contributed towards ensuring quality education?

7) Are QASOs during their assessment visits concerned on the adequacy of instructional material?

   Yes ( )
   No ( )

8) (i) Do teachers cover the syllabus on time?

   Yes ( )
   No ( )

   (ii) Are QASOs during their assessment visits concerned on syllabus coverage?

   Yes ( )
   No ( )

   (iii) If yes, what is their role in making sure that the syllabus is covered in good time?

9) (i) During assessment visits do QASOs advise teachers on modern teaching methods?

   Yes ( )
   No ( )

   (ii) How have the teaching methods impacted on the ensuring of quality education?
10) (i) Does the school have adequate physical facilities?
Yes ( )
No ( )
(ii) If yes, how has it contributed towards ensuring quality of education?
(iii) What is the role of the QASOs in ensuring that the school has adequate physical facilities?

11) (i) Is there guidance and counseling service in the school
Yes ( )
No ( )
(ii) Do you have teachers in charge of guidance and counseling in your school?
Yes ( )
No ( )
(iii) How often do QASOs in-service guidance and counseling teachers?
Very frequently ( )
Sometimes ( )
Rarely ( )
Never ( )
(iv) Do pupils seek assistance from teachers in charge of guidance and counseling
Yes ( )
No ( )
(v) What kind of problems do the pupils present to the teachers in charge?
(vi) How has the assessment by QASOs helped you to improve the general discipline of the pupils?

12) (i) Do the pupils participate in out of class activities? (games, drama and music festivals)
   Yes ( )
   No ( )

(ii) If yes, how useful is it ensuring quality of education in the school

(iii) If No, give reasons why it hinders the quality of education

(iv) What role do QASOs play in facilitating Co-curriculum activities during their assessment visit?

(i) Are the pupils/teachers responsive in the use of school resources?
   Yes ( )
   No ( )

(ii) Do they show concern and ownership of the schools physical and instructional materials?
   Yes ( )
   No ( )

(iii) Do QASOs advice on the effective use of physical and Instructional materials during their assessment visits.
   Yes ( )
   No ( )

If yes how has it contributed towards ensuring quality of education?
13) Does the school have adequate financial resources
   - Yes ( )
   - No ( )
   ii) If yes how has it contributed towards ensuring quality of education?
   iii) What is the role of QASO in the school financial management?

14) i) How effective is the school's SMC in contribution towards ensuring quality of education?
   - Less concerned ( )
   - Partially concerned ( )
   - Fully concerned ( )
   ii) If fully concerned, what agenda do they have in ensuring Quality of education?

   iii) Are the QASO concerned on the role of SMC in ensuring quality of education during their visits?
      - Yes ( )
      - No ( )
   iv) If yes, what advice do they give to enhance the SMC and parents involvement?

15) i) Do you ever discuss academic standards with parents and pupils
   - Yes ( )
   - No ( )
   ii) What is the trend of KCPE performance of the school?
Upward trend / improvement  
Downward trend  
Stable trend  

iii) How do QASO advice on the way forward?

16) i) Do you ever keep up to-date records/files in your schools
Yes ( )
No ( )

ii) If yes, how has contributed towards ensuring quality of education

17) i) Do QASOs organize seminars and workshops for teachers in all subjects
Yes ( )
No ( )

ii) If yes, how often?
   a. Very frequently ( )
   b. Frequently ( )
   c. Sometimes ( )
   d. Rarely ( )
   e. Never ( )

iii) If never, how has it affected you in ensuring Quality of education?

iv) If yes, how has it contributed towards ensuring Quality of education?

18) i) How often do you carry out continuous assessment test in your school?
Weekly ( )
Fortnightly ( )
Monthly ( )
Termly ( )
ii) How has it contributed in ensuring quality of education?

SECTION C: INFORMATION ON ATTITUDE TOWARDS ASSESSMENT BY QUALITY ASSURANCE AND STANDARD OFFICERS.

The statement in the table below reflects the role Quality Assurance and Standards officers in ensuring quality education. Read each statement carefully and understand it. Circle anyone of the number 5, 4,3,2,1 that best represents your opinion on the role of QASO’s

5 Strongly agree
4 Agree
3 Some what
2 Disagree
1 Strongly disagree

1. Quality Assurance and Standard Officers assess my school regularly

5 4 3 2 1

2. They monitor and advice my school on academic performance

5 4 3 2 1

3. They advice and guide teachers on curriculum delivery and teaching methods

5 4 3 2 1

4. Assessment of schools improves the quality of teaching and learning and hence excellent results are realized.

5 4 3 2 1

5. Quality Assurance and Standards officers assessment has a positive impact towards ensuring quality of education

5 4 3 2 1

6. Quality Assurance and Standards Officers give feedback to teachers immediately the assessment exercise is through

5 4 3 2 1
7. Intervention measures are put in place by the QASOs to ensure quality of education.

