TEACHERS’ PERCEPTION ON THE ROLE OF QUALITY ASSURANCE AND STANDARDS OFFICERS IN PUBLIC SECONDARY SCHOOLS IN BUSIA SUB-COUNTY

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E55/6433/03

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

DECEMBER, 2015
DECLARATION

I declare that this research project is my original work and has not been presented in any other university/institution for consideration of any certification. This thesis has been complemented by referenced sources duly acknowledged. Where text, data (including spoken words), graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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Supervisor’ declaration: This research project has been submitted for review with our approval as the university supervisors.

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DEDICATION

This work is dedicated:-

To my beloved wife Jane Ogandoh,

You gave me immense support during the entire period of this study.

Your love, encouragement and patience helped me successfully go through

the thickets of despair while writing this work.

To our children Heckell, Neville and Eric,

You have been a source of inspiration to me for a long time,

It was this work I was assembling all the many days I was away from home.
ACKNOWLEDGEMENTS

While writing this study, I enjoyed a lot of support, co-operation and contributions from my supervisors Dr. Nobert Ogeta and Mr. Kiranga Gatimu from the Department of Educational Management, Policy and Curriculum Studies. I am deeply indebted to them for offering me useful pieces of advice coupled with immense encouragement. Their tolerance and patience during our discussion helped me a lot when writing this project that saw its completion. I have no reservations about my lecturers who taught me coursework, especially, Dr. Muchira, Dr. Orodho, Dr. Shiundu, Prof Olembo and Dr. Waweru, all of Department of Educational Administration, Planning and Curriculum Development. I indeed enjoyed their lectures.

I genuinely express gratitude and appreciation to my respondents for providing me with the required information without which this work would not have been completed. These included the principals, teachers and the QASOs, Busia District, the locality in which I carried out my research.

I owe many thanks to my brother Joseph Ogandoh for his financial support. It was a great boost to the successful completion of this study. You stood by me and showed valuable support when I almost despaired. I cannot forget to mention my cousin Geoffrey Odanga for his unwavering support throughout the entire study period.

Deep appreciation also goes to all my friends, notably Aneriko, Shivachi Ndombi, Lutomia George of Masinde Muliro University, Kundu Lukes - DQASO Transmara District, Musilu Kilonzo - DEO Thika, Joseph Ochieng - DQASO Lugari District and George Wesonga - National KNUT Chairman. They were in many ways supportive during the entire period of the study. May God bless you all.

Finally, I thank all the people who assisted me in one way or the other towards the successful completion of my study.
# TABLE OF CONTENTS

DECLARATION ........................................................................................................... ii  
DEDICATION ............................................................................................................ iii  
ACKNOWLEDGEMENTS ............................................................................................ iv  
TABLE OF CONTENTS ............................................................................................... v  
LIST OF TABLES ........................................................................................................ viii  
LIST OF FIGURES ..................................................................................................... ix  
ACRONYMS AND ABBREVIATIONS .......................................................................... x  
ABSTRACT .................................................................................................................. xi

## CHAPTER ONE: INTRODUCTION ................................................................. 1  
1.1 Background to the Study .................................................................................. 1  
1.2 Statement of the Problem ................................................................................ 9  
1.3 Purpose of the Study ....................................................................................... 9  
1.4 Objectives of the Study ................................................................................... 10  
1.5 Research Questions ......................................................................................... 10  
1.6 Significance of the Study ................................................................................ 10  
1.7 Assumptions of the Study ............................................................................... 11  
1.8 Limitations of the Study ................................................................................ 11  
1.9 Delimitations of the Study ............................................................................. 12  
1.10 Theoretical Framework .................................................................................. 12  
1.11 Conceptual Framework .................................................................................. 14  
1.12 Definitions of Operational Terms ................................................................... 16

## CHAPTER TWO: LITERATURE REVIEW ..................................................... 17  
2.1 Introduction ...................................................................................................... 17  
2.2 The Organization, Structure and Management of Educational Quality Control  
and Assurance in Kenya ......................................................................................... 17  
2.3 The Role of Quality Assurance and Standards Officers ................................ 19  
2.4 The General Process of Quality Control in Education ................................... 21  
2.5 The Process of Quality Assurance in Education in Kenya ............................... 24  
2.5.1 The Objectives of Quality Assurance ....................................................... 24  
2.5.2 Types of Inspection and their Frequency ............................................... 25
2.6 Curriculum and Quality Assurance .................................................. 27
  2.6.1 Curriculum Development and Quality Assurance .......................... 27
  2.6.2 Curriculum Implementation and Quality Assurance Classroom
      Situation .................................................................................. 28
2.7 Teachers’ Perception on the Inspection Process .................................. 29

CHAPTER THREE: RESEARCH METHODOLOGY .................................... 34
3.1 Introduction ..................................................................................... 34
3.2 Research Design ............................................................................. 34
3.3 Locale of the Study .......................................................................... 34
3.4 Target Population ........................................................................... 35
3.5 Sample and Sampling Procedure ..................................................... 35
3.6 Research Instruments ....................................................................... 36
      3.6.1 Teachers’ Questionnaire ......................................................... 37
      3.6.2 Headteachers’ Interview Schedule ......................................... 37
      3.6.3 QASOs’ Interview Schedule .................................................. 38
3.7 Pilot Study ....................................................................................... 38
      3.7.1 Validity of the Instruments ...................................................... 39
      3.7.2 Reliability of the Instruments ................................................ 39
3.8 Data Collection Procedure ............................................................... 40
3.9 Data Analysis Plan .......................................................................... 40

CHAPTER FOUR: PRESENTATION OF FINDINGS, INTERPRETATION
                      AND DISCUSSION ................................................................ 42
4.1 Introduction ..................................................................................... 42
4.2 Demographic Data of Participants ................................................... 42
4.3 Role Played by QASOs in School Supervision .................................... 45
4.4 Frequency of QASOs Visits to Schools ............................................. 47
4.5 Teachers’ Attitudes towards the Role of QASOs in School Supervision .. 49
4.6 Demographic Factors Influencing Teachers’ Perceptions of the Role of
      QASOs ....................................................................................... 53
4.7 Influence of QASOs’ Behaviour during School Supervision on Teachers’
      Perceptions ............................................................................... 56
4.8 Discussion........................................................................................................60

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS.................................................................63
5.1 Introduction ........................................................................................................63
5.2 Summary of the Study.......................................................................................63
5.3 Conclusions of the Study..................................................................................66
5.4 Recommendations of the Study.......................................................................66
5.6 Suggestions for Further Studies......................................................................67

REFERENCES ...........................................................................................................68

APPENDICE ..............................................................................................................73
APPENDIX A: LETTER OF INTRODUCTION..........................................................73
APPENDIX B: PRINCIPALS' INTERVIEW SCHEDULE ........................................74
APPENDIX C: TEACHERS' QUESTIONNAIRE....................................................75
APPENDIX D: QASOs INTERVIEW SCHEDULE...................................................80
APPENDIX E: STUDY SCHEDULE......................................................................81
APPENDIX F: BUDGET FOR THE STUDY............................................................82
APPENDIX F: RESEARCH PERMIT......................................................................83
LIST OF TABLES

Table 3.1: Matrix table on data analysis plan ................................................. 41
Table 4.1: Teachers’ Age Distribution ............................................................... 43
Table 4.2: Teachers’ Teaching Experience ....................................................... 44
Table 4.3: Role of QASOs in School Assessment: Headteachers’ Responses ..... 45
Table 4.4: Teachers’ Ratings of Frequency of QASO Visits ............................. 48
Table 4.5: Teachers’ Attitudes toward Role of QASOs in School Supervision .... 50
Table 4.6: Teachers’ Reactions to Assessment Process ................................... 51
Table 4.7: Teachers’ Attitudes toward Role of QASOs across Gender ............ 53
Table 4.8: Teachers’ Attitudes toward Role of QASOs across Academic
Qualifications ..................................................................................................... 54
Table 4.9: Teachers’ Attitudes toward Role of QASOs across Teaching
Experience ......................................................................................................... 54
Table 4.10: QASOs Relationship with Teachers during the Assessment Process .. 56
Table 4.11: Extent of QASOs Role in Maintaining QAS in Education Institutions 58
LIST OF FIGURES

Figure 1.1: Teachers’ Perceptions of the Role of Quality Assurance and Standards Officers (QASOs) .......................... 15

Figure 1.2: The Relationship between KIE, Quality Assurance and Standards Department and KNEC ......................................................... 28

Figure 4.1: Teachers Highest Level of Education .................................................. 43

Figure 4.2: Frequency QASOs Visits to Schools for Assessment .......................... 48

Figure 4.3: Attitudes of Teachers’ toward Role of QASOs in School Supervision 51

Figure 4.4: Rate of Implementing Recommendations from QASOs ...................... 57
# ACRONYMS AND ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
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<tbody>
<tr>
<td>DEB</td>
<td>District Education Board</td>
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>DQASO</td>
<td>District Quality Assurance and Standards Officers</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>HE</td>
<td>Higher Education</td>
</tr>
<tr>
<td>INSET</td>
<td>In-Service Training</td>
</tr>
<tr>
<td>KESI</td>
<td>Kenya Education Staff Institute</td>
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<tr>
<td>KIE</td>
<td>Kenya Institute of Education</td>
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<tr>
<td>KNEC</td>
<td>Kenya National Examination Council</td>
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<tr>
<td>MoE</td>
<td>Ministry of Education</td>
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<tr>
<td>PQASO</td>
<td>Provincial Quality Assurance and Standards Officers</td>
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<tr>
<td>PRISM</td>
<td>Primary Schools Management</td>
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<tr>
<td>QASOs</td>
<td>Quality Assurance and Standards Officers</td>
</tr>
<tr>
<td>SBTD</td>
<td>School-Based Teacher Development</td>
</tr>
<tr>
<td>SMASSE</td>
<td>Strengthening of Mathematics and Science in Secondary Education</td>
</tr>
<tr>
<td>SPRED</td>
<td>Strengthening of Primary Education</td>
</tr>
<tr>
<td>TSC</td>
<td>Teachers Service Commission</td>
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<td>ZQASOs</td>
<td>Zonal Quality Assurance and Standards Officers</td>
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ABSTRACT

This was an investigation into teachers’ perception on the role of Quality Assurance and Standards Officers (QASOs) in relation to teaching in public secondary schools in Busia Sub-county. The main objectives of this study were to: determine the role played by QASOs in school assessment as perceived by teachers, establish teachers’ perceptions on the frequency of QASOs visits to schools, describe teachers’ attitudes towards the role of QASOs in school assessment, investigate whether teachers’ gender, professional and academic qualifications and their past experiences influence their perceptions on the role of QASOs and finally to determine whether QASOs behaviour during school assessment influences the teachers’ perceptions on the role of QASO. The study was based on the Expectancy theory by Lewin and Tolman (1932). The study adopted a descriptive survey design. The target population was 29 public secondary school headteachers, 304 teachers and 8 QASOs in Busia Sub-county. Simple random sampling design was used to sample the schools and the respondents. Questionnaires for teachers and interview schedules for headteachers and QASOs were used to provide quantitative and qualitative data. Before actual data analysis was done, a pilot study was conducted in two schools to assist in improving the reliability and validity of the research instruments. The collected data were coded and fed in the computer using Statistical Package for Social Sciences (SPSS) software. The analysis was based on frequencies, percentages, means and standard deviation and subsequently presented in form of tables, charts and graphs. The study established that teachers were not aware of all the roles played by QASOs, with most of them being aware only of the monitoring roles. This is despite the fact that QASOs are expected to inspire, stimulate, coordinate and guide teachers in their professional growth so as to promote initiative, freedom, resourcefulness and enthusiasm among teachers. This lack of awareness had a negative impact on the perception of teachers on the role of QASOs. Although 50% of the teachers had positive attitudes toward assessment exercise by QASOs, there were various factors that influenced teachers’ attitudes, with the most salient ones being past experiences with QASOs and teachers’ level of preparedness and professionalism. Most of the teachers related with the QASOs as friends, though there were those who had a negative feeling about QASOs, noting that the QASOs give ambiguous statements and comments. Therefore, the study recommends that the Ministry of Education should organize seminars, workshops and INSET courses for teachers on the role of QASOs. Such programs would enable teachers to interact freely with QASOs and learn of the opportunities available for teachers to improve their job performance through assessments; the Ministry of Education should also sponsor QASOs to attend courses on school assessment as well as conducting research geared toward improving the school assessment exercise; QASOs should handle the assessment exercise in such a way that any teachers who had developed negative attitudes toward the exercise due to past experiences with QASOs change such attitudes; and, QASOs should also visit schools more frequently for assessment and where possible have follow-up mechanisms in order to ensure that their recommendations are implemented.
CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all activities of life (UNESCO, 2005). It is a process of acquiring knowledge skills and right attitudes from a given system, society and the environment (Oketch and Ashachi, 1992). In Kenya, immediately after the attainment of independence, the government took a bold step to restructure the education system so as to relate it to national needs and aspirations. One of the major concerns was to train additional human resources personnel in order to enhance economic development (MoEST Handbook, 1994).

