A CRITICAL ASSESSMENT OF QUALITY ASSURANCE AND STANDARDS ON EDUCATIONAL QUALITY IN SECONDARY SCHOOLS IN THE LARGER MOMBASA DISTRICT KENYA

BY:

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I dedicate this work to my loving wife Rukiya Harith Swaleh who has been with me through this journey of accomplishing this work and for her patience and encouragement throughout to the completion. Also to my lovely children: Ismat Ismail and Muhammad Ismail.
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1.13 ABBREVIATIONS

D.E.O – District Education Officer

D.Q.A.S – Directorate of Quality Assurance and Standards.

D.Q.A.S.O – District Quality Assurance and Standards Officer.

K.E.S.S.P – Kenya Education Sector Support Programme.

K.I.E – Kenya Institute of Education.

M.O.E – Ministry of Education.


T.S.C – Teacher Service Commission.

ABSTRACT

Quality Assurance and Standard in school is the process of bringing improvement in instruction and other schools general aspect through visits by Quality Assurance and Standards Officers (QASO’S) to individual schools. QASO’S were previously known as inspectors of schools under the department of inspectorate. The inspectorate was charged with the responsibility of ensuring that students in secondary schools receive quality education. Quality Assurance and Standards exercises are carried out with legal authority granted through section 18, of the education Act [Cap 211] of the laws of Kenya of 1968 and revised in 1980. Under this section the inspectorate department was established. QASO’S are mandated with the authority to enter and inspect any school or place at which it is reasonably suspected that a school is being conducted at anytime, with or without notice and inspect accounting records and may temporarily remove any books or record for the purpose of inspection. QASO’s try to maintain standards through the process of supervision and inspection by providing advisory services to schools, monitors the curriculum implementation process, conduct remedial in-service courses for teachers, liaise with K.I.E to review curriculum, access staffing, enrolment of students, completion of students and examination performance (Republic of Kenya 2000). It is from this background that there is need to look at the effectiveness of supervision in secondary schools and how the supervisory activities are coordinated to enhance quality education. The main aim of this study was to find out the impact of QASO’s in enhancing quality education in secondary schools in Mombasa District. The study also investigated the challenges faced by QASO’s in enhancing quality education. The research study used cross-sectional design. A sample of 5 QASO’s, 15 principals and 75 teachers from the larger Mombasa District participated. The study used questionnaires from the respondents and descriptive statistics was used to analyze the presented data. However, there are numerous challenges facing quality assurance and standards in enhancing educational standards in the larger Mombasa District. Supervision of secondary schools was inadequate and the physical presence of QASO’s has not effectively been felt in schools. This study has revealed that QASO’s were faced with a number of challenges which included been seen as fault finders by teachers, lack of resources, finances, non-facilitation from office, inadequate personnel, lack of motivation, inhospitable teachers and limitation in movements. Both principals and teachers perceive QASO’s to be relevant in enhancing quality education. However the QASO’s did not visit schools regularly, only visited when there was need and did not give feedback to schools after inspections. Considering the limitations and the delimitations of the study, the researcher made the following suggestions for further research. That a study on the effects of the role of QASO on academic performance should be conducted, an investigation on the role of supervision on school policy development should be carried out, a study on relationship between headteacher training and its effect on supervision of schools and a study on the relationship between QASO qualification and its effect on supervision on schools. A replication of the study was also recommended to confirm whether different research instruments would result to similar findings.
CHAPTER 1.0 INTRODUCTION

1.1 BACKGROUND TO THE PROBLEM

Pre-independence Supervision

The history of supervision of schools in Kenya can be traced back to 1909 when the colonial government created an education department, which became responsible for supervision of all matters concerning education. Hence, the colonial government appointed the first colonial school inspector in 1920 (Mutua, 1988).

In 1924, the first education ordinance was formed after the Philips-Stokes commission. This enabled the government to have control and supervision of education at all levels of school and control their registration. Another education ordinance of 1931 indicated that every secondary school headed by the government was required to be ready for inspection by education officers at any time. In 1934 the post of district education officer (DEO) was formed for the purpose of control. The director of education empowered the DEO to supervise schools in implementing the policies stipulated in the education ordinances. The Beecher report of 1949, made a distinction between inspection and supervision. According to the report, inspection belonged to the department of Education while supervision was in the body to which school management had been delegated (Republic of Kenya, 1949).

In 1952, the Binns Committee stressed the importance of supervision in schools. It also recommended the merging of supervision and inspection to have a more centralized control.
Post-independence Supervision

Since independence the government has addressed challenges facing the provision of quality education through commission, committees and task forces. The Ominde Commission (Republic of Kenya, 1964) found that there was need to separate the roles of supervisors and inspectors for achievement of educational goals.

The commission indicated that a good system of supervision was essential to any school system and was specifically important when a large percentage of teachers were without adequate training or education standing (Republic of Kenya, 1964).

For teachers to acquire positive attitude towards the school inspectors, the commission suggested that the relationship of school inspectors with teachers should be divorced from all powers of control.

According to UNESCO (2002) quality education is prerequisite for sustainable development. Quality education supports a right-based approach to all educational endeavors. The international community believes that we need to foster through education; values, behavior and lifestyles required for a sustainable future.

The provision of education and training to all Kenyans is fundamental to the success of government’s overall developments strategy as envisaged in Vision 2030 (Daily Nation May, 2007). Therefore, the government recognizes the Directorate of Quality Assurance and
Standards on the understanding that quality education and training contributes significantly to economic advancement and enhanced employment opportunities.

The Sessional paper No. 1 of 2005 on policy framework for education, training and research stresses that: “In order to meet the demands for the 21st century, our education and training programmes must be of highest quality to compete adequately with the international standards” (Republic of Kenya, 2005).

Kenya is aspiring to be a newly industrialized country by the year 2030 (Daily Nation May, 2007). For this to be achieved, education was to play a very central and crucial role, because industrialization is technology driven. Therefore, would require the country to have a huge reservoir of well educated citizens who can participate fully in economic and social development. This calls for provision of high quality education that meets international standards.

**Formation of Directorate of Quality Assurance and Standards**

In Kenya the section of the Ministry of Education charged with the responsibility of inspection and supervision of schools is the inspectorate which in the year 2004 was re-named the Directorate of Quality Assurance and Standards [DQAS] as a result of restructuring of the Ministry of Education. The Kenya Government through the Ministry of Education has made several efforts to enhance this directorate in order to provide quality education (Republic of Kenya 2005). The following are some of the areas that have been addressed:
1. Changing of the title from inspector to QASO.

2. Recruitment of qualified personnel.

3. Increasing the minimum entry grade from job group K to M.

4. Publication of a handbook for inspection that offer uniformity in assessment and recommendations. Previously inspectors operated through circulars and guidelines.

5. Capacity building for quality assurance in terms of training, equipment and appropriate software.

6. Reviewing the status of QASO’s to attract, motivate and retain officers in services.

7. Strengthening of DQAS to enable it monitor curriculum delivery in all schools in Kenya and establishing monitorable learning achievement and outcomes.

The vision of DQAS is “To provide Quality Assurance Feedback to all Educational Stakeholders on all Educational Institution”. The mission is “To establish, maintain and improve Educational Standards”; (MOE Handbook for Inspection of Educational Institutions-2000).

The role of the DQAS according to the MOE handbook includes:

- Inspecting all Educational Institutions regularly and compiling appropriate reports.
❖ Advising the Government on the type and quality of education being offered in the country.

❖ Advising the government on the trends obtained in the learning institution in areas of equity, access, equality, gender, enrolment, wastage (dropout and repetition rates), retention, curriculum delivery, learning and teaching materials, leadership, staffing, governance, health care, career guidance, discipline, curriculum evaluation, pre-service and in-service training of teachers, costs, institution development plans etc.

From the above description of the functions of the DQAS, it can be concluded that the directorate has huge task of ensuring that every Kenyan child was given quality education.

The QASO uses many supervisory techniques to carry out their work. They visit the classroom to see what the teachers are doing in the process of teaching-learning and they organized conferences and workshops to update the knowledge of the teachers. Effective teaching is the first step towards quality educational assessment and this can only be achieved through effective quality assurance. It was from this point of view that there was need to look at the effectiveness of supervision in secondary schools and how the quality assurance and standards activities were coordinated to enhance quality education.

Akpan [1998] sees school supervision, inspection and quality control measures as old as education itself. There remain numerous challenges facing quality assurance and standards in enhancing education standards in larger Mombassa district. Supervision of secondary schools
was inadequate and the physical presence of QASO’s has not effectively been felt in schools. There was inadequate information which calls for further research since QASO contributions have not exhaustively been assessed. It was from this background that there was need to investigate further on the contribution of QASOs in enhancing quality education.

1.2 STATEMENT OF THE PROBLEM

The DQAS plays an important role of ensuring that educational standards are upheld by making sure that schools are properly equipped both in terms of physical and human resources, apart from making sure that the school climate is conducive for teaching and learning to occur. However, the continued decline in quality of education particularly at the secondary level has brought its role into sharp focus.

For instance, Mwanzia’s study of 1985 found out that supervision of secondary schools were not adequately performed by school inspectors and that the factors affecting supervision and inspection of schools were of concern to the inspectorate, senior education administrators and all stakeholders. According to Republic of Kenya 2000, inspection visits are poorly planned and lack clear objectives and visit to schools are over ambitious and were carried out when there was a crisis.

The gap that exists is that the impact of quality assessment in secondary schools in enhancing quality education is not known. This research investigates the extent to which quality assessment impacts on education in the larger Mombasa District.
1.3 PURPOSE OF THE STUDY

The purpose of the study was to assess critically the impact of QASO’s in enhancing quality education among secondary schools in the larger Mombasa District.

1.4 OBJECTIVES OF THE STUDY

i) To determine the challenges faced by QASO in enhancing quality education in Mombasa District.

ii) To determine the impact of QASO assessment reports in the last four years in Mombasa District.

iii) To establish QASO’s qualifications and preparedness in enhancing quality education in Mombasa District secondary schools.

iv) To determine the perceptions of principals and teachers on the role of QASO in enhancing quality education in Mombasa secondary schools.
1.5 RESEARCH QUESTIONS

The following questions guided the study:

i) What are the challenges faced by the QASO in enhancing quality education in Mombasa District?

ii) To what extent are QASO’s assessment reports acted upon in Mombasa District?

iii) To what extent are the QASO’s qualified and prepared to enhance quality education in Mombasa District?

iv) What are the perceptions of the principals and teachers on the role of QASO in enhancing quality education in Mombasa District?

1.6 SIGNIFICANCE OF THE STUDY

The findings of the study may be useful to QASOs both at local and National levels. The QASOs will utilize the findings to re-evaluate their work strategies and hence improve the process of teaching and learning in schools.

The research will reveal the challenges faced by QASOs and suggest ways of arresting the challenges.