8. Assessment by QASOs helps to curb teachers unprofessional behaviours like absenteeism, lateness, drunkardness and indiscipline.

9. QASOs in the division perform their roles effectively as regards to ensuring of Quality education is concerned.

Section D

Please respond to the following questions

1. In what ways can the role of QASOs ensure quality education in your school?

2. What impact does the Quality Assurance and Standards Officers report have as regards the improvement of quality education in your school?

3. What intervention measures are put in place by the QASOs in ensuring quality education?

4. What challenges do you think QASO are facing in discharging their roles of ensuring quality education?

5. What suggestions can you recommend to the Directorate of Quality Assurance and Standards in improving activities of QASOs in the country?

Thank you
APPENDIX II
QUALITY ASSURANCE AND STANDARD OFFICERS INTERVIEW GUIDE

This research is meant for academic purpose only. It is intended to find out the role of Quality Assurance and Standard Officers in ensuring quality Education. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential.

Please tick (✓) where appropriate or fill in the required information on the space provided.

SECTION A: DEMOGRAPHIC INFORMATION SHEET

1. Designation
   Education officer ( )
   QASO ( )
   Tac-Tutor ( )

2. Gender
   Male ( )
   Female ( )

3. Your highest academic achievement
   University
   ‘A’ Level
   ‘O’ Level
   K.J.S.E Level
   Any other specify ________________________________

4. Your highest professional qualification
   Med ( )
   Diploma ( )
   P1 ( )
   Others, Specify ________________________________

5. When you were appointed as a QASO/Education officer. You had been
   Principal ( )
   Head teacher ( )
   TSC Tutor ( )
Any other, specify

6. Years of experience as Education Officer QASO
   2-5 yrs ( )
   6-10 yrs ( )
   11-15 yrs ( )
   15 yrs and above ( )

SECTION B ROLE OF QASOs IN ENSURING QUALITY OF EDUCATION


2. Do you always discuss assessment reports with individual’s teachers and school administration?

3. How often do you carry out follow-up assessment visits to schools?

4. To which extent are the assessment reports implemented in the schools?

5. What is the impact of quality Assurance and standard assessment reports on the quality of education?

6. What intervention measures do you put in place in ensuring that quality of education is achieved?

7. What is the attitude of Headteachers and teachers on the role of QASOs in ensuring quality of education?

8. What challenges do you encounter in the process of conducting assessment in schools.

9. What changes can you recommend to the directorate of quality assurance so as improve your activities.

Thank you once again for your cooperation
# APPENDIX III
## QUALITY ASSURANCE AND STANDARD QUESTIONNAIRE FOR TEACHERS

This research is meant for academic purpose only. It is intended to find out the role of Quality Assurance and Standard Officers in ensuring quality Education. Kindly you are requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated as confidential.

Please tick (✓) where appropriate or fill in the required information on the space provided.

### SECTION A: DEMOGRAPHIC INFORMATION SHEET

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gender</td>
<td>male ( )</td>
<td>female ( )</td>
</tr>
<tr>
<td>2. Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Below 20 yrs</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>26-30 yrs</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>31-40 yrs</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>44-50 yrs</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>51 and above</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>3. Your highest academic achievement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>‘A’ Level</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>‘O’ Level</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>K.J.S.E</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>Other, specify</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Your professional qualification?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Master in education</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>Bachelor of education</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>P1</td>
<td>( )</td>
<td></td>
</tr>
<tr>
<td>Others specify</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. How long have you served as a teacher?

<table>
<thead>
<tr>
<th>Years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 yrs</td>
<td></td>
</tr>
<tr>
<td>3-5</td>
<td>( )</td>
</tr>
<tr>
<td>6-10</td>
<td>( )</td>
</tr>
<tr>
<td>11-15</td>
<td>( )</td>
</tr>
<tr>
<td>16-20</td>
<td>( )</td>
</tr>
<tr>
<td>20 and above</td>
<td>( )</td>
</tr>
</tbody>
</table>

6. How long have you served as a teacher in your current station?

<table>
<thead>
<tr>
<th>Years</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 yrs</td>
<td></td>
</tr>
<tr>
<td>3-5</td>
<td>( )</td>
</tr>
<tr>
<td>6-10</td>
<td>( )</td>
</tr>
<tr>
<td>11-15</td>
<td>( )</td>
</tr>
<tr>
<td>16-20</td>
<td>( )</td>
</tr>
<tr>
<td>20 and above</td>
<td>( )</td>
</tr>
</tbody>
</table>

SECTION B. INFORMATION OF THE ROLE OF QUALITY ASSURANCE IN ENHANCING QUALITY OF EDUCATION

2. When were you last assessed?

<table>
<thead>
<tr>
<th>Year</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>( )</td>
</tr>
<tr>
<td>2006</td>
<td>( )</td>
</tr>
<tr>
<td>2007</td>
<td>( )</td>
</tr>
<tr>
<td>2008</td>
<td>( )</td>
</tr>
<tr>
<td>2009</td>
<td>( )</td>
</tr>
</tbody>
</table>

3. Have you ever been assessed by the Quality Assurance and the Standards Officer?

- Yes ( )
- No ( )

   ii) Do you discuss assessment reports with your QASO?