In the current national and international perspective, the peak of many agendas is the issue of quality. Equally, the most central task being encountered by most learning institutions is probably the improvement of education quality. Quality of education plays a significant role and has a valuable contribution towards the field of human development (Hanushek and WoBmann, 2007). Learners therefore have a right to receive an education of good quality and education quality is associated with diverse educational and institutional aspects.

Freeman (2000), while writing concerning ensuring quality in education in the United Kingdom, observed that quality assurance has received more consideration in Higher Education (HE) and a less consideration in the Secondary Education. The study showed that there was need to concentrate more on quality assurance in secondary schools, noting that in 1990, in UK secondary schools, there were 3.489
million pupils and only 319,900 full-time students in HE in 1989/1990. To Freeman (2000), this suggests that, with regards to the advantages to both the students and the entire community, UK has got much to achieve from the rapid development of quality assurance methods in secondary education as in higher education.

There have been different views about who should be in charge of educational quality assurance in developed countries (Sallis, 1993). At the beginning, there has to be a decision by the schools on whether it is the pupils, teachers, governors or the head of schools supposed to set the quality agenda. Loder (1990) presents a strong argument that quality is in actual fact a professional issue and that it is not simple to be accessed particularly by learners and other users, and therefore, making consistent judgements having not had an experience with it becomes nearly impossible. However, Sallis (1993) advises that desires and points of views of learners should be the main centre of attention of any learning institution. He however notes that this should not be interpreted to mean that other stakeholders’ views are not being given any attention. This shows that there has been no clear decision on whose mandate it is to set the quality agenda. In this view, the current study sought to specifically focus on teachers’ perception on the role of quality assurance and standard officers in public secondary schools in Busia Sub-county.

Uganda is one of the East African country that has embraced the idea of enhancing quality assurance in the education sector. The Ministry of Education and Sports-Uganda (2005), notes that the government and stakeholders groups have made a great step in ensuring that quality education is being provided to all children in Uganda without considering the cultural origin, race, gender, status, ethics or even the social origins that these children have come from. This is key, not only for the
students but is also necessary for the attainment of many other national goals and objectives e.g. democracy and peace, economic advancement and social development. In a bid to address these insufficiencies, Uganda welcomed the idea of being involved in a pilot project focusing quality assurance in basic education in the Nairobi Cluster of five countries supported by UNESCO (Ministry of Education and Sports – Uganda, 2005). Development of quality assurance strategies in ensuring that aims, outcomes and practices of basic education in Uganda were relevant was the primary goal of this project. In order to reach this objective, vital essentials in quality assurance in education and school effectiveness were recognized. They included: learning management, modes of teaching/learning, follow-up, evaluation and the involvement of community members. The actors were also identified, who were: the school heads, teachers, School Management Committees (Sacs), inspectors of schools and the community leaders who were recognised as being core towards the attainment of education quality. The project provided materials for use in training in order to aid in the improvement and help in acquisition of necessary skills and knowledge to offer quality education (Ministry of Education and Sports - Uganda, 2005).

As part of an endeavour to organize education, the government of Kenya came up with a comprehensive policy and statutory documents to ensure the provision of quality education. Such documents included; the Teachers Service Act of 1967 Chapter 212 (Revised in 1968). This established a single employer and unified terms of service for teachers. Part of its function was to keep under review the standards of education, training and fitness to teach, appropriate to persons entering the service.
The other document was Education Act Chapter 211 of 1968 (Revised in 1980) which put the education task in the hands of the Minister responsible for education and instituted various organs for the organizations and management of Education at all levels. The structure put in place involved the creation of the Directorate and the Inspectorate arms of the ministry. Whereas the directorate was given the responsibility of day to day management and administration of education, the inspectorate arm of the ministry was charged with maintenance and improvement of standards and quality in the Kenyan education systems (MoEST Handbook for Inspection, 2000). The inspectorate also touched on the professional role of liaising closely with the classroom teachers for the purposes of attaining the required educational standards.

Through the same Education Act Chapter 211, of 1968, the Kenya Institute of Education (KIE) was established to conduct research and prepare syllabus for secondary school education, teacher education, among other cycles of education. KIE prepares teaching and evaluation materials to support syllabus including students 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 Examinations Council Act, (1980) Chapter 225 (A) (Revised in 1981) established a national body to administer examinations. This determines the extent to which educational objectives are monitored and met including maintenance of quality and the required standards in education. Its evaluative role also assists teachers to re-evaluate their teaching strategies with a view to improving on their teaching skills. The current study therefore intended to find out the role played by
the QASOs in the school to ensure that the recommendation they made to schools are implemented among the teachers in Busia Sub-county.

Other mechanisms enhanced in order to ensure that quality and high education standards are maintained in the process of effective teaching include, establishment of teacher training. This emphasizes on high qualification before entry into any institution of training. Through training, teacher trainees are equipped with relevant knowledge and skills. This is further consolidated by laying much emphasis on teaching practice to prepare teacher trainees get in touch with actual teaching experience (Okumbe, 1999).

The Inspectors of schools, currently known as Quality Assurance and Standards Officers (QASO), act as the link between the top ranks in the education system, where the norm and rules are made and the learning institutions where the actual learning takes place. The former Malaysian chief Inspector points out that the (QASO) act as a linkage between the policy and practices, administration and feedback (Watson, 1994). Most European countries developed their schools’ management schemes, known as the inspectorate in general back in the 19th Century. The agencies have a key role towards the development of a modern education. Their duty was not just to supervise the execution of policies and regulations, but they were also involved in executing duties such as advice, guidance information and stimulation (Braaksma and Heinink, 1993). In this light, this study sought to determine whether these restated QASO roles are being met in secondary schools in Busia Sub-County.

According to the MoEST Handbook for Inspectors (2000), the inspectorate in Kenya was established more than 36 years ago. This was to ensure maintenance of quality
and high standard in education. It is however worth noting that inspection is an old concept in management whose basic precept is that of Autocratic management which is aimed at catching the workers red-handed. This is a fault-finding attitude in management (Okumbe 1999). The current study thus sought to determine whether inspection is conducted in secondary schools by determining the frequency of QASOs visits to schools and the roles they play during inspections.

In Kenya, according to MoE Strategic Plan (2006-2011) the Directorate of quality Assurance and standards was established in the year 2004. The functions of the directorate are: to ensure that the kind of teaching taking place in schools is quality, observe the performance of teachers and learning institutions, carry out regular and full panel inspections of all educational institutions on regular basis, among others. The directorate however, suffers from inadequate human resources to enable it to efficiently and effectively deliver services. This is in accordance with Education Sector Strategic Plan (2003-2007). This clearly analyses the roles of the quality assurance directorate and the challenges they encounter. However, the various stakeholders’ perceptions regarding their roles have not been provided, a gap that the current study seeks to fill by determining what the teachers perceive.

Studies conducted on teachers views (perceptions) on the role of inspectors of schools or QASOS outside Kenya demonstrate that, currently, the effect of inspection on classroom learning and student accomplishment is far below the normal expectation. Various data from International Institute for Educational Planning (IIEP, 1997), research can underline the level of discontent amongst teachers. In Guinea for example, when teachers were asked on their opinion concerning the utilization of various sources of professional aid, they sited visits by
different groups of inspectors to be at the bottom of the list, below, in decreasing order of importance, personal reading and pedagogical meetings, discussions with colleagues, support by principals, model lessons, in-service training (Martin and Ta Ngok, 1993). This study thus sought to generate knowledge regarding the perception of teachers on the role of QASOs and gain the understanding from an African context.

Inspectors of schools in Kenya are faced with a number of challenges. Wanjohi (2005) observes that most inspectors are accused of being autocratic or being authoritarian; always insisting on maintenance and observance of the departmental rules, and that whenever they visit schools, they focus on fault-finding instead of advising and encouraging teachers. According to the Kenya Times Editorial (1995), the problem all along was the officiality with which the inspectors went about their duties, putting teachers on the defensive. Wanjohi (2005) contends that many inspectors went to schools not to make them better but to put teachers in their place. They only visited schools whenever there was a crisis and when their advice was least likely to be sympathetic to the plight of teachers. This study would therefore determine whether this is still the situation in secondary schools in Busia Sub-County by determining the frequency of the QASOs visits to the schools.

Wanjohi (2005) further states that, there was a time when the mention of ‘school inspector’ was enough to make teachers faint. The officials caused terror as they looked for teachers mistakes. They were known of storming into schools where they harassed, victimized and scared teachers by threatening to write negative reports about them. They would abuse or slap teachers as pupils watched and teachers used to refer to them as ‘flying squads’. It also observes that the inspectors would descend
on a school without notice, carry out their work and not inform the headteacher of their findings. They wrote reports without consultations and would leave the school without a word. According to the East African Standard (1997), in some cases, some headteachers were not only known to be subjected to harassment, victimization and intimidation but were also made to provide transport and lunch to visiting officers. Casteel (1999) notes that complaints were raised that the inspectors were not effective in discharging their duties since some schools had rarely been inspected and where it was done it was not regular.

As a result of the mistrust, many teachers viewed the inspectors’ role with a lot of fear, suspicion and hostility. Wanjohi (2005) contends that teachers perceive inspectors as fault finders who are only interested in reporting them to the MoEST instead of giving them advice to enable them improve their teaching techniques. This results in a poor relationship between them and the inspectors. These issues are common in the entire country and in Busia Sub-county as well. This is well captured in the report of Busia Sub-county Education Stakeholders Consultative Meeting of 2005 (Republic of Kenya, 2005:2), which shows the following as among the key problems facing schools in Busia:

Despite the government’s efforts to in-service teachers through SPRED, PRISM, SMASSE and SBTD programmes, commitment and devotion to duty were still wanting. Due to some changes in the content and revised educational policies, some Education Officers, Quality Assurance and Standards Officers and Teacher Advisory tutors have not given adequate professional guidance to schools and teachers. Elements of laxity among some teachers exist and severely affect the performance levels in the Sub-county.

Against this background, the researcher sought to ascertain the perception of teachers on the role of QASOs in public secondary schools in Kenya in general,
and specifically in Busia Sub-county. The study further, wanted to establish how the role of QASOs relates to effective teaching in public secondary schools.

1.2 Statement of the Problem

Supervision aimed at enhancing maintaining and improving quality of education in secondary schools and in the country as a whole. However, over the years, the role of QASOs has been criticized by teachers and other education stakeholders. The recent reforms by the MOEST, among the change of name from “Inspection” to Quality Assurance and Standard and “Inspector” to Quality Assurance and Standard Officers, was aimed at improving concept of these officers and their relationship with teacher. Despite the reforms, their association with teachers is still strained especially as they carry out their role. For instance, Okumbe (1998) established that teachers in most schools considered QASOs as fault finders and their presence in schools elicit fear. In another study, Kamindo observes that although there are educational supervisors way down to the zonal level, most schools still stay for a long period without being supervised because of inadequate QASOs relative to the high number of teachers. This shows that most of public secondary school teachers are not adequately or not supervised at all. It is therefore, against this background the current study sought to determine teachers’ perceptions on the role of Quality Assurance and Standard Officers in Public secondary schools in Busia Sub-County.

1.3 Purpose of the Study

The purpose of the study was to determine the teachers’ perceptions on the role of Quality Assurance and Standards Officers in public secondary schools in Busia Sub-county.
1.4 **Objectives of the Study**

1. To determine the role played by QASOs in school assessment as perceived by teachers.

2. To establish teacher’s perceptions on the frequency of QASO’s visits to schools.

3. To establish teachers’ attitudes towards the role of QASOs in school assessment.

4. To find out if teachers’ gender, professional and academic qualifications and their past experiences influence their perceptions on the role of QASO.

5. To determine whether QASO’s behaviour during school assessment have any relationship with teachers’ perceptions on the role of QASO.

1.5 **Research Questions**

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

2. What is the frequency of QASO visits to schools?

3. What attitudes do teachers hold towards QASOs?

4. To what extent does teachers’ gender, professional/academic qualifications and their past experience influence their perceptions on the role of QASO?

5. To what extent does QASOs behaviour during school assessment influence the teachers’ perceptions on role of QASO?

1.6 **Significance of the Study**

The findings of this study may significantly benefit teachers, educators, policy makers, school administrators, curriculum developers and Ministry of Education in finding a lasting solution to effective teaching and learning in Kenyan public secondary schools. The study may help improve on service delivery by QASOs to schools and foster teachers’ understanding on their role in keeping with the current
changes in the inspection programmes. It has provided crucial information, paving way for further research on the area.

