

**CONSTRAINTS FACING QUALITY ASSURANCE AND STANDARDS  
OFFICERS IN SUPPORTING CURRICULUM IMPLEMENTATION IN  
PUBLIC SECONDARY SCHOOLS IN NYANDARUA COUNTY-KENYA**

**BY**

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## DECLARATION

The project is my original work and has not been presented to any other university for a degree or any other award.

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## **DEDICATION**

This research project is dedicated to the Almighty God for giving me the strength, knowledge and wisdom to accomplish it.

Secondly, I dedicate it to my dear wife Esther and my children: Luke, Victor, Melisa, Mark and Evelyn for their support and encouragement during the writing of this project.

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## TABLE OF CONTENTS

Declaration.....	ii
Dedication.....	iii
Acknowledgement.....	iv
Table of Contents.....	v
List of Tables.....	ix
List of Figures.....	x
Abstract.....	xi
List of Abbreviations and Acronyms.....	xii
<b>CHAPTER ONE: INTRODUCTION.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	8
1.3 The Purpose of the Study.....	9
1.4 Specific Objectives of the Study.....	9
1.5 Research Questions.....	10
1.6 Significance of the study.....	10

1.7 The scope of the Study.....	11
1.8 Limitations of the Study.....	11
1.9 Delimitations of the Study.....	11
1.10 Assumptions of the Study.....	12
1.11 Theoretical Framework .....	12
1.12 Conceptual Framework.....	15
1.13 Operational Definition of Terms.....	16
<b>CHAPTER TWO: LITERATURE REVIEW.....</b>	<b>18</b>
2.1 Introduction.....	18
2.2 General Conception of Education Quality .....	18
2.3 Reforms in the Ministry of Education Science and Technology.....	20
2.4 Total Quality Management in education.....	21
2.5 Constraints Facing Quality Assurance and Standards Officers .....	26
2.6 Summary of the Literature Review.....	36
<b>CHAPTER THREE: RESEARCH METHODOLOGY.....</b>	<b>37</b>
3.1 Introduction.....	37

3.1 Research Design.....	37
3.2 Locale of the Study.....	37
3.3 Target Population.....	38
3.4 Sampling Techniques and Sample size.....	38
3.5 Research Instruments.....	39
3.6 Piloting .....	39
3.7 Data Collection Procedure.....	41
3.8 Data Analysis.....	42
<b>CHAPER FOUR: DATA ANALYSIS, PRESENTATION &amp; DISCUSSIONS.....</b>	<b>43</b>
4.1 Introduction.....	43
4.2 General Information of the Respondents.....	43
4.3 Work related Challenges facing QASOs .....	49
4.4 School related Factors Affecting QASOs .....	54
4.5 Policy related Challenges facing QASOs .....	57
4.6 Recommendations on the ways of Improving Service Delivery by QASOs .....	60

**CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS &**

**RECOMMENDATIONS.....63**

5.1 Introduction.....63

5.2 Summary of the Findings of the Study.....63

5.3 Conclusions.....66

5.4 Recommendations.....67

5.5 Recommendations for Further Research.....68

References.....69

Appendices.....80

Appendix I: Cover Letter .....88

Appendix II: Questionnaires for QASOs.....81

Appendix III: Interview Schedules for DEOs.....85

Appendix IV: Map of the Study Area.....88

Appendix V: KESSP Coordination, Implementation and accountability structure .....89

Appendix VI: Research Permit .....91

## LIST OF TABLES

Table 1.1 Secondary Schools in Nyandarua County.....	7
Table 1.2 Nyandarua County KCSE Examination Results Analysis .....	7
Table 4.1 Adequacy of QASOs serving in the District.....	50
Table 4.2 Effect of the availability of Resources on the Performance of QASOs..	51
Table 4.3 Adequacy of the Available Resources for QASOs.....	53

## LIST OF FIGURES

Figure 1.1 Conceptual Framework.....	15
Figure 4.1 Distribution by the respondents on Gender.....	44
Figure 4.2 Distribution by the respondents on Age bracket.....	45
Figure 4.3 Distribution of the Respondents by Period of Service.....	46
Figure 4.4 Distribution of the Respondents by Level of Education.....	47
Figure 4.5 Period of Service as a Teacher before Appointment as QASOs.....	49
Figure 4.6 Availability of resources for use by QASOs.....	52
Figure 4.7 Cooperation of Teachers in Ensuring Quality Education.....	55
Figure 4.8: Frequency of Visits to School.....	57
Figure 4.9 Fairness of the Criteria used in the Appointment of QASOs.....	59

## ABSTRACT

Inspection has been a mechanism particularly associated with schools. Traditionally, it has been used to monitor the quality of teaching as well as general aspects of schools. In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision. As a result, the Government of Kenya through the Ministry of Education came up with the Department of Quality Assurance and Standards charged with the duty of maintaining and improving educational standards in the country. Despite the institution of the department, the performance of schools in the national examinations is still low. The purpose of this study was to establish the constraints facing QASOs in supporting curriculum implementation in public secondary schools in Nyandarua County. The study was guided by the following specific objectives: to investigate the work related challenges facing QASOs, to determine the school related factors affecting the role of QASOs, to find out policy related factors facing QASOs operating in Nyandarua County and to establish the ways of mitigating the constraints facing QASOs. Descriptive survey design was used for the study. The study was carried out in the seven districts in Nyandarua County. The target population for the study was QASOs and DEOs in each of the districts under the area of study. A total of 24 respondents were targeted by the study; these constituted 17 QASOs and 7 DEOs out of which 21 responded (constituting 15 QASOs and 6 DEOs) giving a response rate of 87.5%. Questionnaires and interview schedules were used as instruments for data collection. Descriptive statistics such as frequencies and percentages were used to describe the data. The study found that inadequacy of staff and resources were the work related challenges facing QASOs as indicated by 87% and 75% of the respondents respectively. The study found that teachers attitude, teachers cooperation, ineffective curriculum supervision by head teachers, lack of teachers commitment, inadequate facilities and resources, failure by the teachers to wholly implement all the recommendations made by QASOs affected support by QASOs in curriculum implementation. The study also found that factors such as: inadequate fund allocation to support their activities, inadequate staff to carry out the duties of QASOs, limited training for QASOs to improve their skills in service delivery, reliance on DEOs in terms of facilitation, inadequate capacity building for QASOs and lack of access to policy documents affected QASOs in supporting curriculum implementation in schools. The study concluded that: inadequacy of staff and resources, teachers' attitude, inadequate fund allocation for QASOs and limited capacity building affected the QASOs support to curriculum implementation in schools. The study recommended that the government through the Ministry of Education should increase the number of QASOs serving in the districts and make the required resources available to facilitate their role in ensuring effective curriculum implementation in schools. The study finally recommended that another study be done on the effectiveness of QASOs in ensuring effective curriculum implementation in public secondary schools in other Counties.

## LIST OF ABBREVIATIONS AND ACRONYMS

<b>ANTRIEP</b>	- Asian Network of Training and Research Institutions in Educational Planning
<b>CHE</b>	- Commission for Higher Education
<b>DEO</b>	- District Education Officer
<b>DQAS</b>	- Directorate of Quality Assurance and Standards
<b>DQASO</b>	- District Quality Assurance and Standards Officer
<b>EFA</b>	- Education For All
<b>HELB</b>	- Higher Education Loans Board
<b>INSET</b>	- In-service Education and Training
<b>JKF</b>	- Jomo Kenyatta Foundation
<b>KIE</b>	- Kenya Institute of Education
<b>KISE</b>	- Kenya Institute of Special Education
<b>KLB</b>	- Kenya Literature Bureau
<b>KNEC</b>	- Kenya National Examinations Council
<b>MOE</b>	- Ministry of Education
<b>MoEST</b>	- Ministry of Education, Science and Technology
<b>PDE</b>	- Provincial Director of Education
<b>QASO</b>	-Quality Assurance and Standards Officer
<b>QASOs</b>	- Quality Assurance and Standards Officers
<b>SPSS</b>	- Statistical Package for Social Sciences
<b>TAC</b>	- Teacher Advisory Center
<b>TQM</b>	- Total Quality Management
<b>TSC</b>	- Teachers Service Commission
<b>UK</b>	- United Kingdom

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background of the Study**

Most African countries are battling with illiteracy, inequity and lack of quality and relevance of their education systems and Kenya is no exception (Odhiambo, 2008). Sallis (1993) emphasized that quality is at the heart of most education policy agendas and that improving quality is probably the most important task facing many educational systems. According to the 2005 Education for All Global Monitoring Report, the quality of education remains very poor in most Sub-Saharan African countries (Republic of Kenya, 2005).

Ministry of Education, Science and Technology (MoEST) have the overall responsibility to manage all aspects of education and training. Other partners including Ministries of Local Government, Home Affairs, Labour and Human Resource Development provide education and training although they constitute a comparatively small proportion of the overall education and training service providers. MoEST is responsible for the education sector policy development, planning and development of sector strategies and regulation of the provision of education and training services by other providers. The management structure at the ministry headquarters includes the Minister, two Assistant Ministers, Permanent Secretary as the accounting officer, five

Directors who report to the Permanent Secretary through the Education Secretary; and Administration, Finance and Accounting Divisions whose heads and the Education Secretary all report to the Permanent Secretary. The structure at the centre also includes a number of Semi Autonomous Government Agencies (SAGAs) responsible for the development and management of the various aspects of education and training. These agencies also report to the Permanent Secretary (Sessional paper No. 1 of 2005 on a policy framework for education, training and research)

Quality Assurance and Standards Officer (QASO) is a recent term coined to refer to the education officer responsible for supervision of curriculum implementation in schools (Ajuoga, Indoshi and Agak, 2010). This is a new term commonly used in place of the traditional term of “inspector”. The term “inspector” portrayed the QASO as a person who comes from above to see that policies developed at the central education office are being implemented in schools (Ajuoga, Indoshi and Agak, 2010). This notion created a rift between the inspectors and the teachers. According to Wanzare, (2006), teachers tended to shy away from interacting freely with the “inspector” for fear of fault finding and victimization. The new term of QASO is intended to remove the stigma associated with the inspector and to portray the officers as people concerned with improving quality and standards of education by working as partners with the teachers (Farrant, 1994). Therefore, QASOs are expected to enhance effectiveness of education by working in collaboration with teachers and schools. Quality Assurance and Standards

Officers (QASOs) are persons appointed by the Directorate of Quality Assurance and Standards (DQAS), which is a department in the Ministry of Education, to supervise curriculum implementation in the schools (Wanzare, 2006).

In an attempt to develop quality assurance procedures that ensure relevance of education to the needs of learners, communities and society and education services that satisfy stakeholders with due accountability to the public, UNESCO in 2004 formed cluster African countries in a preliminary project (UNESCO, 2004). The countries included Kenya, Burundi, Eritrea, Rwanda and Uganda. The projects are on quality assurance with funding from UNESCO and involve training teachers, quality assurance officers and school committee members on quality assurance and assessment. They also involve developing or improving existing quality tools for measuring quality and doing quality assessment.. Kenya's Ministry of Education Science and Technology followed this in a recent structure into departments, which coordinate and oversee the implementation of the education sector policies. The departments included: basic education, higher education, quality assurance and standards, technical education, and educational planning and policy (Wasanga, 2004).

The "Department of Quality Assurance and Standards" replaced the former "Inspectorate". Wasanga (2004,) argued that this demonstrates the importance the Government of Kenya is placing on issues of quality education. The "mission" of the

Department of Quality Assurance and Standards is to establish, maintain and improve educational standards in the country and its “vision” is to provide quality assurance feedback to all educational stakeholders on all educational institutions in Kenya.

The staffs in the department are expected to supervise and advice curriculum implementers and the objectives of quality assurance are to: Have regular reporting on the general quality of education at national, provincial, district and school levels, identify educational institutional needs for improvement, ensure that quality teaching is taking place in institutions, carry out regular inspection of all educational institutions, encourage a collaborative and corporate approach to educational institutional management among various stakeholders, organize and administer co-curriculum activities with a view to developing all round learners (Wasanga, 2004).

Like all methods of evaluating educational quality, inspection is the subject of debate. For example, some people argue that QASO do not always understand the daily problems facing teachers, and can judge them too harshly. Others criticise governments for not doing enough to support schools after they have been inspected. In South Africa, inspection has been particularly criticised. This is because the apartheid state abused the inspection system for political reasons. It used inspectors to spy on teachers, and to report on any who appeared to be critical of the government or who were straying from

the rigid curriculum. Because of this, inspection has been perceived by many teachers in South Africa as an illegitimate way of monitoring education (Strydom, 1997).