- Yes ( )
- No ( )

4. (i) Are you adequately staffed in your school?

- Yes ( )
No ( )
(ii) If no, has it affected you in the performance of your duties?

5. i) Does the school have adequate instructional materials
   Yes ( )
   No ( )

   ii) If yes, how has it contributed towards an ensuring of quality education?

6. Are QASOs during their assessment visits concerned on the adequacy of instructional material?
   Yes ( )
   No ( )

7. Do you cover the syllabus on time?
   Yes ( )
   No ( )

   (ii) Are QASOs during their assessment visit concerned on syllabus coverage?
   Yes ( )
   No ( )

   (iii) If yes, what is their role in making sure that the syllabus is covered in good time?

8. During assessment visits do QASOs advice teachers on modern teaching methods?
   Yes ( )
   No ( )

   (ii) How have the teaching methods impacted on the ensuring quality of education?
9. Does the school have adequate physical facilities?
   Yes ( )
   No  ( )
(ii) If yes, how has it contributed towards ensuring quality of education?

(iii) What is the role of the QASOs in ensuring that the school has adequate physical facilities?

10. Is there guidance and counseling service in the school
   Yes  ( )
   No  ( )
(ii) Do you have teachers in charge of guidance and counseling in your school?
   Yes  ( )
   No  ( )
(iii) How often do QASOs in-service guidance and counseling teachers?
   Very frequently ( )
   Sometimes ( )
   Rarely ( )
   Never ( )
(iv) Do pupils seek assistance from teachers in charge of guidance and counseling
   Yes  ( )
   No  ( )
(v) What kind of problems do the pupils present to the teachers in charge?

(vi) How has the assessment by QASOs helped you to improve the general discipline of the pupils?
11. Do the pupils participate in out of class activities? (games, drama and music festivals)

Yes ( )
No ( )

(ii) If yes, how useful is in ensuring quality of education in the school


(iii) If No, give reasons why it hinders the quality of education


(iv) What role do QASOs play in facilitating Co-curriculum activities during their assessment visit?


12. Are the pupils/teachers responsive in the use of school resources?

Yes ( )
No ( )

(ii) Do they show concern and ownership of the schools physical and instructional materials?

Yes ( )
No ( )

(iii) Do QASOs advice on the effective use of physical and Instructional materials during their assessment visits.

Yes ( )
No ( )

(iv) If yes how has it contributed towards ensuring quality of education?


13. Does the school have adequate financial resources

Yes ( )
No ( )
ii) If yes how has it contributed towards ensuring quality of education?

iii) What is the role of QASO in the school financial management?

14. How effective is the schools SMC in contribution towards ensuring quality of education

Less concerned  ( )
Partially concerned  ( )
Fully concerned  ( )

ii) If fully concerned, what agenda do they have in ensuring Quality of education?

iii) Are the QASO concerned on the role of SMC in ensuring quality of education during their visits?

Yes  ( )
No  ( )

iv) If yes, what advice do they give to enhance the SMC and parents involvement?

15. Do you ever discuss academic standards with parents and pupils

Yes  ( )
No  ( )

ii) What is the trend of KCPE performance of the school?

Upward trend / improvement  ( )
Downward trend  ( )
Stable trend  ( )

iii) How do QASO advice on the way forward?
16. Do you ever keep up to-date records/files in your subject area.
   Yes ( )
   No ( )

   ii) If yes, how has contributed towards ensuring quality of education

17. i) Do QASos organize seminars and workshops for teachers in all subjects
   Yes ( )
   No ( )

   ii) If yes, how often?
   - a. Very frequently ( )
   - b. Frequently ( )
   - c. Sometimes ( )
   - d. Rarely ( )
   - e. Never ( )

   iii) If yes, how has it contributed towards ensuring Quality of education?

   iv) If never, how has it affected you in ensuring Quality of education?

18. i) How often do you carry out continuous assessment test in your school?
    - Weekly ( )
    - Fortnightly ( )
    - Monthly ( )
    - Termly ( )

   ii) How has it contributed in ensuring quality of education?
SECTION C: INFORMATION ON ATTITUDE TOWARDS ASSESSMENT BY QUALITY ASSURANCE AND STANDARD OFFICERS.