The study findings may be significant to already practicing QASOs as well as those aspiring to take up this noble task. The findings may offer the officers an opportunity to evaluate their work performance through teachers’ perceptions. By understanding these general perceptions, the QASO may be forced to change or improve the way they go about their duties during school assessment. The study might also strengthen the existing knowledge on the role of these officials.

1.7 Assumptions of the Study

The major assumptions of this study were:

i. That perception influences the quality and effectiveness of the role of QASOs in public secondary schools

ii. The respondents (teachers) are knowledgeable about the school assessment process and would give accurate and honest responses to the questionnaire items.

iii. Teachers in public secondary schools in Busia Sub-county were aware of the role played by Quality assurance and Standard officers as stipulated in the Ministry of Education Science and Technology (MOEST) strategic plan.

1.8 Limitations of the Study

The study had the following limitations:

i. Most of the schools under the area of study were situated in the rural areas and therefore the findings of the study may not be a true representation of the schools in the urban areas.
ii. The unpredictable weather conditions and logistic constraints such as accessibility posed challenges to the researcher. As such the researcher could not be able to access all the public secondary schools in the Sub-county.

1.9 Delimitations of the Study
i. The study was conducted to only 10 public secondary schools in Busia Sub-county.

ii. The study focused on role played by QASOs in school assessment as perceived by teachers, teachers’ perception on the frequency of QASOs visits to school, teachers’ attitude towards role of QASOs, extent to which teachers’ gender, professional and academic qualifications and their past experiences influence their perceptions on the role of QASO and finally, the study focused on determining whether QASO’s behaviour during school assessment have any relationship with teachers’ perceptions on the role of QASO. However, the study did not look at teachers’ perception on QASOs preparedness for instructional supervision which is expected to have a great impact on teachers’ implementation of recommendations made during assessment process.

1.10 Theoretical Framework
This study was based on the Expectancy theory whose original proponents were psychologists Kurt Lewin and Edward Tolman (1932). This was a part of their purposive psychology of behaviour (cognitive) concepts in 1932. Later in 1964, the theory was formulated and aimed directly at the work motivation by Victor Vroom (1964).
The theory as summarized by Orodho (2004) hypothesize that motivation is an energy or a drive inside a person which differs according to three factors; Valence, Expectancy and instrumentality. For a person to have the motivation to perform a specified task, they must have the expectation that completion of the task will result to the achievement of his or her goal. Motivation is the vigour to do an activity or be engaged in an action. It is an inner force or stimulation that has course and intensity. Valence refers to the degree of thought attractiveness or the repulsiveness of a given object. It is the extent to which objects are usually explained or rejected by people. Expectancy on the other hand, can be defined as a momentary conviction regarding the likelihood that a given outcome or sets of outcomes will trail a particular action that ranges from the strength of certainty that action will not give the desired outcome. Instrumentality is the expected utility or usefulness of a direct outcome of the attained or avoided relationship between direct outcomes and indirect outcomes. Expectancy theory suits the study because the core of the theory summarily relates to how a person perceives the relationships between effort, performance and reward which were key variables in the study. The researcher’s study focused on the perception of teachers on the role of QASOs in relation to effective teaching in public secondary schools in Busia Sub-county. The theory captured the element of perception which was depicted in the study. It relates QASOs roles or effort to effective teaching which in proved through performance. This leads to reward depending on the anticipated goals of teachers.

It should however, be noted that effort does not always result to effective results. For example, a person may have inadequate knowledge and skills or perceptions that his or her roles are poor (Okumbe, 1999). Stated otherwise, those teachers who
perceive the role of QASOs and their own role negatively end up having same knowledge and teaching skills leading to poor performance which shows in effective teaching. While those teacher whose attitude is positive on the role of QASOs and their own roles, end up improving on their knowledge and skills hence leading to good performance which demonstrates effective teaching. In relation to the Expectancy theory, it is clear that by changing an individual’s perception of potential outcome, one can alter the individual’s goal. In this study therefore, the theory provide basis for identifying positive aspects that can lead to positive perceptions among teachers’ on the role played by QASOs in schools which as a consequence could lead to desired outcome among them, students and the school as whole.

1.1 Conceptual Framework

From the Expectancy Theory discussed above, it has emerged that for a person to have the motivation to perform a task, he/she must expect that upon completion of the task, one shall attain his/her desired goals. Figure 1.1 shows that the independent variable of the study is the role played by the QASOs while the dependent variable is teachers’ perception towards the role of QASOs. The study expects that teachers who perceive the role of QASOs positively end up being motivated. This leads to good performance in their subject areas which is a demonstration of effective teaching; such teachers are ultimately rewarded as a result of their efforts. This however, depends on the goals originally set by the same teachers. Teachers whose perception on the role of QASOs is negative usually feel demotivated resulting in poor performance in their subject areas. This in essence manifests ineffective teaching which is not rewarding. This explanation is clearly illustrated in the conceptual framework shown.
Figure 1.1: Teachers’ Perceptions of the Role of Quality Assurance and Standards Officers (QASOs)

Teachers’ perceived role of QASOs in:
- Guidance
- Advice
- Correction
- recommendations

Positive Perception

Teachers with positive attitude towards QASOS
- Feel motivated
- Set goals
- flexible

- Achieve goals
- Good performance
- Effective teaching
- Good results
- Positively rewarded

Positive Perception

Teacher with negative attitude towards QASOS
- Feel Demotivated
- Don’t set goals
- Rigid
- Goals unachievable
- Poor performance
- Ineffective teaching
- Poor results
- Negatively rewarded

Source: Researcher (2008)
1.12 Definitions of Operational Terms

**Assessment:** Establishing the extent to which teaching and learning is conducted in schools.

**Inspection:** An organized examination or formal evaluation exercise. It involves the measurements, tests, and gauges applied to certain characteristics in regards to an object or activity.

**Negative attitude:** Predisposition to act unfavourably towards a certain object, situation, ideas or persons.

**Perception:** The way an individual views or interprets issues and everything in their surrounding. It is used synonymously to attitude to refer to a learned predisposition to respond positively or negatively to a certain objects, person, events, situations, ideas or institutions.

**Positive attitude:** Predisposition to act favourably towards a certain object, situation, ideas or persons.

**Public school:** Any school under the four years cycle that is given teachers by the government and managed by the local authority.

**Quality assurance:** The process of assessing and reporting on educational institutions to ensure smooth co-ordination of the teaching/learning process.

**Role performance:** The ability of an education officer to carry out their duties effectively.

**Secondary school teacher:** Any person having trained and employed by the Teacher Service Commission to give instructions to students in secondary school.

**Secondary school:** Any Institution where students undertake the four years course for the award of Kenya Certificate of Secondary Education.

**Standards in education:** How well the education offered can meet the set goals.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter contains a review of literature that is related to the current study. The literature reviewed was discussed under the following sections: The organization, structure and management of educational quality control and assurance in Kenya; the role of Quality Assurance and Standards office; the general process of quality control in the school context; curriculum and quality control in classroom situation and the teacher’s perception on the inspection process. The chapter thereafter presents a summary of the literature review.

2.2 The Organization, Structure and Management of Educational Quality Control and Assurance in Kenya

The National Report on the Development of Education in Kenya (2001) puts clear that the Education system in Kenya is controlled through a network which extends from the headquarters, through the Provinces, Districts, Divisions and Zones. The Ministry of Education, Science and Technology (MoEST) which is responsible for all education matters in Kenya, is structured into departments that organizes and watch over the execution of all the education sector policies. These departments are Basic Education, Higher Education, Quality Assurance and Standards, Technical Education and Educational Planning and Policy.

The Department of Quality Assurance and Standards at the national level is managed by the Director, Quality Assurance and Standards. At the provincial level, the Provincial Director of Education is both the administrative and professional head
of education. The Provincial Director of Education is assisted in education quality control by the Provincial Quality Assurance officer and Standards Officer. At the district level, educational development is guided and directed by the District Education Officer, who is assisted in educational quality control and assurance by the District Quality Assurance and Standards officer. In the Zones, there are Zonal QASOS who monitor the quality assurance and standards in education.

According to MoEST Handbook for Inspection of Educational Institutions (2000), the personnel in the department are expected to ensure supervision and advisory to the curriculum implementers. In order to carry out their duties, therefore, they should have good academic qualifications, specialized skills and well established staff development programmes. This enables them keep pace with the changes in the education sector. Therefore, the Quality Assurance and Standards Officers are recruited from a pool of already trained teachers and are in serviced by Kenya Education Staff Institute (KESI), on how to exercise and monitor quality assurance and standards in education through school inspection. Modalities of coming up with potential staff who can assist in ensuring quality are based on the following: the track record of the candidate based on the former and current performance, the education level of the person applying (the applicant should at least be a degree holder in education or an equivalent, and should have a minimum of three years in the teaching field). The potential candidate should also provide an evidence of how they have contributed to quality assurance in courses in the education sector.

Within the education institutions in Kenya, the concept of quality assurance has also been adopted. For example, a study conducted by Magutu et al., (2010) which was a case study that used a sample of seventy five respondents. Questionnaires and
document analysis were used as the main tools for data collection. The study findings established that the University of Nairobi applied quality management and to a very great extent. It also established that the university made use of a quality manual which was well documented and managed. This study implies that the education quality is well structured and managed within learning institutions. The study was however focused on Nairobi University, which is an institution of higher learning. The current study laid focus on primary schools.

2.3 The Role of Quality Assurance and Standards Officers

According to the report prepared for the UNESCO Nairobi Cluster Consultation (2004) by the Kenyan government on Quality Standards and Quality Assurance in Basic Education, the following roles of QASOs are spelt out: Conducting regular inspection of all learning institutions and ensuring that all the appropriate reports are compiled; advising the government on issues regarding the form of education that is being provided within the country and its quality; advising the government on the trends in the learning institutions in areas of equity, access, equality, gender, enrolment, wastage (dropout and repetition rates), retention, modes of curriculum delivery, education and instruction materials, management, employment, governance, health care, profession guidance, discipline, curriculum evaluation, pre-service and in-service training of teachers, costs, institution development plans, etc and reviewing the teaching and learning materials in collaboration with KIE.

Other role include: Providing guidance on how the curriculum should be assessed in conjunction with the Kenya National Examination Council (KNEC); aiding the quality development service with the design of in service training programmes for teacher; ensuring that the stakeholders are advised on educational matters that relate
to curriculum delivery, evaluation and the provision of resources; conducting monitoring and counselling on educational standards that are based on ‘All Round Standard Performance’ indicators (benchmarks), for different areas that include: sports, games, drama, music, science congresses, Girl Scout guides, academic performance, environmental conservation, health care and nutrition, pupils’ welfare, pastoral and spiritual well-being of pupils, provision and optimum use of available resources etc; establish and maintaining professional linkages with institutions of higher learning on matters of educational standards; providing career guidance to educational institutions’ Developing curricula based on market demands and aligned to the country’s national goals and aspiration and developing quality national examinations to assess the country’s education quality.

Matarago (2009) did a study to find out the role of quality assurance and standards officers in ensuring quality of education in primary schools in Kegogi division, Kisii Central District. A sample size of sixty two respondents was used for the study from which data was collected using questionnaires and an interview schedule. The study revealed that some of the roles of the quality assurance standard officers were: organization of seminars and workshops for teachers; advising headteachers on proper use of funds; advising on effective use of instructional materials; facilitating technical committees and advising headteachers on the need to fully cover the syllabus. Although this study derived very informative results, it was focused on quality assurance and standard officers in primary schools. The current study however intended to determine what the teachers perceive on the roles of quality assurance standard officers in public secondary schools in Busia Sub-County.
Mwaura (2014) did a study to investigate the role of Quality Assurance and Standard Officers in promoting education in private secondary schools in Limuru district, Kiambu County. This study adopted descriptive study design to target forty two respondents and employed questionnaires and interview guides as the main data collection tools. From an analysis of the study findings, it was established that the major activities that QASOs in Limuru districts engaged in were: Monitoring and advising schools on academic performance; advising schools on sports, games, drama and music; and advising on curriculum delivery and assessment. This study did not provide for the teachers’ perceptions on the role of the quality assurance standard officers, a gap that the current study sought to fill.

In yet another, King’oina (2011) conducted a study to determine the role of Quality Assurance and Standards Officers (QASOs) in enhancing primary school teachers’ effectiveness in Marani division, Marani district. The study revealed that QASOs participated in the selection of primary school joint divisional tests and advised teachers on effective classroom management.

2.4 The General Process of Quality Control in Education

Different terms can be used to describe the external monitoring of instructional activities in the secondary schools. According to Duke (1987) quality control refers to a variety of activities designed to determine the extent to which organizational goals are being achieved.

In the case of secondary schools; these activities may range from educator observations to learner tests to accreditation visits. More than simply the gathering of information on performance, quality control includes generating and
implementing suggestions for improving quality performance as well as follow up to see if performance has actually improved (Jacobous 2005). The process involves first exercising quality control on different tasks, evaluating work which has been done and finally getting the corrective behaviour for any deficiencies encountered.