The findings can also be used by the MOE to come up with policies on inspections and supervisions which are friendly and effective in enhancing curriculum delivery in schools.
1.7 LIMITATIONS OF THE STUDY

The study was not able to conduct investigation in all the secondary school principals and teachers in every school within the district. At the same time, the researcher would not have been able to control certain variables because their effect have already occurred (Kerlinger, 1973).

Finance and time available to the researcher also hindered the researcher from conducting a much more detailed study.

1.8 DELIMITATIONS OF THE STUDY

The study was carried out in the larger Mombasa district which covers Mvita and Kisauni (new districts). The schools were both public and private and included all types of schools.

The study did not elicit information from all levels of education despite the fact that quality assurance and standards service were given to all. It was also limited to QASO’s, principals and teachers although other people and factors impinge on the quality of education. Therefore the study the findings of the study were only limited to these areas.
1.9 ASSUMPTIONS OF THE STUDY

The study was based on the following assumptions.

i. That all the items in the questionnaire will be responded to.

ii. That all secondary schools in the larger Mombasa are equitably supervised by QASO’s.

iii. The respondents will be co-operative and honestly respond to the study instrument.

iv. The schools will be in session at the time of the study.

1.10 THEORITICAL FRAMEWORK

The study applied the system approach to educational planning theory, which was first proposed as ‘General System Theory’ by the biologist Ludwig Von Bertalanffy (Principia Cybernetica Web, 2008). The theory emphasizes the complex pattern of interaction between related elements. It applies to education system and incorporates a wide range of information from many quotas. It is an explicit procedure that assist decision makers identify a better cause of action and make a better decision that he/she might otherwise have made (Anderson, 1967).

This theory looks at education as a system connected by various players including: teachers, parents, learners, administrators, government and other interested parties. The system is based on
the process of processor that transforms inputs into outputs. Education system consists of subsystems interacting with each other and the environment.

QASOs are components of the system; however, if one of the players fails to undertake its role, then the product produced by the system will be affected. Under the administrators, we have the principals and the education office that also includes the QASOs.

As part of the system, Directorate of Quality Assurance and Standards plays a major role in ensuring that quality is provided to all and that standards were not compromised. The theory was founded relevant to this study since QASO is part of the education system playing the important role of maintaining education standards. They coordinate all the school activities in collaboration with all the other stakeholders in order to achieve quality education.
1.11 CONCEPTUAL FRAMEWORK

**PREDICTORS (Independent Variables)**

- Status of Quality Assurance and Standards.
- Frequency of visits.
- Implementation of assessment reports.
- Qualification of personnel.
- Resource available.
- Sufficient personnel.
- Capacity building.
- Preparedness of QASO's.
- Remuneration.

**CRITERION (dependent Variables)**

- Quality Education
  - Good performance.
  - Quality education.
  - Professionalism.
  - Proper curriculum implementation.
  - Disciplined student and teachers.
  - Teachers who are responsive to duties

In this study dependent variable was quality education and independent variable quality assurance and standards in schools. Quality education was measured in terms of improvement in quality teaching and learning resulting from changes in improvement on status of quality assurance and standards. That was improvement on capacity building, implementation of assessment reports, qualification and preparedness of QASO's, frequency of visits and availability of resources. This intervention was aimed at improving disciplined among students.
and teachers, professionalism, utilization of human, physical and financial resources effectively and enhancement of teachers’ responsiveness to duties.

QASOs make intervention measures through supervision and monitoring. The quality of QASO service is gauged by QASOs qualifications and preparedness, implementation of assessment reports, frequency of QASO visit to schools, availability of resources, staffing and capacity building.

Therefore, to enhance quality education, QASOs have the core function to improve performance of the education system by making it efficient in its utilization of available resources. (Republic of Kenya, 2005).
1.12 DEFINITIONS OF OPERATIONAL TERMS

**Directorate of Quality Assurance and Standard:** the arm of Ministry of Education charged with the responsibility of carrying out external inspections in schools and writing reports which are forwarded to the ministry of education for action.

**Inspection:** refers to the process of finding out whether the curriculum of school is being followed, observed or adhered to as stipulated by the Ministry of Education [cap 211 section 18].

**Quality Assurance and Standard Officer:** refers to the persons appointed by MOE, DQAS to supervise quality education in Kenyan schools. Formerly known as an Inspector of Schools.

**Quality Education:** refers to education that is rated satisfactory to needs and aspirations of students.

**School Administration:** refers to head teachers, deputy head teachers, and head of departments who are assigned administrative duties.

**Supervision:** is the process of improving the teaching and learning through the development of teachers’ professional growth and guidance of students to develop their potential.

**Value Added:** what is gained by education stakeholders in terms of value added progress.
CHAPTER 2.0 REVIEW OF RELEVANT LITERATURE

2.1 INTRODUCTION

This section consists of a review of the literature related to the problem of study. The literature review was addressed under the following sub-titles:

i. History of inspection and supervision
ii. Curriculum implementation and development
iii. Structure of the DQAS Ministry of Education
iv. The role of DQAS in relation to quality education
v. Preparedness of Quality Assurance and Standards in effective Supervision
vi. Summary of the literature review

2.2 HISTORY OF INSPECTION AND SUPERVISION

Since the 18th century, inspection and supervision has gone through four identifiable periods of development (Cullingford, Daniels, & Brown, 1998).

The first period can be regarded as that between the 18th century and 19th century when the concepts and behaviors were characterized by inspection for control and inspectors were non-professional. The second period was that spanning the 19th century and 1960 during which supervision was shifted from administrators to professionals. Third period is that between 1960 and 1970 during which supervision was conceived to be a means of improving classroom work through classroom visitation and the observation technique.
The history of quality assurance and standards as a formal activity exercised by educational administrators within a system of schools did not begin until the formation of the common school in the late 1830’s (Alphonso, 1997).

In the early decades of the 20th century the movement towards scientific management in both industrial and public administration had an influence on standards and quality education in schools. During the same period, child-centered and experienced based curriculum theories of European educators such as Friedrich, Froebel, Johann Herbart, as well as the prominent American philosopher John Dewey were also affecting the schools, thus school supervisors often found themselves caught between to evaluate teachers scientifically and the simultaneous need to transform teaching from a mechanistic reputation of teaching protocols to a diverse repertory of instructional responses to students’ natural curiosity and diverse levels of readiness. This divergent view between supervision as a uniform scientific approach to teaching and supervision as a flexible dialogic process between teacher and supervisor involving the shared professional discretion of both was to continue throughout the century (Alphonso, 1987).

Daresh and Playko (1992:232), carried out a research on how supervision impacted on curriculum implementation in schools in Boston, USA. The findings showed that supervision done in areas of checking on lesson plans, scheme of work; registers and other administrative documents have a positive impact on academic performance of the pupils.
Clarke (1995:124), carried out a research on how training influenced supervisors performance in their roles in Lusaka, Zambia. The findings showed that qualification of supervisors had a positive correlation with their performance. Qualified supervisors were noted to contribute significantly to teachers achievements both in and outside the classroom. He concluded that training played a significant role in how the supervisors performed their duties.

The history of inspection and supervision of schools in Kenya dates back to 1909 when the colonial government established an education department which became responsible for supervision of all matters pertaining to education. The colonial government identified the need for close supervision of schools and thereby the first colonial school inspector was appointed in 1920 [Mutua, 1975]. In 1924, the first education ordinance was established after the phelps-stokes commission. This empowered the government to develop control and supervise education at all level of school and control of their registration. It is from these humble beginnings that inspection sprung and in 1927, the inspectorate department was fully established. The first education commission in independent Kenya, the Ominde Commission recommended that the inspectorate be strengthened to check on the quality of education the country offered.

Quality assurance and standards exercise are carried out with legal authority granted through section 18, of Education Act [cap211] of the laws of Kenya of 1968 and revised in 1980. Under this section the inspectorate department was established. QASOs have the authority to enter and inspect any school or place at which it is reasonably suspected that a school is being conducted at anytime, with or without notice and inspect accounting records and may temporarily remove any books or records for the purpose of inspection.
The inspectorate in Kenya today has made some significant progress in its approach and supervision of schools. As results of the restructuring in the ministry of education, this section is now known as Directorate of Quality Assurance and Standards (DQAS) and the name inspector of schools has also been changed to Quality Assurance and Standards Officer [QASO]. The policy of the ministry was to improve the quality of teaching and learning by employing modern system of inspection to enhance quality education.

2.3 CURRICULUM IMPLEMENTATION AND DEVELOPMENT

Quality Assurance and Standards is a process that aims at gathering information in order to make judgment as to whether there is progress towards achieving national educational goals. QASO's carry out inspection of schools and teachers to determine if the curriculum is being effectively implemented (Republic of Kenya 2000). Quality assurance and standards core function, therefore, was “quality assurance” and was concerned with four elements. These are;

a. The teaching – learning situation.
b. The improvement of teaching.
c. The human relationships between the supervisor and the supervised.
d. The improvement and implementation of education plans.

According to Okumbe [1999], inspection aimed at catching workers red-handed was perceived as fault finding. Teachers mistrusted inspectors and continued doing against the requirements. Therefore, supervision should be provided as a service to teachers and aimed to improve
In line with the new policy that emphasizes partnership, quality assurance and standards must increasingly become a team player and not a policy service as it has been perceived in the past. "Inspection has to be positive and supportive to assist schools and teachers to improve and develop their managerial and instructional skills as well as raise the quality of education", as supported by the Minister of Education, Republic of Botswana 2005 (Waithera, A. 2008: 13).

Quality assurance and standards is concerned with encouraging members of a work unit to contribute positively toward achieving goals and objectives (Rue and Byans 1993).
2.4 STRUCTURE OF DQAS, MINISTRY OF EDUCATION

The structure of DQAS in terms of area of jurisdiction is represented in the chart below: Fig. 2: Directorate of quality assurance and standards – Organ gram

Levels of Quality Assurance and Standards

Minister of Education

Assistant Minister Higher Education

Assistant Minister Basic Education

Permanent Secretary

Education Secretary

Director, Quality Assurance & standard

Director, Technical Education

Director, Policy & Planning

Director Higher Education

Director Education

Provincial Quality Assurance and Standards Officer

District Quality Assurance and Standard Officer

Zonal Quality Assurance and Standard Officer

Head teacher

Source: Researcher
The chart below represents the structure DQAS in terms of hierarchy.

2.5 Hierarchical levels of quality assurance and standards.

A. Administration of the DQAS in the field

At the National Level, the DQAs was headed by the Director of quality assurance and standards. Below him/her is the Provincial quality assurance and standards officer who is in charge at the province [PQASO]. At the district level, is headed by District quality assurance and standards
officer [DQASO]. Below him/her is the zonal quality assurance standard officer [ZQASO] and the headteacher at the school level.

i) P.Q.A.S.O - Responsible to the Provincial Director of Education.
They ensure the maintenance of Educational Standards in the provinces by acting as overseers and by examining and recommending promotion/demotion of teachers.

ii) D.Q.A.S.O – Responsible to the PQASO in the following ways:

- Coordination of inspection and supervision reports and professional matters at the district level.
- In charge of co-curricular activities
- Organization of seminars, in-service courses and inspection panels.
- Recommendations for promotion of teachers on merit.