In order to play their role effectively, QASO require special skills specific to the job (Etindi, 2001). However, there is currently no special training of QASO in the colleges of education in Kenya. Instead, QASO are appointed from among classroom teachers, head teachers and Teacher Advisory Center (TAC) tutors. Such appointees would normally have merely undergone primary teachers' training without specific training as QASO (Etindi, 2000). According to the report of a study done by the Kenya Educational Management Capacity Assessment (KEMACA) (2008) on the adequacy of the basic training for Quality Assurance Officers, it was found that 25% of the DEOs interviewed indicated that QASOs training was not adequate, 53% said it was "somewhat" adequate; while only 3% said the basic training was adequate. This is an indication that training of QASOs is one of the constraints to their effectiveness in the performance of their duties which may in turn hamper the implementation of curriculum. In regard to visits to schools by QASOs 48% of the district officers interviewed felt that the visits to the schools were not frequent enough. This matter was even more acute when it was considered that a further 38% said that the visits were "somewhat" frequent; and that only 8% said they were frequent enough. Related to this indicator, when asked to what extent schools received timely and adequate support after being identified as low-performing schools only 16% said they received adequate support. This study is

therefore aimed at establishing the challenges facing QASOs in supporting curriculum implementation in schools.

Nyandarua County is located in North Western part of central Kenya. The proposed headquarters of the county is at Olkalou Town. The County consists of seven districts namely Nyandarua North, Nyandarua Central, Nyandarua West, Nyandarua South, Kipipiri, Mirangine and Kinangop. Its population as per 2009 census is 596,268 consisting of 292,155 male and 304113 female. The county has a reasonably stable rainfall pattern which allows subsistence agriculture to be the main economic activity. The county suffers lack of all weather roads and during the rainy seasons, most of the roads are impassable.

The County has a total of 120 public secondary schools with students' enrolment of 34,703 as shown in Table 1.1.

**Table 1.1 Secondary schools in Nyandarua County in terms of Numbers, Enrolment and Staffing**

Number of Schools				Enrolment			Staffing		
Boys schools	Girls schools	Mixed schools	Total	Boys	Girls	Total	Male	Female	Total
4	8	108	120	17,193	17,516	34,709	757	383	1140

**Source: DEO Offices: Details of Public Secondary Schools in Nyandarua County.**

In Nyandarua County, the poor performance in KCSE is enough evidence that the quality of education in the county has been compromised in one way or another. The researcher attributes one of the reasons to be the challenges faced by QASOs who are responsible in ensuring that the quality of education in the schools is not compromised. Table 1.2 below presents a summary of the KCSE results in the county for the last four years.

**Table 1.2 Nyandarua County KCSE Examination Results Analysis from 2007 to 2010**

YEAR	MEAN SCORE
2007	4.85
2008	4.09
2009	5.02
2010	5.16

**Source: DEO Offices: Nyandarua County Examination Results Analysis (2011)**

From the results presented in the table 1.2, it is clear that the performance in National Examinations has always remained low. It is therefore upon this background that the researcher sought to find out the constraints facing QASOs in supporting curriculum implementation in schools.

## **1.2 Statement of the Problem**

Inspection has been a mechanism particularly associated with schools. Traditionally, it has been used to monitor the quality of teaching, as well as general aspects of schools. Inspectors could be subject experts, who visit teachers to monitor how they are teaching, and give them support and advice. Inspectors could also be educational experts who monitor how schools are run, and provide advice to teachers, stakeholders and Board of Governors. They also provide feedback to government about the levels of educational quality in schools. The new term of QASO is intended to remove the stigma associated with the inspector and to portray the officers as people concerned with improving quality and standards of education by working as partners with the teachers. Therefore, QASOs are expected to enhance effectiveness of education by working in collaboration with teachers and schools.

In Kenya, education reforms often fail to achieve desired outcomes due to ineffective and inefficient supervision (Republic of Kenya, 1999). As a result, the Government of Kenya through the Ministry of Education came up with Department of Quality

Assurance and Standards. The duty of the department is to establish, maintain and improve educational standards in the country and its “vision” is to provide quality assurance feedback to all educational stakeholders on all educational institutions in Kenya. Despite the institution of the department, the performance of schools in the national examinations is still low. This is an indication that there are constraints facing QASOs in performing their duties which is critical to the curriculum implementation in schools. This study was therefore aimed at establishing the constraints facing QASO in supervision of curriculum implementation in schools in Nyandarua County

### **1.3 The Purpose of the Study**

The purpose of this study was to establish the constraints facing QASO in the supervision of curriculum implementation in schools in Nyandarua County. This entailed grouping of the challenges into categories such as individual related constraints, work related constraints, school related constraints and policy related constraints.

### **1.4 Specific Objectives of the Study**

The study was guided by the following specific objectives. To:

1. investigate the work-related challenges facing QASOs serving in Nyandarua County
2. determine the school-related factors affecting the roles QASOs serving in Nyandarua County

3. find out policy-related challenges facing QASOs operating in Nyandarua County
4. seek recommendation the ways of mitigating the constraints facing QASOs in performing their duties

### **1.5 Research Questions**

The study was guided by the following research questions:

1. What are the work-related challenges facing QASOs serving in Nyandarua County?
2. What are the school-related factors affecting the roles QASOs serving in Nyandarua County?
3. What are the policy-related factors facing QASOs serving in Nyandarua County?
4. What are the recommendations on ways of mitigating the challenges facing QASOs in performing their duties?

### **1.6 Significance of the study**

The Ministry of Education may use the findings of the study to come up with the strategies for eliminating the constraints which face QASOs. This may improve the quality of education in schools in the county.

The findings of the study may also be of importance to the Quality Assurance Officers as they will get to know of the challenges they face in their attempt to perform their

duties. By these, they may be able to come up with the ways of minimizing the challenges to improve on the efficiency.

### **1.7 The scope of the Study**

This study was carried out in Nyandarua County. The study targeted the QASOs in charge of secondary schools in the County. The DEOs were also targeted by the study in order to provide more insights.

### **1.8 Limitations of the Study**

The study relied on information collected from DEOs and QASOs using questionnaires and interviews. Some of the officers may have been newly posted hence may not have been well versed with challenges in the District.

### **1.9 Delimitations of the Study**

The study only targeted QASOs serving in secondary schools in Nyandarua County and the DEOs in charge of the districts within the County. By this, the researcher saved on time and finances required during the data collection exercise.

### **1.10 Assumptions of the Study**

This study was based on the assumption that the poor performance of schools in Nyandarua County is as a result of the failure of the QASOs to perform their duties effectively. This study was therefore based on the assumption that there were challenges facing QASOs in the performance of their duties resulting into low quality of learning which affects the performance of schools in the area of study.

The study also assumed that most of the officers targeted are fully aware of the challenges they face in their attempt to perform their duties hence the information they gave was considered helpful.

### **1.11 Theoretical Framework**

The study used Victor Vroom's expectancy theory. This Theory is based upon three variables or beliefs that he calls Valence, Expectancy and Instrumentality. Vroom (1964) defined valence as affective orientations toward particular outcomes. According to him, an outcome is positively valent when the person prefers attaining it to not attaining it and an outcome has a valence of zero when the person is indifferent to attaining or not attaining it, and it is negatively valent when he prefers not attaining it to attaining it. There can be a discrepancy between the anticipated satisfaction from an outcome (valence) and the actual satisfaction from an outcome (value). He further defines expectancy as a momentary belief followed by a particular outcome. The range

of expectancy can be from zero to one. Zero expectancy is a person's subjective probability that his act will not be followed by an outcome. On the other hand, an expectancy of one is a person's subjective certainty that his act will be followed by an outcome. Expectancy is a person's estimation of the probability that effort will lead to successful performance.

This estimation or belief is likewise based on the confidence a person has in his/her own capacities to bring skills to bear and influence outcomes (e.g. self-concept, self efficacy, locus of control).

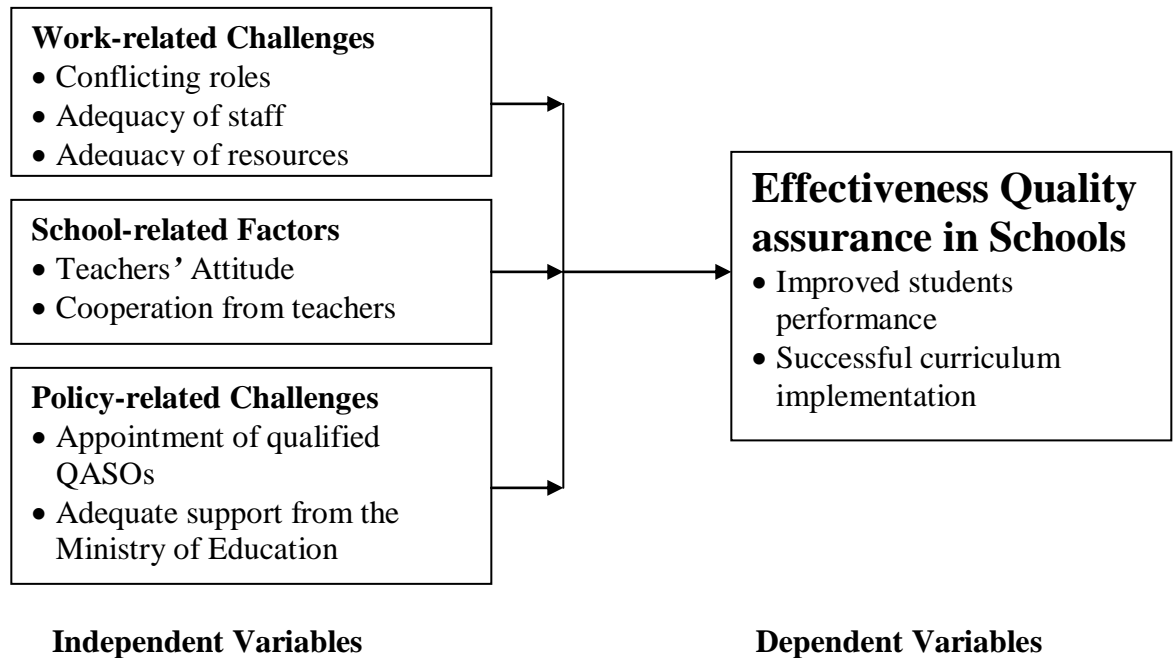
Instrumentality: This is the person's perception of the probability that performance will lead to a specific outcome. It is related to the individual's beliefs or expectations that if he or she behaves in a certain way, he or she will get certain things (Nadler and Lawler, 1977).

As Vroom (1964) pointed out that individuals will be motivated if they meet three criteria. First, they must value the behavioral outcome valence. Second, they must believe that the desired behavior is instrumental in achieving the valent outcome. In other words, the individuals must expect that if they behave in a certain way, they will receive certain things. Finally, they must expect that they are capable of performing the behavior that is instrumental to achieving the outcome.

This study used Vroom's expectancy in that for the QASOs to effectively perform their duties. The researcher perceived QASOs to be motivated to perform their duties when they have qualifications required for their profession. Despite the qualifications, they must also have the resources to help them perform their duties. This study therefore focused on the constraints facing QASOs in terms of training/qualification, adequacy of staff, teacher attitude, conflicting roles and availability of resources.

## 1.12 Conceptual Framework

The conceptual framework below shows the relationship between the independent and dependent variables of the study. The dependent variable for the study was the effectiveness of quality assurance in schools while the independent variables were: individual related challenges, work related challenges, school related factors and policy related challenges.



**Figure 1.1 Conceptual Framework**

**Source: Researcher (2011)**

### **1.13 Operational Definition of Terms**

**Supervision:** The process of bringing about improvement in instruction when QASOs interact with teachers and students. It is the process of helping teachers to achieve their objectives.

**Inspection:** An organized examination or formal evaluation exercise.

**Quality Assurance:** The process of assessing curriculum implementation in educational institutions and giving feedback with a view to improving education quality.

#### **Quality Assurance and**

**Standards officers (QASO):** These are officers charged with the responsibility of ensuring that the qualities of education offered in secondary schools in their administrative areas are to the standard

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

**Public Secondary Schools:** These are state owned secondary schools found the study area.

**Curriculum implementation:** Process of enacting the curriculum instructional plan or program produced during the previous stages. Putting into intended use what has been planned or effecting curriculum change once it is delivered to schools.

**County:** This is one of the administrative regions in the Kenyan new constitution incorporating several districts in the earlier administrative divisions.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter presents relevant literature on: general conception of education quality, reforms in the Ministry of Education Science and Technology, TQM in Education and constraints facing QASO. The study ends with a summary of literature review.