According to MoEST Handbook for Inspection of Educational Institutions (2000) the process of quality control can be internal or external depending on the person exercising it. Internal quality control is done by the school principal as one of the managerial task. This can either be centralized or delegated in control lower down, control instructions to ensure that tasks are carried out effectively and observing/evaluating work through the feedback received in a bid to compare the actual performance with the standards that have been laid. External quality control is done by either DQASO or ZQASOs. Clearly no secondary school as large and complex as it is can be operated on the premises that all staff members automatically will conduct themselves in a way that will serve the common good. Even if self interest did not sometime intrude on professional judgment, educators would need occasional monitoring. An educator no matter how capable and well intentioned, can overlook important details, forget set key goals or neglect instructional concerns. The constant pressure on educators to serve large numbers of learners for small segments of time is by itself sufficient justification for monitoring. It is therefore clear that without this, effective teaching and learning will not be controlled and evaluated (MOEST, 2000).

According to Reyndres (1977), evaluation can be defined as a task whose purpose is the identification of benefits and deficiencies and is an integrative element in the control mandate. Evaluation is important in measuring how tasks will perform in
terms of quality. It is important to note that nothing cannot be evaluated. However, the usefulness, extent of quality and results obtained through execution of a given task has to be evaluated. Therefore evaluation provides an indication of the cautious and purposeful analysis of every single group and product agenda in order to establish their strengths and weaknesses (Garton 1976). There should be attention being given to the following during the process of evaluation: - Teachers’ evaluation. This is considered a delicate issue which requires a lot of insight especially on the part of the person conducting the evaluation. De wet (1981) notes that when it comes to finding out whether a person has conducted a given duty, whether a person assists in the attainment of the laid down objectives and in the determination of the best time that a person delivers their best services based on their unique and specific talents, evaluation is very necessary; school evaluation based on educative teaching; evaluation of principals in schools, as the heads of the school and the evaluation of school physical resources.

A careful and properly organized evaluation process is necessary towards the advancement of a given organization. Evaluations also helps in measuring the progress that has been made based on the set goals and it also consists correcting the actions that could have diverged from the laid goals. The last phase of quality control of activities is the corrective behaviours, which could be said to be those steps which an educational leader ought to take in order to handle any probable actual divergence. Corrective action as defined by Marx (1981) is the correction of insufficiencies as fast as possible so as to prevent a future recurrence of that particular insufficiency. Correction action is important in ensuring that the plan is implemented well and that should there be any deviation, it is amended.
2.5 The Process of Quality Assurance in Education in Kenya

In an effort to attain the county’s goals of education, the MoEST has developed two complementary goals: Quality assurance and Quality development.

**Quality Assurance:** This goal is realised by conducting inspection of educational institutions and providing reports of the inspections conducted to the respective institutions and the MoEST. Quality assurance is also attained by conducting a curriculum assessment mainly through official and dependable national examinations whereby the country uses the results as quality indicators (Educational Sector Strategic Plan 2003-2007).

**Quality Development:** This MoEST objective is achieved by advisory services, provision of personnel advancement chances and the development of materials for use in teaching and learning.

2.5.1 The Objectives of Quality Assurance

The objectives of quality assurance in Kenya according to National Development Plan of 2002 – 2008: To provide regular reports concerning the general quality of education at all school levels, that is: national, provincial, district and schools; the identification of needs in learning institutions which require an improvement; ensure that the kind of teaching taking place in the schools is quality; to monitor the performance of teachers and educational institutions in accordance with ‘All Round Standard Performance’ indicators; ensuring that there is an equitable distribution of teachers by working out the curriculum –based establishment; conducting regular inspections in all learning institutions; advise on the provision of proper and adequate physical facilities in educational institutions; ensuring that the curriculum
operating in learning institutions is the appropriate one; encourage a collaborative and corporate approach to educational institutional management among the various stakeholders and to organize and administer co-curricular activities with a view to developing all around learners.

2.5.2 Types of Inspection and their Frequency

In Kenya, the following types of inspections are carried out: MoEST Information Handbook (1994):

**Panel inspection:** This involves a full, diagnostic and situational analysis of the institution. This type of inspection is carried out with a view of examining the strengths and weaknesses, or limitations of the institution while suggesting the type of intervention to be administered for the improvement of educational standards.

**Subject-based inspections:** subject-based inspections are specialized inspections carried out by the QASOs in their areas of subject specialization. These inspections are planned and prompted by the following factors: Performance trends in a particular subject in the national examination by school; zone, district or province; the inspector’s programme of work; inquiring into teachers’ needs with a view to making suggestions for in-service; training (INSET) to be carried out by the quality development service and monitoring visits to gather data and information about teaching and learning in subject areas or another aspect of school life, and provision made for it, for the purpose of producing a national review on practices and standard.

This type of visit is programmed by the National Subject Inspectors at the Ministry of Education. (Textbooks are likely to be the focus of such visits in future). Assess the interpretation and implementation of the curriculum.
**Educational institutions registration inspection:** This type of inspection is carried out upon the request of District Education Board (DEB), MoEST information Handbook.

**Advisory inspection:** This is a routine type of inspection where one or more inspectors visit a school and sample some aspects of the school. The frequency of this type of inspection depends on the number of schools a district has and the inspectors’ programme of work.

**Inspection of teachers:** This includes assessment of teachers for: Promotion, appraisal of competence, grading of pre-service teachers in final teaching practice. The frequency of such inspections depends on the need.

**Block inspections:** This inspection is carried out as a block covering all or most schools in a given district e.g. Primary schools, secondary schools etc. It is usually organized at national level with Inspectors drawn from all over the country.

**Mass inspection:** Mass inspections are for a specific purpose e.g. schools awards, to determine to what extent recommendations have been implemented.

Marecho (2012) did a study to determine the factors influencing the role of quality assurance and standards officers in public school curriculum implementation in Kitui County. The study employed descriptive survey design and use a sample that comprised of 7 headteachers, 47 teachers and 2 QASOs. The study findings indicated that the QASOs conducted group inspection of the teachers where they discussed on the performance and syllabus coverage. Other findings were that the QASOs checked the pupils’ workbooks and teachers records to inspect on performance and that they organized for benchmarking where they invited guest speakers. This is an
indication that the QASOs applied various methods for inspecting tools. However, the teachers’ perception regarding the methods of inspections used by the QASOs has not been indicated.

2.6 Curriculum and Quality Assurance

2.6.1 Curriculum Development and Quality Assurance

According to the National Report on the Development of Education in Kenya (2001), educational curriculum in Kenya is developed by the Kenya Institute of Education (KIE). To ensure quality assurance and standards in curriculum development, it goes through three stages i.e. subject panel, course panel and academic board. Content selection is usually based on national educational goals, the specific objectives and the level at which the learners are in. Issues that arise in the course of time are integrated into the relevant subject areas. The department of Quality assurance and standards within the Ministry of Education ensures that the curriculum is implanted properly in accordance with the set criteria. It is then evaluated by the Kenya National Examinations Council (KNEC) by measuring and assessing students’ performance, evaluating textbooks and assessment of teachers’ effectiveness is also done. The relationship between the three quality assurance bodies is summarized as shown below.
2.6.2 Curriculum Implementation and Quality Assurance Classroom Situation

After the curriculum has been developed, it has to be implemented in various schools, (Shiundu and Omulando, 1992). Teachers are the key implementers of the curriculum through instructional processes in the classrooms and therefore quality assurance and standards have to be maintained for efficient teaching and learning. The current framework of school inspection by the Quality Assurance and Standards Officers holds that the officers should examine every aspect of the classroom while also noting the quality of the teaching and learning being offered to the students. These include; lesson planning and development issues, reading, writing and listening skills, classroom communication/interaction, approach to teaching and to classroom interaction schedule, curriculum knowledge and interpretation, learning methods and development of attitudes and skills, gender issues, attention to individual needs and abilities schedule (this section includes questions related to
children with special educational needs including those of slow and fast learners), teacher as behavioral/role model, teacher record keeping aspects (record keeping should be comprehensive and up-to-date), assessment and evaluation (assessment and evaluation takes place for a variety of reasons, (these include: diagnostic, formative, exam preparation and summative), organization of classroom resources and the overall quality of the lesson (Chapman, 2001).

In a study by Chepkuro (2012), descriptive survey research design was used to determine the contribution of quality assurance standards to curriculum implementation in primary schools in Baringo County, Kenya. A sample of 4 head teachers and 103 teachers participated in this research. The study found that QASOs contributed to effective curriculum implementation. They assisted greatly in organizing workshops on teaching methods, giving advice and ideas on ways of implementing the curriculum, updating teachers on changes in the curriculum and in preparation of schemes of work and checked children’s work. This is therefore an indication that QASOs also play a role in implementation of the curriculum.

2.7 Teachers’ Perception on the Inspection Process

A teacher who has a positive attitude towards the school inspection will modify his ideas and accommodate new and important ideas derived from the inspection process which are aimed at improving teaching and learning. On the other hand, if he/she holds a negative perception towards the inspection process, it will not be significant in improving teaching and learning practices in the school (Chapman and Haris 2001). They further place an argument that in learning institutions where a positive culture is embraced, teachers hold more positive attitudes and also react
positively towards the inspection process. There is therefore a likelihood that these teachers will change their former practices, as a result of the inspections.

School inspection improves the quality of teaching. This is so because the teachers set yearly goals that aim at individual student improvement. It facilitates the conduct of an annual teacher performance review which looks at the teacher performance, comparing it with the yearly objectives set (Gurr, 1999).

In Mexico, when teachers were asked the extent and the conditions to which the inspection process had a positive result on the quality of teaching/learning in schools; it was only ten percent of teachers who considered having encountered strong pedagogical support from inspectors (Schemelkes et al, 1996). In Austria, teachers held the opinion that their development was more felt through casual means such as group-teaching or through informal means like team-teaching or by supportive planning together with their colleague teachers (Rogers and Webb, 1991). In New Zealand, “the absence of an inspectorate also gave teachers greater scope for innovation and creativity rather than needing to comply with the accepted data and official wisdom. As such, local self-management facilitate quality teaching (OECD, 1994).

In Botswana teachers interviewed on the role of inspectors singled out three main weaknesses: That the number of visits to schools were too small, irregular and not well planned: Follow-up was insufficient and that inspectors could not send reports quickly enough to schools neither could they systematically act upon recommendations and that the ministry could hardly act upon the schools rightful
complaints about their material situation, in particular with regard to equipment and infrastructure (Grauwe and Govinda, 1998).

Much surprise is not expected when most studies currently show, that the effect of inspection and support on classroom learning and learners achievement is way below the normal expectations (International Institute for Education Planning, 1997). These different studies indicate that teachers are not satisfied with the work that the inspectors and the advisors are doing. The studies further the need that the teachers feel for an efficient system of inspection and support, both from within and outside the school (Carron and De Grauwe 1997).

A study was conducted by Kairu (2010). It sought to determine the challenges facing quality assurance standards officers in supervising implementation of primary school curriculum in Gatanga district Kenya. The study used a sample of sixty six respondents and used questionnaires and interview guide as the tools for data collection. The findings of the study indicated that teachers held positive attitudes towards the roles played by QASOs in school inspections. Over 50.0% of the teachers agreed that supervision helped in developing innovative programmes and changes in school management and that it provided a forum where teachers felt free to initiate positive changes in their schools. This is an indication that teachers’ can hold positive perception regarding the inspection processes, something that the current study also sought to determine.

Another study was conducted by Ngugi (2014). The study used mixed research design to collect data from 137 respondents using questionnaires and interview schedules. Pearson moment correlation was used to analyze the data on teachers and
principals' perceptions towards QASO role. After analysis, the results showed that age, gender, professional qualification, professional experience of the respondents had no influence on teachers' perceptions. The study revealed mixed perceptions towards QASO services where all the teacher and principal respondents were positive when QASOs were objective in carrying out their roles while majority of teachers viewed QASO as authoritarian and autocratic. In other studies, Kariuki (2008) study on primary schools teachers’ perceptions on role of QASOs in Murang’a District revealed that majority of headteachers and teachers had positive attitude towards QASOs’ roles. In the contrary, Wanjohi (2005) implies that many headteachers and teachers viewed the role of inspectors with a lot of fear, suspicion and hostility and that they perceived them as fault finders who were only interested in reporting them to MoEST. These studies reviewed indicate the respondents in the studies held different opinions regarding the role of QASOs as school inspectors. The current study further sought to determine whether teachers’ gender, professional and academic qualifications and their past experiences influence their perceptions on the role of QASOs, something that was not captured in the reviewed studies.

2.8 Summary of the Literature Review

The Literature reviewed in this chapter has addressed the organization, structure and management of educational quality control and assurance in Kenya, and the role played by the quality assurance and standards officers in education quality control. Literature has also been reviewed on the general process of quality control in the school context, as well as curriculum and quality control in classroom situation. It emerges from the literature review that majority of higher learning institutions have designed manuals that guide on the quality of their education. However very scanty
information was found regarding the availability of quality assurance manuals in the secondary schools.