B. Administration of the DQAS at the Headquarters

At the headquarters DQAS is headed by a director who is assisted by SDDQAS and three DDQAS. The director is answerable to the Education Secretary [ES]. Below the DDQAS are SADQAS, ADQA’s, and SAQSO’s.

2.6 THE ROLE OF DQAS IN-RELATION TO QUALITY EDUCATION

Though quality education is an abstract concept but there are parameters for measuring it which include the number of teachers and the level of their training, the number of QASO’s and their level of training and involvement in school activities, the number of learners and their background, the availability of learning equipment and materials and school governance [Nkinyangi, 2006]. Nkinyangi continues and says that quality is measured along the needs and realistic aspirations of the society and quality education is what attracts learners, satisfies their basic learning needs, and enriches their life and overall experience of living. In order to achieve quality education the DQAS carries out the following types of inspection (MOE Handbook for Inspection of Education Institutions: 2000).

i) **Panel Inspection**

It involves a full, diagnostic and situational analysis of the institution. It is carried out with a view to examining the strengths and weaknesses, or limitations of the institution and suggesting interventions to be administered for the improvement of educational standards. Panel inspections can be District, Province or Nationally based.

ii) **Subject- Based Inspections**

These are specialized inspections carried out by the inspectors in their areas of subject specialization. These inspections are planned and prompted by the following factors.

a) Performance trends in a particular subject in the examinations by school, zone, district or province.
b) Inspectors work programme

c) Inquiring into teachers’ needs with a view to making suggestions in INSET to be carried out by the quality development service.

d) Assess the interpretation and implementation of the curriculum.

iii) Educational Institutional Registration Inspection

This type of inspection was carried out on the request of the District Education Board (D.E.B). The inspectors are supposed to adhere to the rules on school registration.

iv) Advisory Inspection

This is a routine type of inspection where one or more inspectors visit a school and sample some aspect of the school.

v) Inspection of Teachers

This includes assessment of teachers for:-

a) Promotion

b) Appraisal of Competence

c) Grading and Regarding

d) Pre-service teachers and final teaching practice
vi) Inspection of education institutions for the introduction of a new subject in the school curriculum

This is another specialized form of inspection. It was usually prompted by a school's request to the inspectorate to introduce a new subject, especially in applied/technical subjects and other languages.

vii) Block Inspection

This type may be unique to Kenya. As the name suggests, the inspection is carried out as a block covering all or most of the schools in a given District. It is usually organized at the national level, with inspectors drawn from all over the country.

viii) Mass Inspection

This is a general inspection, whose members are derived from:

a) The inspectorate

b) Other officers from the Ministry of Education

c) Other lay inspectors and interested parties.

Mass inspections are for a specific purpose e.g. school awards, including the presidential trophy award, foreign donation award etc.

ix) Follow-up Inspection

This type of inspection is a follow up of an earlier (usually panel inspection) to determine to what extent recommendations have been implemented.
Quality assurance and standards ensures that efficient mechanisms are put in place by institutions to improve quality teaching and learning. For effective teaching and learning to take place the QASO’s must have the following characteristics:

a. Creativity
b. Professionalism and administrative leadership
c. Understanding of human needs
d. Supportive and generally understanding
e. Identifying changes that can bring about improvement in instructional process and have strategies of tackling negative external forces.

However, the QASO’s and DQAS as an institution lacks the capacity to assure quality as desired. Griffin [1994] observed that some inspectors do not provide expert knowledge and guidance to teachers due to poor preparation in the formal training. QASO’s are appointed on the assumption that skills acquired in their formal training as teachers are necessary and adequate to effectively carry out quality assurance roles. There was inadequate induction courses, seminars, workshops and in-service course for QASO’s after appointment.

The INSETS for inspectors according to hand book for inspection [2000] has mainly taken the form of induction and these inductions course takes two to three days and the personnel used to facilitate the workshops lack expert skills, knowledge and field experience.
A study by Kimemia [1989] observed inability of inspectorate to organize sufficient subject-based in-service courses to address shortcoming relating to revised curriculum, generic and assessment skills, widespread weakness in teacher skills affect education quality. To achieve quality education, QASOs require superior and relevant knowledge, attitude and skills which will provide them with the confidence and efficiency to carry out their work. They also need adequate facilities and resources to effectively assure quality curriculum delivery in schools.

All necessary requirements must be available for the QASOs to attain their goals, so that they do not react like 'fire brigade' only appearing in schools when there are crisis as observed by Mwanzia [1985].

2.8 SUMMARY OF THE LITERATURE REVIEW

The reviewed study mainly covered: the history of inspection and supervision, curriculum implementation and development, structure of the DQAS in the Ministry of Education, the role of DQAS in relation to quality education and preparedness of quality assurance and standards in effective supervision. This section also presented the theoretical and conceptional framework and summary of the literature review.

The literature review dealt with the role of QASOs in enhancing quality education. However, QASOs were faced with numerous challenges that prevented them from attaining commendable degree of enhancing quality education. The chapter on literature review addressed issues that did
not directly and exhaustively found out the impact of quality assurance and standards on educational quality in secondary schools, which this research study had investigated.
CHAPTER 3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION
This section outlines the following subtopics: research design, target population, samples size and sampling techniques, research instruments, testing of validity and reliability of instruments, piloting of research instruments, data collection procedures and data analysis techniques.

3.2 RESEARCH DESIGN
A research design gives the method to be used in undertaking a study. The design that was used in this study was a cross sectional survey design. [Mugenda and Mugenda 1992] defines survey as an attempt to collect data from members of a population in order to determine the current status of that with respect to one or more variables. The research took place in the larger Mombasa District. The design was suitable for this study since it allows the researcher to gather well organized information on a particular problem, summarize, present and clarification. The design is also reliable as it’s quantitative in character so that the analyzed data can be used to determine the impact of QASO in enhancing quality education in Mombasa.

3.3 TARGET POPULATION
Sommer [1986] defines target population as the entire group of people in a category.
The study was carried out in the larger Mombasa which includes currently Kisauni district, and Mombasa district [Mvita]. The target population of this study was that group that was involved
in quality assurance and standards and was to consist of quality assurance and standards officers, principals and teachers of secondary schools in the larger Mombasa district. The schools statistical data as at 30th January, 2010 indicate that there were 35 secondary schools and teacher establishment of 400. The number of QASOs in the district were 5.

3.4 SAMPLE AND SAMPLING PROCEDURE

Sampling is useful as Keith [1998] notes ‘we cannot study everyone everywhere doing everything’.

Borg [1996] says that sampling is a research technique used for selecting a given number of subjects from a target population as a representative of that population.

According to Airy et al (1972), in descriptive research a sample of 10-20% is effective. However, the researcher worked with a sample size of 50% to enhance representativeness of the final outcome (Mugenda and Mugenda, 1999).

Therefore the researcher sampled fifteen (15) secondary schools out of the 35 in the district. To select the schools, the researcher had obtained a list of all secondary schools from the district education office [DEO] as published in the 2008 KCSE results analysis.

QASO’s under the district office and principals of the identified schools participated in the study.

To select the teachers, the researcher used both purposive and random sampling in order to give all equal chances and to fairly distribute across all subjects areas. The researcher selected five (5) teachers per school representing the languages, humanities, mathematics, science, technical and applied subjects department.
The heads of departments were automatically selected to participate in the study. The total sample for the study was 101 participants consisting of 15 principals, 75 teachers and 5 QASO's.

3.5 RESEARCH INSTRUMENTS

3.5.1: Sections

The researcher used questionnaires as the main instrument for data collection which was comprised of open ended and closed ended questions. There were three different questionnaires directed at the principals, teachers and QASO's. The questionnaire consisted of two parts.

Part A captured the demographic information of the respondents.

Part B was comprised of a series of close ended questions. The items in this part was intended to find out the attitude of teachers and principles with regard to the role of QASO in enhancing quality education.

3.5.2: Questionnaires

Questions were intended to examine the contribution of QASO in enhancing quality education. The researcher used questionnaire since they are simple to formulate and economical to administer in terms of time and money. They were also used since those who took part in the study were literate people and could answer the questions adequately. Questionnaires gave the respondents a degree of anonymity since no name of the individuals or their schools were required or appear in the questionnaires. The respondents were also assured of confidentiality pertaining to their responses. Relevant official records were also used.
3.6 VALIDITY OF INSTRUMENTS

According to Borg and Gall [1989], validity is the degree to which a test measures what it is intended to measure. To enhance validity of the instrument, pilot study was conducted on a population similar to the target population. A sample of 4 teachers, 2 principles and 1 QASO were randomly selected and requested to fill the questionnaire while the researcher waited. These respondents were not included in the final study.

Each respondent filled the questionnaire and each question item was discussed to determine suitability, clarity and relevance for the purpose of the study.

3.7 RELIABILITY OF INSTRUMENTS

Reliability is the measurement which concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials (Orodho 1978).

An instrument is reliable when it can measure a variable accurately and consistently and obtain the same results under the same conditions over a period of time.

According to Orodho [1998], a test-retest technique can be used to establish the reliability of an instrument using the following steps:-

i. The developed questionnaire is given to a few identical subjects for the study (not the ones included in the main study).

ii. The answered questionnaire is scored manually.
iii. The same questionnaire is administered to the group of subjects over a period of two weeks.

iv. The questionnaire responses are scored manually.

v. A comparison between answers obtain in 2 and 4 is made.

Pearson product moment coefficient of correlation $[r]$ was determined and was used to determine the reliability of the test using Spearman Brown formula.

$$R_e = \frac{2r}{1+r}$$

A correlation coefficient of about 0.8 was obtained which was high enough to judge the instrument as reliable for the study.

3.8 DATA COLLECTION PROCEDURE

The administration of research instruments was done by the researcher both at the pilot and main study. A research permit was obtained from M.O.E. A copy of the permit will be presented to the District Commissioner [DC] and the District Education Officer [DEO] Mombasa to seek authority to carry out research.

The researcher made arrangements with the respondents by establishing good working relationship and making appointments on when to administer the questionnaire and probably the collection of data.
The researcher explained the general purpose of the study to the principals, teachers and QASO's and assured them that their responses was to be treated with confidentiality. The researcher hopes that the respondents answered the questions without reservation.