#### **2.2 General Conception of Education Quality**

In the management literature, the term quality has different meanings and has been variously defined as excellence (Peters and Waterman, 1982), value (Feigenbaum, 1951), fitness for use (Juran and Gryna, 1988), conformance to specifications (Gilmore, 1974), conformance to requirement (Crosby, 1979), defect avoidance (Crosby, 1979), meeting and/or exceeding customers' expectations (Parasuraman et al., 1985), etc. There seems to be no consensus definition even though most of these definitions are highly correlated. Similarly, education quality is a rather vague and controversial concept in research and policy discussion. To different people, the definition may be different and so the indicators used to describe education quality may be different (Hughes, 1988). Some may emphasize the quality of inputs to the education systems whereas others emphasize the quality of processes and outcomes. No matter whether referring to input, process, outcome, or all of these, the definition of education quality may often be associated with fitness for use, the satisfaction of the needs of strategic constituencies

(e.g. policy makers, parents, school management committee, teachers, students, etc.) or conformance to strategic constituencies' requirements and expectations.

Borrowing the ideas from total quality management (Tenner and Detoro, 1992) and system approach, Cheng (1995) defined education quality as the character of the set of elements in the input, process, and output of the education system that provides services that completely satisfy both internal and external strategic constituencies by meeting their explicit and implicit expectations. To a large extent, this definition includes the important characteristics of quality espoused in the management literature. If we accept this definition, the conception of education quality will involve the characteristics of input, process, output and multiple constituencies of an education institution. Therefore, education quality is a multi-dimensional concept and cannot be easily assessed by only one indicator. Furthermore, the expectations of different constituencies on education may be very different, if not contradictory. It is often difficult for an education institution to meet all the expectations or needs at the same time.

Therefore, it is not rare that the education quality in an education institution is high to the perceptions of some districts but not to others, or that some aspects of an education institution may be of high quality but other aspects may be of low quality (Hughes, 1988). For assessing school education quality, different indicators may be developed to give information about the performance of an education institution in different aspects

of input, process, and outcome. The difference in the choice of and the emphasis on indicators may reflect the diverse interests and expectations among the concerned constituencies and also the different management strategies used to achieve education quality under certain environmental constraints within a certain time frame. In other words, based on different conceptions of education quality and different concerns about achievement of education quality, different people may use different indicators to assess education quality and different strategies to achieve education quality. The focus of these indicators and strategies may not necessarily include all aspects of the input, process, and outcome of an education institution.

### **2.3 Reforms in the Ministry of Education Science and Technology**

An administrative reform occurred in the Ministry of Education Science and Technology during the 2004/05 saw the establishment of five Directorates, i.e. Directorates of Basic Education, Technical Education, Higher Education, Planning and Policy, and Quality Assurance and Standards, besides the position of Education Secretary. These were followed by the redeployment of the professional staff within the five Directorates to the field as the first step towards decentralization of core functions and this process is still going on. The coordination has been structured in a manner that facilitates Sector-wide stakeholders coordination through an Education Stakeholders Forum and National Education Advisory Council; Government coordination through Inter-Ministerial Committees on Education and Training; Development partner

coordination through a Consultative GOK/Development Partners Committee; Ministry-wide coordination through a KESSP Steering Committee; and Provincial and district coordination through the Provincial Education Boards and District Education Boards (MoEST, 2005). KESSP coordination, implementation and accountability structure is as presented in Appendix V.

#### **2.4 Total Quality Management in Education**

In support of the TQM initiatives in education, Crawford and Shutler (1999) applied the Crosby (1984) model to suggest a practical strategy for using TQM principles in education. Their strategy focused on the quality of the teaching system used rather than on students' examination results. Crawford and Shutler argue that examinations are a diagnostic tool for assuring the quality of the teaching system. To satisfy the educational needs of students, continuous improvement efforts need to be directed to curriculum and delivery services. From such a perspective, various root causes of quality system failure in education have been identified. These include poor inputs, poor delivery services, lack of attention paid to performance standards and measurements, unmotivated staff and neglect of students' skills (Ali and Zairi, 2005).

One of the weaknesses of such a perspective is in its concentration on the student as a customer whereas TQM in education should concern the customer beyond students. Elsewhere, Dahlgaard et al. (1995) define total quality in education as educational

cultures characterized by increased customer satisfaction through continuous improvements in which all employees and students participate actively. Literature available point to a growing interest in applying TQM in education and for a wide variety of reasons (Cheng, 2003): Some of the reasons include: pressures from industry for continuous upgrading of academic standards with changing technology; government schemes with allocation of funds, which encourage research and teaching in the field of quality; increasing competition between various private and government academic institutions; and a reduction in the pool of funds for research and teaching, implying that only reputable institutions will have a likely chance of gaining access to various funds.

In the Kenya Education Master Plan for Education and Training 1997-2010 it is argued that quality is not mere passing of examinations or certification, but the development of independent, analytical, creative potential of the individual, including critical imagination, spiritual and ethical values. It implies standard agreed criteria for assessment (Government of Kenya, 1998). Saitoti (2003) posited that the major determinants of quality education include curriculum content, relevant instructional materials and equipment, physical facilities, conducive learning environments, the quality of teaching force and assessment and monitoring of learning achievements.

Saitoti concurs with the Master Plan's view that quality education should shift from merely passing exams to encompass the discovery of talents, development of analytical,

cognitive and creative potential. It is enhanced by efficient and effective management and prudent utilization of resources. Galabawa (2003) observed that issues related to quality and relevance of education in Kenya are nebulous. This author argues that the sources of quality improvements may be traced to the sense of competition and the pride institutions and schools whose students do well feel on finding themselves doing better than their rivals in performance.

At tertiary level, there is often pressure exerted on every institution based upon the demand for the graduates in the formal employment sector. Githua (2004) views quality assurance in secondary school education in Kenya as a process with a set of criteria ensuring that the education offered is of the highest possible standard and is driven by individual, professional and social demands. The criteria include the quality of learning environment, educational experiences and learning outcomes. Githua further analyses a number of other factors for quality assurance in secondary school education which include: selective entrance criteria for students; stringent staff recruitment procedures; performance related funding; tools for evaluation; and peer review.

TQM in Kenyan secondary schools has been conceptualized by the Education Master Plan 1997-2010 in terms of human resources, curriculum and financial resources (Government of Kenya, 1998). On human resources, first, the plan argues that in order to enhance TQM in secondary schools, it is imperative to have a well-qualified and

highly motivated teaching force capable of understanding the needs of learners and the curriculum. Secondly, secondary school head teachers who are well versed in management are also essential for successful curriculum implementation, effective and efficient management and administration of schools. However the Plan observed that many secondary school head teachers had not been adequately trained in management and administration and were ineffective and lacking in accountability. They should be the advisors in curriculum implementation in their own schools and should be well prepared for this role. Third, the plan deplores the poor terms and conditions of service that have led to poor morale. Some secondary school teachers who work in remote areas have inadequate basic amenities like housing, access to clean water and health facilities.

Lastly, the secondary school system is said to be marred by nepotism and corruption allegations in the promotion of teachers. Such malpractices are likely to affect teachers' morale, performance and commitment to TQM as non-performers are rewarded. Curriculum matters equally affect TQM. For a long time in Kenya, a heavy workload characterizing the current system of education grossly affects the quality of learning and teaching, due to lack of time devoted to the application of what is taught. However there have been recent efforts to reduce the workload and examinable subjects in an effort to reduce cost of education and at the same time raise the quality of teaching and learning.

Total quality in secondary schools is also reflected in financial and other resources. The quality and adequacy of resources such as physical facilities, equipment, teaching and learning materials all have a direct bearing on quality as they determine how effectively the curriculum is implemented. The quality of education cannot be achieved and sustained if the resources and facilities are not available in sufficient quality and quantity.

It is imperative to note here that; most of the literature reviewed (Government of Kenya, 1998; Saitoti, 2003; Galabawa, 2003) seems to view total quality management in Kenya's secondary schools in terms of the quality of the inputs, notably the quality of the learners themselves, teacher qualifications and their enthusiasm to work, and physical and financial resources. The issue of clients' satisfaction and judgment of services offered to them has not taken centre stage. Equally, not much attention is paid to the contribution of the non-teaching staff and parents. Bonsingl (cited in Mehrotra, 2004) outlines the TQM principles believed to be the most salient to education. The principles, also called "Pillars of total quality management", include: Empowerment of workers/employees. It is called the principle of synergistic relationship. According to this principle, an organization must focus first and foremost on its suppliers. In the organization everyone is both a supplier and a customer. This confusing concept emphasizes teamwork in which all are involved. In other words teamwork and collaboration are essential components in educational administration. The concept is

supported by Padhi (2004) who considers teamwork in his eight elements of TQM. Padhi emphasizes that in a team, people feel more comfortable.

## **2.5 Constraints Facing Quality Assurance and Standards Officers**

Education Officers in Kenya are charged with the responsibility of supervising education policies and programs in schools. Effective supervision of school programs by education ensures that they are efficiently and effectively implemented to achieve desired goals. The core role of supervisors has traditionally been to control the teachers and in particular their performance in the classroom. Supervisors have nearly always been asked to offer advice to teachers and stimulate their creativity. QASO are involved concerns curriculum development and implementation.

Kenya Institute of Education is the Ministry's organ tasked with the responsibility to develop and modify school curricula as needs and/ or circumstances dictate. Some of these circumstances may be related to ideological, political, technological and/or social changes that may be taking place. Some of the key activities include writing new syllabuses or updating existing ones, pilot-testing the syllabuses, writing materials to go with the syllabuses, evaluating textbooks and training teachers. It is in the execution of these tasks that the external supervisor is found to be invaluable at both national and regional levels. In this regard they work closely with the KIE officers in carrying out

the outlined tasks. The same supervisors also follow-up and monitor the implementation of the new curricula and provide such support as may be required by teachers.

Supervisors act as intermediaries, being among the few ministry officials to regularly visit schools, they are in principle, ideal intermediaries between the Ministry and the schools: they inform the schools of decisions taken by the Ministry and make the Ministry staff aware of the realities and concerns at the school level. They also function as a link between schools, inviting them to exchange experiences and to learn from each other. This section presents related literature on the challenges facing QASOs in delivering their duties. The challenges have been grouped into individual related challenges, school related challenges and work related challenges

### **2.5.1 Individual Related Challenges**

#### **QASO Training**

Since the 1980s, there have been rapid changes and developments in nearly every aspect of society, not only in Western countries but also in Africa. Inevitably, the educational environments also have undergone rapid changes accordingly over the past decade. These include the rising demand for accountability, increasing expectations of people, changing values and needs of individuals and society, and emerging new technology, and theories of teaching, learning and management (Fullan, 1992). All these have put a

heavy demand on teachers and administrators to acquire new knowledge and skills to deal with the changes in order to provide education of high quality to the public.

Various authors have suggested that a school organization must develop itself and its members in order to achieve sustained quality. For example, Elmore (1990) contends that teacher empowerment through continuous development is one of the key factors for success in school restructuring. Nias et al. (1992) argues that the key to whole-school curriculum development is professional learning. It is widely believed that teaching practice can always be improved and that professional development is a never-ending process. Fullan (1993) indicates that the emerging trend is for teachers to work in new structures where principals, teachers, professional educators, parents and community resource personnel all participate to form a network of learning.

Padhi (2004) asserts that training is very important for employees to be productive. Employees require interpersonal skills, the ability to function within teams, problem solving skills, job management, and performance analysis and improvement skills. Employees are trained to become effective. However, in school situations, team building has been based upon biases, prejudices, and “the way we have always done it around here” rather than evidence based decision-making taking account of qualifications, competence and ability (Kiboro, 2003).

Although there might be a clear need for staff development in order to achieve sustained quality in school education, two issues need to be resolved before full thrust can be carried forward (OECD, 1989). First, conceptions of education quality are often confusing, elusive, or even illusory, it is not surprising that the meaning of education quality, a value-laden concept, changes over time and varies across different groups and contexts. An Organization for Economic Cooperation and Development (1989) report has argued against providing one simple definition of quality in education, and has suggested instead a multiple understanding of the concept based on context and user.

Second, there is lack of a clear framework to explain the relationship between education quality and staff development even though it is often assumed that staff development is necessary for education quality (Cheng and Tam, 1994). The poor understanding of school education quality and its relationship to staff development sets a very tight limitation on the effectiveness of efforts to conduct staff development programmes and enhance the quality of school education.

Despite the efforts made to train QASO through INSET, doubts have been raised over the relevance of the INSET course content (Indoshi, 2001). INSET activities would be most effective if the participants are ready for the topics addressed and if they feel that the courses are high on their priority list of problems (Indoshi, 2001). Very seldom

however, are structured surveys undertaken to identify the felt needs of the participants (Etindi, 2000; Kithuka, 2006; Wanzare, 2006).

Through a survey of the literature, five competencies relevant for the QASO training were identified. The competencies were human relations, knowledge of the subject, supervisory approaches, report writing and action research (Wanzare, 2006; Musaazi, 1982; Etindi, 2000; Covey, 1989; Othieno, 1996). It was noted that these competencies are often incorporated in QASO INSET courses without due regard to their relevance. This may lead to wastage of resources. INSET programmes would be more effective if the target group is involved in identifying their own felt needs. This is what motivated this study, that is, to offer the QASOs opportunity to identify their training needs which would guide future INSET courses and increase the relevance and effectiveness of their training.