The statement in the table below reflects the role Quality Assurance and Standards officers in ensuring quality education. Read each statement carefully and understand it. Circle anyone of the number 5, 4, 3, 2, 1 that best represents your opinion on the role of QASO's

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quality Assurance and Standard Officers assess my school regularly</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>They monitor and advice my school on academic performance</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>They advice and guide teachers on curriculum delivery and teaching methods</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Assessment of schools improves the quality of teaching and learning and hence excellent results are realized.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Quality Assurance and Standards officers assessment has a positive impact towards ensuring quality of education.</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Quality Assurance and Standards Officers give feedback to teachers immediately the assessment exercise is through</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Intervention measures are put in place by the QASOs to ensure quality of education</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
8. Assessment by QASOs helps to curb teachers unprofessional behaviours like absenteeism, lateness, drunkardness and indiscipline.

9. QASOs in the division perform their roles effectively as regards to ensuring of Quality education is concerned.

SECTION D: PLEASE RESPOND TO THE FOLLOWING QUESTIONS

1. In what ways can the role of QASOs ensure quality education in your school?

2. What impact does the Quality Assurance and Standards Officers report have as regards the improvement of quality education in your school?

3. What intervention measures are put in place by the QASOs in ensuring quality education?

4. What challenges do you think QASO are facing in discharging their roles of ensuring quality education?

5. What suggestions can you recommend to the Directorate of quality assurance and standards in improving the activities of Quality Assurance and Standard Officers in the country?

Thank you
### ACTIVITY

1. **Topic identification and preparation of concept paper.**
2. **Proposal development**
3. **Data Collection**
4. **Data Analysis**
5. **Report Writing**
6. **Presentation**

#### STUDY SCHEDULE 2008/2009

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DEC</th>
<th>JAN</th>
<th>FEB</th>
<th>MAR</th>
<th>APRI</th>
<th>MAY</th>
<th>MAY</th>
<th>JUNE</th>
<th>JUNE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic identification</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>And preparation of concept paper.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Collection</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## APPENDIX V

### BUDGET FOR THE STUDY

<table>
<thead>
<tr>
<th>A. Cost of the proposal</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal typesetting printing photocopying of 3 copies</td>
<td>Sh 1,200</td>
</tr>
<tr>
<td>Binding copies @ 40</td>
<td>Sh 250</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td>Sh 1,570</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Projected cost of the project</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Traveling expenses</td>
<td>Sh 2,000</td>
</tr>
<tr>
<td>Printing/ photocopying Questions</td>
<td>Sh 1,500</td>
</tr>
<tr>
<td>Telephone Services</td>
<td>Sh 1,500</td>
</tr>
<tr>
<td>Cost of data processing</td>
<td>Sh 3,000</td>
</tr>
<tr>
<td>Data Analysis</td>
<td>Sh 1,500</td>
</tr>
<tr>
<td><strong>Sub Total</strong></td>
<td>Sh 9,500</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>C. Cost processing the final document</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Printing 80 pages @ 30</td>
<td>Sh 2400</td>
</tr>
<tr>
<td>Developing 8 copies @ 160</td>
<td>Sh 1080</td>
</tr>
<tr>
<td>Binding 8 copies @ 50</td>
<td>Sh 4000</td>
</tr>
<tr>
<td>10% Contingency</td>
<td>Sh 1855</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>Sh 20,405</td>
</tr>
</tbody>
</table>
This is to certify that:

Prof./Dr./Mr./Mrs./Miss: ONUGA THOMAS MATAGARO

of (Address): KENYATTA UNIVERSITY P.O. BOX 43844 NAIROBI

has been permitted to conduct research in:

KISII CENTRAL District, NYANZA Province, on the topic:

THE ROLE OF QUALITY ASSURANCE AND STANDARD OFFICERS IN ENSURING QUALITY OF EDUCATION IN PRIMARY SCHOOLS IN KEGOGI DIV.

KISII CENTRAL DISTRICT

for a period ending 31ST DECEMBER 2009

Applicant's Signature

Secretary National Council for Science and Technology
MINISTRY OF EDUCATION
DISTRICT EDUCATION OFFICE
KISII DISTRICT
REPUBLIC OF KENYA

REF: KD/GA/100/VOL.X11/320..
DATE: 11TH MAY, 2009

The headteachers
KEGOGI DIVISION.

REF: RESEARCH AUTHORIZATION OF MR. THOMAS MATAGARO OMUGA

The above mentioned has authority from the District Education officer Kisii Central District to carry out a research on the role of Quality Assurance and Standards Officers in ensuring Quality of Education in Primary Schools in Kegogi Division.
Following his application on the same, accord him any assistance to make the exercise a success.

J. ACHIKA
For: DISTRICT EDUCATION OFFICER
KISII CENTRAL DISTRICT.

C.C.
The Provincial Director of Education
Nyanza Province
P.O. Box 575
KISUMU.

AEO
KEGOGI DIVISION.