3.9 DATA ANALYSIS TECHNIQUE

Analysis of the data started with checking gathered raw data for accuracy, usefulness and completeness. The data was then qualitatively analyzed especially the open ended questions. The researcher used descriptive statistics to analyze the research questions. Different items that answer the research questions were grouped together and discussed together. Data was presented by use of tables and pie chart. From the analysis the researcher did draw conclusions and made recommendations.
CHAPTER 4.0 DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

The most important intention of this study was to find out the impact of QASO on educational quality in secondary schools in the larger Mombasa district. In order to establish this, the researcher identified the challenges faced by QASO in achieving quality education, identified aspects of QASO assessment reports, the qualification of QASO and their preparedness in enhancing quality education and investigated the perceptions of principals and teacher on the role of QASO in enhancing quality education.

This chapter deals with the findings of the study using the data collected from the respondents. The chapter addresses the return rates of questionnaires by providing information about the expected respondents and the actual participants. The chapter also presents general and demographic information on QASOs, principals and teachers who were the respondents in the study.

Data presentations, interpretation and conclusions of the findings were done based on the research questions. The schools that were selected to participate in the study were picked using random selection.
4.2 The Rate of Questionnaire Return

The total sample as per the design consisted of 101 participants which, included 15 principals, 75 teachers and 5 QASOs. In the field, assessment (inspection) files were not properly maintained and some of the required information was not available. The teachers to who questionnaires were given only 56 out of the 75 responded to the questionnaires. This was 74.7% response. Principals and QASOs cooperated during the process of data collection and only one principal did not return questionnaire out of 20 issued. This was almost 100% response.

4.3 Demographic Information of Respondents

4.3.1 Demographic Information of Principals

Demographic information of principals was concerned with their age, length of time as principal, length of stay in the current school and grade.

Data on the age of principals are as presented in Table 4.1.
Table 4.1: Age of Principals

<table>
<thead>
<tr>
<th>Age in Year</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>31-35</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>36-40</td>
<td>1</td>
<td>7.2%</td>
</tr>
<tr>
<td>41-45</td>
<td>3</td>
<td>21.4%</td>
</tr>
<tr>
<td>46-50</td>
<td>5</td>
<td>35.7%</td>
</tr>
<tr>
<td>51-55</td>
<td>5</td>
<td>35.7%</td>
</tr>
<tr>
<td>56-60</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>14</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

The mean age of the principals was between 46-50 years. The data shows that majority 10 out of the 14 (71.4%) principals in district secondary schools were in their middle and active age.

The study was also investigating the length of time that the principals had served as principals.

The results are presented in Table 4.2.

Table 4.2: Length of time as Principal

<table>
<thead>
<tr>
<th>Length of Time</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4 years</td>
<td>2</td>
<td>15.4%</td>
</tr>
<tr>
<td>5 - 9 years</td>
<td>4</td>
<td>30.8%</td>
</tr>
<tr>
<td>10 - 14 years</td>
<td>3</td>
<td>23.1%</td>
</tr>
<tr>
<td>15 - 19 years</td>
<td>2</td>
<td>15.4%</td>
</tr>
<tr>
<td>Above 19</td>
<td>2</td>
<td>15.4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>13</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher
The mean length of time of principals as secondary school principals was between 10 to 14 years. The finding also revealed that 6 (46.2%) principals had been principals for duration of less than 9 years. Only two of the principals in the district had served as principal for more than 19 years.

The investigation also wanted to find out the grades of the principals. These findings are presented in Table 4.3.

Table 4.3: Grade of Principals

<table>
<thead>
<tr>
<th>Grade</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior principal</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Principal I</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Senior Graduate</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Principal II</td>
<td>13</td>
<td>92.9%</td>
</tr>
<tr>
<td>Principal Graduate</td>
<td>1</td>
<td>7.1%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

Of the principals 92.9% were in the principal II grade while only 7.1% were in the principal graduate grade. The mean grade of the principals was principal II grade. This was an indication that great majority of the principals were qualified to serve as principals in their schools.

4.3.2. Demographic Information on QASOs

The demographic information of QASOs was concerned with academic qualifications, the length of time they had been as QASO, QASOs experience as a secondary school teacher before they were appointed to QASO and length of stay in their present station. The recruitment of QASOs
normally requires one to have served as a teacher before appointment. The TSC is charged with the responsibility of recruitment and registration of teachers. B.Ed holders are graduates teachers trained at the university level while ATS are grades given to teachers on promotion and are based on merit rather than academic. Diploma holders are graduate teachers trained from the middle level colleges. QASOs were asked to indicate their highest academic qualifications. The data was collected and is presented in table 4.4.

Table 4.4: QASOs Highest Academic Qualification

<table>
<thead>
<tr>
<th>Academic Qualification</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.Ed</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>ATS</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher

The data shows that 5(100%) of the QASOs were B.Ed holders. However, none of the QASOs had attained Master of Education degree or any other higher qualifications. The result shows that all QASOs are graduates thus have the necessary academic foundation to assure quality education in schools.

To answer the research question on QASO qualifications and preparedness, QASOs were asked to indicate the length of time they had been QASO.

QASOs responses were presented in table 4.5.
<table>
<thead>
<tr>
<th>Length of Time</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 4 years</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>5 – 9 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>10 – 14 years</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>15 – 19 years</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>20 – 24 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher

It was observed that only 1 (20%) had been QASO for duration of 15 – 19 years while another 1 (20%) had been QASOs for duration of 10-14 years. The mean years of stay as QASOs were between 1 and 4 years.

Therefore the findings shows that most of the QASO respondents had been in the office for a comparative enough time and hence are able to give information on the impact of QASO on enhancing quality education.

The researcher wanted to find out how long the QASO had been a teacher in a secondary school before appointed to QASO. QASOs responses are presented in table 4.6.
Table 4.6: Length of Year as Secondary School Teachers before Appointment to QASO

<table>
<thead>
<tr>
<th>Length of Year</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>5 - 9 years</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>10 - 14 years</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>15 - 19 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

The data shows that QASOs were teachers for duration between 5 and 14 years. Three (60%) had been teachers at secondary schools for 5 - 9 years, 2(40%) had been teacher between 10 - 14 years. The analysis established that none of the QASOs had taught for more than 14 years before appointed to QASO. However, this length of time was adequate and therefore an indication of QASOs had good experience in educational matters, to enable them enhance quality education in schools.

The study further tried to establishing the duration of time they had been at their present station, the findings are presented in Table 4.7.

Table 4.7: Length of Stay at the Present Station

<table>
<thead>
<tr>
<th>Length of Stay</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 4 years</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>5 - 9 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>10 - 14 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>15 - 19 years</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher
The results presented in table 4.7 above shows that all the QASOs 5(100%) had been at the present station for period less than four years. This study therefore revealed that the QASOs had been in the present station for a reasonable duration of time so they could give valid information regarding the impact of quality education.

The QASOs were also asked to indicate whether they had been trained as QASO. Responses revealed that 5 (100%) said they had been trained as QASO. However, QASOs said that they had been trained by use of Seminars, Workshops, and in-service courses and through induction courses.

4.3.3 Demographic Information of Teachers

The demographic information of the teachers was based on their highest professional qualification received, the teaching experience and their age. This was to help establish the quality of teachers in the district. To improve on clarity, professional qualifications were categorized as holders of B.Sc., B.A., Secondary school graduates and untrained teachers. Teachers were asked to indicate the highest professional qualifications received. The findings were presented in the pie chart below:
Results from the findings shows that 60% teachers had B.Ed degree while 23.6% had Diploma in education. This was an indication that majority of teachings were trained in teaching. This study also revealed that majority of the teachers had the same academic qualifications as the QASOs. The rest of the teachers consisted of: M.Ed. 5.6%, Untrained 3.6% and PGDE 3.6% which was adding to 12.8%.

QASOs were perceived not to possess superior and expert knowledge than the teachers they supervised as evidenced in the findings.

The researcher went further to investigate if the age of teachers had effect on quality of education.

The findings are presented in Table 4.8
Table 4.8: Age of Teachers

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 – 25 years</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>26 – 30 years</td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>31 – 35 years</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>36 – 40 years</td>
<td>6</td>
<td>11</td>
</tr>
<tr>
<td>41 – 45 years</td>
<td>18</td>
<td>32</td>
</tr>
<tr>
<td>46 – 50 years</td>
<td>8</td>
<td>15</td>
</tr>
<tr>
<td>51 – 55 years</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>56 – 60 years</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher

Data obtained shows that 18(32%) teachers are in the age bracket of 41 – 45 years. The youngest teachers are between 21 – 25 years. 1(2%) teachers was above 56 years. The median class was 41 – 45 years and the mean age of the teachers was 38 years. This was an indication that majority of the teachers were in their middle and productive age, thus can improve education standards in the district.

4.4 Challenges faced by the QASO in enhancing Quality Education

Principals and QASOs have common purpose of providing quality education in schools. QASOs are external assessors while principals provide internal supervisory services. Principals are in the first line of inspection and assure quality at school level. The challenges faced by the principals in enhancing quality education affect quality assurance services, which were provided by QASOs. Therefore, the principals were asked to indicate the challenges that they faced in enhancing quality education in their schools. Principals’ responses are presented in Table 4.9.
According to Table 4.9, the major problems that the principals faced which could affect the quality of education were lack of fees, domestic problems, modern technology, and students being pushed by parents, indiscipline and lack of resources. They also responded that they faced other challenges such as lack of funds, inadequate resources, inadequate staff, lack of supervision, varied poverty levels of student and different entry levels of pupils.

QASOs were also asked to indicate the problems that they faced in enhancing quality education. QASOs responses are presented in Table 4.10.

Table 4.10: QASOs Responses on Problems they faced in enhancing Quality Education

<table>
<thead>
<tr>
<th>Problems Faced</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of transport</td>
<td>3</td>
<td>60%</td>
</tr>
<tr>
<td>Lack of resources</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Seen as fault finder</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Inadequate personnel</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher
In the study QASOs responded that they faced challenges such as lack of transport, resources and inadequate personnel. QASOs also lacked finances; there were inadequate personnel, low salary, non-facilitation and support from the DEOs office, teachers were not motivated and that QASOs lacked defined offices for their operations. QASOs also responded that they felt over worked and lacked powers to enforce decisions on implementations of recommendations. Asked to comment on the major challenges that they face as QASOs when conducting supervision. The responses are presented in table 4.11.

Table 4.11: QASOs Responses on Problems they faced during Supervision

<table>
<thead>
<tr>
<th>Problems Observed</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Cooperation from teachers</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Lack of financial support</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Lack of transport</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher

The table shows that QASOs faced challenges such as inadequate financial support, lack of cooperation and commitment from teachers, lack of transport, and understanding in schools and de-motivated teachers who lacked enthusiasm.