## **2.5.2 Effects of School Related Factors on the Quality of Education**

### **Teachers Attitude**

The Effectiveness of Quality Assurance Officers has also been affected by attitude and way of performing their duties. Wanjohi (2005) states that, there was a time when the mention of “school inspector’ was enough to make teachers faint. The officials caused terror as they looked for teachers mistakes. They were known of storming into schools where they harassed, victimized and scared teachers by threatening to write negative

reports about them. They would abuse or slap teachers as pupils watched and teachers used to refer to them as 'flying squads'. The inspectors would descend on a school without notice, carry out their work and not inform the head teacher of their findings. They wrote reports without consultations and would leave the school without a word. As a result of the mistrust teachers had of the inspectors, many teachers viewed the inspectors' role with a lot of fear, suspicion and hostility. Wanjohi (2005) contends that teachers perceive inspectors as fault finders who are only interested in reporting them to the MoEST instead of giving them advice to enable them improve their teaching techniques. This results in a poor relationship between them and the inspectors.

When supervisors visit schools, their attitude can be condescending and their focus is on administrative control, which offers them a sentiment of power. In a Study done by Wanzare (2003), he concluded that school inspection is foremost a control process to ensure respect for rules and regulations and loyalty to authorities. The schools which get these rare visits are seldom selected on the basis of their need for support or supervision, but for practical or administrative reasons, the result was that more remote schools tend to get less supervision. Sometimes supervisors, in particular those whose recruitment did not take into account the necessary criteria, would fail to provide pedagogical advice or would blame teachers in issues where they need professional help. The status and crucial role of classroom teachers is rarely recognized by such supervisors.

### **2.5.3 Work Related Challenges**

#### **Conflicting Role**

The obligation for many supervisors to offer support and exercise control is faced by two contrasting problems; internal role conflict and a regular conflict with teachers. According to Casteel (1999), role ambiguity is one of the challenges facing QASOs. He adds that there is confusion of roles between quality assurance (inspectorate) and quality development (advisory staff). Most of the officers do not know what is expected of them in these two areas and so they end up concentrating more on quality assurance, abandoning quality development. Apart from their core tasks, as outlined in their job description, DEOs perform a variety of other tasks, some of which had little to do with their main supervisory functions.

#### **Transport Problems**

Lack of useable transport is a key reason cited over the year for the inspection officers not being able to fulfill their duties. Report after report by successive Secretaries for Education have lamented on the shortage of transport. As an example, the Annual Report of the Secretary for Education (1994) noted that in districts where vehicles were not available, low levels of supervision were experienced or Education officers did a sterling job in the supervision of schools despite the lack of transport. The average workload would be quite manageable if transport were available for the QASO.

Without transport and travel allowances, the supervisors can be idle while, there is a lot of work out in the field.

### **Inadequate Staff**

Insufficient staffing is widely witnessed in the Ministry. For instance, according to MOE (2005), Directorate of Education and Directorate of Quality Assurance have 2,199 and 960 members of staff respectively, against the approved establishment of 3,210 and 1,696. In addition to this understaffing, it may be more critical to provide the existing staff with the necessary resources to perform their duties. This problem has arisen as a result of exits through natural attrition and past embargo on new employment. Due to the lack of personnel, the remaining staff is obliged to overwork. The difficulties were found during interviews with DEOs (District Educational Officers) and other educational officials. In a district, each zone is supposed to be allocated at least one QASO (Quality Assurance Officer), which has not been realized. In Kajiado District, for example, it is only 2 zones out of 16 that have zonal QASOs. Consequently, TAC (Teacher Advisory Centre) tutors, whose original duty is to conduct in-service training, are acting as QASOs. All the personnel involved in quality monitoring and teacher support need more training (MOE, 2006).

#### **2.5.4 Other Challenges facing Quality Assurance and Standards Officers**

Apart from the challenges presented, there are other challenges facing QASOs in the performance of their duties. Wasanga (2004) noted that the work of the Department of Quality Assurance and Standards is hampered by the following:

**Inadequate legal provision:** This has been found to limit enforcement of inspection recommendations.

**Inadequacies in requisite skills:** This is mainly due to lack of a specific policy on recruitment and deployment of inspectors. Such a policy should take into account an officer's academic background and experience in the education sector.

**Lack of a definite staff development policy:** Although a number of inspectors undergo some induction course when they are deployed to the Inspectorate, others are never inducted at all. In addition, there are no regular in-service courses for inspectors and inadequate budgetary allocations and tools.

Wasanga (2004) recommended that in order to ensure that the education offered at the school level continues to be of good quality, various measures are necessary: first, the Education Act Cap 211 of 1968 should be revised to provide the Inspectorate function with the requisite legal enabling powers; second, a specific policy on recruitment and deployment of inspectors; and third, a staff development policy for inspectors; and fourth, adequate budgetary allocations to facilitate quality assurance services. Quality of

education is determined by the inputs such as curriculum content, instructional materials and equipment, school culture, teacher: pupil ratio, costs and guiding policies, quality assurance, learning duration and above all, the quality of the teachers and management practices.

Previous studies have established that the QASOs have not been effective in their work due to: poor attitude of teachers, lack of experience skills and knowledge of QASOs, sporadic and inadequate supervision and lack of facilities such as vehicles, stationery and funds (Ontiria, 2003; Kariuki, 2008). According to Ouma (1989), the QASOs must check on their head teachers' appointments since young inexperienced head teachers without management skills have contributed to poor academic performance and expectations. Cheruiyot (2003) argued that inspectors key role in curriculum implementation aimed at providing good results. He claims that there is need to introduce in-service courses geared towards providing up to date skills, knowledge and values concerning management of schools. The work of inspectors is therefore that of managing operations of teachers who produce school academic performance.

According to Casteel (1999), one of the challenges facing QASOs is lack of strategic planning. He found that there was no clear strategic planning for managing training parallel to the way in which an overall direction and strategic plan is emerging for inspection service. The Directorate is faced by a lack of full advisory support structure

to plan and deliver national training programs. Casteel notes that there is poor staff selection and that the caliber of staff appointed as Zonal Inspectors of Schools (ZIS) are not always appropriate for the roles they have to undertake. Most of them are trained teachers, who receive no training and also little orientation is given to them when they take up their roles. This has resulted into poor service delivery.

## **2.6 Summary of the Literature Review**

This chapter has presented related literature on Quality assurance in schools. It was found that the major determinants of quality education include curriculum content, relevant instructional materials and equipment, physical facilities, conducive learning environments, the quality of teaching force and assessment and monitoring of learning achievements. This has pointed out the importance of QASOs in ensuring that the quality of education is to the standard. Among the constraints to QASOs is the inadequacy of Quality assurance staff as brought forward by MOE (2005). Other constraints included: inadequate training, teachers attitude, conflict of roles and transport problems. This study was therefore aimed at filling the knowledge gap by identifying how different school, work and policy related factors affect QASOs in the supervision of curriculum implementation in Nyandarua County.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents the research design, locale of the study, target population, sampling techniques and sample size, research instruments, piloting, data collection procedure and data analysis.

#### **3.1 Research Design**

The study used descriptive survey design. Both quantitative and qualitative methods of data analysis were used to enhance the quality of the information collected. Orodho (2009) states that descriptive survey design is the most frequently used method for collecting information about people's attitudes, opinions, habits or any of the variety of education or social issues. The fact that the design is used to collect people's opinion, the researcher therefore deemed it appropriate for the study because it allowed the researcher to get the information on the constraints facing QASOs.

#### **3.2 Locale of the Study**

The study was carried out in Nyandarua County. The County has seven districts. The County was chosen because of the low performance in the schools in the county in the national examinations. This is perceived to might have risen because of the failure of the QASOs in their supervisory and inspection roles. The area was also chosen because of

the familiarity of the researcher to the area, this allowed creation of rapport with the respondents making data collection exercise easier. As Singleton (1993) notes, the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with the informants.

### **3.3 Target Population**

Orodho (2009) defines target population as the set of elements that the researcher focuses upon. The target population for the study was District Education Officers and Quality Assurance and Standards Officers in each of the Districts in Nyandarua County. There are 17 QASOs and 7 DEOs in Nyandarua County. The QASOs were chosen for the study because they were perceived to have information on the challenges they face. The DEO were also chosen because they work together with QASOs to ensure that quality education offered in schools is to the standard; they were therefore perceived to have information on the challenges facing QASOs in the performance of their duties.

### **3.4 Sampling Techniques and Sample size**

Orodho (2009) states that any statements made about the sample should also be true of the population. It is however agreed that, the larger the sample the smaller the sampling error. For this study, the DEOs and all QASOs were purposively selected. The technique was used as it allowed only those who are perceived to have the required

information to be included in the study. All the 17 QASOs and 7 DEOs were included in the study. A total of 24 respondents were targeted by the study.

### **3.5 Research Instruments**

Questionnaires and interview schedules were used as instrument for data collection. According to Mugenda and Mugenda (1999), questionnaires allow measurement for or against a particular viewpoint. They also enable a researcher to collect large amount of information in a reasonable quick space of time. The questionnaires were used to gather data from the QASOs. On the other hand, interview schedules are recommended when the respondents are few. An interview schedule allows the researcher to probe, thus providing in-depth information. Interview schedule also allows the researcher to gather a large body of data as it does not restrict to seek for clarification from the respondent and that it helps the interviewer to cover all dimensions of the investigation (Kerlinger, 1973). Under normal circumstances, more people are willing to communicate orally than in writing. Interview schedules were used to collect data from the DEOs.

### **3.6 Piloting**

According to Mugenda and Mugenda (1999), piloting refers to pre-testing of the research instrument by administering it to a selected sample which is similar to the actual sample which the researcher plans to use in the study.

Piloting was done in one of the districts in Nyandarua County. The district used for piloting was not included in the actual study.

### **3.6.1 Validity**

According to Orodho (2009), validity is concerned with the degree to which empirical measure or several measures of a concept accurately represent that concept. Mugenda and Mugenda (1999), say validity is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. It has to do with how accurately the data obtained in the study represents the variables of the study. To validate the research instruments of this study, the researcher sought the opinion of the supervisors on content, clarity, ambiguity, level of language used and any other additional information on the questionnaires to make the instruments more comprehensive and to ensure it measures the variables of the study.

### **3.6.2 Reliability**

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. In order to test the reliability of the instruments, the researcher conducted the test-retest technique. According to Orodho (2008), the following steps were followed to test reliability of the instruments:-

(1) The developed questionnaires were given to a few individual subjects for the study.

- (2) The answered questionnaires were scored manually.
- (3) The same questionnaires were administered to the same group of subjects after a period of one week.
- (4) The questionnaire responses were scored manually.
- (5) A comparison between answers obtained in 2 and 4 above was made.

The researcher found that the respondents gave almost the same answers as were given in the initial administration of the instrument. The instruments were therefore considered reliable.

### **3.7 Data Collection Procedure**

The researcher got an introductory letter from the Director of Self Sponsored Programmes at Kenyatta University. The letter was used to seek clearance from the Ministry of Education which was presented to the DEOs in Nyandarua County. The researcher then booked for appointment with the targeted respondents and arranged for the data of collection. The researcher finally administered the instruments personally to the respondents. The instruments were collected immediately after they were in filled; this was to reduce the cost of making follow up for the instruments and to minimize the loss of data.

### **3.8 Data Analysis**

The primary data collected from the field were first edited to remove mistakes from responses written which are not required. Coding was then done to summarize the data where code numbers were assigned to each of the research questions. The coded items were analyzed with the aid of computer software. Both quantitative and qualitative data analysis techniques were used to analyze the data. Quantitative data collected were analyzed, presented and interpreted using both descriptive statistics such as frequencies, and percentages while qualitative data were organized into themes which enabled rich description of findings. EXCEL computer program was used to analyze the quantitative data. The analyzed data were presented in the form of pie charts, bar graphs, line graphs and tables where necessary.

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter presents the findings of the study. The purpose of the study was to establish the constraints facing QASOs in supporting curriculum implementation in public secondary schools in Nyandarua County. A total of 24 respondents were targeted by the study out of which 21 responded (constituting 15 QASOs and 6 DEOs) giving a response rate of 87.5%. The findings of the study were as presented as per the study objectives in the following sections.