Past studies as evidenced in the literature review, lay much emphasis on the role of QASOs but fail to indicate how the same enhances teaching in public secondary schools. Similar studies were conducted many years ago and do not capture aspects of quality assurance and standards in the current Kenyan education system. The concentration is so much on foreign countries as opposed to the Kenyan situation. It also emerges that the role of the QASOs in the secondary schools have been neglected, with a majority of the studies being focused on primary schools.

A further review of the literature has revealed that teachers have missed perceptions on the role of the QASOs. Some of the view them positively while others are very negative concerning them. It emerges however that most of these studies have not shown how teachers’ perceptions of the role of QASOs influence their relationships with QASO officers. This study area therefore, addressed gaps in the research already conducted with a view to creating new understanding as far as the roles of QASOs are concerned in the Kenyan education system and, how teachers in public secondary schools in Busia Sub-county perceive the same in relation to effective teaching.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the description of the methods that were applied in carrying out the research. It is organized under the following sections; research design, locale of the study, target population, sample and sampling procedure, data collection, instruments, data collection and data analysis plan. All these form a significant part of this chapter.

3.2 Research Design

The descriptive survey design was chosen to allow the researcher capture views on teacher’s perceptions towards the role of Quality Assurance and Standards Officers. The design was suitable for this study because views were collected from a group of people (teachers) without manipulating variables. Coopers and Emory (1995) highly recommend this type of research design where several respondents give answers to specific questions at one point in time survey.

3.3 Locale of the Study

The study was conducted in Busia Sub-county as one of the Sub-counties that form Western Province. Butere and Mumias Sub-counties boarder it to the East, Bungoma Sub-county to the North East, Teso Sub-county to the North, Siaya Sub-county to the South East, Bondo to the South and the Republic of Uganda to the West. The main economic activities in the Sub-county include small scale farming with main concentrated on maize, beans, finger millet, cassava among others. Along Lake Victoria region, fishing is being conducted. Sugarcane and rice are also planted for
economic purposes. Busia Sub-county has a population of 243,377 people (1999 population census), and the majority being Luhya.

The choice of Busia Sub-county was that to the best knowledge of the researcher no similar study has been conducted in the Sub-county. The Sub-county has three educational divisions with a total of 29 public secondary schools, having a total enrolment of 8,290 students (Busia DEO Office, 2007).

Maintaining quality and standards is a very important task which is undertaken by the Quality Assurance and Standards Officers. It was therefore necessary to assess teachers’ perception on the role of such officers as they undertake their duties in ensuring quality and standards.

### 3.4 Target Population

Kombo and Tromp (2006) define a population as a group of people, objects or items from which samples are taken for measurement. The target population was the 304 teachers from 23 public secondary school in Busia Sub-county and 8 Quality Assurance and Standards Officers (QASOs) from the same Sub-county (DEOs office, 2010). All these respondents were involved in the work of Quality Assurance and Standard Officers hence necessitating their participation in the study.

### 3.5 Sample and Sampling Procedure

The sample for this study was selected using a simple random sampling design. The minimum sample for a survey of a small population is 20% and that of a large population is 10% (Gay 1992). Eight (8) schools in Busia Sub-county were randomly selected for the study. A list of public secondary schools was sought from
the DEO’s office and names of schools written on a piece of paper. The papers were folded and put in a container, shaken and picked randomly. The school names on the paper were the sampled schools.

There are a total of 304 teachers in the Sub-county and therefore the researcher intended to sample 60 of them, which was equivalent to 20% of the target population. According to Gay (1992) recommendation, a sample of 10% and above is a good representation of the target population in a study. Each of the 10 sampled schools contributed 6 teachers and 1 headteacher. For the teachers’ selection, the researcher got names of all teachers per school and assigned them numbers and then wrote these numbers on pieces of paper, folded and put in a container, shaken and picked randomly. The numbers picked represented the name of the teacher it corresponded with hence the subject included in the study.

There are 8 QASOs in the Sub-county and all of them were included in the study. The researcher considered 8 to a small number and therefore selected all the QASOs to participate in the study. According to Mugenda and Mugenda (1999) where the target population is very small, selecting a sample is meaningless and taking the whole population in such a case was advisable. Therefore, a total of 78 respondents comprised the sample for this study.

3.6 Research Instruments

The study instruments included both the questionnaire and an interview schedule. Moore (1983) observes that, questionnaires give detailed answers to complex problems and they are most effective for use in surveys. Mugenda and Mugenda (1999) observes that the use of questionnaires is a popular method for data collection
in education because of the relative ease and cost effectiveness with which they are constructed and administered to large samples. Questionnaires give a relatively objective data and endeavour themselves well to the survey research design of this study. On the other hand, an open-ended oral interview schedule probes, thus enabling the researcher to get in-depth information (Mugenda and Mugenda, 1999). Interview schedule also allows the researcher to gather a large body of data as it does not restrict to seek for clarification from the respondent. It also helps the interviewer to cover all dimensions to investigation. Under normal circumstances, more people are willing to communicate orally than in writing so, it provides data as it does not restrict the respondent (Gay, 1992).

There were three instruments: teachers’ questionnaire, headteachers’ interview schedule and QASO’s interview schedule.

3.6.1 Teachers’ Questionnaire

The researcher developed written questionnaires for the teachers. The instrument comprised of open and closed-ended questions. The questionnaire had four sections. Section one collected teachers’ demographic data, which included gender, age, educational and professional qualifications, and teaching experience. Section two measured teachers’ perceptions of the role of QASO using a Likert Scale. Section three had items on teaching practices of teachers and their relationships with the QASOs.

3.6.2 Headteachers’ Interview Schedule

The researcher constructed an open-ended oral interview schedule for the headteachers and personally administered it. The interview schedule for
headteachers contained seven items probing information on number of QASO visits to schools, their roles in school supervision, and the relation between teachers and the QASO.

3.6.3 QASOs’ Interview Schedule

There was an interview schedule for the Quality and Standards Officers. The interview schedule for QASOs contained six items probing information on number of visits they made to schools, reactions of teachers to QASOs’ visits, preparedness of teachers for inspection, discussion of inspection reports with teachers, and implementation of recommendations made to teachers.

3.7 Pilot Study

Before the actual data collection, piloting of questionnaires was done in two secondary schools in Busia Sub-county, which were not involved in the final study. Twelve teachers, 6 from each school and 2 principals were selected to participate in the pilot study, giving a total of 14 respondents. The researcher selected 14 respondents from two schools in Busia sub-county to take part in the pilot study since the main objective of the pilot study was to enable him to test the reliability and the validity of the research instruments. Thus, the researcher considered this number of respondent to be adequate for the exercise. The researcher used the pilot study to identify items in the questionnaire that were ambiguous or unclear to the respondents and changes them effectively. The pilot study also enabled the researcher to familiarize himself with administration of the instrument.
3.7.1 Validity of the Instruments

Kombo and Tromp (2006) define validity as a measure of how well a test measures what it is supposed to measure. Content validity of the instruments was determined by the researcher’s supervisors who are experts in the area of study. The supervisors read the draft questionnaire and made their recommendations on how the content validity was to be ensured. Going by the suggestions of the supervisors, the researcher made the final questionnaires which were used in the final data collection.

3.7.2 Reliability of the Instruments

Reliability, according to Wiersma (1985), refers to the consistency of the instrument in measuring whatever it measures. There exist several procedures developed to establish reliability. In this study, the split-half technique was used, and then correlated using the Pearson Product Moment Correlation Co-efficient formula, which correlates data based on interval or ratio scales of measurement (Coolican, 1994), and is stated as follows:

\[ r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum (X)^2 - (\sum X)^2][N \sum (Y)^2 - (\sum Y)^2]}} \]

At correlation co-efficient index of 0.70, the instruments were considered reliable (Coolican, 1994). The questionnaire for teachers was used in the pilot study to assess this. According to Best and Khan (1998), a test is reliable to the extent that it measures what it measures consistently. For that matter, the questionnaires were administered to the respondents in the pilot study and correlated to test their reliability.
3.8 Data Collection Procedure

Once the supervisors approved the researcher’s proposal, the researcher sought permission from the Kenyatta University to obtain a research permit from the Ministry of Education. The researcher thereafter visited the participating schools for familiarization and issuance of questionnaires. Assurance was given to the respondents on the confidentiality attached to the research. Equally, the researcher requested them not to disclose their names and those of their schools. A second visit to the schools was after an agreed time when the completed questionnaires were collected.

3.9 Data Analysis Plan

Data analysis involved preparation of the collected data, that is, coding, and editing of data in order for it to be processed using Statistical Package for Social Sciences (SPSS) software. The coded data was entered into SPSS programs where it was developed into a database. Data analysis was then done using both qualitative and quantitative techniques. Qualitative data was first coded by organizing it into similar themes and then tallying all similar responses of each item. Then frequency counts were made of all respondents making similar responses. Quantitative data was analyzed using descriptive statistics including mean scores, frequencies and percentages that were presented using tables, charts and graphs. Qualitative data was analyzed by arranging responses according to the research questions and objectives. Thereafter, inferences, conclusion and recommendations were drawn.
<table>
<thead>
<tr>
<th>Objective</th>
<th>Nature of data</th>
<th>Statistics used</th>
<th>Output</th>
</tr>
</thead>
<tbody>
<tr>
<td>To determine the role played by QASOs in school assessment as perceived by teachers</td>
<td>Quantitative</td>
<td>Frequency counts</td>
<td>Tables</td>
</tr>
<tr>
<td></td>
<td>Qualitative</td>
<td>Percentages</td>
<td></td>
</tr>
<tr>
<td>To establish teacher’s perceptions on the frequency of QASO’s visits to schools.</td>
<td>Quantitative</td>
<td>Frequency counts</td>
<td>Pie charts</td>
</tr>
<tr>
<td></td>
<td>Qualitative</td>
<td>Percentages</td>
<td>Tables</td>
</tr>
<tr>
<td>To establish teachers’ attitudes towards the role of QASOs in school assessment.</td>
<td>Quantitative</td>
<td>Frequency counts</td>
<td>Tables</td>
</tr>
<tr>
<td></td>
<td>Qualitative</td>
<td>Percentages</td>
<td>Column charts</td>
</tr>
<tr>
<td>To find out if teachers’ gender, professional and academic qualifications and their past experiences influence their perceptions on the role of QASO.</td>
<td>Quantitative</td>
<td>Chi-square</td>
<td>Tables</td>
</tr>
<tr>
<td></td>
<td>Qualitative</td>
<td>Frequency counts</td>
<td>Percentages</td>
</tr>
<tr>
<td>To determine whether QASO’s behaviour during school assessment have any relationship with teachers’ perceptions on the role of QASO.</td>
<td>Quantitative</td>
<td>Chi-square</td>
<td>Tables</td>
</tr>
<tr>
<td></td>
<td>Qualitative</td>
<td>Frequency counts</td>
<td>Column charts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Percentages</td>
<td></td>
</tr>
</tbody>
</table>
4.1 Introduction

This chapter presents the data analysis procedures employed to determine the teachers’ perceptions on the role of Quality Assurance and Standards Officers in public secondary schools in Busia Sub-county. The study was guided by five objectives:

i. To determine the role played by QASOs in school assessment as perceived by teachers.

ii. To establish teacher’s perceptions on the frequency of QASO’s visits to schools.

iii. To describe teachers’ attitudes towards the role of QASOs in school assessment.

iv. To investigate whether teachers’ gender, professional and academic qualifications and their past experiences influence their perceptions on the role of QASO.

v. To determine whether QASO’s behaviour during school assessment have any relationship with teachers’ perceptions on the role of QASO.

Each of the objectives is discussed in this chapter.

4.2 Demographic Data of Participants

The study was conducted in 10 schools out of a population of 29 schools in Busia Sub-county. Data for the study was collected from 10 headteachers, 60 teachers and 8 Quality Assurance and Standards Officers (QASOs) in Busia Sub-county. All the 60 teachers from the sampled schools responded to a questionnaire designed by the researcher. Ten principals and eight QASOs from the Sub-county were interviewed.
to give their perspectives on the role of quality assurance and standards officers. Of the 60 teachers who took part in the study, 43 (71.7%) were male while 17 (28.3%) were female. Figure 4.1 below presents their academic qualifications.

![Pie chart showing academic qualifications of teachers]

Source: Teachers’ questionnaire

**Figure 4.1: Teachers Highest Level of Education**

The figure above shows that 49 (81.7%) teachers had Bachelors degrees, 6 (10%) had diplomas while 5 (8.3%) were post graduates. This shows that majority of the respondents had attained Bachelors degree. Table 4.1 below shows the age distribution of the teachers.