QASOs were further asked to indicate how they felt towards their roles as QASOs. QASOs responses are presented in Table 4.12.
Table 4.12: QASOs Responses on their Experience in their Role in enhancing Quality Education

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very often</th>
<th>Often</th>
<th>Rarely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F  %</td>
<td>F  %</td>
<td>F   %</td>
<td>F     %</td>
</tr>
<tr>
<td>Lack of motivation</td>
<td>1  20</td>
<td>2  40</td>
<td>2    40</td>
<td>-</td>
</tr>
<tr>
<td>Lack of transport</td>
<td>1  20</td>
<td>2  40</td>
<td>2    40</td>
<td>-</td>
</tr>
<tr>
<td>Lack of skills in the areas of quality assurance</td>
<td>-</td>
<td>1    20</td>
<td>1    20</td>
<td>3  60</td>
</tr>
<tr>
<td>Lack of materials and equipment</td>
<td>-</td>
<td>3    60</td>
<td>2   40</td>
<td>-</td>
</tr>
</tbody>
</table>

Source: Researcher

The researcher combined very often with often and also combined rarely with not at all as provided in the questionnaire. This was to give more meaningful analysis. The data indicated that majority of the QASOs 2(40%) often felt not motivated. All QASOs often felt that there was no transport. This was indicated by 5(100%) of them. Lack of materials was also a factor that every often affects their roles. They also responded that they had the skills in their areas of quality assurance. This study revealed that QASOs often felt they lacked the necessary resources and support to assure quality education.

QASOs were asked to comment on what specifically they checked when they went for inspections. QASO responses are presented in Table 4.13

Table 4.13: QASOs Responses on what they checked during inspections

<table>
<thead>
<tr>
<th>Areas Assessed</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum implementation &amp; utilization of physical facilities</td>
<td>5</td>
<td>100%</td>
</tr>
<tr>
<td>Finances</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher
QASOs responded that they assessed and advised on curriculum implementation and utilization of physical facilities. They were also concerned with the preparation and use of professional records such as schemes of work, lesson plans, record of work, pupils writing books and other records. However, none of the QASOs said they were involved in assessment and advice on matters of finance as this was handled by the auditors.

QASOs also responded that there were difficulties in enforcing decisions and obtaining compliance from the principals and teachers. This was attributed to the fact that the Directorate of Quality Assurance and Standards are not vested with sufficient authority to effectively carry out the duties assigned to them. There was also weak coordination, collaboration and communication among stakeholders in the sector thus difficulty in enhancing quality education.

It was also observed that there was inadequate human resources capacity and recruitment procedures were not streamlined. QASO’s lack adequate opportunities for in-service training, which has denied most practicing QASO the chance to enhance their skills beyond those acquired during pre-service basic training. There was no adequate formal training for the QASOs and it was assumed that the skills acquired in their training, as teachers were adequate to enable them supervise other teachers effectively. However, seminars, workshops and in-service courses provided give QASOs the necessary skills and expert knowledge to supervise teachers.
4.5 *Action on the QASO Assessment Reports*

The study also aimed at establishing the extent to which the assessment reports were implemented. Teachers were asked whether the QASO gave feedback after visit in this item, 8 (10%) said yes while 47 (86%) said they did not give feedback, an indication that QASOs did not give feedback after inspection. The researcher went further to establish whether QASO gave feedback in different categories of schools. It was found that 7 (15%) teachers from high performing schools said yes while 40 (80%) said they did not give feedback. Among the teachers from low performing schools, 6 (10%) said they got reports back against 40 (85.4%) teachers who said they did not get the reports back. This study revealed that there was no significant difference in giving feedback to schools after assessment. This implied that QASOs did not give feedback to schools after assessment.

It was further revealed that inspection reports were not regularly forwarded to DEO, PDE and MOE except where the request for the inspection was from these offices. The inspection reports were only written in cases where higher offices had ordered. This was an indication that QASOs did not effectively perform their role except when they were instructed to do so. This can be attributed to lack of the necessary resources and support to effectively perform their role.

Different types of inspections are carried out by QASOs. General inspection is a routine type of inspection and the frequency of this inspection depends on the number of schools in the district and the QASOs work program. Registration inspection is a legal requirement for registration of different types of educational institutions. Follow-up inspection is a follow-up of an earlier
inspection determine to what extent recommendation have been implemented. Inspection during crisis depends on prevailing circumstances. It may arise from students, unrest, special needs or concern of the stakeholders or other emerging issues. The principals were also asked to indicate the reasons for inspection of their schools. Their response was presented in Table 4.14.

Table 4.14: Reasons for Inspection

<table>
<thead>
<tr>
<th>Reason for Inspection</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Inspection</td>
<td>15</td>
<td>83%</td>
</tr>
<tr>
<td>Pre-registration</td>
<td>2</td>
<td>11%</td>
</tr>
<tr>
<td>During crisis</td>
<td>1</td>
<td>6%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

The principals responded that inspection was for general inspection and inspection during crisis. The principals were also asked to indicate whether they had follow-up after inspections recommendations. All the principals said they had the follow-up and they said they did the follow-up to find out how far the implementation has been done. They also did the follow-up for effective change in the highlighted areas and to implement the recommended actions. Records from the district education office revealed that 15 out of 35 schools had be inspected in the last four years, 2 of the schools were inspected for the purposes of registration while 1 of the schools were inspected due to crisis. Some of the recommendations made were acted upon. For example, there was change of leadership in 1 school as recommended in the inspection reports to bring new blood in the schools. Disciplinary action was also taken against teachers who were found to be causing problems in their schools.
The QASO were asked to indicate whether they held discussion with teachers after the classroom visits. In this item 8(80%) said they did so while 2(20%) said they did not. They were also asked to indicate if they forwarded the inspection reports. One (10%) QASO forwarded only when asked to write and forwarded. One (10%) forwarded as it was important for feedback. Three (30%) said they did so depending on the nature of the inspection and 5(50%) said that they did not forward the report since the reports were never implemented. It was noted that QASO recommendations were not acted upon except where higher offices had ordered for inspection. Although the Education Act and handbook for inspection (2000) provides that inspectors should report with respect to the school or any aspect thereof by writing a report. The QASO were also asked to state the extent to which teachers, principals, DEO, MOE implemented the recommendations made in the inspection reports. The findings are presented in Table 4.15.

### Table 4.15: Extent of Implementation of Reports

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Always</th>
<th>Rarely</th>
<th>Often</th>
<th>Not at all</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F (%)</td>
<td>F (%)</td>
<td>F (%)</td>
<td>F (%)</td>
<td>F (%)</td>
</tr>
<tr>
<td>Teachers</td>
<td>- -</td>
<td>2 40%</td>
<td>3 60%</td>
<td>- -</td>
<td>5 100%</td>
</tr>
<tr>
<td>Principals</td>
<td>- -</td>
<td>1 20%</td>
<td>4 80%</td>
<td>- -</td>
<td>5 100%</td>
</tr>
<tr>
<td>DEO</td>
<td>- -</td>
<td>2 40%</td>
<td>3 60%</td>
<td>- -</td>
<td>5 100%</td>
</tr>
<tr>
<td>MOE</td>
<td>1 20%</td>
<td>3 60%</td>
<td>1 20%</td>
<td>- -</td>
<td>5 100%</td>
</tr>
</tbody>
</table>

Source: Researcher

The researcher combined always with often for more meaningful analysis. The data revealed that recommendations during the inspections were not always done. For example, 2(40%) of the teachers rarely implemented the recommendation, none of the principals were reported to implement the recommendations and 1(20%) rarely did it. Among the DEO, 3(60%) often
implemented the recommendations, 2(40%) were rarely reported to implement. The MOE did not also implement the recommendations for example, 1(20%) were reported to implement often and 3(60%) rarely did it. It is worth noting that 2(40%) teachers rarely implemented the reports thus not taking inspection reports seriously.

4.6 Extent of Supervision of Schools by QASO

The study sought to establish the extent to which schools had been inspected. The respondents were therefore asked to indicate the extent to which they felt the schools had been inspected. Inspection is a professional service and QASOs follow the laid down procedures provided in the Education Act, chapter 211 Section 18. According to the handbook for inspection (2000), schools should be visited after every three years. However, the decision to inspect an institution is dictated by prevailing circumstances. QASOs from the Ministry, Province, district or zonal levels are mandated to inspect schools. Thus schools can be inspected from national, provincial, district or zonal levels. Inspections carried out from various levels are important in enhancing quality education.

The principals were asked to indicate how often the QASO from the ministry, province, district and zone had visited their schools. The responses are presented in table 4.16.
Table 4.16: Principals Responses on the Frequency of Visits by QASO from the Ministry, Province, District and Zone

<table>
<thead>
<tr>
<th>Frequency of Visits</th>
<th>Frequently</th>
<th>Rarely</th>
<th>Not at all</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>Ministry</td>
<td>1</td>
<td>7%</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>Province</td>
<td>1</td>
<td>7%</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>District</td>
<td>8</td>
<td>57%</td>
<td>3</td>
<td>21%</td>
</tr>
<tr>
<td>Zone</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td></td>
<td>23</td>
<td></td>
</tr>
</tbody>
</table>

Source: Researcher

The table shows that QASOs from the ministry rarely visited schools. For example 9(64%) principals said QASOs rarely visited their schools. One (7%) said they frequently visited the school while none said QASOs did not visit their schools at all. The data also revealed that 9(64%) principals said QASOs from the province rarely visited their schools. One (7%) principals said they frequently visited their schools while none said QASOs did not visit their schools at all. This was an indication that QASOs from the province rarely visited schools. The principals were asked to indicate how often the QASO from district visited the schools. The data shows that 3(21%) principals said that QASOs from the district rarely visited their schools while 8(57%) said QASOs from the district frequently visited their schools. However, it is worth noting that none of the principals responded that QASOs from the district did not visit schools at all. It was observed that none of the principals said QASOs from the zone frequently visited their schools. Two (14%) said they rarely visited while 4(29%) said QASOs did not visit their schools at all. This was an indication that QASO from the zone did not visit the schools. As seen, schools in the study are rarely visited whether by local, district, provincial or national QASOs.
The QASO were asked to indicate how often they went out for school inspection in the district. The table below summarizes QASO response on how frequently they visited schools.

**Table 4.17: QASOs Responses on how frequently they visited Schools**

<table>
<thead>
<tr>
<th>Number of Times</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a term</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td>Once a year</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Once a month</td>
<td>1</td>
<td>20%</td>
</tr>
<tr>
<td>When need a rose</td>
<td>2</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

*Source: Researcher*

Results obtained revealed that 11(40%) went once a term while none went once a year and 1(20%) went once a month. A majority of 2(40%) QASOs visited schools either when need arose or went once a term. This was an indication that inspections were done most frequently when there was need. QASOs in the district gave different responses. Interview conducted revealed that those responses could be attributed to the fact that QASOs did not have work plans and most of their work was unscheduled. At the same time the quality assurance organizational structure was not streamlined and some QASOs were rarely involved in various activities that included inspections of secondary schools.

The principals were further asked to indicate how often they had been supervised by QASO in the last three years. The findings are presented in Table 4.18.
Data presented in Table 4.18 above revealed that 6(43%) principals had been supervised by QASOs once. 6(43%) two times while 2(14%) had not been supervised at all. This study revealed that supervision on principals by QASOs was inadequate.