#### **4.2 General Information of the Respondents**

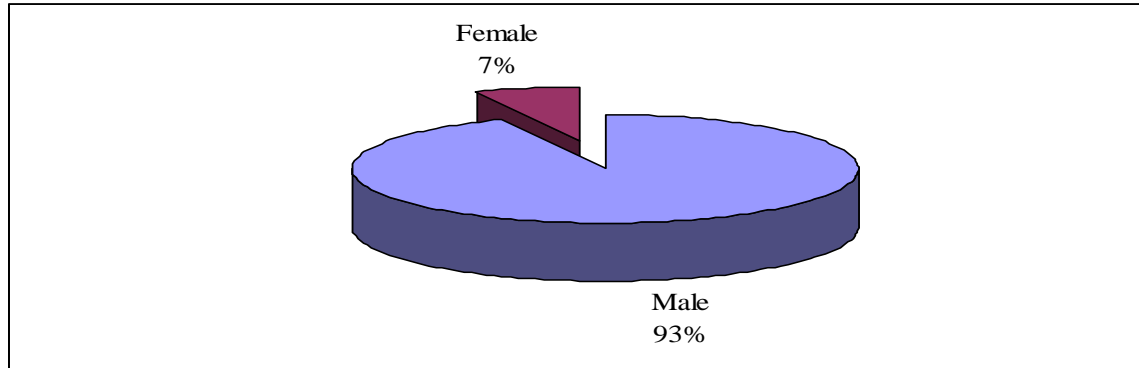
In this section, the researcher sought to find out the information on the respondents gender, marital status, age bracket, period of service as QASOs, highest academic qualification and whether they had served as teachers before promotion. The findings are as presented in the following sub sections.

##### **4.2.1 Distribution of the Respondents by Gender**

The respondents were first asked to indicate their gender. The study found that 14 (93%) of QASOs were male while 1 (7%) were female. From the findings of the study, it can

be said that most of the QASOs operating in Nyandarua County are male. The findings are as presented as the Figure 4.1.

**Figure 4.1 Distribution of the respondents by Gender**

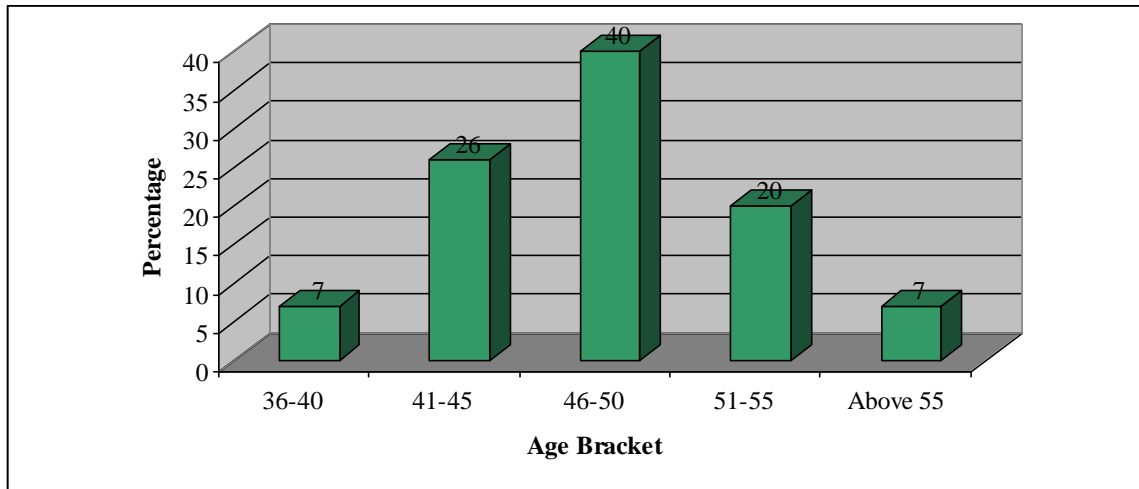


Regarding the distribution of the respondents by marital status, the study found that all respondents were married 15 (100%).

#### **4.2.3 Distribution of the respondents by Age bracket**

The respondents were asked to indicate their age brackets. The study found that 6(40%) of the respondents indicated that they were between 46-50 years. The study also found that 4 (26%) were aged between 41-45 years, 3(20%) were aged between 51-55 years, 1 (7%) were between 35-40 years and another 1 (7%) were above 55 years. From the findings of the study it can be said that most of the respondents were of prime age hence were incapable for supervising teachers. The findings are as presented as in the Figure 4.2.

**Figure 4.2 Distribution by the respondents on Age bracket**

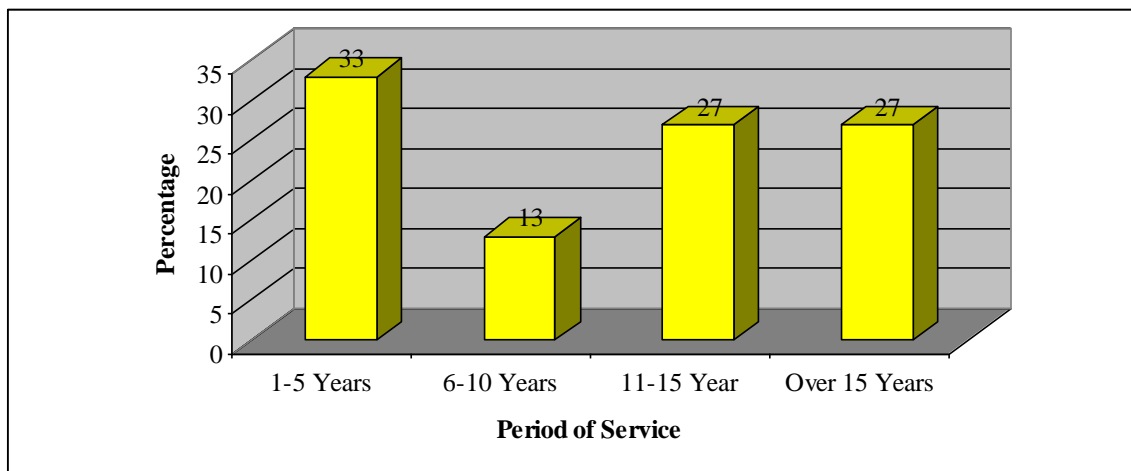


#### **4.2.4 Distribution of the Respondents by Period of Service**

The respondents were asked to indicate the period for which they had served as QASOs. The study found that 5(33%) of the respondents indicated that they had served as QASOs for a period between 1-5 years. The study also found that 4(27%) of the respondents indicated that they had served as QASOs for a period between 11-15 years; another 4(27%) had also served as QASOs for a period of over 15 years. It was finally found that 2(13%) of the respondents had served for a period between 6-10 years. Focusing on teacher experience and effective curriculum delivery, Clotfelter, Ladd and Vigdor (2006), found that teachers with more experience are more effective than those with less experience. In another study done in the Nigeria by Ondo State Nigeria

Ministry of Education (2002) on the effect of teaching experience on students' performance, they found that schools having more teachers with above twelve years teaching experience achieved better results than schools having teachers with twelve years and less than twelve years teaching experience. From the findings of the study, it can be said that most of the QASOs had the requisite experience to support curriculum implementation in schools. The findings of the study were as presented in Figure 4.3.

**Figure 4.3 Distribution of the Respondents by Period of Service**

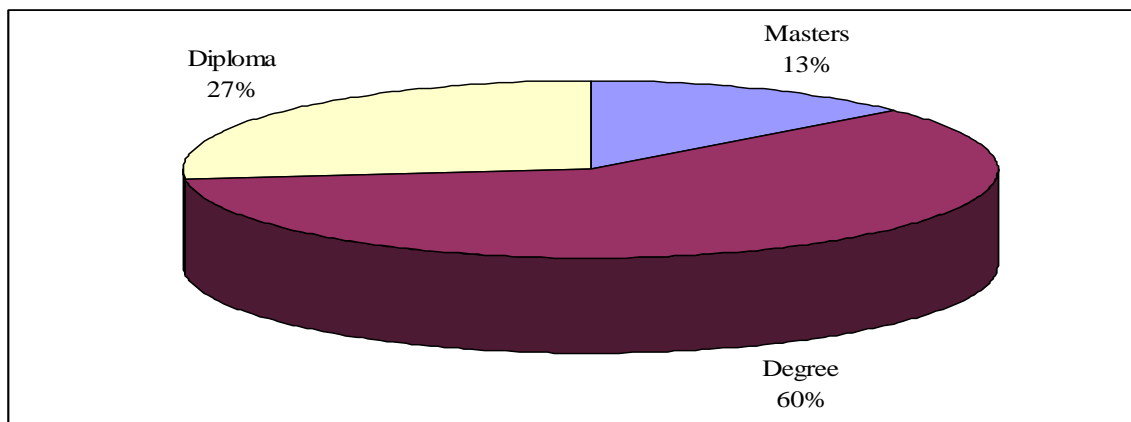


#### **4.2.5 Distribution of the Respondents by Level of Education**

The respondents were asked to indicate their highest level of education. The study found that 9(60%) of the QASOs had Bachelors Degree, 4(27%) had Diploma and 2(13%) had Masters Degree. In support to these findings, Harris and Sass (2006), examined how teacher qualifications and in-service training affected student achievement in Florida.

They found that teaching experience and educational background of teachers affect their job performance. From the findings of the study, it can be said that most of QASOs operating in Nyandarua County had Degree level of education. This shows that QASOs operating in Nyandarua were competent enough to support curriculum implementation in schools. The findings of the study were as presented in Figure 4.4.

**Figure 4.4 Distribution of the Respondents by Level of Education**



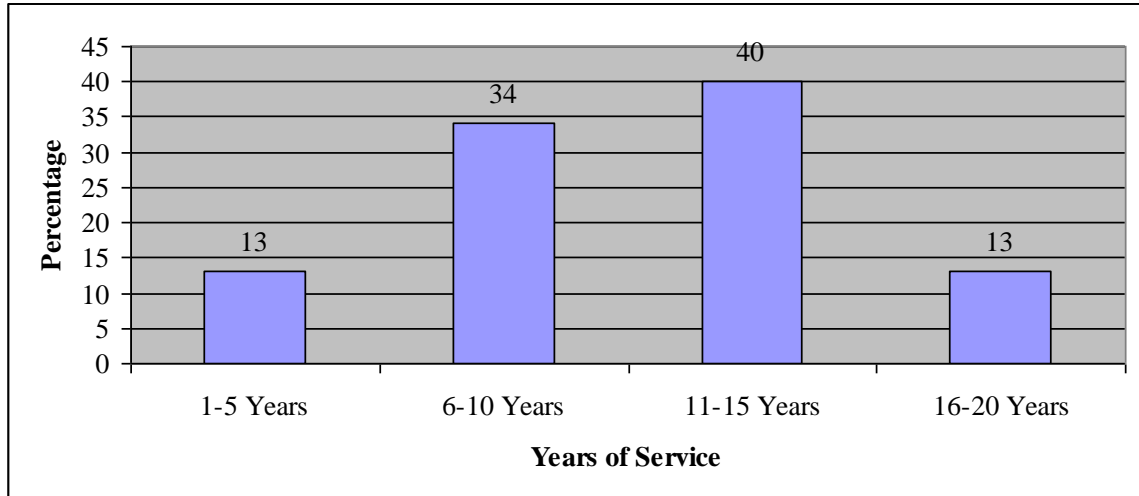
#### **4.2.5 Serving as Teachers before Promotion**

Respondents were asked to indicate whether they served as teachers before they were promoted. The study found that all QASOs 15(100%) indicated that they had served as teachers before they were promoted to their current posts. This shows that all QASOs understood the challenges faced by teachers thus making capable of giving professional advice to teachers.

#### **4.2.6 Period of Service as a Teacher before Appointment as QASOs**

Respondents were asked to indicate the period for which they served before promotion. The study found that 6(40%) of the respondents indicated that they served as teachers for a period between 11-15 years before their appointment as QASOs. The study also found that 5(34%) of the respondents indicated that they served as teachers for a period between 6-10 years before appointment as QASOs. The study also found that 2(13%) of the respondents served for a period between 1-5 years and another 2(13%) served for a period between 16-20 before appointment as QASOs. Several studies have found a positive effect of experience on teachers' effectiveness; specifically, "the learning by doing" effect is most obvious in the early years of teaching (Rice, 2004; Bauer, 2005). Thus service as teacher before promotion can be perceived to have enhanced the effectiveness of the tutors. From the findings of the study, it can be said that most of the QASOs had served as teachers for a period more than 5 years before their appointment. This means that they were well conversant with the classroom challenges facing the implementation of curriculum in schools hence they were capable of giving advice to teachers. The findings of the study were as presented in Figure 4.5.

**Figure 4.5 Period of Service as a Teacher before Appointment as QASOs**



### **4.3 Work related Challenges facing QASOs in Supporting Curriculum Implementation in Schools**

#### **4.3.1 Adequacy of QASOs Serving in Districts**

The respondents were asked to indicate whether QASOs serving at their districts were adequate. The study found that 13(87%) of the respondents indicated that they were not adequate while 2(13%) indicated that the QASOs were adequate. The findings are supported by the findings of a study done by MOE (2006) where the requirement that each zone is supposed to be allocated at least one QASO, had not been realized. In Kajiado District, for example, it is only 2 zones out of 16 that have zonal QASOs (MOE, 2006). From the findings of the study, it can be said that one of the challenges

facing QASOs in curriculum implementation in Nyandarua County is their inadequacy in terms of numbers. The findings of the study were as presented in Table 4.1.