<table>
<thead>
<tr>
<th>Age</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25 years</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Between 26-30 years</td>
<td>11</td>
<td>18.3</td>
</tr>
<tr>
<td>Between 31-35 years</td>
<td>19</td>
<td>31.7</td>
</tr>
<tr>
<td>Between 36-40 years</td>
<td>18</td>
<td>30.0</td>
</tr>
<tr>
<td>Between 41-45 years</td>
<td>3</td>
<td>5.0</td>
</tr>
<tr>
<td>Between 46-50 years</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>Above 50 years</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire
As shown in Table 4.1 above, 3 (5%) teachers were below 25 years, 11 (18.3%) were between 26-30 years of age, 19 (31.7%) were between the ages 31-35 years, 18 (30%) were between 36-40 years, while 2 (3.3%) were above 50 years of age. This shows that majority of the teachers had taught for a very long time and therefore were expected to be in a position of giving reliable information on the role of QASOs in the school.

Table 4.2 below shows the teaching experience of the teachers in years.

**Table 4.2: Teachers’ Teaching Experience**

<table>
<thead>
<tr>
<th>Experience</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2 years</td>
<td>4</td>
<td>6.7</td>
</tr>
<tr>
<td>3-5 years</td>
<td>12</td>
<td>20.0</td>
</tr>
<tr>
<td>6-10 years</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>11-15 years</td>
<td>25</td>
<td>41.7</td>
</tr>
<tr>
<td>16-20 years</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>6</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: Teachers’ questionnaire*

Table 4.2 above indicates that 4 (6.7%) teachers had less than two years in teaching, 12 (20%) had between 3-5 years, 7 (11.7%) had taught for between 6-10 years while 25 (41.7%) had a teaching experience of between 11-15 years.
4.3 Role Played by QASOs in School Supervision

The first study objective was to determine the role played by QASOs in school supervision.

The ten principals who participated in the study were asked to state the roles QASOs play in school assessment. Their responses are as shown in Table 4.3.

<table>
<thead>
<tr>
<th>Role of QASOs</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of quality and standards</td>
<td>3</td>
<td>30.0</td>
</tr>
<tr>
<td>Advice the school management</td>
<td>7</td>
<td>70.0</td>
</tr>
<tr>
<td>Monitor schools and teachers on their duties</td>
<td>8</td>
<td>80.0</td>
</tr>
<tr>
<td>Monitor to ensure teaching and leaning is of quality</td>
<td>8</td>
<td>80.0</td>
</tr>
</tbody>
</table>

Source: Headteachers’ interview schedule

The roles of QASO as reported by the headteachers included monitoring teaching and learning in schools to ensure it is of high quality (80%), monitoring schools and teachers on their duties (80%), advising the school administration on school management (70%), and assessment of school quality and standards. This shows that majority of the headteachers felt that the major role played by the QASOs in Busia Sub-county was monitoring schools and teachers as they conduct their duties and also ensuring that teaching and learning facilities were of good quality. These findings were contrary with the results by Mwaura (2014) who established that the major role QASOs carried out in private secondary schools in Limuru Sub-sounty were: monitoring and advising schools on academic performance; advising schools on sports, games, drama and music; and advising on curriculum delivery and assessment. In another study, Matarago (2009) established that roles of the quality assurance standard officers included organization of seminars and workshops for
teachers; advising headteachers on proper use of funds; advising on effective use of instructional materials; facilitating technical committees and advising headteachers on the need to fully cover the syllabus.

The principals further reported that QASOs visited their schools for the following purposes:

- For routine check-ups
- Only when there was a crisis and when advice was needed
- To co-ordinate and guide teachers in their professional growth so as to promote initiative, freedom, resourcefulness and enthusiasm among teachers
- To assess the competence of the institutions' heads, students' access to text books, maintenance of books
- To examine and evaluate the quality of teaching and learning in school
- Individual teachers' performance
- Financial management
- To inspect the methods of teaching and to criticize the suitability of the curriculum,
- To improve quality and maintain standards of education
- To make maximum contribution to the objectives of the organization

The eight Quality Assurance and Standards Officers (QASOs) were asked to state their roles as QASOs. They reported that their roles were:

- Monitoring implementation of schools' curriculum
- Establishing, maintaining and improving standards
- Monitoring general administration and management of the school
- Assessing the education standards
- Acting as moderators and mentors of schools.
According to the report prepared for the UNESCO Nairobi Cluster Consultation (2004) by the Kenyan Government on Quality Standards and Quality Assurance in Basic Education, the roles of QASOs include among others, inspecting all educational institutions regularly and compiling appropriate reports, and advising the government on the type and quality of education being offered in the country. Similarly, according to the Handbook for Inspection of Educational Institutions (MoEST, 2000), quality assurance is achieved through the inspections of institutions and reporting these inspections to the Ministry of Education. Knowledge among teachers of the role of QASOs and their role in improving quality of education would improve their attitudes toward the assessment exercise. Such knowledge would help demystify the assessment exercise and encourage teachers to see QASOs as comrades who seek to improve teaching and learning in schools instead of seeing them as enemies and fault finders. During assessment, the modern QASOs are expected to inspire, stimulate, co-ordinate and guide teachers in their professional growth so as to promote initiative, freedom, resourcefulness and enthusiasm among teachers.

4.4 Frequency of QASOs Visits to Schools

The second study objective was to determine the frequency of QASOs visits to schools.

Of the ten headteachers who participated in the study, 4 (40%) reported that QASOs visited their schools once per year, 2 (20%) twice per year, 3 (30%) once every term, and 1 (10%) reported that the QASOs visited the school very often.

Figure 4.2 below shows the frequency of QASOs’ visits to schools for assessment, as reported by the eight QASOs who took part in the study.
Four (50%) QASOs reported that they visited schools once per month, 2 (25%) reported that they visited schools regularly, 1 (12.5%) once a term and another 1 (12.5%) twice a year. This shows that according to the QASOs most of the schools were visited twice per month. However, these findings were contrary to the results given by the most of the headteachers who indicated that QASOs visited their schools once per year. Teachers, asked to indicate the extent to which QASOs visited their schools for assessment, responded as shown in Table 4.4.

**Table 4.4: Teachers’ Ratings of Frequency of QASO Visits**

<table>
<thead>
<tr>
<th>Teachers’ ratings</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Occasionally</td>
<td>39</td>
<td>65</td>
</tr>
<tr>
<td>Frequently</td>
<td>15</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Source: Teachers’ questionnaire*
Table 4.4 shows that 39 (65%) teachers rated QASOs visits to schools as occasionally, 15 (25%) frequently, and 6 (10%) reported that QASOs rarely visited the schools for assessment.

These findings suggest that QASOs were more frequent in some schools than in others. The findings could also suggest that some teachers do not come into contact with QASOs when they visit their schools. For school assessment to be successful, frequent visits are necessary so that the QASOs are able to monitor the extent to which their recommendations are implemented, and assess the impacts of such implementation. The Handbook for Inspection of Educational Institutions (MoEST, 2000) recommends that an educational institution be panel inspected after every three years.

The frequency of inspection of teachers, according to MoEST (2000), depends on the need. According to Wasanga (2004) there have been recent reforms in the inspectorate arm of the Ministry of Education whose key outcomes are that visits to schools have become more regular, with improved checking of curriculum coverage, physical facilities, teaching, finances, cleanliness and provision of books, laboratory equipment and food.

4.5 Teachers’ Attitudes towards the Role of QASOs in School Supervision

The third study objective was to describe teachers’ attitudes towards the role of QASOs in school supervision.

The teachers were presented with eight statements regarding the role of QASOs in school supervision. They were to indicate the extent to which they agreed or disagreed with each of the statements. Table 4.5 presents teachers’ responses on
each of the items, which were used to measure the attitudes of teachers toward the supervisory role of the quality and standards officers.

Table 4.5: Teachers’ Attitudes toward Role of QASOs in School Supervision

<table>
<thead>
<tr>
<th>Attitude</th>
<th>SA</th>
<th>A</th>
<th>U</th>
<th>D</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>The QAS exercise helps headteachers to perform their management skills more effectively</td>
<td>12</td>
<td>22</td>
<td>4</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Supervision provides a forum where headteachers feel free to initiate positive changes in schools management</td>
<td>8</td>
<td>17</td>
<td>3</td>
<td>23</td>
<td>9</td>
</tr>
<tr>
<td>Comments from assessment panels help headteachers become better managers</td>
<td>17</td>
<td>19</td>
<td>6</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Assessment helps headteachers to curb absenteeism and negligence in lesson preparation among teachers</td>
<td>13</td>
<td>20</td>
<td>6</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Supervision helps in developing innovative programs and changes in school management?</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>22</td>
<td>2</td>
</tr>
<tr>
<td>The exercise makes headteachers feel secure in their positions</td>
<td>9</td>
<td>15</td>
<td>11</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>The exercise is of no importance to headteachers and they would rather do without it</td>
<td>13</td>
<td>15</td>
<td>13</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Assessment is aimed at faultfinding and threatening headteachers to make them work.</td>
<td>12</td>
<td>22</td>
<td>10</td>
<td>5</td>
<td>11</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire

N=60

The table shows how the teachers responded on each of the items used to measure their attitudes towards the role of QASOs. Using this, an overall attitude score was computed for the teachers, and findings presented in Figure 4.3 obtained.
Figure 4.3: Attitudes of Teachers’ toward Role of QASOs in School Supervision

Figure 4.3 indicates that 20% of the teachers had very positive attitudes toward the role of QASOs, 30% had positive attitudes, 13.3% were neutral, 23.3% had negative attitudes, while 13.3% had very negative attitudes toward the role of QASOs in school supervision. This implies that at least 50.0% of the teachers had a positive attitude towards role of QASOs in school supervision.

Table 4.6 shows how the QASOs responded when asked to indicate how teachers responded to the assessment process.

Table 4.6: Teachers’ Reactions to Assessment Process

<table>
<thead>
<tr>
<th>Reactions</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers appreciated it</td>
<td>4</td>
<td>50.0</td>
</tr>
<tr>
<td>Some teachers were apprehensive</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Teachers thought it was a fault finding mission</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>Teachers felt threatened and mistrusted</td>
<td>7</td>
<td>87.5</td>
</tr>
</tbody>
</table>

Source: QASOs’ interview schedule
The table shows that QASOs reported that some teachers appreciated the assessment process (50%), some teachers were apprehensive (37.5%), teachers thought it was a fault finding mission (87.5%), and teachers felt threatened and mistrusted (87.5%). When asked to rate the attitude of teachers towards assessment exercise, 4 (50%) QASOs reported that teachers had a positive attitude, 3 (37.5%) reported that teachers had a negative attitude while 1 (12.5%) was undecided.

The findings presented here indicate that 50% of the teachers had positive attitudes toward assessment exercise by QASOs while 36.7% had negative attitudes. These findings concur with those of a recent study by Kariuki (2008), whose study on primary schools teachers’ perceptions on role of QASOs in Murang’a Sub-county revealed that majority of headteachers and teachers had positive attitude towards QASOs’ roles. In the contrary, Wanjohi (2005) implies that many headteachers and teachers viewed the role of inspectors with a lot of fear, suspicion and hostility and that they perceived them as fault finders who were only interested in reporting them to MoEST. According to Chapman and Haris (2001), a teacher who has a positive attitude towards the school inspection will modify his/her ideas and accommodate new and important ideas derived from the inspection process which are aimed at improving teaching and learning. On the other hand, if s/he has a negative attitude towards the inspection process, the process will not be significant in improving teaching and learning practices in the school.
4.6 Demographic Factors Influencing Teachers’ Perceptions of the Role of QASOs

The fourth study objective was to investigate whether teachers’ gender, professional and academic qualifications and their past experiences influence their perceptions on the role of QASO.

The Chi-square test was used to find out whether gender, academic qualifications, and duration spent in teaching profession had any significant influences on teachers’ attitudes toward the role of QASOs in school supervision. The findings are as presented below.

Table 4.7 presents chi-square results for teachers’ attitudes toward role of QASOs across gender.

**Table 4.7: Teachers’ Attitudes toward Role of QASOs across Gender**

<table>
<thead>
<tr>
<th>Attitudes toward role of QASOs</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Very positive</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>Positive</td>
<td>14</td>
<td>4</td>
</tr>
<tr>
<td>Neutral</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Negative</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>Very negative</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>43</td>
<td>17</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire

$\chi^2$ value = 5.427; df = 4; sig. = 0.246

Chi-square findings as indicated in the table above show that attitudes of teachers toward role of QASOs did not differ significantly across gender at $p<0.05$. Table 4.8 shows the chi-square results for teachers’ attitudes toward role of QASOs across their academic qualifications.
Table 4.8: Teachers’ Attitudes toward Role of QASOs across Academic Qualifications

<table>
<thead>
<tr>
<th>Attitudes toward role of QASOs</th>
<th>Academic qualifications</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Diploma</td>
<td>Degree</td>
</tr>
<tr>
<td>Very positive</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Positive</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>Neutral</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Negative</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Very negative</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>6</td>
<td>49</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire  
$\chi^2$ value = 7.214; df = 8; sig. = 0.514

As shown in Table 4.8, chi-square test results indicated that teachers’ attitudes toward the role of QASOs did not differ significantly across teachers’ academic qualifications. Table 4.9 shows the chi-square results for teachers’ attitudes toward role of QASOs across the duration spent in teaching profession.