The Principals were also asked to rank the reasons for the visit paid by the QASO in the schools. The results are tabulated in Table 4.19.

Table 4.19: Reasons for Visiting Schools

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Routine</td>
<td>10</td>
<td>71%</td>
</tr>
<tr>
<td>Students interest</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Teachers complaints</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Office request</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Re-registration</td>
<td>4</td>
<td>29%</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher
It was revealed that most schools were visited as routine inspection as shown by 10(71%) of the respondents. 4(29%) said QASOs visited schools because of re-registration; Ask further to explain what was looked for during inspection the respondents indicated that they looked at standards of the institutions, education quality, professional matters, curriculum implementation, schemes of work, lesson plans, pupils record of work, pupils written reports, lesson delivery and boarding areas. Five (36%) of the respondents said QASOs visited schools for both routine and re-registration purposes.

The findings on the extent of inspection of schools as discussed above have revealed that QASOs did not often visits schools, and if they did so, they visited when there were problems.

4.7 Perceptions of Principals and Teachers on the Role of QASO in Enhancing Quality Education

The study sought to establish the perceptions of principals and teachers on the role of QASO in enhancing quality education. To answer the research question that sought to find out the same, the principals and teachers were asked to respond to various items by indicating the extent to which they agreed or disagreed with the statements.

The researcher combined very often with often and rarely with not at all for more meaningful analysis.

Table 4.20. Presents the responses of the principals about their perceptions on the role of QASO in enhancing quality education.
Table 4.20: Principals Responses on the Role of QASO in enhancing Quality Education

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very Often</th>
<th>Often</th>
<th>Rarely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 helps in improving quality education.</td>
<td>9</td>
<td>69</td>
<td>3</td>
<td>23</td>
</tr>
<tr>
<td>0 work is adequately covered by principals.</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>0 visits to schools are adequate</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>QASOs have expert knowledge.</td>
<td>4</td>
<td>31</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>QASO visits to schools are adequate</td>
<td>5</td>
<td>39</td>
<td>7</td>
<td>54</td>
</tr>
<tr>
<td>Mission of QASO is to assist teachers.</td>
<td>4</td>
<td>31</td>
<td>6</td>
<td>46</td>
</tr>
<tr>
<td>0 helps in developing programs.</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>0 inform the school in advance about their visits.</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>QASO visit to schools are adequate</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>QASO visit visit to schools can still be enhancing without the QASO.</td>
<td>3</td>
<td>23</td>
<td>2</td>
<td>15</td>
</tr>
<tr>
<td>QASO can still perform well even without QASO.</td>
<td>-</td>
<td>-</td>
<td>4</td>
<td>31</td>
</tr>
</tbody>
</table>

Source: Researcher

According to the data above principals believed QASO has a role in enhancing quality education. For example, 9(69%) said that QASO helps in improving quality education very often. Five (38%) principals said schools could not perform well without QASO. However, all principals disagreed with the statement that QASO visit to schools are adequate and 6(46%) said they rarely did. This study revealed that principals appreciated the role of QASO in enhancing quality education.

The QASO respondents were further asked to indicate how they experience in their role as QASO. Their responses are presented in table 4.21.
Table 4.21: QASOs Responses on their Experience in their Roles

<table>
<thead>
<tr>
<th>Statement</th>
<th>Often</th>
<th>%</th>
<th>Rarely</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling unwelcome by school administration.</td>
<td>2</td>
<td>40</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Teachers not taking your comments seriously.</td>
<td>3</td>
<td>60</td>
<td>2</td>
<td>40</td>
</tr>
<tr>
<td>Teachers see supervisions as interference.</td>
<td>2</td>
<td>40</td>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>Seen as fault finders by teachers.</td>
<td>3</td>
<td>60</td>
<td>1</td>
<td>20</td>
</tr>
</tbody>
</table>

Source: Researcher

The data revealed that 2(40%) of the QASO felt that they were often unwelcome by the school administration while 3(60%) rarely felt that. Majority of the QASOs 3(60%) often felt that teachers did not take their comments seriously, two (40%) QASOs often felt that teachers saw supervision as interference. Three (60%) QASOs responded that they felt that teachers saw them as fault finders. This study revealed that QASOs were facing difficulties in enforcing their decisions.

The teachers were asked to indicate their perception on the role of QASO in enhancing quality education. Their responses are represented in Table 4.22.
Table 4.22: Teachers Perceptions on the Role of QASO in Enhancing Quality Education

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>F1: are fault finders.</td>
<td>7</td>
<td>13</td>
<td>17</td>
<td>32</td>
<td>6</td>
</tr>
<tr>
<td>F2: have enhanced quality education.</td>
<td>8</td>
<td>16</td>
<td>34</td>
<td>67</td>
<td>1</td>
</tr>
<tr>
<td>F3: assist teachers in curriculum development.</td>
<td>11</td>
<td>21</td>
<td>35</td>
<td>66</td>
<td>1</td>
</tr>
<tr>
<td>F4: are not qualified in their work.</td>
<td>1</td>
<td>2</td>
<td>9</td>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>F5: supervise even in the areas that are not trained on.</td>
<td>8</td>
<td>15</td>
<td>15</td>
<td>8</td>
<td>6</td>
</tr>
<tr>
<td>F6: in this district play a major role in enhancing quality education.</td>
<td>8</td>
<td>15</td>
<td>29</td>
<td>53</td>
<td>0</td>
</tr>
<tr>
<td>F7: teachers do not need QASO.</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>F8: are unfriendly, biased and not active in assessment.</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>F9: quality education can still be enhanced without QASO.</td>
<td>1</td>
<td>2</td>
<td>8</td>
<td>15</td>
<td>11</td>
</tr>
<tr>
<td>F10: are a waste of time and money as they have minimum impact on quality education.</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td>F11: act as role models to teachers.</td>
<td>4</td>
<td>8</td>
<td>21</td>
<td>40</td>
<td>6</td>
</tr>
<tr>
<td>F12: are friendly and impartial.</td>
<td>3</td>
<td>5</td>
<td>35</td>
<td>64</td>
<td>2</td>
</tr>
</tbody>
</table>

Source: Researcher

Seven (13%) teachers were undecided on whether QASOs are fault finders. However, high percentage of disagree was noted in other responses. This was an indication that teachers were in agreement that QASOs are important in the process of enhancing education.
Responses of teachers indicated that 7 (13%) felt that QASOs were faultfinders. Another 8 (16%) responded that QASO had enhanced quality education. The respondents were in agreement that QASO were qualified in their work. 20 (38%) teachers disagreed with the statement that QASOs are not qualified in their work. Majority also felt that QASO played a major role in enhancing quality education. Teachers also disagreed that trained teachers do not require QASO as shown by 26(49%) who disagreed with the statement.

A majority of teachers 25(52%) disagreed with the statement that QASO was a waste of time, money and resources since they have a minimum impact of education. The teachers were not decided on whether the QASOs were role models to teachers. Thirteen (26%) teachers were undecided on the above.

Teachers also had a perception that trained teachers still needed QASO. This was shown by 26 (49%) who disagreed with the statement that trained teachers did not need QASO. A significant majority of 29(55%) disagree that quality education could still be enhanced even without QASO. This was an indication that teachers perceived QASO help improve quality education and that they are very important component in the process of enhancing education.

4.8 Role of QASO in enhancing quality education

The study also set out to investigate the role of QASO in improving educational quality by establishing the extent to which the QASOs were perceived to improve quality education.
Respondents were therefore asked to indicate the extent to which activities of the QASO enhanced quality education. This issue is discussed in the following section.

The principals' responses to the item that sought to establish the extent to which they thought the QASO office had helped in improving the quality of teaching and learning in their schools was presented in Table 4.23.

Table 4.23: Extent to which QASO office is perceived to improve quality of Teaching and learning in schools

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large extent</td>
<td>9</td>
<td>64%</td>
</tr>
<tr>
<td>Small extent</td>
<td>1</td>
<td>7%</td>
</tr>
<tr>
<td>Not at all</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very larger extent</td>
<td>4</td>
<td>29%</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Researcher

9 (64%) principals said that QASOs had improved quality education to large extent while 1 (7%) said QASOs had improved quality education to a small extent and 4 (29%) said QASOs had improved quality education to very larger extent. This study therefore revealed that most principals appreciated the role of QASOs office in enhancing educational quality.

The researchers also sought to find out what areas the QASO advised schools in once they visited schools. QASO responses are presented in Table 4.24.
The responses showed that they advised schools on curriculum implementation, teaching methods, resources materials, timetabling and preparation of schemes of work and also on vertical and horizontal teaching. They also advised on effective utilization of schools resources.

As asked to comment on the contribution to overall quality of QASO services, principals’ responses are presented in Table 4.25.

Table 4.25: Perceived contribution of QASO services by principals

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Of help</td>
<td>4</td>
<td>36.4%</td>
</tr>
<tr>
<td>Minimum</td>
<td>3</td>
<td>27.2%</td>
</tr>
<tr>
<td>No impact</td>
<td>4</td>
<td>36.4%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

The researcher combined and summarized the open-ended questions into themes as presented in Table 4.25. Four principals (36.4%) said QASO services was of help while 3 (27.2%) said they contributed minimally to learning and teaching in schools. The same number said it was not of help. There was disagreement in opinion regarding the overall quality of QASO services in schools that can be attributed to differences perceptions.
In the item that sought to find out whether QASOs fostered a suitable climate where teachers feel free to initiate positive change in improving educational quality, all the principals said they did.

The researcher sought to find out if QASOs felt they had useful contribution in improving quality education. In this item, all QASOs said the department was essential in assessing education standards and advising teachers on strategies of enhancing provision of quality education. However, QASOs reported that this was only possible if challenges facing the department were comprehensively addressed.

The principals were further asked to comment on the role of the QASO department in enhancing quality education. Principals' responses were presented in Table 4.26.

Table 4.26: Role of department of QASO in enhancing quality education

<table>
<thead>
<tr>
<th>Role of QASO</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Implementation</td>
<td>6</td>
<td>53.6</td>
</tr>
<tr>
<td>Supervision</td>
<td>3</td>
<td>27.2</td>
</tr>
<tr>
<td>Evaluation</td>
<td>2</td>
<td>19.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>11</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

The data showed that 6 (53.6%) principals agreed that QASO office was important in curriculum implementation and development among other activities involved in enhancing educational quality.
In a further search for the contribution of QASO in enhancing quality education, the QASO were asked to indicate whether in their opinion they thought that QASO was useful in contributing to quality of secondary school education in the district. In this item the majority 7 (70%) said it was important. Asked to explain, they responded the QASO did this by monitoring, supervision of education, by ensuring there was effective and quality curriculum implementation, and enabling enhancement in provision of quality education.