**Table 4.1 Adequacy of QASOs serving in the District**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	2	13
No	13	87
<b>Total</b>	<b>15</b>	<b>100</b>

#### **4.3.2 Effect of the availability of Resources on the Performance of the QASOs**

The respondents were asked to indicate whether the availability of resources affected the performance of the QASO. The study found that 14(93%) of the respondents indicated that the availability of resources affected their performance while 1(7%) indicated that resource availability did not affect their performance. In support to these findings, the Annual Report of the Secretary for Education (1994) noted that in districts where vehicles were not available, low levels of supervision were experienced or Education officers did a sterling job in the supervision of schools despite the lack of transport. From the findings of the study, it can be said that the availability of resources affected the performance of QASOs in Nyandarua County. The findings of the study were as presented in Table 4.2.

**Table 4.2 Effect of the availability of Resources on the Performance of the QASOs**

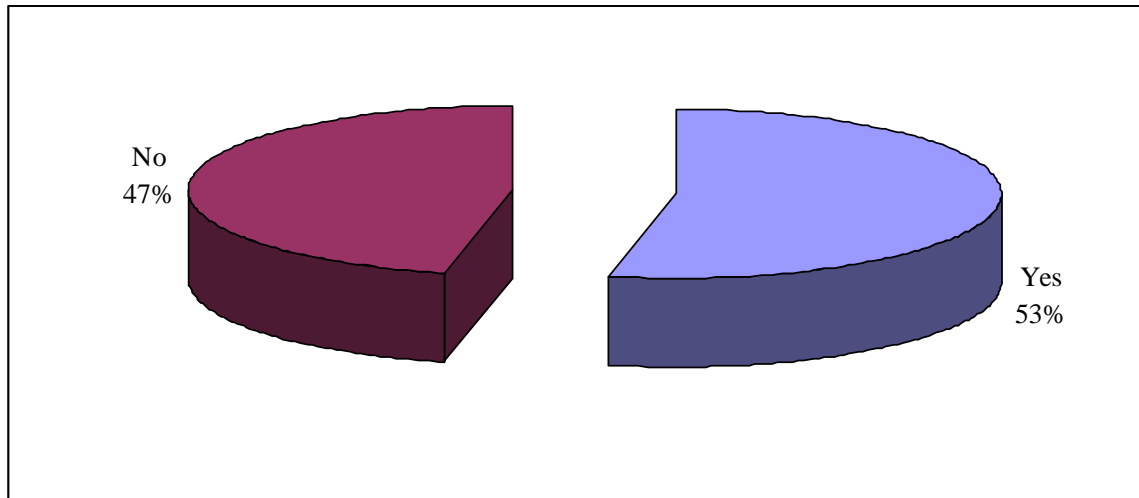
<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	14	93
No	1	7
<b>Total</b>	<b>15</b>	<b>100</b>

The respondents were further asked to mention some of the resources required by QASOs to perform their duties. The study found that vehicles, motor cycles and computers were mentioned to be very necessary for the performance of their duties. According to the Annual Report of the Secretary for Education (1994), lack of useable transport is a key reason cited over the year for the inspection officers not being able to fulfill their duties.

#### **4.3.3 Availability of Resources for use by QASOs**

The respondents were asked to indicate whether the resources required by QASOs to perform their duties were available in their areas of service. The study found that 8(53%) of the respondents indicated that the resources they require for the performance of their duties were available while 7(47%) indicated that the resources were not available. The findings of the study were as presented in Figure 4.6.

**Figure 4.6 Availability of resources for use by QASOs**



#### **4.3.5 Adequacy of the Available Resources for QASOs**

Those who indicated that the resources were available were further asked to indicate the level of adequacy of resources. The study found that 11(75%) of the respondents indicated that even though the resources they required for the performance of their duties were available, they were inadequate. The study also found that 4(25%) of the respondents who indicated that they had the resources they required to perform their duties in indicated that the resources were adequate. From the findings of the study, it can be said that inadequate resources was a challenge to QASOs in the performance of their duties. The findings of the study were as presented in Table 4.3.

**Table 4.3 Adequacy of the Available Resources for QASOs**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Adequate	2	25
Inadequate	6	75
<b>Total</b>	<b>8</b>	<b>100</b>

In an interview with the DEOs on the adequacy of the available resources used by QASOs, the study found that the resources were not adequate. In an interview with one of the DEOs, he mentioned that they had only one vehicle and two motor bikes which were not enough to serve the whole district. Some mentioned that they did not have efficient and adequate computers for QASOs to carryout their duties effectively.

Regarding the challenges facing QASOs in the performance of their duties, the following challenges were mentioned by DEOs: inadequate number of officers, inadequate means of transport, inadequate funds to facilitate their movement and activities and lack of computer skills among QASOs. Asked whether the roles played by QASOs were a challenge to the performance of their duties, they mentioned that the officers were able to play their role but lacked the capacity to be able to play multiple roles. According to Casteel (1999), role ambiguity is one of the challenges facing QASOs. He adds that there is confusion of roles between quality assurance (inspectorate) and quality development (advisory staff). Most of the officers do not

know what is expected of them in these two areas and so they end up concentrating more on quality assurance, abandoning quality development.

#### **4.4 School related factors affecting the roles of QASOs in Supporting Curriculum Implementation in Schools**

##### **4.4.1 Teachers Attitude towards QASOs**

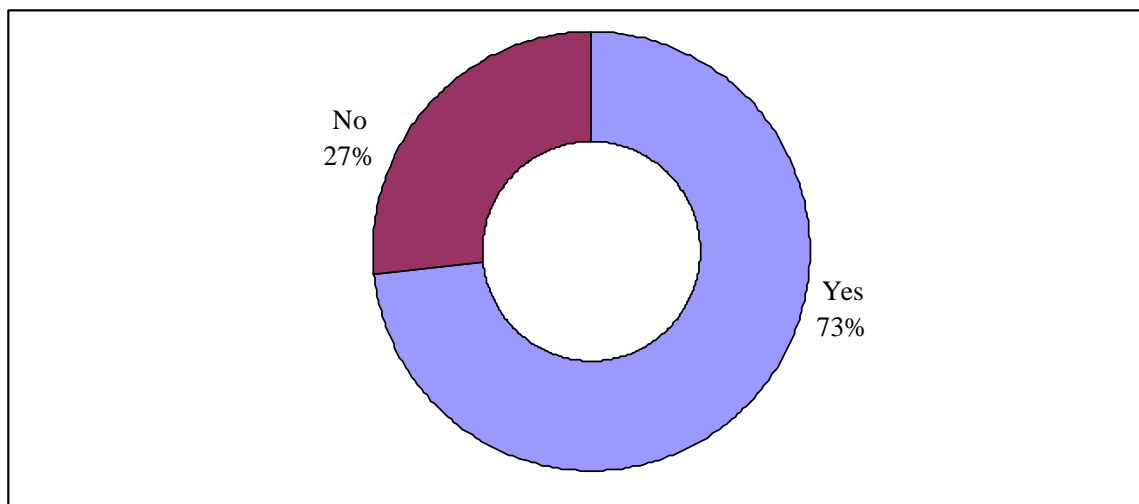
QASOs were asked to describe the attitude of teachers towards the services they render in schools. One of the responses was that teachers viewed standards assessment as fault findings visits. It was also found that in some schools, teachers were positive about QASOs and appreciated their efforts to ensure effective curriculum implementation. In support to these findings, Wanjohi (2005) contends that teachers perceive inspectors as fault finders who are only interested in reporting them to the MoEST instead of giving them advice to enable them improve their teaching techniques.

##### **4.4.2 Cooperation of Teachers in Ensuring Quality Education**

The respondents were asked to indicate whether the teachers in the schools under their areas of service were cooperative in ensuring quality education. The study found that 11(73%) of the respondents indicated that teachers were cooperative while 4(27%) indicated that teachers were not cooperative in ensuring quality education in their schools. From the findings of the study, it can be said that even though some teachers

cooperated with QASOs in ensuring quality education in schools, some were not cooperative posing a challenge to QASOs in their support for curriculum implementation in schools. The findings of the study were as presented in Figure 4.7.

**Figure 4.7 Cooperation of Teachers in Ensuring Quality Education**



Asked to briefly explain their answers, the following were the explanations given: Those who indicated that the teachers were cooperative mentioned that some teachers put much effort to ensure curriculum delivery, that subject panels were formed which contributed even during meetings on the ways of improving curriculum delivery in schools, that teachers acted on the recommendations given by QASOs after assessments. Those who indicated that teachers were not cooperative mentioned that some teachers

viewed the assessments subjectively, some teachers were more engaged in their personal businesses and that some were not cooperative at all.

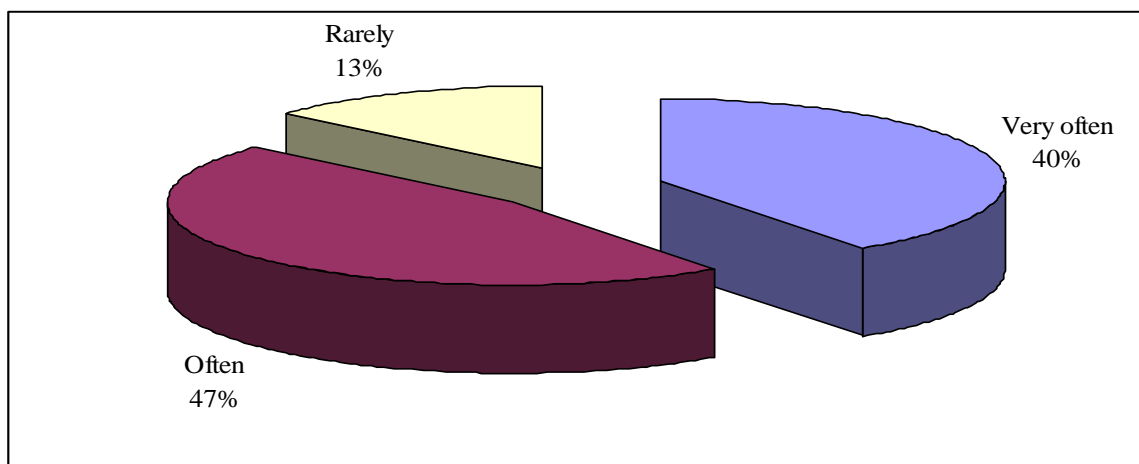
The respondents were further asked to mention other school related challenges they faced in the course of their service. The following challenges were mentioned: That the school heads were ineffective in curriculum supervision, lack of teachers commitment in ensuring effective curriculum implementation, inadequate facilities and resources for learning in the schools, poor infrastructural management in schools, failure by the teachers to wholly implement all the recommendations made by QASOs after the assessments and teachers absenteeism.

#### **4.4.3 Frequency of Visits to School**

The respondents were asked to indicate how often they visited schools in their District. The study found that 7(47%) of the respondents indicated that they often visited schools. The study also found that 6(40%) of the respondents indicated that they visited the schools very often. The study finally found that 2(13%) of the respondents indicated that they rarely visited the schools in their respective Districts. This is an indication of understaffing of QASOs as found by MOE (2006) where due to the lack of personnel, the remaining staff is obliged to overwork. According to the report of a study done by the Kenya Educational Management Capacity Assessment (KEMACA) (2008) in regard to visits to schools by QASOs, 48% of the district officers interviewed felt that the visits

to the schools were not frequent enough. From the study it can be said that QASOs in Nyandarua County visit the schools often. The findings are as presented as the Figure 4.8.

**Figure 4.8: Frequency of Visits to School**



#### **4.5 Policy related Challenges facing QASOs in Supporting Curriculum Implementation in Schools**

##### **4.5.1 Criteria used in the selection of QASOs**

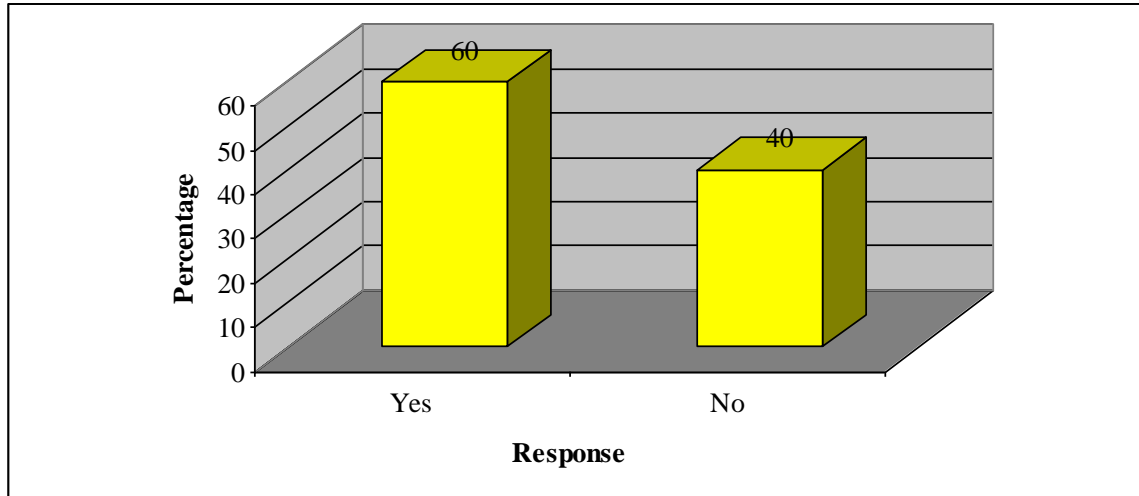
The respondents were asked to describe the criteria used in the appointment as QASOs.