Table 4.9: Teachers’ Attitudes toward Role of QASOs across Teaching Experience

<table>
<thead>
<tr>
<th>Teaching experience</th>
<th>Attitudes toward Role of QASOs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very positive</td>
<td>Positive</td>
</tr>
<tr>
<td>Below 1 year</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3-5 years</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>6-10 years</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>11-15 years</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>16-20 years</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Over 20 years</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>12</td>
<td>18</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire  
$\chi^2$ value = 26.232; df = 20; sig. = 0.158
Table 4.9 shows that again, teachers’ attitudes toward the role of QASOs did not differ significantly across the years spent in the teaching profession. These findings suggest that demographic variables do not play any role in attitudes toward the role of QASOs in school supervision. In agreement with the findings, Ngugi (2014) established that age, gender, professional qualification, professional experience of the respondents had no influence on teachers’ perceptions.

The following were the key factors as reported by the QASOs that influenced attitudes of teachers towards the assessment exercise: Gender, age, teaching experience and academic/professional qualifications. For instance, if the teachers’ academic/professional qualifications are higher than those of the QASO, they will view the QASO as inferior and will have no faith in them hence a negative or disapproval attitude on their role. Teachers’ level of preparation of classes, records of work and other professional documents. This shows that if the teachers have high expectations on the QASO and in turn the QASO meet these expectations, the teachers will view them as effective in their roles hence a positive attitude on their role. QASOs characteristics such as leadership behaviour/style, availability of past information about them (whether good or bad), ignorance of duties and responsibilities and teachers past experience with QASOs.

All the 8 (100%) QASOs reported that most of the teachers they had inspected were well prepared in terms of curriculum implementation and evaluation. The findings indicate that although chi-square results did not show any significant differences in teachers attitudes toward teachers’ attitudes across demographic variables, QASO officers felt that there were various factors that influenced teachers’ attitudes, with the most salient ones being past experiences with QASOs and teachers’ level of
preparedness and professionalism. According to Evans (2006), perception is highly dependent on experience. One would therefore expect that number of times teachers have been inspected influences their perceptions of inspection.

4.7 Influence of QASOs’ Behaviour during School Supervision on Teachers’ Perceptions

The fifth objective of the study was to determine whether QASOs’ behaviour during school supervision the teachers’ perceptions on the role of QASO.

The teachers were asked to indicate how they related with QASOs during the assessment process, to which they responded as shown in Table 4.10.

Table 4.10: QASOs Relationship with Teachers during the Assessment Process

<table>
<thead>
<tr>
<th>Relationship</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>As enemies</td>
<td>5</td>
<td>8.3</td>
</tr>
<tr>
<td>As friends</td>
<td>38</td>
<td>63.3</td>
</tr>
<tr>
<td>As juniors and seniors</td>
<td>16</td>
<td>26.7</td>
</tr>
<tr>
<td>They harass us</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>60</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire

Table 4.10 shows that 38 (63.3%) teachers related with the QASOs as friends, 16 (26.7%) as juniors, while 5 (8.3%) saw QASOs as enemies. One (1.7%) of the teachers reported that QASOs harassed teachers during assessment.

Nine (90%) out of 10 headteachers who participated in the study reported that their teachers reacted negatively to assessment process but related cordially with the QASOs. When the headteachers were asked to explain how QASOs behave while inspecting teachers, they responded that although they seem to be firm and at times friendly, their duties are not well performed.
Majority (n=52, 86.7%) of the teachers reported that assessment generates changes geared to effective teaching and learning. Those who reported otherwise (n=8, 13.3%) gave the following reasons:

- QASOs give ambiguous statements and comments
- QASOs recommendations are not practical
- QASOs assessment are looked at as mere routine
- One school’s recommendations are generalized to other schools thus not applicable.

Twenty-four (40%) of the teachers reported that after assessment, QASOs gave them feedback for positive improvement, while 36 (60%) of them reported that they did not receive any feedback. When asked how frequent they implemented the recommendations from the assessment process, teachers responded as indicated in Figure 4.4.

Source: Teachers’ questionnaire

Figure 4.4: Rate of Implementing Recommendations from QASOs
As shown in the figure, 25 (41.7%) teachers implemented QASO recommendations always, 10 (16.7%) frequently, 16 (26.7%) rarely while 9 (15%) often implemented the recommendations. Those who did not always implement the recommendations from QASOs sometimes failed to do so because of the following reasons: the school administration is unable to provide the required facilities and materials, QASOs rarely come to supervise, QASOs are too demanding, they lack of enough resources and manpower and QASOs do not give feedback after assessment.

Table 4.11 shows teachers responses on the extent of QASOs role in maintaining Quality Assurance Standards (QAS) in education institutions.

Table 4.11: Extent of QASOs Role in Maintaining QAS in Education Institutions

<table>
<thead>
<tr>
<th>Statement</th>
<th>Large extent</th>
<th>Small extent</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>QASOs monitor and advise my school on academic performance</td>
<td>11 (18.3%)</td>
<td>49 (81.7%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>QASOs monitor and advice my school on sports, games, drama and music</td>
<td>0 (0.0%)</td>
<td>37 (61.7%)</td>
<td>23 (38.3%)</td>
</tr>
<tr>
<td>QASOs monitor and advise my school on environmental conservation</td>
<td>0 (0.0%)</td>
<td>33 (55.0%)</td>
<td>27 (45.0%)</td>
</tr>
<tr>
<td>QASOs provide career guidance to my school</td>
<td>4 (6.7%)</td>
<td>30 (50.0%)</td>
<td>26 (43.3%)</td>
</tr>
<tr>
<td>QASOs advice teachers on curriculum delivery and assessment</td>
<td>17 (28.3%)</td>
<td>43 (71.7%)</td>
<td>0 (0.0%)</td>
</tr>
<tr>
<td>QASOs identify educational needs for improvement</td>
<td>13 (21.7%)</td>
<td>44 (73.3%)</td>
<td>3 (5.0%)</td>
</tr>
<tr>
<td>QASOs advice on proper and adequate provision of physical facilities</td>
<td>5 (8.3%)</td>
<td>49 (81.7%)</td>
<td>6 (10.0%)</td>
</tr>
</tbody>
</table>

Source: Teachers’ questionnaire  N=60
As shown in the table above, 45% of the teachers reported that the QASOs did not monitor and advise schools on environmental conservation, 43.3% reported that the QASOs did not provide career guidance to schools, while 38.3% reported that QASOs did not monitor and advise schools on sports, games, drama and music. In general, most of the teachers reported that they performed their roles in maintaining quality and standards in schools to a small extent. This shows that teachers are not satisfied with the role that QASOs are playing in supervision, feeling that they could do more to improve quality and standards in schools.

All the ten principals reported that improvement through assessment was a reality because:

i. Every teacher is thorough in his/her work (80%)

ii. Teachers need standards against which they have to strive to achieve (60%)

iii. The principals perform their management skills more effectively (90%)

iv. The exercise made principals feel secure in their positions (70%)

v. Assessment allows teachers to exercise teaching abilities (70%)

The study findings presented here indicate that although most of the teachers (63.3%) related with the QASOs as friends, there were those who had a negative feeling about QASOs, noting that the QASOs give ambiguous statements and comments, their recommendations are not practical, and that one school’s recommendations are generalized to other schools thus not applicable. Wanjohi (2005) found out that most inspectors were autocratic and authoritarian who always insisted on maintenance and observance of departmental rules, and that whenever they visited schools, they focused on fault-finding instead of advising and
encouraging teachers. Such QASO behaviour can have a negative impact on teachers’ perceptions of the role of assessment, leaving the teacher demoralized.

**4.8 Discussion**

**Role Played by QASOs in School Supervision.**

The study established that the roles of QASOs included monitoring teaching and learning in schools to ensure high quality education is offered, assessing the competence of the institution heads, monitoring implementation of school curriculum, supervising the general administration and management of the school, assessing the education standards and acting as moderators and mentors of schools. This is in line with a report by UNESCO (2004) which states that in Basic Education, the roles of QASOs include among others, inspecting all educational institutions regularly and compiling appropriate reports, and advising the government on the type and quality of education being offered in the country.

**Frequency of QASOs Visits to Schools**

Fifty percent (50%) of the headteachers reported that QASOs visited their schools once or twice per term; 60% of the teachers indicated that the visits were occasional while 50% of the QASOs reported that they visited the schools once in a month. These findings suggest that QASOs were more frequent in some schools than others. The findings also suggest that some teachers do not interact with QASOs when they visit their schools. For school assessment to be successful, frequent visits are necessary so that the QASOs are able to monitor the extent to which their recommendations are implemented, and assess the impacts of such implementation. The Handbook for Inspection of Educational Institutions (MoEST, 2000)
recommends that an educational institution be panel inspected after every three years.

**Teachers’ Attitudes/Perception Towards the Role of QASOs**

Fifty percent (50%) of the teachers reported they were very positive or positive towards the role of QASOs in school supervision. Similarly, 50% of the QASOs reported that some teachers appreciated the assessment process. These findings concur with those a study by Kariuki (2008) who established that majority of headteachers and teachers had positive attitude towards QASOs’ roles. In the contrary, Wanjohi (2005) notes that many headteachers and teachers viewed the role of inspectors with a lot of fear, suspicion and hostility and that they perceived them as fault finders who were only interested in reporting them to MoEST. According to Chapman and Haris (2001), a teacher who has a positive attitude towards the school inspection will modify their ideas and accommodate new and important ideas derived from the inspection process which is aimed at improving teaching and learning. On the other hand, if they have a negative attitude towards the inspection process, the process will not be significant in improving teaching and learning practices in the school.

The study revealed that demographic variables do not play any role in attitudes toward the role of QASOs in school supervision. All the 8 (100%) QASOs reported that most of the teachers they had inspected were well prepared in terms of curriculum implementation and evaluation. However, it was revealed that there were various factors that influenced teachers’ attitudes, with the most salient ones being past experiences with QASOs and teachers’ level of preparedness and professionalism. According to Evans (1978), perception is highly dependent on
experience. One would therefore expect that number of times teachers have been inspected influences their perceptions of inspection.

Majority (63.3%) of the teachers indicated that they related with the QASOs as friends, more than 50% of the teachers also reported that assessment by QASOs generates changes geared to effective teaching and learning. On the other hand 60% of the teachers reported that they did not receive any feedback after assessment by QASOs. Wanjohi (2005) found out that most inspectors were autocratic and authoritarian who always insisted on maintenance and observance of departmental rules, and that whenever they visited schools, they focused on fault-finding instead of advising and encouraging teachers. Such QASO behaviour can have a negative impact on teachers’ perceptions of the role of assessment, leaving the teacher demoralized.
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter presents the summary of the study, conclusions and recommendations arrived at, as well as suggestions for further studies.

5.2 Summary of the Study
The objective of the study was to determine the teachers’ perception on the role of Quality Assurance and Standards Officers in public secondary schools in Busia Sub-county. The study was conducted in 10 secondary schools out of a population of 304 teachers in Busia Sub-county. Data were collected from 10 headteachers, 60 teachers and 8 Quality Assurance and Standards Officers. Given below is a summary of the key study findings.

Role Played by QASOs in School Assessment
The roles of QASOs as reported by headteachers included monitoring teaching and learning in schools to ensure it is of high quality (80%), monitoring schools and teachers on their duties (80%), advising the school administration on school management (70%), and assessment of school quality and standards. The QASOs themselves reported that their roles included monitoring implementation of schools curriculum; establishing, maintaining and improving standards; monitoring general administration and management of the school; assessing the education standards; and acting as moderators and mentors of schools.
Frequency of QASOs Visits to Schools

Four (40%) of the principals reported that QASOs visited their schools once per year, 2 (20%) twice per year, 3 (30%) once every term, and one (10%) reported that the QASOs visited the school very often. On the other hand, 4 (50%) QASOs reported that they visited schools once per month, 2 (25%) reported that they visited schools regularly, 1 (12.5%) once a term and another 1 (12.5%) twice a year. As for teachers, 39 (65%) rated QASOs visits to schools as occasional, 15 (25%) frequent, while 6 (10%) reported that QASOs rarely visited the schools for assessment.