One of the roles of inspection is to assist teachers during teaching and learning process. On this premises, the QASO were asked to state whether during inspection they found it necessary to sit in a class when teaching was going on. In this item, 6 (60%) said they found it necessary while 4 (40%) said they did not find it necessary. This study revealed that QASO office is useful in improving education quality. This is done through supervision, evaluation and advising teachers on curriculum interpretation and implementation.

To further establish the extent to which the QASO ensured quality education, the teachers were asked to indicate how many times they had been assessed by QASO officers in the last three years. The responses are presented in Table 4.27.
Table 4.27: Number of assessment of teachers by the QASO

<table>
<thead>
<tr>
<th>Frequency of assessment</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>Once</td>
<td>4</td>
<td>8%</td>
</tr>
<tr>
<td>Twice</td>
<td>16</td>
<td>30%</td>
</tr>
<tr>
<td>Thrice</td>
<td>29</td>
<td>55%</td>
</tr>
<tr>
<td>Over four times</td>
<td>1</td>
<td>2%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>53</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

The data shows that 29 (55%) teachers had been assessed by QASO thrice in the last three years while only 1 (2%) had been assessed for over four times. This was an indication that assessment of teachers by the QASOs is not frequent. However, older teachers are likely to have been supervised severally as compared to the younger teachers.

The teachers were asked to indicate how often the QASO visited their schools. Teachers’ responses were presented in Table 4.28.

Table 4.28: Teachers responses on the frequency of visits by QASO

<table>
<thead>
<tr>
<th>Visits</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Once a term</td>
<td>6</td>
<td>11%</td>
</tr>
<tr>
<td>More than once a term</td>
<td>4</td>
<td>7%</td>
</tr>
<tr>
<td>Once a year</td>
<td>45</td>
<td>82%</td>
</tr>
<tr>
<td>Not at all</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher
Teachers' responses as indicated in Table 4.28. Showed that none of the teachers said that QASO did not visit schools. Six (11%) said they visited once a term while 45 (82%) said they visited once a year. The data revealed that the majority of schools were visited once a year.

The teacher respondents were also asked to indicate what in their opinion they thought was the role of QASO exercise in improving the quality of teaching and learning. The responses are presented in Table 4.29.

Table 4.29: Extent to which the QASO can improve the quality of teaching and learning

<table>
<thead>
<tr>
<th>Extent</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>A large extent</td>
<td>25</td>
<td>45%</td>
</tr>
<tr>
<td>A small extent</td>
<td>7</td>
<td>13%</td>
</tr>
<tr>
<td>Not at all</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Source: Researcher

The data on the extent to which the QASO exercise can improve quality of teaching and learning revealed that 25 (45%) of the teachers felt that QASO office can enhance the quality of teaching to a large extent while 7 (13%) felt it has enhanced the quality of teaching and learning to smaller extent. Another 23(42%) of the teachers said the QASOs can improve the quality of teaching by a lot. It can be seen from the responses of the teachers that the majority of the teachers felt that QASO exercise could improve the quality of education by a large extent or a lot. None of the teachers felt the QASOs exercise was not necessary at all in improving the quality of teaching and learning. This study revealed that QASOs can improve the quality of teaching and learning thus improves quality education.
Further findings on what the QASO assessed when they visited schools showed that they inspected the schemes of work, syllabus, lesson notes, teaching methods, materials, records of work, office, knowledge of the mastery, discipline, students books, time table, KCSE records, infrastructure and finances as prescribed in the Kenya Handbook for Inspections for Secondary schools (2000).

Teachers were asked to indicate if they had attended any course organized by QASOs in the last one year. It was observed that most teachers had not attended a course organized by QASO within the previous one year. 39(76.5%) teachers said that they had not attended while 12(23.5%) said they had attended. They were also asked to indicate areas that they had been assisted by QASO in enhancing quality education. They responded that they had been assisted in areas pertaining to schemes of work, improving teaching methods, record keeping and remedial teaching.

QASO were asked to suggest ways on what should be done to enhance quality education. QASOs responses were presented in Table 4.30.

Table 4.30: QASO responses on ways to enhance quality education

<table>
<thead>
<tr>
<th>Suggestion</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy of QASO</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>Provision of Resources</td>
<td>3</td>
<td>30</td>
</tr>
<tr>
<td>Regular Inspections</td>
<td>2</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>10</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Source: Researcher
QASO suggested various ways to enhance quality education. They responded that the department of QASO should be autonomous and empowered to act on the recommendations. They also suggested the following: regular advisory assessment, capacity building for QASOs, teachers and principals, adequate provision of resources, enough personnel, motivation of staff and harmonization of training offered in teachers training colleges.

The results of this study revealed that QASOs play essential role in enriching educational quality in the larger Mombasa district. Principals and QASOs agreed that QASOs provide supervisory and advisory services on curriculum implementation and development, effective utilization of resource materials, preparation and maintenance of professional teaching records, finances and monitoring implementation of ministerial policies and guidelines.

However, it was observed that QASO visits to schools are inadequate and that QASOs did not organize enough courses, seminars and workshops to develop teachers professionally. This was attributed to lack of finances to effectively organize and coordinate inspectorial services to improve educational quality in schools.
CHAPTER 5.0 SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

5.1 INTRODUCTION

This chapter deals with the summary of the study, conclusion of the study and recommendations for possible action. The chapter also presents suggestion for further research.

5.2 SUMMARY OF THE STUDY

The aim of this study was to establish the impact of QASOs in enhancing quality education in secondary schools in the larger Mombasa districts. The research was also aimed at find out the challenges faced by QASOs as they enhanced quality education in the district.

As the research was undertaken the following objectives were referred to:

v) To determine the challenges faced by QASO in enhancing quality education in larger Mombasa District.

vi) To determine the impact of QASO assessment reports in the last four years in larger Mombasa District.
vii) To establish QASO's qualifications and preparedness in enhancing quality education in the larger Mombasa District secondary schools.

viii) To determine the perceptions of principals and teachers on the role of QASO in enhancing quality education in the larger Mombasa secondary schools.

Research question one sought to identify the challenges faced by QASO in enhancing quality education in the larger Mombasa district; research question two sought to find out the impact of QASO assessment reports in the last four years in the larger Mombasa district; research question three aimed at establishing QASOs qualification and preparedness in enhancing quality education in the larger Mombasa district secondary schools and research question four was aimed at finding out the perceptions of principals and teachers on the role of QASO in enhancing quality education in the larger Mombasa district secondary schools.

Result generated from the analysis of the study showed that QASOs were faced with numerous challenges, which included being seen as fault finders by teachers, lack of resources, finances, low salary, non-facilitation from office, inadequate personnel, lack of motivation, uncooperative teachers and lack of adequate movements. The study established that assessment reports were rarely acted upon and follow-up on the recommendations were insignificantly undertaken. It was also found out that QASOs did not give feedback to schools after assessment.

The research also found out that QASOs did not frequently visited schools. However, schools were visited for assessment when there were problems such as strikes or complaints from people...
concerned. A majority of QASOs felt that teachers did not take their advice seriously and consequently rarely implemented the recommendations.

The analysis revealed that principals and teachers had positive perceptions on the role of QASO in enhancing quality education. Teachers agreed that QASOs helped to improve the quality of teaching and learning in their schools hence enhancing quality education. This was a confirmation that teachers appreciated the role of QASO and that QASO office was important in achieving quality education in the district.

The study also revealed that QASO assessed and inspected standards of institution, educational quality and professional records such as schemes of work, syllabus, lesson notes and records of work and students work. QASOs also advice teachers on teaching methods during assessment in terms of materials, curriculum organization and time tabling, administrative records, knowledge mastery, discipline, infrastructure and finances. However, a significant number of teachers felt that the principals adequately covered QASOs work hence diminishing the role QASO. The study revealed that schools which, implemented QASO recommendations performed well regardless of the number of visits made by QASOs. High performing schools which tended to admit pupils with high marks continued to perform well irrespective of QASO supervision.

The study established that QASOs lacked formal training and also lacked adequate time for in-service courses, seminars and workshops. The research also revealed that QASO office rarely organized in-service courses, seminars and workshops for professional development of teachers.
5.3 CONCLUSION OF THE STUDY

The main aim of this study was to find out the impact of QASOs in enhancing quality education in secondary schools within in the larger Mombasa district. The literature review of the study highlighted the role of QASO in enhancing quality education. The QASO was also faced with challenges in undertaking quality and standards assessment in schools. Based on the findings from this study the following conclusions emerge:

- QASOs face challenges in enhancing quality education in schools. The QASOs lacked adequate means of transport to carry out their work efficiently. They also lacked facilitation and support in terms of resources from the office to properly carry out their work in schools.

- Assessment reports of the QASOs are rarely acted upon, though the aim of the report was to enhance quality education. The QASO Conduct inspection and supervision, thereafter different people act upon the report for implementation. However, there was delay in implementation of the recommendations due to bureaucracy.

- There was inadequate human resource and recruitment and promotion procedures were not streamlined. For example organizational structure of Directorate of Quality Assurance and Standards emphasize areas of jurisdiction as compared to hierarchy.
• Assessment visits to schools by QASOs were not adequate and teacher support visits are also inadequate. These visits were aimed at helping school managements to understand quality benchmarks and performance.

• It was revealed that teachers did not take QASO comments seriously this made very difficult in enforcing decisions and enhancing compliance. This was because the directorate of Quality Assurance and Standards is not vested with sufficient authority to effectively carry out the duties assigned to them. Therefore, QASOs were faced with difficulties to enforce ministerial policy and guidelines as they lacked powers to act on the implementation of the recommendations made.

• The study established that teachers had positive perceptions on the role of QASO in enhancing quality education. Therefore teachers appreciate the existence of QASO office in enhancing quality education.

• The study revealed that QASOs had enhanced quality education in the district. This was possible through controlling and maintaining of quality standards in school through inspection and supervision of teaching and learning.

• In-service courses, workshops and seminars were inadequate as indicated by the analysis. These are important factors that address and update QASO in coping with the changes and trends in education. This in turn enables the QASOs to provide
effective supervisory leadership and thus provide quality services to teachers to enhance their capacities.

QASOs must acquire skills which include conceptual, human relations and technical skills. The skills are acquired through staff seminars, further training and experience.

Based on the findings of the study, it was concluded that the QASO played a very crucial role in enhancing quality education in the larger Mombasa district. This was achieved through inspection and supervision of teaching and learning in the schools. However, there were challenges that faced the QASOs which limited them from achieving quality education in schools.

5.4 RECOMMENDATIONS OF THE STUDY

Considering the findings and conclusions of the study the researcher reached the following recommendations for the enhancement of quality education.

- That the QASO should visit schools more often so as to effectively monitor and assist teachers and hence enhance quality education.