The study found that the following criteria were used: academic qualifications, skills and competence of an individual.

#### **4.5.2 Fairness of the Criteria used in the Appointment of QASOs**

The respondents were asked to indicate whether the criteria used for the appointment of the QASOs were fair. The study found that 9(60%) of the respondents indicated that the criteria for the selection of QASOs was fair while 6(40%) indicated that the criteria were not fair. These findings are in disagreement with the findings of Etindi (2000), who found that QASOs are appointed from among classroom teachers, head teachers and Teacher Advisory Center (TAC) tutors. He added that such appointees would normally have merely undergone primary teachers' training without specific training as QASO. In this study, most of the respondents (63%) had Bachelors degree as shown in figure 4.4. This is an indication that their selection considering the academic qualifications was fair. From the findings of the study, it can be said that the selection of QASOs was fair as qualifications and experience was central in their selection. The findings are as presented in Figure 4.9.

**Figure 4.9 Fairness of the Criteria used in the Appointment of QASOs**



The respondents were further asked to give explanations for their answers. The following were the responses given: that inexperienced officers were deployed as DQASOs, that there were laid down procedures to be followed in the selection of the QASOs, that only qualified candidates were appointed and that being appointed as QASO did not give them additional advantage.

In an interview with the DEOs on whether QASOs operating in their Districts were qualified, the responses they gave showed that the QASOs were qualified. This they explained by the fact that they had good academic qualifications, long experience in the field and that they were familiar with the curriculum being implemented in the schools.

### **4.5.3 Challenges Related to Policy**

To establish the policy related challenges, QASOs were asked to mention some of the policies they perceived to hinder effective performance of their duties. The study found that there was inadequate fund allocation to support the activities of QASOs, that there were inadequate staff to carry out the duties of QASOs, that there were limited training for QASOs to improve their skills in service delivery, that there was reliance on DEOs in terms of facilitation, that QASOs must work under DEOs, poor remuneration for QASOs, inadequate capacity building seminars and workshops for QASOs at the District level and lack of access to policy documents. From the findings of the study, it can be said that policy related challenges hindered the role of QASOs in the supervision of curriculum implementation in school. This is brought clearly by lack of resources as mentioned by the respondents. In support to these findings, Wasanga (2004) noted that the work of the Department of Quality Assurance and Standards is hampered by policy challenges such as inadequacies in requisite skills due to lack of a specific policy on recruitment and deployment of inspectors and lack of a definite staff development policy.

### **4.6 Recommendations on the Ways of Improving Service Delivery by QASOs**

The following were the suggestion of what should be done by different categories of people to improve service delivery by QASOs:

#### **4.6.1 Suggestion for the Ministry of Education, Science and Technology**

QASOs and DEOs suggested that the ministry should formulate policies that will ensure that: QASOs are facilitated to visit schools often, that QASOs should be not operate under DEOs to ensure efficiency, that the ministry should ensure that there are adequate staff to perform the duties of QASOs, that the ministry should provide clear policies promoting in-servicing of QASOs and organize regular seminars for them, that QASO department should be separated from the administration department, be made semi-autonomous through an Act of Parliament, that remuneration for QASOs should be increased and that clear scheme of service of QASOs should be provided to avoid stagnation.

#### **4.6.2 Suggestions for QASOs**

The DEOs interviewed suggested that QASOs should identify schools for quality assessment on the basis of need. They also suggested that QASOs should adopt collegial interaction with teachers and head teachers to improve their cooperation. It was finally suggested that QASOs should go for further education to improve and update their skills.

#### **4.6.3 Suggestions for DEOs**

The following were the suggestions by QASOs on what should be done by DEOs: that DEOs should ensure that DQASOs programs are funded, facilitate QASOs to do their

work, become more transparent in the use and sharing of financial resources with QASOs, should not interfere with QASOs work, consult with quality assurance department before making changes in the institution, ensure proper maintenance of the motor bikes and vehicles used by QASOs, ensure the availability of resources for use by QASOs, improve team work with the QASOs and motivate QASOs by providing funds to facilitate their work.

#### **4.6.4 Suggestions for Schools**

QASOs and DEOs suggested that schools should take the services offered by QASOs objectively and positively, that schools should ensure that the recommendations made by QASOs are implemented immediately, ensure that there is Internal Quality Assurance Structure in place for effective curriculum implementation and that those who cant follow the advice given by QASOs should be guided and counseled accordingly.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of this study was to establish the constraints facing QASO in the supervision of curriculum implementation in schools in Nyandarua County. The study was guided by the following specific objectives: to investigate the work related challenges facing QASOs serving in Nyandarua County, to determine the school related challenges facing QASOs, to find out policy related challenges facing QASOs and to establish the ways of mitigating the constraints facing QASOs in performing their duties

#### **5.2 Summary of the Findings of the Study**

This section presents the summary of the findings of the study according to the objectives

##### **5.2.1 Work related Challenges facing QASOs in Supporting Curriculum Implementation in Schools**

In establishing the work related challenges facing QASOs in supporting curriculum implementation, the study found that inadequacy of staff was a challenge to QASOs as indicated by 13(87%) of the respondents. The study also found that inadequacy of resources such as motor bikes, vehicles and funds was a challenge to QASOs in

supporting curriculum implementation in schools as indicated by 11(75%) of the respondents.

### **5.2.2 School related Factors affecting the roles of QASOs in Supporting Curriculum Implementation in Schools**

Regarding the school related challenges facing QASOs in their attempt to support curriculum implementation in schools, the study found that teachers attitude and cooperation affected QASOs. Other school related challenges included: ineffective curriculum supervision by head teachers, lack of teachers commitment in ensuring effective curriculum implementation, inadequate facilities and resources for learning in the schools, poor infrastructural management in schools, failure by the teachers to wholly implement all the recommendations made by QASOs after the assessments, teachers absenteeism and teachers academic levels and teaching experience.

### **5.2.3 Policy related Challenges facing QASOs in Supporting Curriculum Implementation in Schools**

On the policy related challenges, the study found that there was fairness in the selection and appointment of QASOs as indicated by 9(60%) of the respondents. The study also found that the following policy related challenges affected QASOs: inadequate fund allocation to support their activities, inadequate staff to carry out the duties of QASOs, limited training for QASOs to improve their skills in service delivery, reliance on DEOs

in terms of facilitation, that QASOs must work under DEOs, poor remuneration for QASOs, inadequate capacity building seminars and workshops for QASOs at the District level and lack of access to policy documents. This was evidenced by what was happening at the time of the study which reflects ineffective implementation of policies guiding the functions of QASOs or by availability of constraining policies in regard to how the QASOs carryout their duties.

#### **5.2.4 Ways of mitigating the Constraints facing QASOs in performing their duties**

On the ways of mitigating the constraints facing QASOs, it was suggested that the Ministry of Education should formulate policies that will ensure that: QASOs are facilitated to visit schools often, ensure that there are adequate staff to perform the duties of QASOs, provide clear policies promoting in-servicing of QASOs and organize regular seminars for them. It was also suggested that QASOs should identify schools for quality assessment on the basis of need, adopt collegial interaction with teachers and head teachers to improve their cooperation and that QASOs should go for further education to improve and update their skills. It was further suggested that DEOs should ensure that DQASOs programs are funded, facilitate QASOs to do their work, become more transparent in the use and sharing of financial resources with QASOs and ensure proper maintenance of the motor bikes and vehicles used by QASOs. It was finally suggested that that schools should ensure that the recommendations made by QASOs are implemented immediately, ensure that there is Internal Quality Assurance Structure

in place for effective curriculum implementation and that those who cant follow the advice given by QASOs should be guided and counseled accordingly.

### **5.3 Conclusions**

From the findings of the study, it can be concluded that work related challenges such inadequacy of staff and resources was a challenge to QASOs in their attempt to support curriculum implementation in schools.

It can also be concluded that school related challenges such as teachers attitude and cooperation, ineffective curriculum supervision by head teachers, lack of teachers commitment, inadequate facilities and resources, poor infrastructural management, failure by the teachers to wholly implement all the recommendations made by QASOs, teachers academic levels and teaching experience affected support by QASOs in curriculum implementation

The study further concluded that policy related challenges such as inadequate fund allocation to support their activities, inadequate staff to carry out the duties of QASOs, limited training for QASOs to improve their skills in service delivery, reliance on DEOs in terms of facilitation, that QASOs must work under DEOs, poor remuneration for QASOs, inadequate capacity building seminars and workshops posed a challenge to QASOs in their attempt to support curriculum implementation in schools.

It was finally concluded that the ways of mitigating the constraints facing QASOs in performing their duties may include: Formulation of policies by the Ministry of Education that will ensure effective functioning of QASOs.

#### **5.4 Recommendations**

The study recommends that the government through the Ministry of Education should ensure that there are adequate QASOs in every district. This is to improve their efficiency in ensuring effective curriculum implementation in schools. It also recommends that the resources required by QASOs should be made available and adequate to facilitate their activities.

Regarding the school related challenges facing QASOs, it is recommended that schools should ensure that the recommendations made by QASOs are implemented immediately. This is to minimize the hindrances to effective curriculum implementation. It is also recommended that schools should ensure that the Internal Quality Assurance Structures are in place for effective curriculum implementation.

The study finally recommends that the Ministry of Education should adjust QASO policies such as allocation of adequate fund to support the activities of QASOs. This will facilitate their work thus making them effective. The study also recommends that

QASOs should operate independently, that is, they should be provided with funds to facilitate their activities as opposed to channeling these funds through the DEOs.

### **5.5 Recommendations for Further Research**

This study was carried out in Nyandarua County. The study focused constraints facing QASOs in supporting curriculum implementation in public secondary schools. The researcher therefore recommends that another study be done on the effectiveness of QASOs in ensuring effective curriculum implementation in public secondary schools in other Counties.

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## APPENDICES

### APPENDIX I: COVER LETTER

May 2010

Dear Madam/Sir,

**RE: REQUEST FOR DATA.**

I am a Master of Education (M.Ed) student at Kenyatta University. I am required to submit as part of my research work assessment, a project on “**CONSTRAINTS FACING QUALITY ASSUARANCE AND STANDARDS OFFICERS IN SUPPORTING CURRICULUM IMPLEMENTATION IN PUBLIC SECONDARY SCHOOLS IN NYANDARUA COUNTY**”. To achieve this, you have been selected to participate in the study. I kindly request you to fill the attached questionnaire to generate data required for this study. This information will be used purely for academic purposes and will be treated in confidence and will not be used for publicity. Neither your name nor the name of your institution will be mentioned in the report.

Your assistance and cooperation will be highly appreciated.

Thank you in advance.

Yours faithfully,

---

Gichuhi Samuel  
Kenyatta University

**APPENDIX II: QUESTIONNAIRE FOR QASOS**

**SECTION A: GENERAL INFORMATION**

1. Gender                    Male [ ]                    Female                    [ ]
2. Marital Status        Single [ ]                    Married                    [ ]
3. Age Bracket 31-35 Years [ ]                    36-40 Years [ ]                    41-45 Years [ ]
- 46-50 years [ ]                    46-50 years [ ]                    Above 55 Years [ ]
4. How long have you served as a quality assurance and standards officer?
- less than two years [ ]                    2-5 yrs [ ]                    6-10 yrs [ ]
- 11-15 yrs [ ]                    Over 15 years [ ]
5. What is your highest academic qualification? \_\_\_\_\_
6. Did you serve as a teacher before being promoted to into your current QASO position?                    Yes [ ]                    No [ ]
- If your answer to the question above is yes, for how long did you serve as a teacher before the promotion\_\_\_\_\_

**WORK RELATED CHALLENGES**

7. How many QASOs are serving in your district? \_\_\_\_\_
8. According to you, do you think the number of QASOs serving in the district is adequate?                    Yes [ ]                    No [ ]
- Briefly explain\_\_\_\_\_
- \_\_\_\_\_

9. How often do you visit schools in your district of operation?

Very often [ ] Often [ ] Rarely [ ]

10. Does the availability of resources affect your performance as QASOs?

Yes [ ] No [ ]

11. Can you list some of the resources required by QASOs to ensure that they perform their duties effectively?

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12. Are the resources you listed above available in your areas of services?