Teachers’ Attitude Towards the Role of QASOs in School Assessment

Twenty percent (20%) of the teachers had very positive attitudes toward the role of QASOs, 30% had positive attitudes, 13.3% were neutral, and 23.3% had negative attitudes, while 13.3% had very negative attitudes toward the role of QASOs in school supervision. Fifty percent (50%) of the QASOs reported that some teachers appreciated the assessment process, 37.5% reported that some teachers were apprehensive, 87.5% reported that teachers thought it was a fault finding mission, and 87.5% reported that teachers felt threatened and mistrusted. When asked to rate the attitude of teachers towards assessment exercise, 4 (50%) QASOs reported that teachers had a positive attitude, 3 (37.5%) reported that teachers had a negative attitude while 1 (12.5%) was undecided.

Although the study did not find any significant differences in teachers’ attitudes toward the role of QASOs in school supervision across demographic variables such as gender, academic qualifications, and duration spent in teaching profession, the QASOs reported that the following factors influenced attitudes of teachers towards the assessment exercise:
Extent to which Teachers’ Gender, Professional and Academic Qualification and their Past Experiences Influence their Perceptions on the Role of QASOs

i. Gender, age, teaching experience and academic/professional qualifications. For instance, if the teachers’ academic/professional qualifications are higher than those of the QASO, they will view the QASO as inferior and will have no faith in them hence a negative or disapproval attitude on their role.

ii. Level of preparation of classes and records of work and other professional documents.

iii. If the teachers have high expectations on the QASO and in turn the QASO meet these expectations, the teachers will view them as effective in their roles hence a positive attitude on their role.

iv. QASOs characteristics such as leadership behaviour/style

v. Availability passed information about them (whether good or bad)

QASOs’ Behaviour During School Assessment Influence the Teachers’ Perception on the Role of QASOs

Thirty eight (63.3%) teachers related with the QASOs as friends, 16 (26.7%) as juniors, while 5 (8.3%) saw QASOs as enemies. 1(1.7%) of the teachers reported that QASOs harassed teachers during assessment. 9 (90%) of the principals reported that their teachers reacted negatively to assessment process but related cordially with the QASOs. Majority (86.7%) of the teachers reported that assessment generates changes geared to effective teaching and learning, while 13.3% felt that this was not so because QASOs give ambiguous statements and comments; QASOs recommendations are not practical; QASOs assessment are looked at as mere routine; and one school’s recommendations are generalized to other schools thus not
applicable. 25 (41.7%) teachers always implemented QASOs recommendations, 10 (16.7%) frequently, 16 (26.7%) rarely while 9 (15%) often implemented the recommendations.

5.3 Conclusions of the Study

Based on the findings as summarized above, the study concluded that QASOs were expected to inspire, stimulate, co-ordinate and guide teachers in their professional growth so as to promote initiative, freedom, resourcefulness and enthusiasm among teachers. This as a result is expected to influence teachers’ perception towards QASOs role in school supervision. It was also concluded that the various factors that influenced teachers’ attitudes were past experiences with QASOs and teachers’ level of preparedness and professionalism. Finally, the study concluded that although most of the teachers related with the QASOs as friends, there were those who had a negative feeling about QASOs, noting that the QASOs give ambiguous statements and comments, their recommendations were not practical.

5.4 Recommendations of the Study

i. The Ministry of Education should sponsor QASOs to attend courses on school assessment as well as conducting research geared toward improving the school assessment exercise.

ii. QASOs should handle the assessment exercise in such a way that any teachers who had developed negative attitudes toward the exercise due to past experiences with QASOs change such attitudes.

iii. QASOs should visit schools more frequently for assessment and where possible have follow-up mechanisms in order to ensure that their recommendations are implemented.
5.6 Suggestions for Further Studies

i. A study could be carried out to find out the extent to which assessment exercise by QASOs improves job performance of teachers.

ii. Another study could be carried out to find out how academic qualifications of QASOs impact their effectiveness in school assessment.

iii. This study was carried out in Busia Sub-county. A similar study should be carried out in another Sub-county to find out whether similar findings will be obtained.
REFERENCES


Magutu, P., Mbeche, I., Nyaoga, R., Nyamwange, O, Nyaanga, R & Ombati, T. (2010). Quality management practices in kenyan educational institutions: the


MoEST (2006). Strategic Plan 2006 to 2011, MoEST.


APPENDIX A

LETTER OF INTRODUCTION

Kenyatta University
P. O. Box 43884
Nairobi

Dear Sir/Madam,

REF: INTRODUCTION LETTER

I am a post graduate student wishing to carry out research on *Teachers’ Perception on the Role of Quality Assurance and Standards Officers in Relation to Effective Teaching in Public Secondary Schools in Busia Sub-county.*

The questionnaires attached are meant to gather information for this study from you. All responses will be reported only in terms of entire population. Therefore do not write your name or anything that may identify your institution in this questionnaire. You are kindly requested to respond honestly to all items in the questionnaire.

Your positive response will highly be appreciated.

Thank you in advance

Ogandoh, G. L.
APPENDIX B

PRINCIPALS' INTERVIEW SCHEDULE

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

2. How often do QASOs come to your school and for what reasons?

3. (a) Does assessment identify similar priorities for improvement as those identified by your school? If yes enumerate them.

4. How do your teachers react to assessment process?

5. How do your teachers relate with the QASOs?

6. Briefly explain how QASOs behave while inspecting teachers (introducing themselves, friendliness to teachers, etc).

7. How do you implement the assessment recommendations in your school for effective teaching and learning?

8. In your own views, improvement through assessment is it rhetoric or reality. Explain?

9. How has your school been performing in KCSE examinations for the last three years?
APPENDIX C

TEACHERS' QUESTIONNAIRE

This research is meant for academic purpose. It will try to find out the teachers’ perception on the role of Quality Assurance and Standards Officers in relation to teaching in public secondary schools in Busia Sub-county. 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 spaces provided.

### Section 1  Background Information

1. Gender  [ ] Male  [ ] Female

2. Age  [ ] 25 years  [ ] 26-30 years  [ ] 31-35 years  
   [ ] 36-40 years  [ ] 41-45 years  [ ] 46-50 years  
   [ ] 50 years

3. Highest level of education  
   [ ] Untrained teacher  [ ] Diploma  
   [ ] Degree  [ ] Post graduate  
   Any other (specify) .................................................................

4. How long have you been in the teaching profession?  
   [ ] Less than 2 years  [ ] 3 – 5 years  
   [ ] 6 – 10 years  [ ] 11-15 years  
   [ ] 16-20 years  [ ] More than 20 years

5. How long have you served in your current station ..................... years  
   [ ] Less than 2 years  
   [ ] 3 – 5 years  
   [ ] 6 years and above
6. The following statements on the next page are among the roles played by the QASOs in maintaining quality assurance standards in education institutions. State to which extents at which the role; are carried out in your school using a 5-point scale provided:

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>QASOs inspect my school regularly</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They monitor and advice my school on academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They monitor and advice my school on sports, games, drama</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They monitor and advice my school on environmental</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Provide career guidance to my school</td>
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<td></td>
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<tr>
<td>Advice teachers on curriculum delivery and assessment</td>
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<tr>
<td>Identify educational needs for improvement</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Advice on proper and adequate provision of physical</td>
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</tr>
</tbody>
</table>

7. How do you relate with the QASOs during the assessment process
   [ ] As enemies  [ ] As friends
   [ ] As juniors and seniors (official)  [ ] They harass us

8. After the assessment, does the QASO give feedback for positive improvement?
   [ ] Yes  [ ] No

9. (i) How frequent do you implement the recommendations from the assessment process
   [ ] Always  [ ] Frequently
   [ ] Rarely  [ ] Oftenly
   [ ] Never
   (ii) If you have never implemented the recommendations give the reasons why?

   ........................................................................................................................................
   ........................................................................................................................................
   ........................................................................................................................................
10. Attitudes toward QASOs’ Role

Please respond to the following statements expressing your attitude towards quality assurance and standards exercise. Please circle where appropriate.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

1. The QASO exercise helps headteachers to perform their management skills more effectively

2. Supervision provides a forum where headteachers feel free to initiate positive changes in schools management

3. Comment from assessment panels help headteachers become better managers

4. Assessment helps headteachers to curb unwarranted absenteeism and negligence in lesson preparation among teachers

5. Supervision helps in developing innovative programs and changes in school management?

6. The exercise makes headteachers feel secure in their positions

7. The exercise is of no importance to headteachers and they would rather do without it

8. Assessment is aimed at fault-finding and threatening headteachers to make them work.

9. (a) In your own views does assessment generate some changes geared to effective teaching and learning? [ ] Yes [ ] No

(b) If no, give reasons.................................................................................................................................
....................................................................................................................................................................
.....................................................................................................................................................................
10. The following statements are among the teaching practices you carry out routinely in the school. To which extent has the assessment process improved them for effective teaching and learning, using a 5-point scale provided below:

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Lesson planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) Classroom communication and interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) Curriculum knowledge and interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) Record keeping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) Assessment and evaluation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(f) Organization of classroom resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(g) Development of attitudes and skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(h) Attention to individual needs and abilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(i) Updating of schemes of work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. How does your school administration relate with the QASOs...

[ ] Yes
[ ] No

12. Does your school encourage regular assessment?

[ ] Yes
[ ] No

13. Does your school implement all the assessment recommendation that are geared towards effective teaching and learning?

[ ] Yes
[ ] No
[ ] A few
14. Rank the following statements as regarding to you and your profession, using a 5-point scale provided below:

1 = No extent, 2 = To a little extent 3 = To a moderate extent
4 = To a large extent 5 = To a very large extent

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) I am a professional teacher and I believe in myself</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(b) I believe that what I do is always right</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c) I don't always act on people's act on peoples'</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(d) I don't believe on team work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e) I always seek and integrate new ideas to my work</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX D

QASOs INTERVIEW SCHEDULE

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

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

3. What are the teachers' reactions to the assessment process?

4. How do you rate the attitudes of teachers toward assessment exercise in education?

5. What are the key factors that influence attitudes of teachers toward the assessment?

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

7. Do you always discuss the assessment report with the individual teachers and the school administration?

8. To which extent are the assessment recommendation implemented in these schools?

9. In your own views, "is improvement through assessment 'rhetoric or reality?"
## STUDY SCHEDULE

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>Proposed timeline 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>June</td>
</tr>
<tr>
<td>Identification of the topic and formulation of the statement of the problem</td>
<td></td>
</tr>
<tr>
<td>Proposal development</td>
<td></td>
</tr>
<tr>
<td>Submission for clearance</td>
<td></td>
</tr>
<tr>
<td>Proposal corrections</td>
<td></td>
</tr>
<tr>
<td>Data collection</td>
<td></td>
</tr>
<tr>
<td>Data analysis</td>
<td></td>
</tr>
<tr>
<td>Report writing</td>
<td></td>
</tr>
<tr>
<td>Submission to external examiners</td>
<td></td>
</tr>
<tr>
<td>Corrections after external examiners review</td>
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</tbody>
</table>
APPENDIX F

BUDGET FOR THE STUDY

The researcher worked within the budget estimate shown below:

<table>
<thead>
<tr>
<th>S/NO</th>
<th>ITEM</th>
<th>COST</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Proposal typesetting and printing</td>
<td>15,000</td>
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<tr>
<td>2.</td>
<td>Piloting</td>
<td>6,000</td>
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<tr>
<td>3.</td>
<td>Travelling and subsistence</td>
<td>22,000</td>
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<td>4.</td>
<td>Telephone services</td>
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</tr>
<tr>
<td>5.</td>
<td>Stationery</td>
<td>4,000</td>
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<tr>
<td>6.</td>
<td>Internet services</td>
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<tr>
<td>7.</td>
<td>Photocopying</td>
<td>6,000</td>
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<tr>
<td>8.</td>
<td>Production and Binding</td>
<td>2,000</td>
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<tr>
<td>9.</td>
<td>Miscellaneous</td>
<td>11,000</td>
</tr>
<tr>
<td></td>
<td><strong>GRAND TOTAL</strong></td>
<td><strong>75,000</strong></td>
</tr>
</tbody>
</table>
APPENDIX F

RESEARCH PERMIT

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss. GEORGE LINNAREX OGWANDO

KENYATTA UNIVERSITY
P.O. BOX 43844 NAIROBI

has been permitted to conduct research in:

Location, BUSIA
District, WESTERN
Province, on the topic:

TEACHERS PERCEPTION ON THE ROLE OF QUALITY ASSURANCE AND STANDARDS OFFICERS IN RELATION TO TEACHING IN PUBLIC SECONDARY SCHOOLS IN BUSIA DISTRICT

for a period ending 30TH JULY, 2008...

Research Permit No. MOST 13/001/38C 83
Date of issue 8.5.2008
Fee received SHS.500

MINISTRY OF SCIENCE AND TECHNOLOGY
M.O. ONDIEKI
Applicant’s Signature
FOR Permanent Secretary
Ministry of Science and Technology

CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

GPK 6055—3—10/2003

(REPUBLIC OF KENYA)

RESEARCH CLEARANCE PERMIT

(CONDITIONS—see back page)