- Assessment or inspections conducted should produce assessment report and feedback should be given to schools within the shortest time for further discussion and implementation of the recommendation made.
• The ministry of education should provide opportunities for capacity building in terms of training, in-service courses, workshops and appropriate soft wares for QASOs principals and teachers in order to keep pace with the trends and changes in education.

• The Directorate of Quality Assurance and Standards should be given the powers to act by making if autonomous in order to carry out its operations effectively.

• The government should increase the number of QASOs by recruiting more so that they can effectively undertake their assessment work in schools.

• The government should formulate policies and constantly review the existing ones in order to strengthen and empower the Directorate of Quality Assurance and Standards.

• The QASOs should be in-serviced constantly in order to enhance and upgrade their skills, so that they are not seen as fault finders but to be seen as helpers to the teachers and school administrators.

• The QASO should be provided with the necessary resources and support required to enable them to carry out their duties with greater success.
5.5 SUGGESTIONS FOR FURTHER RESEARCH

Considering the limitations and delimitations of the study, the researcher reached the following suggestions for further research:

- The effect of the role of QASO on academic performance.

- An investigation on the role of supervision on school policy development.

- Relationship between headteacher training and its effect on supervision of schools.

- An investigation on the relationship between QASO qualification and its effect on supervision of schools.

- A replication of the study was recommended to confirm whether different research instruments would result to similar findings.
BIBLIOGRAPHY


London: Routledge


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APPENDICES

APPENDIX 1

QUESTIONNAIRES FOR QUALITY ASSURANCE AND STANDARDS
OFFICERS (QASOS).

Kindly take a few minutes of your time to answer the following questions to the best of your
knowledge and experience. The information provided is strictly for the purpose of research and
will be treated with confidentiality. Please do NOT indicate your name.

Please tick or provide information as required.

SECTION A: Personal Data

1. For how long have you been a secondary school Teacher before appointment to
   QASO? ________ Years.

2. How long have you been a QASO? ________ Years.

3. How long have you been in your present station? _____ Years.

4. In your opinion, do you think that QASO have a useful contribution in improving the
   quality of secondary school education in the district?
   Explain

   

     

     

     

     

   

80
SECTION B
Questions relating to the role of QASOs in enhancing quality education.

5. Have you been trained as a QASO?

YES [ ] NO [ ]

6. (A) If the answer to 6 above is yes, which areas were you trained in?

________________________________________________________________________

6. (B) [i] If the answer to 6 above is no, do you think that you are challenged by lack of training in the area of quality assurance?

YES [ ] NO [ ]

[ii] If yes, which areas of quality assurance?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

7. In which areas of quality assurance do you think QASO's need further training in?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
8. How often do you visit schools for inspection in the District?

Once a week □ once a month □ once a term □

Once a year □ as need arise □ never □

(B) Rank the following reasons in order of how frequently they dictate your visit.

a) Routines □ c) Teacher □

b) Strike □ d) DEO request □

(i) During inspections, do you find it necessary to sit in a class when teaching is going on?

YES □ NO □

(ii) What problems do you observe in your supervision of school in your area?

(iii) Do you hold discussion with the teacher after the school visit?
10. (a) Do you forward any inspection reports? Please explain


b). Do you usually receive any response on inspection from MOE or DEO?


11. After how long is it practicable for a QASO to give a report after a school visit. _______ weeks

12. What problems do you face in your movement to school for duty?
   a) Lack of transport
   b) Road network
   c) Distance between schools
   d) Bad weather
   Any other (please specify) ____________________

13. A) How does your work load make you feel? Tick one
   a) Overload  
   b) All right 
   c) Under utilized
B) Please explain the answer to question 13A above

14. When conducting inspections in schools what specifically do you look for?

15. In your experience please indicate to what extent the following persons implement recommendations made in the reports

<table>
<thead>
<tr>
<th></th>
<th>ALWAYS</th>
<th>OFTEN</th>
<th>RARELY</th>
<th>NO AT ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRINCIPALS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.E.O</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MOE</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. How many reports that you have made in the last two years have been acted on?

17. In what two ways can QASO enhance quality education in school?

18. What are the three major challenges that you face in your roles as QASO? List them down in order of importance
19. What are the working conditions you would wish to see in Mombasa District?


20. Suggest ways on what should be done to enhance quality education in schools?


21. Please indicate how often you notice the following experiences in your role as QASO.


<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative perception by school administration</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers not taking your comments seriously</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of motivation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of transport</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of materials and equipment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers see supervision as interference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher preparing only when to be supervised</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of skills in the areas of quality assurance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seen as fault finders by teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Thank you for your co-operation and participation.
APPENDIX 2

QUESTIONNAIRE FOR PRINCIPALS

The information in this questionnaire is strictly for academic purpose and will be treated in confidence. Please DO NOT indicate your name.

SECTION A: Personal Data

Please tick with a tick as applicable or answer the question

1. Which of the following age brackets do you fit in?
   - 21-25
   - 31-35
   - 41-45
   - 51-55
   - 56-60

2. How long have you been a principal? ____ years

3. How long have you been a principal in this school? ________ years

4. What is your present grade?
   - Principal
   - Chief Principal
   - Senior principal
   - Any other (please specify) _____________
v) How often do QASO visit your school from the following places?

<table>
<thead>
<tr>
<th></th>
<th>Frequently</th>
<th>Rarely</th>
<th>Not at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Province</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zone</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. What has been the reason for inspection in your school? (You may tick more than one)

- General in inspection routine
- Re-registration
- Pre-registration
- During crisis
- Any other (specify) ________________________________

7. To what extent do you think that quality assurance and standard has helped you to improve the quality of teaching and learning in your school?

- Very large extent
- Small extent
- Large extent
- Not at all
SECTION B the following question relate to the role of QASO in assuring quality education in your school. Tick where appropriate.

8. Do you have follow up supervision after the inspector’s recommendation?

Yes [ ] No [ ]

Please explain.

9. Do the QASO’s advise the staff concerning the relevant curriculum for the school?

YES [ ] NO [ ]

10. Explain how you ensure provision of quality education in your school?

b) Indicate the number of external trophies awarded to your school in the last three years

11. What three main challenges do you face in enhancing quality education in your school?
12. Comment on the contribution to overall quality of QASO services in your school?

13. How many times have you been supervised by the school QASO’s in the last three years?

14. In your opinion, do you think QASO’s help teachers in diagnosing their teaching problems and learning encountered by the pupils?

YES  

NO

15. Please indicate three major problems faced by pupils in your school that may affect quality education.

16. Please indicate how teachers are appreciated to ensure quality grades in external examination (KCSE)

Token are given to teachers who post good results

School organizes tours, parties for all the teachers

School has organized lunch for teachers

Teachers get some motivation for tuition

Any other (specify)_________________
17. Do QASO's foster suitable climate where teachers feel free to initiate positive changes in improving educational quality.

YES  [ ]  NO  [ ]

18. Comment on the role of department of quality assurance and standard in enhancing quality education.


19. In your opinion what challenges are faced by QASO in enhancing quality education?


20. How can such challenges be dealt with?


21. Please indicate in the following table your attitude towards QASO in enhancing quality education. (Use the key given below)
<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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</thead>
<tbody>
<tr>
<td>QASOs help improve quality teaching and learning</td>
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<tr>
<td>QASOs are unwelcome visitors since principals can supervise.</td>
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<tr>
<td>QASOs visits to school are adequate</td>
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<tr>
<td>Most QASOs have expert knowledge</td>
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<tr>
<td>The mission of QASO is to assist teachers</td>
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<tr>
<td>QASOs help in developing innovative programmes in curriculum changes</td>
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<tr>
<td>QASOs inform the school in advanced about their visits</td>
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<tr>
<td>Quality education can still be enhanced without the QASO</td>
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<tr>
<td>QASO’s develop good staff development programmes</td>
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<td></td>
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<tr>
<td>QASO’s enjoy demonstration their authority rather than acting as counselors and guides</td>
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</tbody>
</table>

Thank you for your co-operation and participation.
APPENDIX 3

QUESTIONNAIRE FOR TEACHERS

Please take a few minutes to complete the following question. Please do NOT indicate your name.

SECTION A: Personal Data

1. What is your highest professional training received?

   SI □ Diploma □ B.Sc. &PGDE □

   B.ED □ M.A □ B.A&PGDE □

Other (specify)-

2. How many times have you been assessed (advised) by Quality assurance and standards officers (QASO)?

   None □ Once □ Twice □

   Thrice □ Not at all □

2. In your opinion, to what extent do you think that quality assurance and standards exercise can improve the quality of teaching and learning?
SECTION B: Contribution of QASO in Enhancing Quality Education.

3. How often does QASO visit your school?

- Once a term
- More than once a term
- Once a year
- Not at all

5. Indicate areas that QASO supervise when they visit your school

______________________________________________________________________________
______________________________________________________________________________

6. Do the QASO’s assist teachers in curriculum implementation in your school?

- Yes
- No
- don’t know

7. If the answer to 6 above is yes, specify how they do it

______________________________________________________________________________

8. Do the QASO’s organize in-service courses for teachers in your district?

- Yes
- No
If the answer to 8 above is yes, indicate areas of in-service


9. Do QASO inform you on their visit to supervise you?
   Yes [ ] No [ ]

10. Do QASO give feedback to you after the visit?
    Yes [ ] No [ ]

11. Do you think QASO assist in enhancing quality education?
    Yes [ ] No [ ]

12. What areas do you think you have been assisted by QASO in enhancing quality education?


13. Comment on the overall quality of inspections carried out by QASO.


14. What challenges do you face in implementing the curriculum?


15. In your opinion, what challenges are faced by QASOs in enhancing quality education?
16. Suggest ways in which challenges faced can be dealt with?

17. How would you rate the quality of education given in your school?

A. Very good
B. Good
C. Satisfactory
D. Poor

18. Rank the following persons in order of their contribution to quality of education in your school.

A. QASO
B. Principal
C. Parents
D. Teacher
E. Students

19. Please indicate in the following table your attitude towards QASO in enhancing quality education (use the key given below:)

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>QASOs are fault finders</td>
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<tr>
<td>QASOs have enhanced quality education</td>
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<tr>
<td>QASOs assist teachers in curriculum implementation</td>
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<td></td>
</tr>
<tr>
<td>Most QASOs are not qualified in their work</td>
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<tr>
<td>QASOs supervise even in the areas that they are not trained on</td>
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<tr>
<td>QASOs in this district play a major role in enhancing quality education</td>
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<tr>
<td>Teachers do not need QASO since they are all trained</td>
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<tr>
<td>QASOs are unfriendly biased and not objective in assessment</td>
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<tr>
<td>Quality education can still be enhanced without the QASO</td>
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<tr>
<td>QASOs are waste of time and money since they have minimum impact on quality education</td>
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<tr>
<td>QASOs act as role models to teachers</td>
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<tr>
<td>QASOs are friendly and impartial</td>
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</tbody>
</table>

Thank you for your co-operation and participation.