Yes [ ] No [ ]

If your answer to the question above is yes; please briefly explain the level of their availability\_\_\_\_\_

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**SCHOOL RELATED FACTORS**

13. What are the teachers' attitudes towards the services you render to the schools?

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14. Are the teachers serving in the schools under your area of service cooperative in ensuring that quality education?

Yes [ ] No [ ]

Briefly explain your answer\_\_\_\_\_

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15. What are the school related challenges you face in the course of your service in schools in your area of service? \_\_\_\_\_

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---

**POLICY RELATED FACTORS**

16. What criteria are used for your selection into the positions you currently hold?

---

---

17. Do you think that the selection criteria are always fair? Yes [ ] No [ ]

Briefly

explain\_\_\_\_\_

---

18. What are some of the policy related constraints you face in the performance of your duties?\_\_\_\_\_

---

---

19. What would you suggest to be done by the following categories of people/groups to improve service delivery by QASOs?

Ministry of Education \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

QASOs: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DEOs: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The Schools \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**APPENDIX III: INTERVIEW SCHEDULES FOR DEOs**

**I am Gichuhi Samuel, a Masters of Education student at Kenyatta University.**

**Thank you for the opportunity to discuss with you concerning the challenges facing QASOs in the performance of the duties in you area of Administration. Please feel free to answer the questions I have for you.**

1. For how long have you served as a DEO? \_\_\_\_\_

2. How many QASOs are serving in your district? \_\_\_\_\_

3. Are the QASOs operating your district qualified? (Briefly explain)\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

4. Are the resources required by QASOs in the performance of their duties available?

Yes [ ]                      No [ ]

If your answer is yes; can you comment on the level of their availability?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. What are the constraints facing QASOs in performing their duties in your administrative area? \_\_\_\_\_

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6. Do you think that the role played by QASOs is a challenge to their performance of duties? (Briefly explain)

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7. What would you suggest to be done by the following categories of people/groups to improve service delivery by QASOs?

Ministry of Education \_\_\_\_\_

---

---

QASOs: \_\_\_\_\_

---

---

DEOs: \_\_\_\_\_

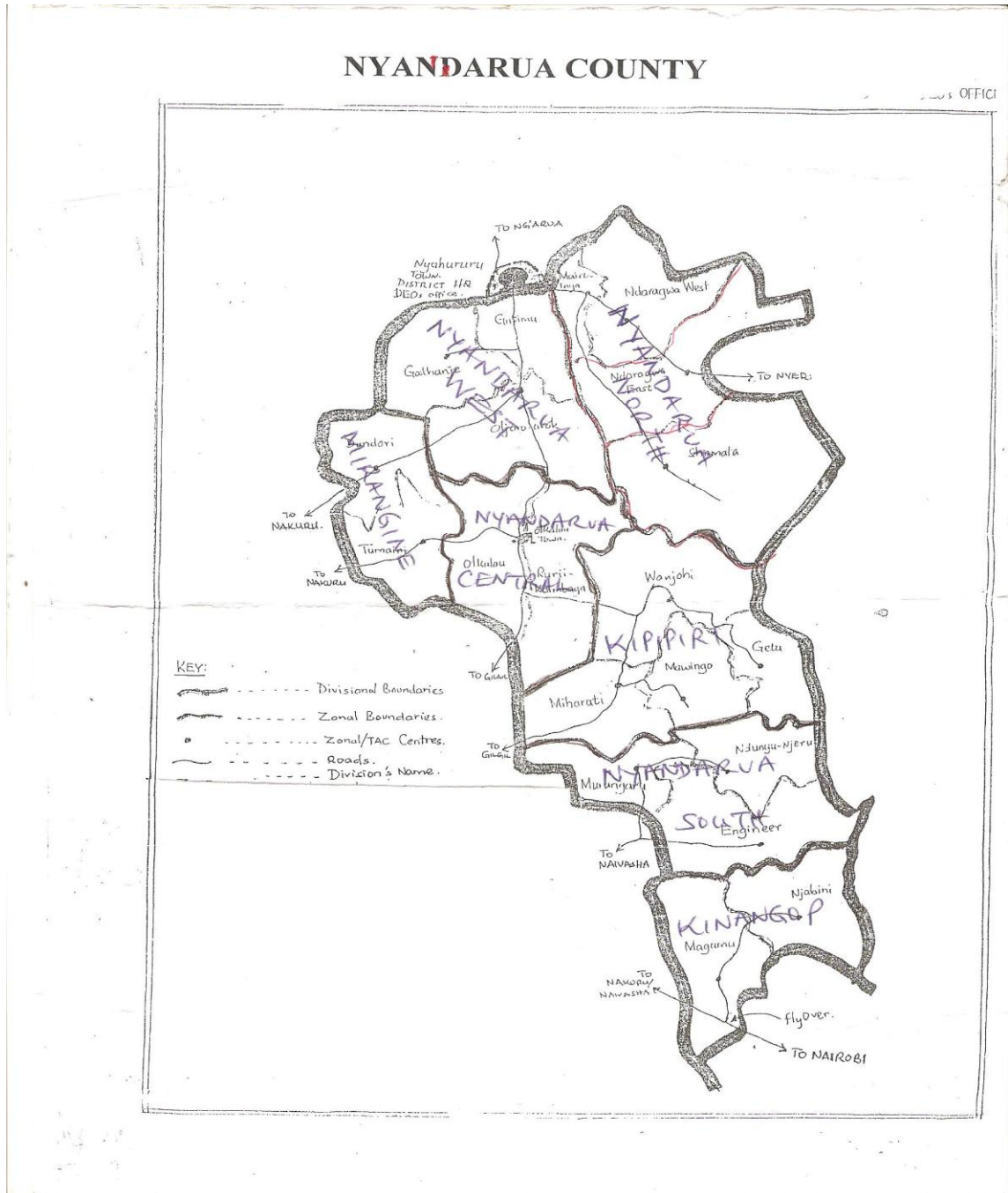
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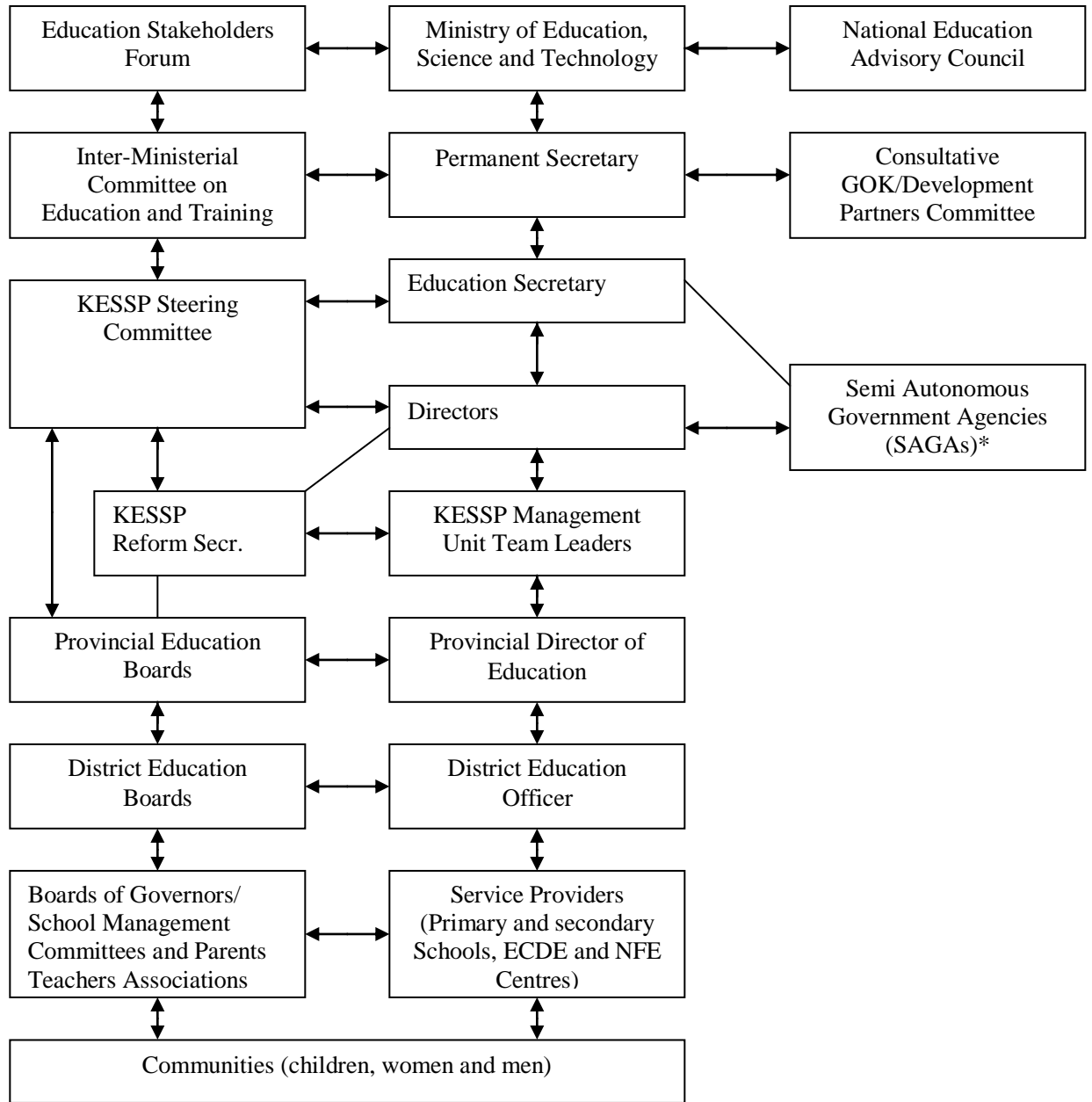
The Schools \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Thank you once more for taking time to discuss with me the constraints facing QASO.**

# APPENDIX IV MAP OF THE STUDY AREA



**APPENDIX V: KESSP COORDINATION, IMPLEMENTATION AND ACCOUNTABILITY STRUCTURE**



Source: MoEST (2005)

\* “SAGAs” includes TSC (Teachers Service Commission), HELB (Higher Education Loans Board), CHE (Commission for Higher Education), KIE (Kenya Institute of Education), KISE (Kenya Institute of Special Education), KNEC (Kenya National Examinations Council), KLB (Kenya Literature Bureau) and JKF (Jomo Kenyatta Foundation).

## APPENDIX VI: RESEARCH PERMIT

REPUBLIC OF KENYA



### NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349  
254-020-310571, 2213123, 2219420  
Fax: 254-020-318245, 318249  
When replying please quote  
secretary@ncst.go.ke

P.O. Box 30623-00100  
NAIROBI-KENYA  
Website: www.ncst.go.ke

Our Ref: NCST/RCD/14/012/191

Date: 13<sup>th</sup> March 2012

Samuel Mureithi Gichuhi  
Kenyatta University  
P.O.Box 43844-00100  
Nairobi.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Constraints facing quality assurance and standards officers in supporting curriculum implementation in schools in Nyandarua County*," I am pleased to inform you that you have been authorized to undertake research in Nyandarua County for a period ending 30<sup>th</sup> April 2012.

You are advised to report to **The District Commissioner and the District Education Officer, Nyandarua County** before embarking on the research project.

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

  
**DR. M. K. RUGUTT, PhD, HSC.**  
**DEPUTY COUNCIL SECRETARY**

Copy to:

The District Commissioner  
The District Education Officer  
Nyandarua County.

*"The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development."*

Research Permit No. **NCST/RCD/14/012/191**

Date of issue **13<sup>th</sup> March 2012**

Fee received **KSH.1,000**

**THIS IS TO CERTIFY THAT:**

**Prof./Dr./Mr./Mrs./Miss/Institution**

**Samuel Mureithi Gichuhi**

**of (Address) Kenyatta University**

**P.O. Box 43844, Nairobi.**

**has been permitted to conduct research in**

**Location**

**Nyandarua**

**District**

**Central**

**Province**

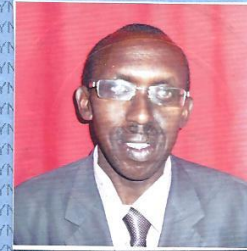
**on the topic: Constraints facing quality**

**assurance and standards officers in**

**supporting curriculum implementation**

**in schools in Nyandarua County.**

**for a period ending:30<sup>th</sup> April 2012.**



**Applicant's  
Signature**

**Secretary  
National Council for  
Science & Technology**